Kadi Sarva Vishwavidyalaya Gandhinagar

{Established Under the State Act of Gujarat, No-21, May 2007}

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UGC Approved

Curriculum for Two Year

Bachelor of Education

Prepared as per the Guidelines of NCTE Curriculum Framework - 2014

Year: 2023-25

Faculty of Education,

Kadi Sarva Vishwavidyalaya

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EDUCATIONAL RULES AND GUIDELINES

I. OBJECTIVES OF BACHELORS OF EDUCATION PROGRAMME

1. To develop an understanding of psychology of children and skills to cater the learning needs of various types of students

2. To develop knowledge and understanding among the teacher trainees about the contemporary India and its socio-cultural & philosophical context

3. To enable the teachers for knowledge generation and use their skills in curriculum development

4. To enable the teacher trainees to reflect upon critique notions of teaching and learning

5. To understand the language background of the students and create sensitivity to the language diversity that exist in the classroom

6. To enable teacher trainees to reflect upon nature and role of disciplinary knowledge in the school curriculum

7. To develop abilities and confidence among the teacher trainees to critically evaluate and challenge gender inequalities

8. To develop knowledge of subject matter and imbibe professional competencies, skills and methods of teaching in various teaching subjects

9. To understand the epistemological and pedagogical bases of the teacher trainees' own school subjects

10. To evaluate the critical role of assessment in learning

11. To develop an understanding of the 'work cultures, policies and practices' that need to be addressed to create an inclusive school

12. To enable teacher trainees to read and respond to variety of texts in different ways

13. To inculcate the habit of peace & harmony in diverse global situation

14. To develop professional competencies and skills related to effective communication, management, curriculum transaction, utilizing various types of learning resources and employing interactive teaching-learning strategies

15. To cultivate lateral thinking, scientific temperament, positive attitude and techno-savvy skills among teacher trainees

16. To develop moral values, environmental awareness & discipline among teacher trainees

17. To enable teacher trainees develop practical & professional competencies through hand on exclusive field experiences

II. ELIGIBILITY

1. Candidate with atleast fifty five percent marks either in the Bachelor's Degree and or in the Master's Degree in Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

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2. Relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules and regulation of the central government/State Government whichever is applicable from time to time.

III. DURATION AND PROGRAMME OF THE STUDY

The duration of the programme will be two academic years spread over four semesters each with a minimum of 100 working days per semester covering instructional hours, library reference, practicum, field work, practice teaching lessons and internship in recognized schools as per NCTE norms. The whole programme consists of core papers, curriculum and pedagogic study, pedagogy of school subjects, enhancing professional capacity and practical works. Here is the list of various papers of B.Ed. programme. The maximum duration for the completion of the programme is 4 years.

A. The List of the Core Papers of B.Ed. Programme
1. Childhood and Growing Up
2. Contemporary India and Education
3. Learning and Teaching
4. Knowledge & Curriculum - 1
5. Gender, School and Society
6. Knowledge & Curriculum - 2
7. Creating an Inclusive School

B. The List of the Curriculum & Pedagogical Studies of B.Ed. Programme
1. Language Across the Curriculum
2. Understanding Discipline and Subjects
3. Teaching Techniques and Assessment for Learning

C. Pedagogy of School Subjects
Candidate can opt any two school subjects one from each group from the following groups.

Group 1	Group 2	Group 3
Mathematics	Gujarati	Science and Technology
Hindi	Economics	Social Science
Accountancy	Computer Science	Sanskrit
English		Commerce

D. The List of the Courses Enhancing Professional Capacity(EPC) of B.Ed. trainees
1. Reading and Reflecting on Text
2. Basics of Computer
3. Drama and Art in Education
4. Multimedia and Communication Technology in Education
5. Developing Teaching Aptitude
6. Understanding of Self

E. List of skill oriented courses
1. Critical Understanding of ICT
2. Yoga Education

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F. CBCS (Choice Based Credit System) Courses

1. Environmental Studies
2. Peace Education
3. Guidance and Counseling
4. Information and Communication Technology in Education
5. Value Education
6. Information and Communication Technology in Education

G. List of the Practical Work of B.Ed.

P1	Pre-Practice Teaching
P2	English Speaking and Personality Development -1
P3	Content Assignment – School Subject : 1 *
P4	Content Assignment – School Subject : 2 *
P5	Teaching Aids
P6	Lesson Observations of Experienced School Teachers
P7	Stray Lessons
P8	Psychological Testing
P9	Blue Print (Subject - 1)
P10	Blue Print (Subject - 2)
P11	Block Teaching-1
P12	Book Review
P13	English Speaking and Personality Development -2
P14	Yoga
P15	Action Research
P16	Internship
P17	N.S.S.
P18	Education Forum
P19	Content Assignment – School Subject:1
P20	Content Assignment – School Subject:2
P21	Project Based Learning
P22	Internship
P23	Literacy Programme
P24	Participation in Parental Programme
P25	Co-curricular Activities
P26	Lesson Observations of Experienced School Teachers
P27	Block Teaching during Internship
P28	Practice Teaching during Internship
P29	Case Study
P30	Viva -Voce
P31	Annual Lesson: School Subject 1
P32	Annual Lesson: School Subject 2

IV. COURSES AND EXAMINATION SCHEME

	Theory Papers					
	Semester – I (Core Papers) Perspectives in Education					
NO	**COURSE**	**INSTRU. H./W.**	**CREDIT**	**MARKS**		
				INTERNAL	**EXTERNAL**	**TOTAL**
CC1	Childhood and Growing Up	4	4	30	70	100
CC2	Contemporary India and Education	4	4	30	70	100
Curriculum and Pedagogic Study (Any One)						
CP1	Language Across the Curriculum	2	2	15	35	50
CP2	Understanding Disciplines & Subjects	2	2	15	35	50
Course-7: (a & b) Pedagogy of School Subject (Any Two)						
PS1	Pedagogy of School Subject–1	2	2	15	35	50
PS2	Pedagogy of School Subject–2	2	2	15	35	50
Enhancing Professional Capacity(EPC)(Any One)						
EPC1A	Reading and Reflecting on Text	2	2	50	-	50
EPC1B	Basics of Computer	2	2	50	-	50
Choice Based Credit System (CBCS) (Any One)						
CBCS1A	Environmental Studies	2	2	15	35	50
CBCS1B	Peace Education	2	2	15	35	50
Total Theory Work		**18**	**18**	**170**	**280**	**450**
Semester –I – Practical Work B.Ed.						
P1	Pre-Practice Teaching	-	2	50	-	50
P2	English Speaking and Personality Development-1	-	1	25	-	25
P3	Content Assignment –School Subject: 1 *	-	1	25	-	25
P4	Content Assignment –School Subject: 2 *	-	1	25	-	25
P5	Teaching Aids	-	1	25	-	25
P6	Lesson Observations of Experienced School Teachers	-	1	25	-	25
Total		**-**	**07**	**175**	**-**	**175**

Note:
1. PS1 and PS2, Pedagogy of school subject- 1 and Pedagogy of school subject- 2 refers to the name of the concerned school subject of the teacher trainees such as Mathematics, Science & Technology, Hindi, Social Science etc.
2. P1, 'Pre- Practice Teaching' refers to 10 lessons (8 lessons based on Teaching skills + 2 bridge lessons)

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3. P3 and P4, name of the subject refers to name of the concerned method subject of the students such as Mathematics, Science & Technology, Hindi, Social Science etc.
4. P3 and P4, Accountancy, Commerce & Economics Content of std. 11 should be covered and for other Subjects content of std. 6 to 8 Should be covered
5. P6 Minimum 25 lessons of Experienced School Teachers should be observed by students through their observation sheet
6. For course CC1 & CC2, mode of examination would be 'open book examination' in semester-I.

NO	COURSE	INSTRU. H./W.	CREDIT	MARKS		
				INTERNAL	EXTERNAL	TOTAL
Theory Papers						
Semester –II (Core Papers) Perspectives in Education						
CC3	Learning and Teaching	4	4	30	70	100
CC4	Knowledge and Curriculum - 1	2	2	15	35	50
Curriculum and Pedagogic Study						
CP3	Teaching Techniques and Assessment for Learning	2	2	15	35	50
Course-7: (a & b) Pedagogy of School Subject (Any Two)						
PS3	Pedagogy of School Subject – 1	2	2	15	35	50
PS4	Pedagogy of School Subject – 2	2	2	15	35	50
Enhancing Professional Capacity(EPC) (Any One)						
EPC2A	Drama and Art in Education	2	2	50	-	50
EPC2B	Multimedia and Communication Technology In Education	2	2	50	-	50
Choice Based Credit System (CBCS) (Any One)						
CBCS2A	Guidance and Counseling	2	2	15	35	50
CBCS2B	Vocational Education	2	2	15	35	50
	Total	**16**	**16**	**155**	**245**	**400**
Semester –II – Practical Work in B.Ed.						
P7	Stray Lessons	-	2	50	-	50
P8	Psychological Testing	-	1	25	-	25
P9	Blue Print (Subject-1)	-	1	25	-	25
P10	Blue Print (Subject-2)	-	1	25	-	25
P11	Block Teaching-1	-	2	50	-	50
P12	Book Review	-	1	25	-	25
P13	English Speaking and Personality Development -2	-	1	25	-	25
	Total	**-**	**09**	**225**		**225**

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Note:

1. P7, 'Stray Lessons' refers to 10 Lessons to be delivered by the teacher trainees in Upper primary / Secondary / Higher Secondary schools
2. P11, 'Block Teaching' refers to 10 lessons including Unit planning to be delivered by the teacher trainees in Upper primary / Secondary / Higher Secondary schools
3. For course CC3 & CC4, mode of examination would be 'open book examination' in semester-II.

NO	COURSE	INSTRU. H./W.	CREDIT	INTERNAL	EXTERNAL	TOTAL
Semester –III – Theory Papers						
Perspectives in Education (Core Papers)						
				MARKS		
CC5	Gender, School and Society	2	2	15	35	50
CC6	Knowledge and Curriculum -2	2	2	15	35	50
CC7	Creating an Inclusive School	2	2	15	35	50
Skill Oriented Courses						
SOC1	Critical Understanding of ICT	2	2	15	35	50
SOC2	Yoga Education	2	2	15	35	50
Enhancing Professional Capacity(EPC)						
EPC3	Developing Teaching Aptitude	2	2	50	-	50
EPC4	Understanding of Self	2	2	50	-	50
Choice Based Credit System (CBCS) (Any One)						
CBCS3A	Value Education	2	2	15	35	50
CBCS3B	Information and Communication Technology in Education	2	2	15	35	50
Total		16	16	190	210	400
Semester –III – Practical Work B.Ed.						
P14	Yoga	-	1	25	-	25
P15	Action Research	-	1	25	-	25
P16	Internship	-	2	50		50
P17	N.S.S.	-	1	25	-	25
P18	Education Forum	-	1	25		25
P19	Content Assignment – School Subject:1		1	25		25
P20	Content Assignment – School Subject:2		1	25		25
P21	Project Based Learning	-	1	25	-	25
Total		-	09	225		225

Note: *

1. P16, Internship refers to Two weeks fulltime internship in Upper primary / Secondary / Higher Secondary schools
2. P19 and P20, name of the subject refers to name of the concerned method subject of the teacher trainees i.e. Mathematics, Science & Technology, Hindi, Social Science etc.
3. P19 and P20,for Accountancy, Commerce & Economics Content of STD 12 should be covered and for other Subjects content of 9 to 10 STD should be covered.
4. For course CC5, CC6 & CC7, mode of examination would be 'open book examination' in semester-III.

Theory Papers						
Semester –IV Content Papers of School Subjects						
NO	COURSE	INSTRU. H./W.	CREDIT	MARKS		
				INTERNAL	EXTERNAL	TOTAL
CS1	Content of School Subject – 1	-	2	-	50	50
CS2	Content of School Subject – 2	-	2	-	50	50
Total		**-**	**4**	**-**	**100**	**100**
Semester –IV – Practical Work B.Ed.						
NO	COURSE	INSTRU. H./W.	CREDIT	MARKS		
				INTERNAL	EXTERNAL	TOTAL
P22	Internship	-	4	50	50	100
P23	Literacy Programme	-	2	50	-	50
P24	Participation in Parental Programme	-	1	-	25	25
P25	Co-curricular Activities	-	1	-	25	25
P26	Lesson Observations of Experienced School Teachers	-	1	-	25	25
P27	Block Teaching during Internship	-	2	-	50	50
P28	Practice Teaching during Internship	-	4	-	100	100
P29	Case Study		1	25	-	25
P30	Viva -Voce	-	1	25	-	25
P31	Annual Lesson: School Subject 1	-	2	-	50	50
P32	Annual Lesson: School Subject 2	-	2	-	50	50
Total for Practical Work		**-**	**21**	**150**	**375**	**525**

Note:

1. P22, Internship refers to activities done by the teacher trainees during 18 weeks internship in Upper primary / Secondary / Higher Secondary schools and prepare a detailed report

2. P26: Minimum 50 lessons of Experienced School Teachers should be observed by teacher trainees through their observation sheet

3. P27: 10 planned lessons should be delivered by a teacher trainees under the supervision of school-mentor teacher during Internship.

4. P28: 100 unplanned lessons should be delivered by a teacher trainees under the guidance of school-mentor teacher during Internship.

5. Viva voce is to be conducted for practical activities i.e., P22 to P29 of Internship. Moreover, students should submit internship reports along with all practical activities certified by schools i.e. for P22 to P29.

SUMMARY OF EVALUATION

Semester		Internal Marks	External Marks (Uni. Exam)	Total Marks
I	Theory	170	280	450
	Practical	175	-	175
II	Theory	155	245	400
	Practical	225	-	225
III	Theory	190	210	400
	Practical	225		225
IV	Theory	---	100	100
	Practical	150	375	525
	Total	1290 (51.6%)	1210 (48.4%)	2500 (100%)

V. PASSING STANDARD AND GRADE DISTRIBUTION

The performance of each candidate in all the courses will be evaluated on 7 point scale in terms of grades. The details regarding the grades along with its Grade Points, equivalent range of percentage and qualitative meaning are as under:

Grade	Grade Point	Percentage	Qualitative Meaning
A+	10	90 to 100	Outstanding
A	9	80 to 89	Excellent
A-	8	70 to 79	Very Good
B+	7	60 to 69	Good
B	6	50 to 59	Average
B-	5	40 to 49	Fair
F	0	Less than 40	Not Qualified
I		Term not Granted	

The Grade (mark) Sheet will contain separate grade for each of core papers, curriculum and pedagogic study, pedagogy of school subjects, enhancing professional capacity and practical works and an overall grade of all the courses combined. It will also contain percentage and the class obtained. The percentage will be calculated on the basis of Cumulative Performance Index (CPI) obtained by a candidate.

The candidate must obtain not less than 40 percent marks or equivalent grade in each course and 50 percent marks or equivalent grade in practical work. However, in aggregate the candidate must secure at least 50% marks or equivalent grade to qualify the programme.

SEMESTER PERFORMANCE INDEX (SPI):
The performance of a teacher trainees in a semester is expressed in terms of Semester Performance Index. The SPI is the weighted average of course grade points obtained by the students in the course in the semester. The weightage assigned to the course grade points are the credits carried by the respective course.

$$SPI = \frac{g_1 c_1 + g_2 c_2 + \ldots\ldots}{c_1 + c_2 + \ldots\ldots}$$

Where g_1, g_2…. Are the grade points obtained by the student in the semester, for courses carrying credits c_1, c_2 ……..

CUMULATIVE PERFORMANCE INDEX (CPI)

The cumulative performance of a teacher trainee is expressed in terms of the cumulative performance index. This index is defined as the weighted average of course grade points obtained by the students for all courses taken since the admission to the programme. If a student reappears in any of the exams of the course, only the grade points obtained in the latest attempt are counted towards the CPI.

AWARD OF CLASS:

The class awarded to teacher trainees with B.Ed. degree is decided by his final CPI as per the following table:

Distinction:	CPI not less than 7.50
First Class:	CPI less than 7.50 but not less than 6.50
Second Class:	CPI less than 6.50 but not less than 5.50
Not Qualified:	CPI less than 5.50

ABSENCE IN INTERNSHIP AND OTHER PRACTICAL WORKS

If the candidate is absent in internship programme and other practical work , the candidate will be allowed to appear in semester end examination provided that he/she has to attend supplementary Internship and other practical work. Such supplementary Internship and other practical work will be organized by the institution at its convenience. There after the Dean/HOD will certify it and will send to the university authorities. After certification, the result will be declared. If the candidate fails to appear in supplementary Internship and other practical work, the term will not be granted and candidate will be declared as 'Not Qualified' in the semester end examination.

REAPPEARING IN THE EXAMINATION

Not qualified candidate can reappear in the university examination. He/She can apply for the course/courses in which he/she was not qualified OR he/she can appear for entire examination. Marks or grade obtained in such examination will be treated as final and not the previous one.

VI. RULES FOR GRANTING TERM AND PROMOTION / ATKT

1. Eighty percent attendance is required for granting semester and such candidate can appear in the semester end examinations. However in exceptional case, head or dean can grant the term.
2. The candidate has to submit all submissions in time
3. The candidate has to appear in internal examinations. In Exceptional cases, the candidate can appear in re examination, held by the institution.

RULES FOR PROMOTION / ATKT:

The candidate would be promoted to subsequent semesters in following manner.

Promotion to	Conditions for Promotion
Semester-II	Term of Semester-I is granted
Semester-III	Term of Semester-I and Semester-II both are granted
Semester-IV	Pass in all subjects of semester-I, II and III and term of the Semester-I, II and III are granted.

VII. SCHEME OF TEACHING

SEMESTER - I

PAPER NO.	COURSE	CREDIT	HOURS
CC1	Childhood and Growing Up	4	64
CC2	Contemporary India and Education	4	64
CP1	Language Across the Curriculum	2	32
CP2	Understanding Disciplines & Subjects		
PS1	Pedagogy of School Subject – 1	2	32
PS2	Pedagogy of School Subject – 2	2	32
EPC1A EPC1B	Reading and Reflecting on Text Basics of Computer	2	32
CBCS1A CBCS1B	Environmental Studies Peace Education	2	32
P1	Pre-Practice Teaching	2	64
P2	English Speaking and Personality Development -1	1	32
P3	Content Assignment – School Subject : 1 *	1	32
P4	Content Assignment – School Subject : 2 *	1	32
P5	Teaching Aids	1	32
P6	Lesson Observations of Experienced School Teachers	1	32
	Total	**25**	**512**

SEMESTER - II

PAPER NO.	COURSE	CREDIT	HOURS
CC3	Learning and Teaching	4	64
CC4	Knowledge and Curriculum-1	2	32
CP3	Teaching Technology and Assessment for Learning	2	32
PS3	Pedagogy of School Subject – 1	2	32
PS4	Pedagogy of School Subject – 2	2	32
EPC2A EPC2B	Drama and Art in Education Multimedia and Communication Technology In Education	2	32
CBCS2A CBCS2B	Guidance and Counseling Vocational Education	2	32
P7	Stray Lessons	2	64
P8	Psychological Testing	1	32
P9	Blue Print (Subject - 1)	1	32
P10	Blue Print (Subject - 2)	1	32
P11	Block Teaching-1	2	64
P12	Book Review	1	32
P13	English Speaking and Personality Development -2	1	32
	Total	**25**	**544**

SEMESTER-III

PAPER NO.	COURSE	CREDIT	HOURS
CC5	Gender, School and Society	2	32
CC6	Knowledge and Curriculum-2	2	32
CC7	Creating an Inclusive School	2	32
SOC1	Critical Understanding of ICT	2	32
SOC2	Yoga Education	2	32
EPC3	Developing Teaching Aptitude	2	32
EPC4	Understanding of Self	2	32
CBCS3A CBCS3B	Value Education Information and Communication Technology in Education	2	32
P14	Yoga	1	32
P15	Action Research	1	32
P16	Internship	2	64
P17	N.S.S.	1	32
P18	Education Forum	1	32
P19	Content Assignment – School Subject:1	1	32
P20	Content Assignment – School Subject:2	1	32
P21	Project Based Learning	**1**	**32**
	Total	**25**	**544**

SEMESTER-IV

PAPER NO.	COURSE	CREDIT	HOURS
CS1	Content of School Subject – 1	2	64
CS2	Content of School Subject – 2	2	64
P22	Internship	4	128
P23	Literacy Programme	2	64
P24	Participation in Parental Programme	1	32
P25	Co-curricular Activities	1	32
P26	Lesson Observations of Experienced School Teachers	1	32
P27	Block Teaching during Internship	2	64
P28	Practice Teaching during Internship	4	128
P29	Case Study	1	32
P30	Viva -Voce	1	32
P31	Annual Lesson: School Subject 1	2	64
P32	Annual Lesson: School Subject 2	2	64
	Total	**25**	**800**

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TOTAL HOURS, CREDITS AND MARKS OF B.ED. PROGRAMME

NO.	PARTICULARS	TOTAL HOURS	CREDITS	MARKS
1	SEMESTER – I Theory Course & Practical	512	25	625
2	SEMESTER – II Theory Course & Practical	544	25	625
3	SEMESTER – III Theory Course & Practical	544	25	625
4	SEMESTER – IV Theory Course & Practical	800	25	625
	Total	**2400**	**100**	**2500**

Semester	Theory Credits	Practical Credits	Total Credits
I	18	07	25
II	16	09	25
III	16	09	25
IV	04	21	25
Total Credits	**54**	**46**	**100**
Total Hours	**50x16hrs = 800hrs.** **04x32hrs = 128hrs.** **Total = 928hrs**	**46x32hrs = 1472hrs.**	**928 + 1472 = 2400 hrs.**
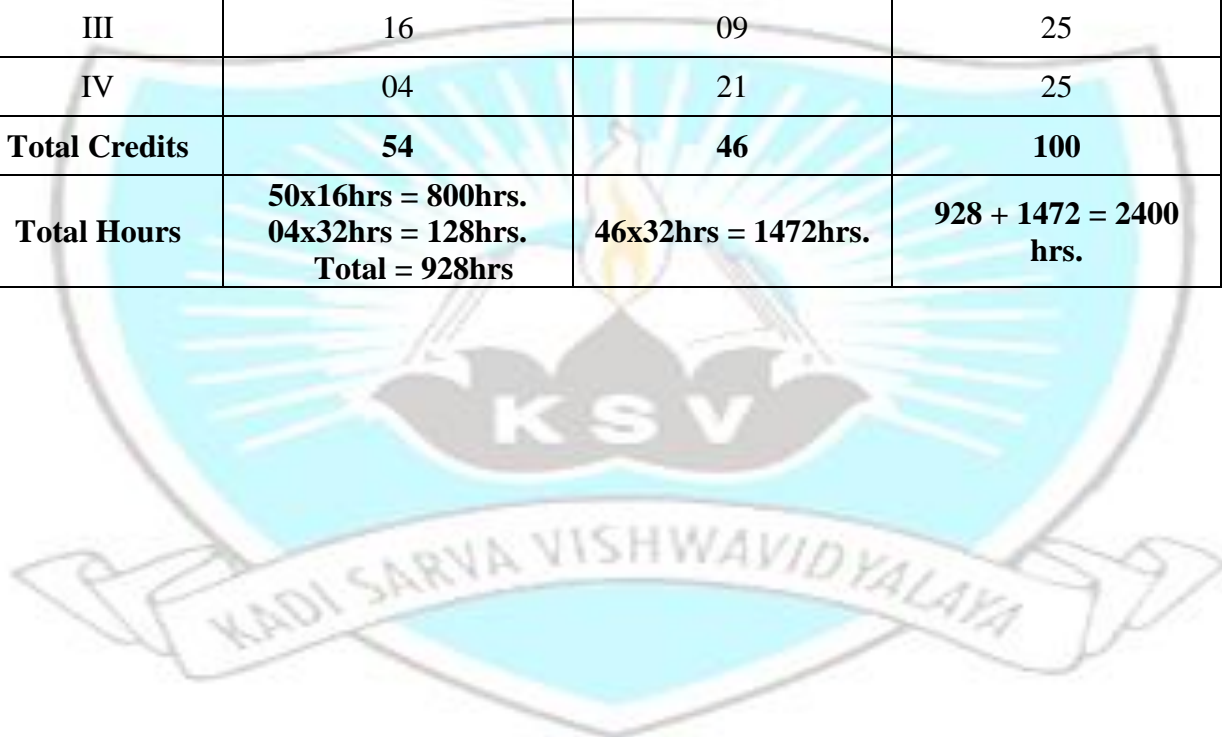
PROGRAMME OUTCOMES (Pos), PROGRAMME SPECIFIC OUTCOMES (PSOs), COURSE OUTCOMES (Cos)

B.Ed. PROGRAMME

PROGRAMME OUTCOMES (Pos)

To prepare teachers capable to shape future citizens to contribute and strengthen the society by fostering positive attitudes, commitment, skills, values & competencies.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

After completion of the B.Ed. Programme, the teacher trainees are able to

PSO1- develop and discuss about child psychology to cater the learning needs of various types of students.

PSO2- visualize contemporary India and its socio-cultural context.

PSO3- acquire knowledge and use their skills in curriculum development.

PSO4- reflect upon critique notions of teaching and learning

PSO5- create sensitivity towards the language diversity existing in the classroom.

PSO6- reflect upon the nature and role of disciplinary knowledge in the school curriculum.

PSO7- develop abilities and confidence to critically evaluate and challenge gender issues.

PSO8- develop knowledge of subject matter and imbibe professional competencies, skills and methods of teaching in various teaching subjects

PSO9- discuss the epistemological and pedagogical bases of school subjects.

PSO10- evaluate the critical role of assessment in learning.

PSO11- discuss 'work cultures, policies and practices' for inclusive and universal education.

PSO12- read and respond to a variety of texts in different ways.

PSO13- inculcate the habit of peace & harmony in diverse global situations.

PSO14- develop professional competencies and skills related to effective communication, management, curriculum transaction, utilizing various types of learning resources and employing interactive teaching-learning strategies.

PSO15- cultivate lateral thinking, scientific temperament, positive attitude and techno-savvy skills.

PSO16- develop moral values, environmental awareness & discipline.

PSO17- develop practical & professional competencies through hand on exclusive field experiences

COURSE OUTCOMES (Cos)	
Semester-1	
CC1: Childhood and Growing Up	**Teacher trainees are able to…** CO1-identify branches of Psychology and apply educational Psychology in learners' life. CO2-define Child Psychology and apply various methods of educational Psychology in learners day to day life. CO3-identify and apply the principles of growth and development of learners' life. CO4-analyze and apply the theories of growth and development inlearners day to day life. CO5-identify the factors affecting and educational implication of growth and development. CO6-: analyze the adolescence,its needs & problems and apply techniques to solve adolescence learners problems in their life. CO7-define personality and its characteristics and analyze the factors affecting learners personality. CO9-analyze and apply theories, assessment tools of personality on learners life. CO10-analyze the importance of personality in learner life. CO11-define creativity and its Characteristics and importance and Apply methods of developing creativity in learner life. CO12-define intelligence and its Characteristics and importance. CO13-analyze and apply theories, assessment tools of intelligence on learner life. CO15: comprehend individual differences and its types, factors and provisions. CO16: explain adjustment, maladjustment and apply its methods of adjustment in learner life. CO17: discuss stress and its types and apply techniques to reducing stress in learners' day to today life. CO18: apply strategies to reduce these challenges in learners' life.

CC2: Contemporary India and Education	**Teacher trainees are able to…** CO1-write about the importance of contemporary Indian education. CO2-compare ancient Indian Education with modern Education CO3- solve emerging issues in Indian Society CO4- apply the concept and importance of Indian Constitution in their behavior. CO5- apply the Right to Education in actual life situation. CO6- explain the meaning of Universal and Inclusive Education CO7-analyze different Educational National Policies CO8- comprehend the objectives and functions of different educational agencies CO9-identify the quality issues in school education
CP1: Language Across the Curriculum	**Teacher trainees are able to…** CO-1- identify the need and benefits of Language Across the Curriculum approach. CO-2- apply various elements contributing to effective use of language in teaching. CO-3- identify the language background of the students and use language effectively for knowledge sharing. CO-4- apply the theories of language development in linguistic behaviour development of the students. CO-5- develop linguistic skills essential for competent teacher. CO-6- analyze and synthesize various aspects of effective use of language in terms of preparing lesson plans, writing examinations and preparing development plans.
CP2: Discussing Disciplines & Subjects	**Teacher trainees are able to…** CO1-make themselves aware about the concept, Nature, types and role of disciplinary knowledge in the school curriculum. CO2- comprehend emergence of disciplines and subjects in social, political and intellectual context. CO3-discuss the causes that lead to change in discipline. CO4- analyze subjective and objective knowledge V/S absolute and relative

	knowledge, Interpersonal V/S intrapersonal knowledge, structural knowledge V/S contemporary knowledge.
	CO5- comprehend the history of the teaching of subject areas in schools, social history of inclusion and exclusion of a subject area from the school curriculum and its impact on the discipline.
	CO6- discuss the views of Raja Ram Mohan Roy on curricular areas and its needs to be included in curriculum.
	CO7- make them comprehend about the impact of colonization of curriculum as a vehicle of indoctrination.
	CO8- apprehend curriculum in post- independence era emphasizing teaching of science and Maths as a vehicle of national development.
	CO9- critically evaluate the current practices of design of school subjects and discipline.
	CO10- recognize the Parameters for selection of content and learning experience given by Burtan and wheeler.
	CO11- identify the principles of content selection.
	CO12- strengthen Innovations in selection of content for curriculum, syllabus and textbook.
	CO13- ascertain steps to arrange topics of content for textbook.
PS1/PS2: Pedagogy of School Subject–1 Accountancy	**Teacher trainees are able to…** CO1-narrate historical knowledge of accountancy. CO2- identify the general, specific, and basic construction of aims of accountancy. CO3- write various need, benefits and scope of teaching accountancy CO4- discuss the concept of micro teaching with reference to its importance steps and the skills CO5- prepare various lesson plans, unit plan and differentiate between them. CO6- apply the subject professional methodologies of teaching and techniques in Accountancy teaching. CO7-discuss various relevant teaching aids, its importance and use them appropriately in teaching of Accountancy CO8- demonstrate their general and specific qualities in teaching of Accountancy

	CO9- apply their professionalism in teaching of accountancy.
PS1/PS2: Pedagogy of School Subject–1 Commerce	**Teacher trainees are able to…** CO1- narrate need of commerce teaching CO2- write about the Need and Benefits of commerce. CO3- identify basic aims of commerce. CO4- discuss& prepare various lesson plans including short activities and manage the class effectively. CO5- use the various methods and techniques in the classroom. CO6- apply the various elements contributing to effective use of commerce. CO7- synthesize various aspects of effective use of commerce in terms of preparing lesson plans. CO8- aware about professional qualification and competency of Commerce Teacher
PS1/PS2: Pedagogy of School Subject–1 Science and Technology	**Teacher trainees are able to…** CO1- identify the nature of science. CO2- apply the discoveries of scientists in day to day life. CO3- explain the importance of Values of Science. CO4- analyze, synthesize and practically apply the concepts of science learning in social context. CO5- define the aims and objectives of teaching science in terms of learning outcomes. CO6- inculcate the qualities of a science teacher. CO7- explain the importance of lesson planning in science teaching. CO8- apply various teaching methods and techniques in teaching of science. CO9- prepare teaching aids in science.
PS1/PS2: Pedagogy of School Subject–1 Mathematics	**Teacher trainees are able to…** CO1- define and apply knowledge of Mathematics in learners' life CO2- apply various methods and techniques of Mathematics in day to day life CO3- analyze and apply theories of Mathematics teaching CO4- appreciate the contribution of Mathematicians. CO5- analyze, synthesize and practically apply the theories of Mathematics learning in social context.

	CO6-discuss the values of mathematics; differentiate between different mathematical values of teaching Mathematics in terms of learning outcomes. CO7- prepare teaching aid in Mathematics CO8-explain the importance of teaching aid in mathematics teaching.
PS1/PS2: Pedagogy of School Subject–1 Economics	**Teacher trainees are able to…** CO1- explain concept, nature and importance of Economics. CO2- define aims, objectives of teaching Economics and its value-outcomes. CO3- appreciate the contribution of the Economist. CO4- inculcate the qualities of an Economics teacher. CO5- prepare various lesson plans including short activities and manage the class effectively. CO6- explain her/his role as facilitator in enhancing Economics learning in the real classroom situation. CO7- apply various teaching methods and techniques in teaching of Economics. CO8- use reference material and teaching aids in teaching of Economics CO9- review various resources in teaching learning of Economics.
PS1/PS2: Pedagogy of School Subject–1 English	**Teacher trainees are able to…** CO1-acquire knowledge about nature, importance of English Language Teaching CO2-discusstechniques and methods of teaching English CO3-strengthen discussing of objectives of English language Teaching CO4-enhance planning skills for formulating lesson plans CO5-develop competence about familiarity and effective use of various teaching aids. CO6-enhance competence in English linguistic skills: listening, speaking, reading and writing in English.
PS1/PS2: Pedagogy of School Subject–1 Social Science	**Teacher trainees are able to…** CO1-define the historical development of social science CO2- define and analyze the nature, scope and importance of social science. CO3- formulate the aims and objectives of social science. CO4- prepare lesson plans. CO5- construct and use different teaching aids

	CO6- discuss formation of Social Science Club.
	CO7- apply the techniques and methods of teaching social science.
	CO8- evaluate the Text Book of Social Science.
PS1/PS2: Pedagogy of School Subject–1 Hindi	**Teacher trainees are able to…** CO1-हिन्दी शिक्षा के उद्देश्यो एवं उसकी विधियों कोभली-भांति समझ सकें CO2-हिन्दी शिक्षा के विभिन्नकौशल्यों कीविशिष्टताओं की जानकारी प्राप्त कर सकें CO3-हिन्दी भाषा शिक्षा के सिद्धान्तसूत्रों से परिचितहो सकेCO4-राष्ट्रभाषा शिक्षा के विभिन्न स्वरूपों की महत्ता को समझ सके CO6-राष्ट्रभाषा शिक्षा में दृष्य-श्राव्य साधनों कामहत्व एवं उपयोग समझकर अच्छे पाठआयोजनों की रचना करके पढाना सीख सके
PS1/PS2: Pedagogy of School Subject–1 Sanskrit	**Teacher trainees are able to…** CO1-સંસ્કૃતના ભાવાત્મક અને ઐક્ય મૂલ્યોનો પરિચય કેળવે . CO2-સંસ્કૃતની વિવિધ અધ્યાપન પદ્ધતિઓથી પરિચિત થાય. CO3-સંસ્કૃતના અધ્યયન દ્વારા ઉચ્ચારણ શુદ્ધિ પ્રાપ્ત કરે. CO4- સંસ્કૃત વિષયનો અન્ય વિષય સાથે અનુબંધ કરે. CO5-દૈનિકજીવનમાં સંસ્કૃત ઉપયોગથી સજ્જ થાય.
PS1/PS2: Pedagogy of School Subject–1 Gujarati	**Teacher trainees are able to…** CO1- માતૃભાષા અર્થ,સ્વરૂપ,વિકાસ અને પરિબળો વિશે લખી શકશે. CO2- માતૃભાષાશિક્ષણનું મહત્વ તેના હેતુઓ,પદ્ધતિઓ અને પ્રયુક્તિઓ ઓળખી તેના વિશે નોંધ કરવા સમર્થ થશે. CO3- માતૃભાષાના શિક્ષણમાં પાઠ આયોજન અને તેના હેતુઓ ગદ્ય અને પદ્ય વિશે નોંધ કરવા સમર્થ થશે. CO4-માતૃભાષાના વિષયવસ્તુનું અધ્યાપન કૌશલ્ય કેળવશે.
PS1/PS2: Pedagogy of School Subject–1 Computer Science	**Teacher trainees are able to…** CO1-discuss about the history of Computer development. CO2-write aims and objectives of teaching Computer Science by the use of Content CO3- apply various methods, approaches and techniques of teaching Computer Science. CO4- acquire skills required in preparing daily lesson plans and unit lesson

	plans using various methods and approaches. CO5-demonstrate use of audio-visual and computer based – teaching media. CO6-develop awareness of some of the hardware, software and communication components used in ICT systems
EPC1A: Reading and Reflecting on Text	**Teacher trainees are able to…** CO1- write about the concept, types and importance of reading CO2- read and respond to variety of texts in different ways CO3- develop and enhance the capacities like solve, identify, construct and compare as readers, writers and good thinkers CO4- comprehend different forms of literature CO5- apply critical reading and thinking skills to analyze different forms of literature CO6- work effectively in collaborative and group discussion CO7- conduct various activities to strengthen reflective thinking
EPC1B: Basics of Computer	**Teacher trainees are able to…** CO1- discuss History of development of Computer and Concept of IT. CO2- interpret the applications of computer in various areas. CO3- differentiate the features of various types of digital computers. CO4- analyze the functioning of various parts and Storage Devices of the computer. CO5- develop knowledge of windows based operating systems. CO6-acquire skills in using word processing, presentation applications. CO7- put into practice their knowledge of file utilities to improve the performance of the computer. CO8- appraise the uses of MS-Word and MS-Powerpoint for a school teacher.

CBCS1A: Environmental Studies	**Teacher trainees are able to…** CO1- discuss the concepts, meaning and characteristics of environment and environmental education CO2- critically analyze global issues of environment CO3- analyze role of schools in environmental conservation and sustainable development. CO4-perform their duties for protection of environment CO5- organize activities for developing a positive attitude towards the environment. CO6- analyze the environmental issues, Policies, laws and Moments in India.
CBCS1B: Peace Education	**Teacher trainees are able to…** CO1- discuss the theory of peace education and its importance CO2- discuss peace as a dynamic social reality CO3- familiarize with the concept of peace and peace education CO4- develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise CO5- develop different strategies, role of UNESCO and NCF 2009 recommendations on peace education. CO6- apply their knowledge and discussing of peace in the development of Society and Education. CO7- implement the philosophies of great thinkers in their day to day life
Semester-2	
CC3: Learning and Teaching	**Teacher trainees are able to…** CO1- explain the concept of learning. CO2- state the importance of motivation in learning. CO3- discuss the concept of teaching. CO4- practice skills, models, approaches, methods/strategies, techniques and styles of teaching. CO5- identify various styles of teaching and learning. CO6- adopt role as a teacher and use the principles of teaching. CO7- prepare self-learning teaching material. CO8- make teaching experiential.

	CO9- analyze and interpret the class room interaction.
	CO10- implement the new trends of teaching and learning
	CO11- conduct activities of teaching learning.
CC4: Knowledge and Curriculum – 1	**Teacher trainees are able to…**
	CO1- discuss the meaning of the term Knowledge and Curriculum.
	CO2- sensitize towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, curriculum transaction, curriculum evaluation and Pedagogy.
	CO3- explore the role of School as an organization and its culture along with the teacher in operational zing and developing, a contextually responsive "Curriculum" which fosters the spirit of Critical Pedagogy.
	CO4- familiarize with the recommendation of NCF 2005 and NCFTE 2009 Pertaining to Curriculum and Schooling
	CO5- explain Concept, principles, approaches and types of curriculum.
	CO6-discuss the nature, changes in disciplines and subjects in terms of social, political and intellectual context.
	CO7-study the relationship between academic disciplines and school subjects.
	CO8- discuss new curriculum.
	CO9- examine the Epistemological base of Education.
	CO10- familiarize and utilize various foundations of curriculum. (Philosophical, Sociological, Psychological foundation)
	CO11- identify various modes of Education.
CP3: Teaching Techniques and Assessment for Learning	**Teacher trainees are able to…**
	CO1-differentiate between the concept of measurement and evaluation.
	CO2-apply the concept of measurement, assessment and evaluation.
	CO3-analyze the theory of measurement and evaluation in the classroom.
	CO4-apply formative and summative evaluation in the classroom.
	CO5-utilize various tools for assessment.
	CO6-analyze innovative trends in assessment.
	CO7-discuss varied techniques and assessment for Learning.

PS3/PS4: Pedagogy of School Subject–1 Accountancy	Teacher trainees are able to…
	CO1- discuss the concept of textbook, its needs, characteristics, advantages and limitations in teaching of Accountancy.
	CO2- analyze the current textbook of Accountancy.
	CO3- comprehend the concept, objectives and various activities of Accountancy club.
	CO4- explain various roles of the teacher for developing the Accountancy Club.
	CO5- make them aware about the usage of reference books in teaching of Accountancy.
	CO6-comprehend the concept teachers' manual, newspapers and magazines in teaching of Accountancy.
	CO7- discuss the importance and types of corelation in teaching of Accountancy.
	CO8- correlate the concept of Accountancy with practical life.
	CO9- comprehend the concept of evaluation and characteristics of ideal question paper.
	CO10- implement the tools and techniques of evaluation in Accountancy teaching.
	CO11- apply the concept, characteristics, uses and limitations of diagnostic test.
	CO12- equip themselves with the skills of remedial teaching in Accountancy.
PS3/PS4: Pedagogy of School Subject–1 Commerce	Teacher trainees are able to…
	CO1- discuss the need and importance of text book in commerce.
	CO2- evaluate the present text book of commerce subject at high secondary level.
	CO3- perform different activities under the commerce club
	CO4- state the importance of commerce Room
	CO5- use reference material in teaching of commerce
	CO6- correlate commerce with other cognate disciplines and branches of emerging knowledge
	CO7- implement the tools and techniques of evaluation in commerce teaching.
	CO8- equip with the skills of diagnostic and remedial teaching in commerce.

PS3/PS4: Pedagogy of School Subject–1 Science and Technology	**Teacher trainees are able to…** CO1- comprehend the Principles & approaches of curriculum and syllabus Construction. CO2- evaluate the textbook of science. CO3- plan a science laboratory. CO4- use reference material in teaching of science. CO5- implement the tools and techniques of Evaluation in science teaching. CO6- organize various co curricular activities of science in school teaching. CO7- correlate the concepts of science with practical life.
PS3/PS4: Pedagogy of School Subject–1 Mathematics	**Teacher trainees are able to…** CO1- acquire the knowledge and competencies of Mathematics concepts CO2- correlate the concepts of mathematics with other subjects in daily life. CO3- identify & nurture the creativity of learners in teaching of Mathematics CO4- state the importance of Text book in mathematics teaching and use reference material in teaching of mathematics CO5-apply various tools and techniques of evaluation in Mathematics. CO6- explain the importance of lesson planning in mathematics teaching CO7- inculcate the qualities of a mathematics teacher. CO8- organize various co-curricular activities of mathematics in school teaching
PS3/PS4:Pedagogy of School Subject–1 Economics	**Teacher trainees are able to…** CO1- comprehend historical development of economics CO2- explain the scope & importance of economics in day to day life CO3- state the need and importance of text book in economics. CO4- evaluate the present text book of economics subject at high secondary level. CO5- implement the tools and techniques of evaluation in economics teaching CO6- equip with the skills of diagnostic and remedial teaching in economics. CO7- correlate economics with other cognate disciplines and branches of emerging knowledge CO8- prepare the report on recent economical problems CO9- develop economical ethics

PS3/PS4: Pedagogy of School Subject–1 English	**Teacher trainees are able to…** CO1-justify and elaborate the position of English in India and Gujarat CO2-analyze the nature of English Language CO3-strengthen discussing of different pedagogies of English language Teaching CO4-enhance competence in formulating lesson plans for Teaching English Prose, Poetry and Drama CO5-develop competence in formulating lesson plans for Teaching English Letter writing, Application writing, Essays and Drama CO6-analyzequalities of an Ideal English Language Teacher. CO7-critically review English Language Textbook. CO8-construct various tools of evaluation and Blue Print of English Language.
PS3/PS4: Pedagogy of School Subject–1 Social Science	**Teacher trainees are able to…** CO1-state the qualities, professional competencies, duties and challenges of a Social Science teacher. CO2-identify the steps to conduct field work and survey in Social Science CO3- comprehend lesson planning and its types. CO4-differentiate between Measurement & Evaluation and apply the steps to prepare a model question paper. CO5-visualise Social Science room and its design, equipment to keep inside it. CO6-use of Social Science room for various activities CO7- apply correlation approach to various subjects with Social Science.
PS3/PS4: Pedagogy of School Subject–1 Hindi	**Teacher trainees are able to…** CO1- देवनागरी लिपि की विशेषताओंव शिक्षामंत्रालय द्वारा स्वीकृत सुधार को समझ सके CO2- हिन्दी शिक्षा के विभिन्नकौशल्यों व उसकीविशिष्टताओं की जानकारी प्राप्त कर सकें CO3- राष्ट्रभाषा हिन्दी के प्रश्नपत्रों का आयोजन,परीक्षण व मूल्यांकन करना सीख सके CO4-राष्ट्रभाषा शिक्षक की शैक्षिक व व्यावसायिकयोग्यताओं से भली-भांति परिचित हो सके CO5-हिन्दी साहित्य के विभिन्न साहित्यिक स्वरूपोंव व्याकरण से अवगत हो सके CO6- रचना शिक्षा के विभिन्न पहलुओ को भलीभांतिजान सके

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PS3/PS4: Pedagogy of School Subject–1 Sanskrit	**Teacher trainees are able to…** CO1-સંસ્કૃતભાષાના કૌશલ્યોના વિકાસલક્ષી અધ્યાપનથી પરિચિત થાય . Co2-સંસ્કૃતભાષા શિક્ષાશાસ્ત્રીય જ્ઞાન અને શિક્ષાશાસ્ત્રીય ઉદ્દેશ્ય વિશે માહિતી મેળવે . CO3- સંસ્કૃત ભાષામાં મૂલ્યાંકનપ્રક્રિયા વિશે સમજે. CO4-સંસ્કૃતભાષામાં સંશોધનકાર્ય વિશે માહિતી મેળવે.
PS3/PS4: Pedagogy of School Subject–1 Gujarati	**Teacher trainees are able to…** CO1- માતૃભાષાના સિદ્ધાંતો, બોલીઓ, ભાષાશિક્ષણના સાધનો અને પદ્ધતિઓનું જ્ઞાન મેળવશે . CO2- માતૃભાષાના એકમ પાઠ આયોજન, વ્યાકરણ પાઠ આયોજન અને પાઠ્યપુસ્તકની લાક્ષણિકતાઓનું જ્ઞાન મેળવશે. CO3- ગુજરાતી ભાષાના શિક્ષક, ભાષાની વિવિધ પ્રવૃત્તિઓ, અનુબંધ, ભાષા શિક્ષણની ઉપેક્ષા વિશે જાણકારી મેળવશે. CO4- માતૃભાષાના શિક્ષણનો વ્યવહારમાં ઉપયોગ કરી શકે . CO5-માતૃભાષાના અધ્યાપન કૌશલ્યો કેળવશે .
PS3/PS4: Pedagogy of School Subject–1 Computer Science	**Teacher trainees are able to…** CO1-discussthe need of the textbook of computer CO2-inculcate the qualities of computer teacher CO3-familiarize with the utilities of computers in various fields CO4-plan and manage computer laboratory CO5-acquire knowledge of computers, its accessories and software. CO6-familiarize with new trends, techniques in technology along with learning. CO7- appreciate various media as an effective learning tool for learners and as a support to teachers. CO8-use various digital technologies for creating educational resources and providing learning experiences for all types of learners. CO9- develop technology-enabled assessment and evaluation strategies CO10-explainthe role of computer technology in authentic and alternative assessment
EPC2A: Drama and Art in Education	**Teacher trainees are able to…** CO1-discussthe use of "Drama" as Pedagogy. CO2- use "Role play" technique in the teaching learning process. CO3-visualize various "Dance forms" and their integration in educational practices.

	CO4-develop creativity through different creative art forms.
	CO5- state the concept, importance and scope of art and apply them in teaching and in daily life.
	CO6- state the importance of Indian Music.
	CO7- identify areas that suit learning process through Drama and Music.
	CO8- explore the Role of teacher as a creative guide.
	CO9- develop the skill of using text books- availability, criteria for selection etc.
	CO10- discuss photography from different angles.
EPC2B: Multimedia and Communication Technology In Education	**Teacher trainees are able to…**
	CO1- access, use and communicate information from a variety of technologies.
	CO2- Acquire skill in accessing World Wide Web and Internet and global accessing of information.
	CO3- discuss multimedia in respect to various applications
	CO4- acquire knowledge about advance technology in multimedia tools and packages.
	CO5- utilize the various features of Ms-Excel and publisher as educational tools.
	CO6- use MS Excel in context of other subjects also in day to day life.
CBCS2A: Guidance and Counseling	**Teacher trainees are able to…**
	CO1-comprehend the basic concept nature and objective of guidance
	CO2- know about the need of guidance and counselling
	CO3-get an idea about the personal guidance
	CO4-discuss the concept and objective of group guidance and its types
	CO5- state various types of counselling
	CO6- get an idea about the essential guidance services at school level
	CO7- know about the tools and techniques of guidance
	CO8-familiarize about the approach of counselling
	CO9- discuss the various Occupational information
CBCS2: Vocational Education	**Teacher trainees are able to…**
	CO1- apply effective oral and written communication skills to interact with students.
	CO2- identify the principal components of a teacher education.
	CO3- demonstrate the basic skills of using computer and self-management

	skills.
	CO4- demonstrate the ability to provide a self-analysis in the context of educational skills and abilities.
	CO5- improve relationship with students in education.
	CO6-monitor and solve concern problems in education.
	CO7- promote continuous improvement in the field of education.
	CO8- work effectively in different areas of education.
	CO9-create a positive image of education in teacher trainees mind.

Semester-3

CC5: Gender, School and Society	**Teacher trainees are able to…** CO1-discuss Gender Related Status CO2-comprehend equalization with reference to the social and cultural context CO3-get acquainted with the role of Gender related to Government, Law and Self unification CO4- be aware of Gender related explosion and Safety at various level CO5- explain the role of Education at various levels.
CC6: Knowledge and Curriculum -2	**Teacher trainees are able to…** CO1- develop varied fields of knowledge and literary skills. CO2- comprehend specific knowledge, skills, abilities or attitudes. CO3-apply Indian and western philosophies in practice. CO4- familiarize with new stream related knowledge and curriculum revision. CO5- visualize social, cultural, educational and modern changes. CO6-make practical use of varied changes in education. CO7- acquire the level of investment in social and environmental initiatives CO8- discuss with participation, accountability, conflict resolution and concern for equality and justice. CO9-discuss the concept of fertile curriculum. CO10-create awareness about curriculum reform. CO11- outline significant curriculum and assessment theories, models and research in the higher education sector.

CC7: Creating an Inclusive School	**Teacher trainees are able to…** CO1 - identify children with learning disabilities. CO2 - know the special child and his needs CO3 - state the contributions of National Education Policy, RTE- Act (2009) and Programme on Inclusive Education, CO4 -discuss Various Inclusive Education Policies and programmes in India. CO5 - apply the Evaluation method for Special children in Inclusive School. CO6 -conduct effective class room activities and special communication skills with reference to Special children. CO7 - identify external agencies and NGO Working for Inclusive School
SOC1: Critical Discussing of ICT	**Teacher trainees are able to…** CO1- appreciate ICT as an enormous functional support to teachers. CO2-discuss the issues and concerns related to ICT. CO3- acquire skills which assist them in their daily lives. CO4- conduct teaching in a "Technology Enhanced Classroom". CO5-improve their ability to use innovative approaches for learning with the use of specific resources. CO6-integrate ICT tools and relevant software applications for specific purpose in Teaching -Learning process. CO7- develop presentation skills in ICT. CO8-create and manage learning content by using a variety of tools, websites, and search engines. CO9-use various digital media and online tools for communication, information sharing and variety of educational activities.
SOC2: Yoga Education	**Teacher trainees are able to…** CO1-discuss the benefits of yoga. CO2-apply yoga theory and practices in Daily Life. CO3- enhance their personality with the help of yoga CO4-appreciate contributions of Yoga in Spiritual Development. CO5- apply the YogicCounselling in to Life Style Correction.

EPC3: Developing Teaching Aptitude	**Teacher trainees are able to…** CO1- comprehend the Psychology of Learners and Theories of Learning & Motivation. CO2- explain the Relationship Between Philosophy and Education CO3- acquire Conceptual Discussing of Ideology of (Idealism, Naturalism) Different Philosophies. CO4- acquire Theoretical Basis of Educational Technology recent Developments in The Areas of Educational Technology. CO5- familiarize with the Concepts and Practice of E-learning and Tele – Conferencing. CO6- practice various uses of Multimedia Graphics, Audio and Video Processing. CO7- design and Develop E-Education Resources and Education Management on the Existing Portals. CO8- explain The Assessment and Evaluation Techniques in Teacher Education. CO9- develop Competency to Solve The Educational Problems Through Action Research. CO10- acquire General Knowledge.
EPC4: Discussing of Self	**Teacher trainees are able to…** CO1-identify self as a person through SWOT: - strength, weaknesses, opportunity and threats. CO2- identify & apply life skills like communication, problem solving & decision making, thinking and creativity. CO3- recognize self by continuous self-reflection through self-esteem, self-motivation etc. CO4- explore critical educational issues CO5- analyze holistic development of self through yoga and meditation.
CBCS3A: Value Education	**Teacher trainees are able to…** CO1-explain the concept and nature of value CO2- evaluate Classification of Values CO3-describe meaning and importance of Value Education

	CO4-analyzethe role of School in Value Development
	CO5-describe Gandhian guidelines
	CO6-analyzeIndian culture
	CO8-implement the inclinations of human Values in the school
CBCS3B: Information and Communication Technology in Education	**Teacher trainees are able to…** CO1- comprehend the main processes in an ICT system (sending, receiving, storing, retrieving, manipulating, conveying) CO2- explain the changes that occur due to ICT in Education CO3-utilize hardware, software and communication components in ICT systems CO4-acquire the skill of maintaining the computer system and troubleshooting with the help of Anti-Virus and Other tools. CO5- use excel, PowerPoint and word processing in the teaching. CO6-develop various skills to use computer technology for sharing the information and ideas through the Blogs, Newsgroupsand Websites etc. CO7- analyze the concept of ICT Supported teaching and learning strategies and e-learning CO8-use ICT supported advance teaching learning strategies and its application in education. CO9-design ICT based teaching - learning resources.
Semester-4	
CS1/CS2: Content of School Subject – 1/2	**Teacher trainees are able to…** CO1- develop mastery over the content of school subjects

INDEX

SEMESTER - I

COURSE FOR SEMESTER – I

CHILDHOOD & GROWING UP (CC1)

Credits – 4   **Marks: 100**

Learning Outcomes:

Teacher trainees will be able to:

1. Define and apply educational Psychology in learners' life
2. Apply the various methods of educational Psychology in day to day life
3. Identify and apply the principles of growth and development of learners
4. Analyze the theories of growth and development
5. Identify and analyze the adolescence needs & problems and provide guidance
6. Analyze and apply theories of personality
7. Identify & nurture the creativity of learners
8. Measure the intelligence of learners and provide guidance
9. Identify and analyze the factors of individual differences
10. Apply the various methods of adjustment in day to day life
11. Identify the abilities of differently able learners and provide guidance
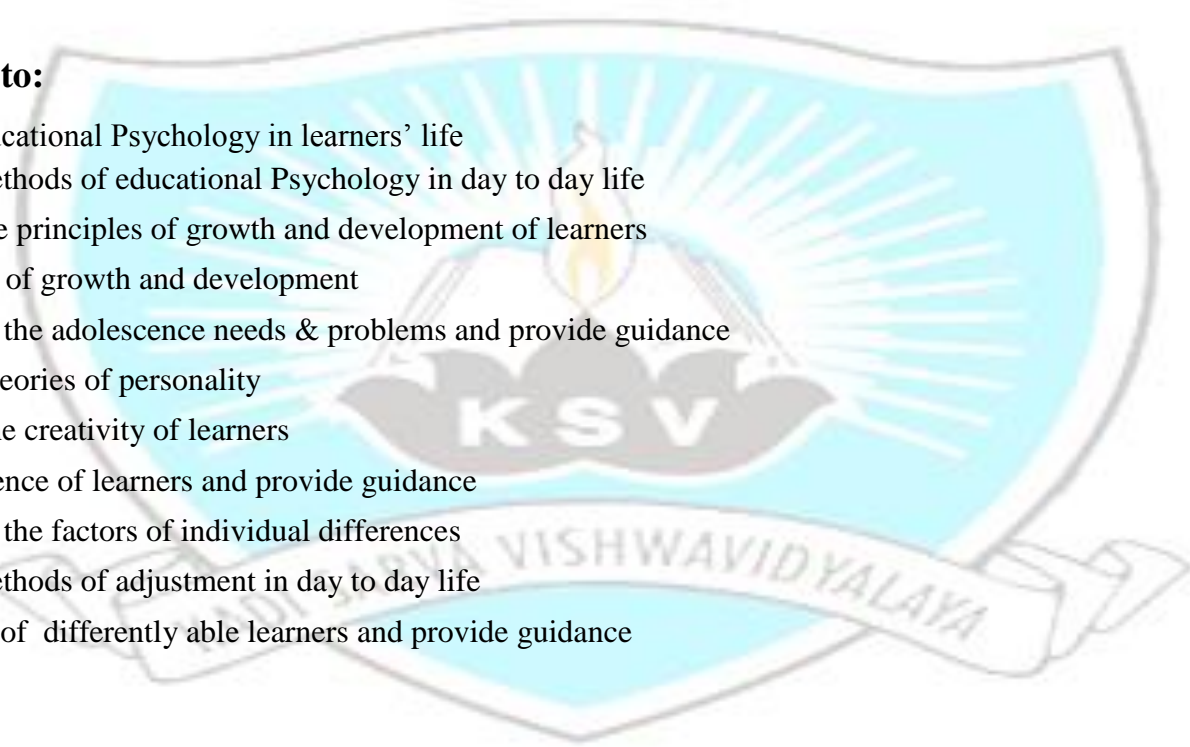
SCHEME OF TEACHING AND ASSESSMENT:

Unit	Topics	Sub Units Hrs	Total	Weightage (100%)	Suggested Methodology	Teaching Learning Recourses	References
1	**Unit 1** **1.1.0 Educational Psychology** 1.1.1 Meaning, Nature of Educational Psychology 1.1.2 Scope of Educational Psychology 1.1.3 Branches of Psychology 1.1.4 Needs & Importance of Educational Psychology **1.2.0 Child Psychology** 1.2.1 Concept & importance of Child Psychology **1.3.0 Methods of Educational Psychology** 1.3.1 Interview 1.3.2 Observation 1.3.3 Experiment 1.3.4 Case Study 1.3.5 Socio metric	2 1 3 1 2 1 1 2 2 1	16	**25%** 11% 3% 11%	Lecture cum Discussion, Assignent Group Discussion Field Work, Project work	PPT, Handouts, Projector, PPT, Psychological Tools, Write report of the observation and its presentation	Reference No. 1,2,9,11,13,14
2	**Unit 2 Child Development & Adolescence:** **2.1.0 Child Development:** 2.1.1 Concept of growth and development 2.1.2 Difference between growth & development 2.1.3 Stages of development by Jean Piaget 2.1.4 Stages of development by E.H. Ericson 2.1.5 Factors affecting growth and development 2.1.6 Educational implications of growth and development	1 1 2 2 2	16	**25%** 16%	Visit to a Children's Hospital & Interview with Pediatrician, Group Discussion	Charts, Video clips, Images of Psychologists	Reference No. 1,2,9,11,13,14

	2.2.0Adolescence:	2					
	2.2.1Concept & Characteristics of Adolescence	1.5		9%			
	2.2.2 Characteristics of development of Adolescence	1.5					
	2.2.3 Problems & needs of Adolescence	1.5					
	2.2.4 Role of the teacher and guidance	1.5					
3	**Unit 3 Personality and Various Abilities of Children:**		16	**25%**			Reference No. 1,2,9,11,13,14
	3.1.0 Personality:			11%			
	3.1.1 Concept and characteristics of personality	1			Assignment, Project Work, Lecture cum Discussion	PPT, Vedioclips,	
	3.1.2 Factors affecting personality	1					
	3.1.3 Theory of Personality by R.B. Cattell	1					
	3.1.4 Theory of Personality by Sigmund Freud	1					
	3.1.5Tools for Assessment of personality - Inventory	1					
	3.1.6 Tools for Assessment of personality - Rating scale	1					
	3.1.7 Importance of Teachers Personality	1					
	3.2.0 Creativity:			6%	Group Discussion, Group Activity base on creativity	PPT	
	3.2.1 Concept & Characteristics of Creativity	1					
	3.2.2 Methods of Developing Creativity	2					
	3.2.3 Importance of creativity	1		8%			
					Lecture cum Discussion, Project work	PPT,	Reference No. 6,4,1,2

	3.3.0 Intelligence:						
	3.3.1 Concept & characteristics of intelligence	1					
	3.3.2 Theory of Multiple Intelligence by Howard Gardner	1					
	3.3.3 Theory of Emotional Intelligence by Daniel Goleman	1					
	3.3.4 Tools for Measurement of Intelligence- Verbal & Non- verbal Intelligence	1					
	3.3.5 Importance of intelligence	1					
4	**Unit 4 Individual Difference, Adjustment & Stress, Challenges of Children**		16	**25%**			Reference No. 10, 1,2,9,11,13,14
	4.1.0 Individual Difference:			6%	Group Discussion, Assignment	PPT, Handouts,	
	4.1.1Concept of individual differences	1					
	4.1.2Types of individual differences	1					
	4.1.3Factors of individual differences	1					
	4.1.4Provisions for individual differences	1					
	4.2.0 Adjustment :				Lecture cum Discussion,		
	4.2.1Concept of Adjustment and maladjustment	1		5%		Video Clips, PPT	
	4.2.2Direct Method of Adjustment	1					
	4.2.3 Indirect Method of Adjustment	1					
	4.3.0 Stress:				Lecture cum Discussion, Observation		
	4.3.1 Concept, Types of stress	1.5		5%			
	4.3.2 Reducing Stress	1.5					
	4.4.0 Challenges of Children:						Reference No 23
	4.4.1 Physically challenged	1					
	4.4.2 Mentally challenged	1		9%	Group Discussion, Field Work, Observation	Video Clips, PPT	
	4.4.3 Emotionally challenged	1					
	4.4.4 Socially challenged	1					
	4.4.5 Economically challenged	1					
	4.4.6Teacher's role and guidance for above challenges	1					
	TOTAL		**64 Hrs**	**100%**			

OBJECTIVE WISE DISTRIBUTION OF WEIGHTAGE:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

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14. Patel Pallaviben and Others (2004), "Adhyeta no vikas ane Adhyayan Adhyapan prakriya", Varishen Prakashan, Ahmedabad.

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COURSE FOR SEMESTER – I

CONTEMPORARY INDIA AND EDUCATION (CC2)

Credits – 4   **Marks: 100**

Learning Outcome:

Teacher trainees will be able to:

1. Write about the importance of the contemporary Indian education.
2. Apply the concept and importance of Indian Constitution in their behaviour.
3. Apply the Right to Education in actual life situation.
4. Analyze and compare the different Educational National Policies
5. Comprehend the Universal and Inclusive Education
6. Synthesize different governmental educational Planning.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Topics	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Learning Resources	References
		Sub Units Hours	Total Hours				
1	**CONTEMPORARY INDIAN SOCIETY AND EDUCATION**		16	25%			Reference No 9
	1.1 Contemporary Indian society and Education: Meaning of Society, Characteristics of Traditional Indian society and Contemporary Indian society, Narrow and Broad Meaning of Education, Importance of Education in contemporary Indian society	5		7%	Lecture Cum Discussion, Assignment,	Handouts, Chart Use of ICT	
	1.2 Comparative study of ancient Indian education with contemporary education of India: Discipline, Character development, Knowledge, Learning experiences Teacher-Pupil Relationship, curriculum and Teaching methodology.	5		8%	Seminar & Symposiums	PPP Transparencies,	
	1.3 Role of a teacher for changing the society	2		4%	Group Discussion, Presentations		
	1.4 Emerging issues in Indian society and its solution: Area, Caste & Community Language Religion.	4		6%			

			16	25%			Reference No 2,6
2	**INDIAN CONSTITUTION AND EDUCATION**					Handouts, PPP	
	2.1 Constitutional concept and its importance.	3		5%	Group Discussion,		
	2.2 Indian constitution: Fundamental rights and It's Need Fundamental Duties Directive Principles	6		9%			
	2.3 Right To Education (2009) Concept and importance, responsibility of schools and teachers	3		6%	Assignment. Presentation	Transparencies, Charts	
	2.4 Universal Education and Inclusive Education: concept and Importance	4		5%			
3	**DEVELOPMENT OF EDUCATION AND NATIONAL POLICIES**		**16**	**25%**	Lecture Cum	Handouts,	Reference No 3,5,15
	3.1 Development of education and national policies Kothari Commission & its Recommendations (1964-66) National aims of Education Structure of Education,Teacher's Training Equalization of Educational Opportunities Vocational, Technical and Engineering Education Three Language Formula, Work Experience	5		6%		PPP	
	3.2 National Policy of Education & its recommendations (1986). Rammurthi Commission & its recommendations (1992)	5		6%	Seminar & Symposiums	Transparencies, Charts	
	3.3 Knowledge Commission : Introduction, objectives, Organization, Recommendations	2		5%	Discussion,		
	3.4 Yashpal Committee: Learning without Burden	2		4%	Group Discussion Assignment		

	3.5 National Education Policy-2020 (NEP-2020): Introduction, Vision, Principles *Curriculum and Pedagogy in Schools (Chapter-4)		2		4%			
4	**QUALITY DEVELOPMENT OF EDUCATION & EDUCATIONAL AGENCIES**			16	25%	Lecture Cum Discussion,	Handouts,	Reference No 17
	4.1 Educational Agencies - Education system at Central level NCTE :objectives and functions UGC: objectives and functions		5		7%	Group Discussion,	PPP	
	4.2 Education system at State level GCERT: objectives and its functions DIET: objectives and its functions		6		7%	Assignment	Transparencies, Charts	
	4.3 School Assessment & Accreditation: Areas of assessment of school and Quality issues in schools		2		5%	Project work		
	4.4 Sarva Shiksha Abhiyan (2004):- Introduction, Objectives ,Activities, School Management committee		3		6%			
	TOTAL		**64 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Agrawal, J.C. (2007), "Development of Education System in India", Shipra Publication, New Delhi.
2. Agrawal, J.C. (2005), " Recent Development and trends in Education", Shipra Publication, New Delhi.
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COURSE FOR SEMESTER – I

LANGUAGE ACROSS THE CURRICULUM (CP1)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Understand about the need and benefits of Language Across the Curriculum approach.
2. Apply the various elements contributing to effective use of language in teaching.
3. Identify the language background of the students and use language effectively for knowledge sharing.
4. Apply the theories of language development in linguistic behaviour development of the students.
5. Develop linguistic skills essential for competent teacher.
6. Analyze and synthesize various aspects of effective use of language in terms of preparing lesson plans, writing examinations and preparing development plans.

SCHEME OF TEACHING AND ASSESSMENT :

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit – 1 Language-across-the-curriculum (LAC) Approach**		8	**25%**	Discussion, Dramatization Simulation	Handouts, LCD Projector, Computer, Scripts	Reference No: 6
	1.1 Concept, need and benefits of LAC approach	2		7%			
	1.2 The respective roles of content subject teachers and Language teachers in an LAC approach	2		6%			
	1.3 Teacher's Language						
	1.4 Classroom Language (Teachers' List)	2		6%			
	(Students' List)	2		6%			
2	**Unit – 2 Understanding Language Background**		8	**25%**	Group Discussion, Assignment. Book Reviews and Presentation,	Handouts, PPTs, Computer,	Reference No: 7
	2.1 Use of first and second Language in Teaching	2		7%			
	2.2 Language diversity and language environment in class and school	2		8%			
	2.3 Engaging with subject related reference books and educational writing	2		5%			
	2.4 Language acquisition process	2		5%			
3	**Unit – 3 Skills for Language Development**		8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project	Handouts, PPTs, Computer,	Reference No: 4
	3.1 Listening	2		6.25%			
	3.2 Speaking	2		6.25%			
	3.3 Reading	2		6.25%			
	3.4 Writing	2		6.25%			
4	**Unit – 4 Importance of Language in Examination, Teaching Practice and Planning**		8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project	Handouts, PPTs, Computer,	Reference No: 4
	4.1 Helping students understand the instructions on test and examination papers	2		6%			
	4.2 Helping students answer examination questions	2		6%			
	4.3 Language in lesson planning	2		7%			

4.4 Preparation of development action plan	2		6%			
TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES :

1. National Curriculum Framework for Teacher Education (National Council for Teacher Education) 2009

2. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi

3. Syllabus for Two Year B.Ed., National Council for Educational Research and Training, 2008.

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COURSE FOR SEMESTER – I

UNDERSTANDING DISCIPLINE AND SUBJECTS (CP2)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Reflect on the nature and role of disciplinary knowledge in the school curriculum
2. Critically evaluate the social history of the school subjects
3. Prepare pedagogic material and practice a pedagogy which can develop abilities
4. Critically evaluate the current practices of design of school subjects and disciplines
5. Identify the roles of institutions like family, caste, religion etc.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1 Nature & Role of disciplinary knowledge**		8	**25%**	Discussion, Dramatization, Simulation	Handouts, PPTs, Computer,	Reference No: 2, 7.
	1.1. Disciplines (Meaning and concepts) and Disciplinary knowledge (Meaning and concepts)	2		**6%**			
	1.2. Types of Disciplinary knowledge a. Multidisciplinary knowledge b. Inter disciplinary knowledge c. Trans disciplinary knowledge d. Cross disciplinary knowledge	2		**7%**			
	1.3. Nature of disciplinary knowledge in the school curriculum.	2		**6%**			
	1.4. Role of disciplinary knowledge in the school curriculum	2		**6%**			
2	Unit 2- Emergence of Disciplines and subjects		8	**25%**	Dramatization, Group Discussion, Book Reviews and Presentation	Handouts, PPTs, Computer,	Reference No.14
	2.1 Emerging disciplines and traditional disciplines	2		**6%**			
	2.2 Emerged discipline and subjects in social, political and intellectual context	2		**6%**			
	2.3 Causes leading to change in discipline a) Changes in inquiry b) Changes in methods of learning c) Changing validity parameters of knowledge	2		**7%**			
	2.4 Subjective and Objective knowledge V/S Absolute and relative knowledge a) Interpersonal V/S Intrapersonal knowledge b) Structural knowledge V/S Contemporary knowledge	2		**6%**			

			8	**25%**	Discussion,	Handouts,	Reference No.5, 7
3	**Unit 3 - Social History of Subject area**				Project work,	PPTs,	
	3.1 History of the teaching of subject areas in schools, Social history of inclusion & exclusion of a subject area from the school curriculum and its impact on discipline.	2		**7%**	Simulation, Group Task	Computer	
	3.2 View of Raja Ram Mohan Roy on curricular areas need to be included in curriculum.	2		**6%**			
	3.3 Impact of colonization on the curriculum as a vehicle of indoctrination.	2		**6%**			
	3.4 Curriculum in post-independence era emphasizing teaching of Science & Maths as the vehicle of national development.	2		**6%**			
4	**Unit 4 - Current practices of Design of school subjects and disciplines**		8	**25%**	Discussion, Dramatization,	Handouts, PPTs,	Reference No.4, 7 , 8
	4.1 Parameters for selection of content and learning experience given by Burtan and Wheeler	2		**7%**	Simulation, Group Task,	Computer, Scripts	
	4.2 Principles of content selection	2		**6%**	Project work,		
	4.3 Innovations in selection of content for Curriculum, Syllabus and Textbook	2		**6%**	Team Teaching		
	4.4 Steps to arrange topics of content for Textbook	2		**6%**			
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	15	20	15	15	100

REFERENCES :

1. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi

2. Davis, B. G. (1993). Designing or revising a course. In Tools for teaching (pp. 3-20). San Francisco, CA: Jossey-Bass.

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COURSE FOR SEMESTER – 1

PEDAGOGY OF SCHOOL SUBJECT: ACCOUNTANCY (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Narrate historical knowledge of Accountancy
2. Write about the Need and Benefits of Accountancy
3. Identify basic construction of aims of Accountancy
4. Apply the various elements contributing to effective use of Accountancy
5. Analyze the theories of Accountancy for the development of trainees.
6. Synthesize various aspects of effective use of Accountancy in terms of preparing lesson plan.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching –Learning resources	References
		Sub Units	Total Hours				
1	**Unit 1 Historical knowledge about subject**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	Reference No.5
	1.1 History of teaching of Accountancy	1.0		4%			
	1.2 Aims of teaching of Accountancy	1.0		4%			
	1.3 Basic construction of aims	1.0		3%	Assignment,	PPT	
	1.4 General and Specific Objective in Outcomes of teaching of Accountancy.	1.5		4%	Group Discussion, Presentations	Transperencies	
	1.5 Objective of teaching of Accountancy according to Tara Devi Seminar.	1.0		3%			
	1.6 Importance of teaching of Accountancy	1.5		3%			
	1.7 Scope of teaching of Accountancy	1.0		4%			
2	**Unit 2 Planning in Accountancy Teaching**		8.0	**25%**		Handouts,	Reference No.13, 3
	2.1 Micro teaching				Group Discussion,	PPT	
	• Concepts, Importance, Steps, Skills 1) Skill of Questioning 2) Illustration Skill 3) Skill of Black Board Work 4) Stimulus Variation Skill	2.0		6%			
	• Micro Lesson Planning • Bridge Lesson Planning				Assignment.	Transperencies	
	2.2 Lesson Planning • Importance of Stray Lesson Planning • Stray Lesson Planning • Unit Planning • Difference Between Stray Lesson Planning and Unit Planning • Annual Lesson Planning	6.0		19%	Presentation, Seminar	Charts	

			8.0	**25%**	Lecture Cum Discussion,	Handouts,	Reference No.6
3	**Unit 3 Methods and techniques in Accountancy Teaching**					PPT Transperencies,	
	3.1 Methods :	5.0		16%			
	• Lecture Method						
	• Inductive-Deductive Method				Group Discussion	Charts	
	• Analytic and Synthetic Method						
	• Demonstration Method						
	• Problem solving Method						
	3.2 Techniques **:**	3.0		9%	Assignment		
	• Assignment						
	• Illustration						
	• Questioning						
	• Drilling Techniques & Overview Techniques(વિહંગાવલોકન)						
4	**Unit 4 Accountancy Teacher, Teaching Aids & Resources**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	Reference No.1
	4.1 Accountancy Teacher :	3.0		10%	Group Discussion,	PPT	
	• General Qualities				Assignment	Transperencies,	
	• Professional Qualification				Project work		
	• Specific Qualities					cies,	
	• Professional development of Accounts Teacher					Charts	
	4.2 Teaching Aids & Resources :	5.0		15%			
	• Importance						
	• Visual Aids : Charts, Modules and Pictures						
	• Audio Visual Aids : T.V., Computer						
	• Interactive White Board						
	• Smart Classroom						
	• Using Web Resources and Social Media in Learning of Accountancy						
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi

2. Joshi Rajendra R. (1981), "Vanijya Shikshan Paddhati", Gujarat University, Ahmedabad.

3. Gupta S. and Benerjee S. (2011) Educational Technology and Evaluation Akshar Publication. Ahmedabad

4. Lulla B.P.(1960), Teaching of Commerce in Secondary Schools: M.S.U. Baroda.

5. Mistry Milanbhai T. (2006), "Vanijya Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.

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7. Rao Subha et al. Teaching Commerce in multipurpose Secondary Schools.

8. Rao, Seema,(2003) Teaching of Commerce, Anmol Publication Pvt. Ltd. New Delhi

9. Chhabra S. (2005), An Introduction to business Organization and Management, Anmol Publication Pvt. Ltd, Allahabad.

10. Gupta C.. B. (1998) Business Studies for Class XI, Tata McGrow, Hills Publishing Company Pvt. Ltd.New Delhi.

11. Shah Bhavik Ane Anya. (2007), "Vanijya Vyavastha Vishay Paddhati", Akshar Prakashan, Ahmedabad.

12. Shah Bhavik (2008), "Vanijyanu Adhyapan", Akshar Prakashan, Ahmedabad.

13. Wadhava R.K.(2006) Management Policy and new Technology Kanishaka

COURSE FOR SEMESTER – 1

PEDAGOGY OF SCHOOL SUBJECT : COMMERCE (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Narrate need of commerce teaching

2. Write about the Need and Benefits of commerce.

3. Identify basic of aims of commerce.

4. Apply the various elements contributing to effective use of commerce.

5. Use the various methods and techniques in classroom.

6. Synthesize various aspects of effective use of commerce in terms of preparing lesson plan.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching-Learning resources	References
		Sub Units	Total Hours				
1	**Unit 1 Need, Objectives and aims of teaching commerce at higher secondary level**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	References No :
	1.1 Need of teaching of Commerce.	1.0		4%		PPT	7 &11
	1.2 Importance of teaching Commerce at Higher Secondary Level	1.5		4%	Assignment,		
	1.3 Aims of teaching of Commerce	2.0		5%	Group	Transparencies	
	1.4 Difference between aims and objective of teaching of commerce	1.0		4%	Discussion,		
	1.5 General and specific Objectives and learning Outcomes of teaching of commerce	2.5		8%	Presentation		
2	**Unit 2 Planning in Commerce Teaching**			**25%**		Handouts,	References No :
	2.1 Micro teaching		8.0		Group		1,11&12
	• Concepts, Importance, Steps, Skills(Set Induction, Reinforcement, Explanation, Use of Audio-Visual aids)	2.0		12%	Discussion,	PPT	
	• Micro teaching lesson planning and Bridge lesson planning	2.0			Assignment.	Transperencies	
	2.2 Lesson Planning :			13%	Presentation,		
	• Importance of Lesson Planning	1.0			Seminar	Charts	
	• Stray and Unit Lesson Planning	1.0					
	• Difference Between Stray and Unit Lesson Planning	1.0					
	• Annual Lesson Planning	1.0					

3	**Unit 3 Methods and techniques in Commerce Teaching**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	References No :
	3.1 Methods :	5		15%			8,9&11
	• Lecture Method						
	• Project Method						
	• Group Discussion Method						
	• Comparative Method						
	• Seminar Method						
	• Exhibition Method						
	• Narration-Discussion Method						
	3.2 Techniques **:**	3		10%			
	• Assignment						
	• Illustration						
	• Questioning						
	• Role Play						
	• Observation						
	• Visit						
	• Field Work						
4	**Unit 4 Teaching Aids and Commerce Teacher**		8.0	**25%**			References No :
	4.1 Teaching Aids and Resources:						1&11
	• Importance	4.0		13%	Lecture Cum Discussion,	Handouts,	
	• Visual Aids : Charts, Documents, scrapbook						
	• Audio Visual Aids : TV, Computer, Mobile, Films, Documentary						
	• Using web resources and social media in learning Commerce						
	4.2 Commerce Teacher :	4.0		12%	Group Discussion, Assignment		
	• General Qualities						
	• Professional Qualification						
	• Specific Qualities						
	• Professional Competency						
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi

2. Commerce Education, Volume VIII No. 16 1972 Department of Education , Regional College of Education, Ajmer.

3. Joshi Rajendra R. (1981), "Vanijya Shikshan Paddhati", Gujarat University, Ahmedabad.

4. Lulla B.P.(1960), Teaching of Commerce in Secondary Schools: M.S.U. Baroda.

5. Mistry Milanbhai T. (2006), "Vanijya Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.

6. Rao Subha et al. Teaching Commerce in multipurpose Secondary Schools.

7. Rao, Seema,(2003) Teaching of Commerce, Anmol Publication Pvt. Ltd. New Delhi

8. Chhabra S. (2005), An Introduction to business Organization and Management, Anmol Publication Pvt. Ltd, Allahabad.

9. Gupta C.. B. (1998) Business Studies for Class XI, Tata McGrow, Hills Publishing Company Pvt. Ltd.New Delhi.

10. Shah Bhavik Ane Anya. (2007), "Vanijya Vyavastha Vishay Paddhati", Akshar Prakashan, Ahmedabad.

11. Shah Bhavik (2008), "Vanijyanu Adhyapan", Akshar Prakashan, Ahmedabad.

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COURSE FOR SEMESTER-1

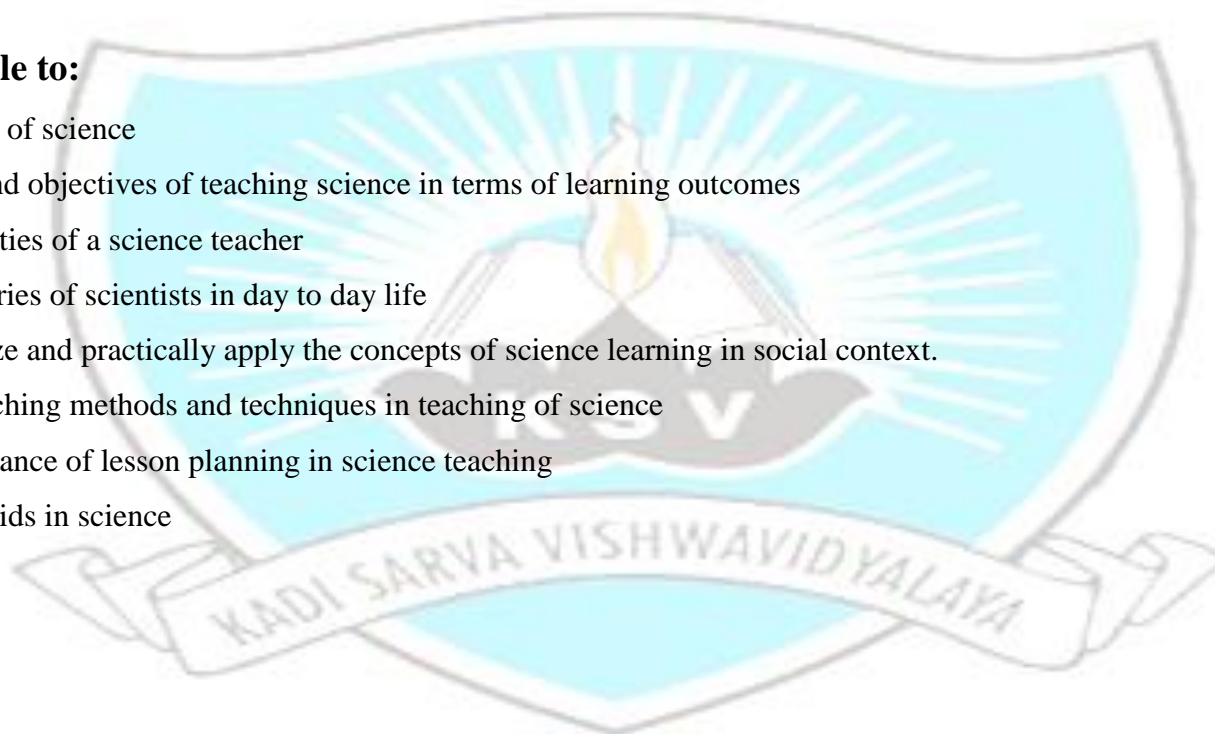## PEDAGOGY OF SCHOOL SUBJECT: SCIENCE AND TECHNOLOGY (PS1/PS2)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Identify the nature of science

2. Define the aims and objectives of teaching science in terms of learning outcomes

3. Inculcate the qualities of a science teacher

4. Apply the discoveries of scientists in day to day life

5. Analyze, synthesize and practically apply the concepts of science learning in social context.

6. Apply various teaching methods and techniques in teaching of science

7. Realize the importance of lesson planning in science teaching

8. Prepare teaching aids in science

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching/ learning resources	References
		Sub Units	Total Hours				
1	**Science and Teaching of Science**		8	**25%**	Lecture Cum Discussion, Assignment, Group Discussion, Presentations	Handouts, Chart LCD, Projector,	Reference No.16.9
	1.1 Nature of science and Teaching of science, importance of science	1		4%			
	1.2 Significant contribution of well known scientists.	1 2		4% 6%			
	1.3 Values of science						
	• Utilitarian value						
	• Cultural value						
	• Disciplinary value	2		7%			
	1.4 General objectives and specific objectives in terms of learning out comes of the learner						
	1.5 Science teacher	2		4%			
	• General qualities						
	• Professional qualifications						
	• Specific qualities						
2	**Planning in Science Teaching**		8	**25%**			Reference No.1,2, 6,3
	2.1 Importance of Planning.				Group Discussion, Assignment. Presentation, Field Visit	Handouts, LCD Projector, Charts, Field Visit	
	2.2 Concept, need, importance	2		8%			
	• Lesson planning	2		8%			
	• Unit planning						
	• Monthly planning	2		8%			
	• Yearly planning	2		9%			
	2.3 Difference between lesson planning and unit planning						

3	**Methods and Approaches in Science Teaching**		8	**25%**	Lecture Cum Discussion, Group Discussion Assignment	Handouts, LCD Presentation Projector, Charts	Textbooks of Std-6.7.8
	3.1 Methods of Science teaching • Lecture, • Demonstration, • Experiment, • Project, • Group discussion, • Assignment, • Seminar method.	5		15%			NCERT Textbooks of std-6,7,8 Teacher's Handbook
	3.2 Approaches of Science teaching : • Problem solving. • Inductive – deductive • Inquiry Approach • Psychological Approach	3		10%			
4	**Teaching aids in Science teaching**		8	**25%**	Lecture Cum Discussion,	Handouts,	Reference No.4
	4.1 Teaching aids and Resources • Importance of teaching aids • Visual aids – bulletin board, models and pictures, charts • Audio visual aids : T.V., Computer, Improvised aids • Interactive White board, Smart classroom, using web resources & Social media in learning of Science & Technology	5		16%	Group Discussion, Assignment Project work	LCD Projector, Charts	
	4.2 Specific aids. • Aquarium, Vivarium, Herbarium	3		9%			
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Bhatnagar A. V (2003), "Teaching of Science", R.lal publication, New Delhi
2. Bhatnagar S. S (2003) "Teaching of Science", Surya Publication
3. Bhavsar, Lavingiya, Trivadi: "Vigyan Shikshan Paddhati", Anada Prakashan, A'bad.
4. Dave and Mehta. (1962), "Vigyan shikshan ni purak pravrutio" A. R. Shath ni Co.
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8. Patel and Patel. (1964), "Vigyan ane abhinav adhyapan", A. R. Shath ni Co.
9. Patel Pallaviben. (2005), "Vigyannu Aadarsh Adhyapan", Varishen Prakashan, Ahmedabad.
10. Raval D. S. (1981), "Vigyan Shikshan", Vinod Pustak Mandir, Agra.
11. Sharma B. M. (2002), "Teaching of Science", Abhishek publication , New Delhi.
12. Sharma R. C. (2006), "Modern Science Teaching", Danphat Rai Publishing Company,
13. Vachcharajani Bhadrayu. (1997), "Vigyan Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.
14. Vachcharajani Bhadrayu. (2005), "Vigyan Ane Technology Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.
15. Venkatlal, S (2002), "Teaching of Science", Anmol publication, New Delhi
16. Yadav M. S. "Teaching of science", Anmol Publication, New Delhi.

COURSE FOR SEMESTER - 1
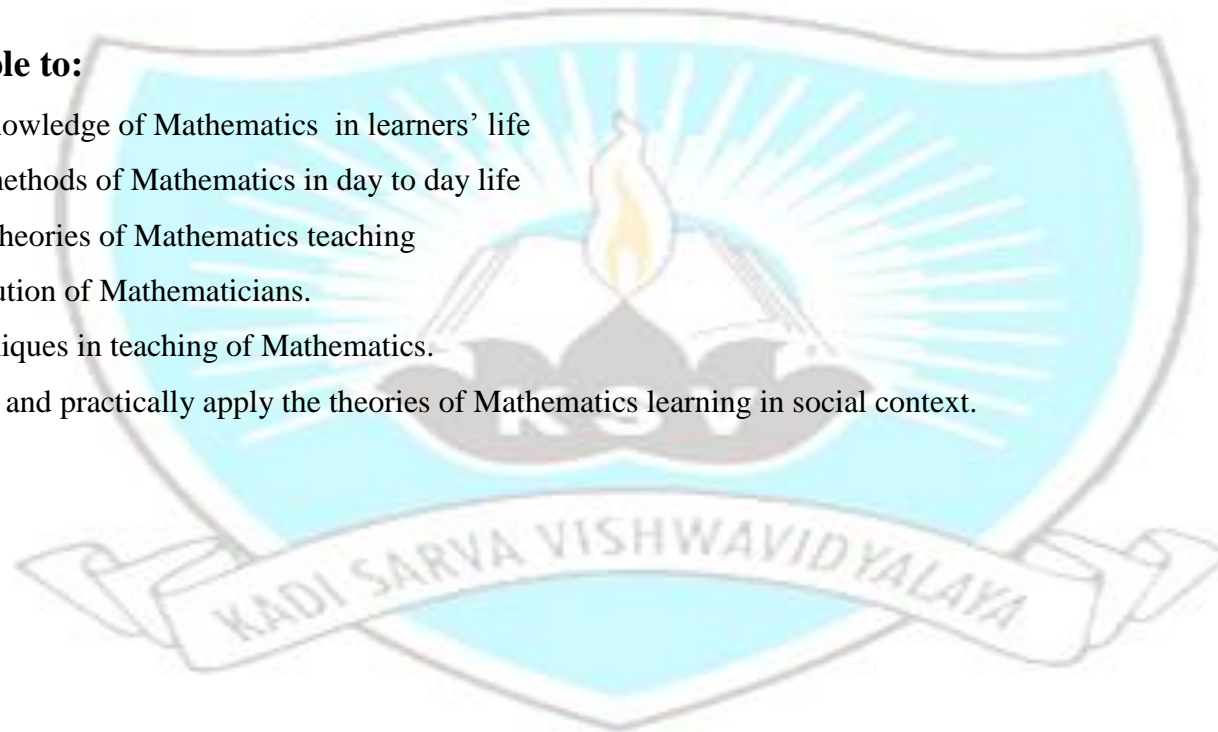
PEDAGOGY OF SCHOOL SUBJECT : MATHEMATICS (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Define and apply knowledge of Mathematics in learners' life
2. Apply the various methods of Mathematics in day to day life
3. Analyze and apply theories of Mathematics teaching
4. Preciate the contribution of Mathematicians.
5. Apply various techniques in teaching of Mathematics.
6. Analyze, synthesize and practically apply the theories of Mathematics learning in social context.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching/ learning resources	References
		Sub Units	Total Hours				
1	**Unit:1 Nature, Values & Objectives of Mathematics**		8	**25%**	Lecture Cum Discussion,	Handouts,	Reference No. 2
	1.1 Nature of Mathematics.	1		4%		Chart	
	1.2 Contribution of Mathematicians	3		7%			
	• Aryabhatt					PPT	
	• Bhaskaracharya				Assignment,	Presentati on,	
	• Ramanujan						
	• Pythagoras						
	• Euclid						
	1.3 Values of Mathematics :	2		7%			
	• Disciplinary value				Group Discussion,		
	• Utilitarian value						
	• Cultural value						
	1.4 General Objectives and specific Objectives in terms of learning outcomes of the learner.	2		7%	Presentations		
2	**Unit 2 Planning in Mathematics Teaching**		8	**25%**			Reference No. 3
	2.1 Concept and importance/need of planning	1		3%	Group Discussion,	Handouts,	
	2.2 Micro Teaching Skill planning	4		9%		PPT	
	2.3 Simulation Planning(Mini Planning)				Practical work	Presentati on,	
	• Meaning and Concept	2		6%			
	• Importance						
	2.4 Difference between Micro Teaching and Mini Lesson	1		7%	Presentation	Charts	

3	**Unit 3 Methods, approaches and techniques in mathematics teaching**		8	**25%**	Lecture Cum Discussion,	Handouts,	Reference No. 9
	3.1 Methods of teaching Mathematics: • Inductive -Deductive Method • Analysis-synthesis method • Problem Solving method • Experimental method	3		8%	Group Discussion	PPT Presentation,	
	3.2 Techniques for teaching Mathematics: • Drill and review work • Assignment • Supervised study • Oral work	2		8%	Assignment	Charts	
	3.3 Vedic Mathematics: • Concept and importance • Multiplication and division techniques	1		4%			
	3.4 Diagnostic and Remedial Work in Mathematics: • Concept • Importance • Preparation of diagnostic test Error analysis of diagnostic test result	2		5%			
4	**Unit 4 Teaching Aids in Mathematics**		8	**25%**	Lecture Cum Discussion,	Handouts, PPT Presentation, Charts	Reference No. 10 http://www.mathguru.com http://www.sakshat.com
	4.1 Meaning and concept of teaching aids	1		4%	Group Discussion,		
	4.2 Types of teaching aids • Graphical aids: chart, figure, poster, drawing • 3D teaching aids: object, model, campas box, etc. • Projection aids: slide, filmstrip, apidaoscope, OHP, television, VCR, LCD Projector, interactive board (i.e. white board, smart board) etc.	4		16%	Assignment Project work		

	• Other aids: newspaper, radio, magazine, book, etc.					
4.3	Importance of teaching aids	1		2%		
4.4	Points to be considered while preparing teaching aid	2		3%		
TOTAL		**32 HOURS**		**100%**		

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1.   Bhatt, Shukla Ane Parekh. (2003), "Nutan Ganitnu Adhyapan', C. Jamanadas Co., Ahmedabad.

2.   Lucein Blue Kinney, (1954), "Teaching Mathematics in Secondary School", Rinehart & co., New York.

3.   Mangal S. K. (1987), "Teaching of Mathematics", Prakash Brothers Education Publishers, Jalandhar.

4.   Mangal, S.K. (1981). Teaching of mathematics: Prakash Brothers Publishers, Ludhiana,.

5.   Nanda N. N. (1972), "Teaching of Mathematics", Sharda Brothers, Ludhiana.

6.   Patel R. S. (2003), "Ganitnu Adhyapan: Vishayvastu tatha Paddhati", Nirav Prakashan, Ahmedabad.

7.   Rai B. C. (1978), "Teaching of Mathematics", Prakashan Kendra, Lucknow.

8.   Shah B. S. (1987), "Ganitna Adhyapannu Parishilan", B. S. Shah Prakashan, Ahmedabad.

9.   Siddhu,K.S. (2011), " Teaching of Mathematics", Sterling Publication, New Delhi.

10.   Glenda Anthony and margeret walshaw (2008)," Effective Pedagogy in Mathematics", International academy of education, UNESCO

Websites:

http://www.mathguru.com
http://www.sakshat.com
http://www.educationinindia.net

COURSE FOR SEMESTER - 1

PEDAGOGY OF SCHOOL SUBJECT : ECONOMICS (PS1/PS2)

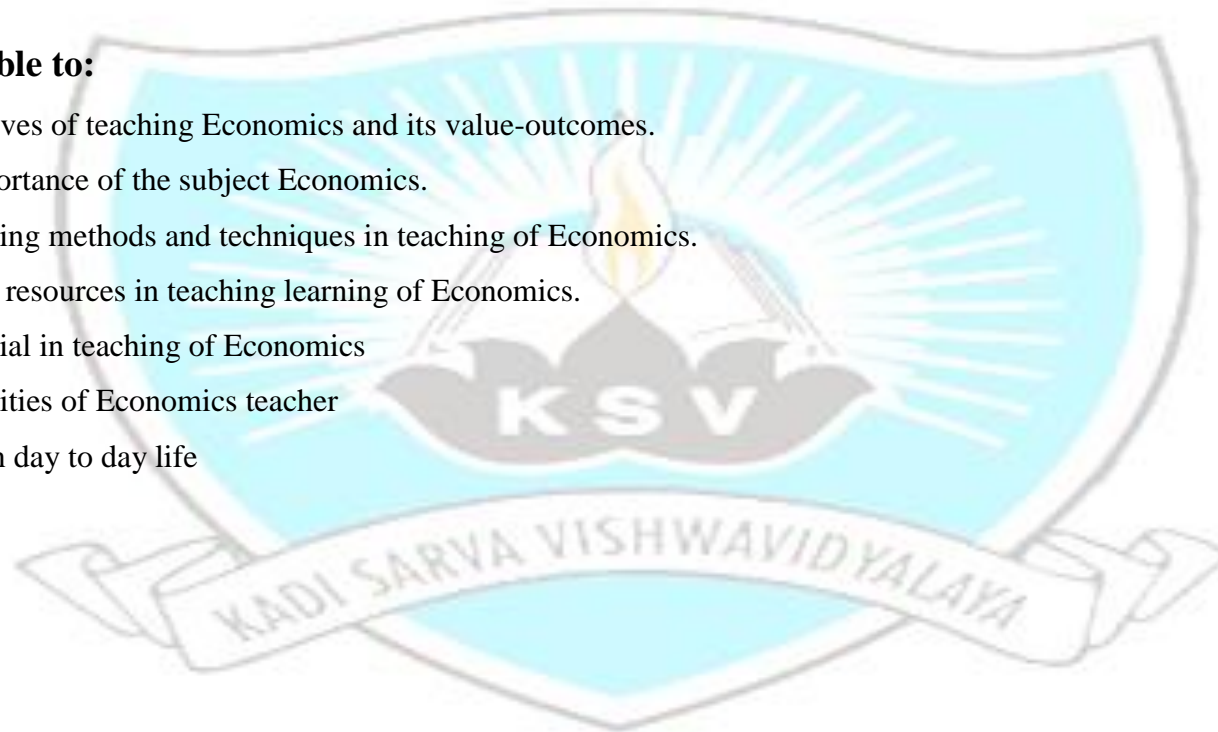**Credits – 2**   **Marks : 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Define aims, objectives of teaching Economics and its value-outcomes.
2. Explain nature, importance of the subject Economics.
3. Apply various teaching methods and techniques in teaching of Economics.
4. Analyze the various resources in teaching learning of Economics.
5. Use reference material in teaching of Economics
6. Understand the qualities of Economics teacher
7. Apply the Subject in day to day life

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Topics	Instructional Hours		Total	Weightage (100%)	Suggested Methodology	References
		Sub Units	Total Hours				
1	**Unit 1 An introduction of Economics and its teaching :**		**8**	**25%**	Discussion, Group - Discussion, Story Telling Method , Seminars Methods	Handouts, PPT, Computer, Scrap-Books Charts and Pictures of Economists	Reference No : 1, 11
	1.1 Concept of Economics	1		5%			
	1.2 Importance of Economics	2		5%			
	1.3 General objectives and specific objectives of teaching of Economics in terms of learning outcomes.	2		5%			
	1.4 Contribution of Economists : Indian: Chanakya, Manmohan Sinh Western: Adam Smith, Prof. Marshal	1		5%			
	1.5 Economics teacher • General qualities • Specific qualities • Professional qualifications • Which qualities you develop as an Economics teacher?	2		5%			
2	**Unit II Planning in Economics Teaching & Textbook:**		**8**	**25%**	Group Discussion, Assignment, Question Answer Method, Seminars Method	Handouts, Transparency PPT , Computer, Reference Books	Reference No : 4, 7
	2.1 Importance of Planning.	1		5%			
	2.2 Micro teaching • Concept • Steps • Importance	2		5%			
	2.3 Co-curriculur Activities: • Economics Club: - Concept and Objectives - Importance and Activities - Role of Teacher	3		10%			
	• Economics Lab:	2		5%	Discussion,		

	- Importance and Activities - Role of Teacher					
3	**Unit III Methods techniques in Economics teaching:**		**8**	**25%**	Group Discussion,	Handouts, PPT, Computer, Scripts,	Reference No : 1, 8, 9
	3.1 Methods: • Problem Solving • Project • Lecture • Group discussion • Seminar	4		13%	Simulation,	
	3.2 Techniques of Economics teaching : • Questioning • Illustration • Assignment	4		12%	Group Task, Assignment	
4	**Unit IV Teaching aids and activities for Economics teaching**		**8**	**25%**	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project, Field Visit	Handouts, PPT, Computer, Text- Print material	Reference No : 1, 5
	4.1 Teaching aids: • Concept • importance	2		5%		
	4.2 Visual aids – • bulletin board, • pictures, Charts • Magazines • Newspapers • Reference books • Documents	3		10%		
	4.3 Audio visual aids : - TV, Computer, White Board, Website, Smart Classroom - Using Web Resources and Social Media in Learning of Economics	3		10%		
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1. Agrawal J.C. "Teaching of Economics A Practical Approach", New Delhi. Vikas Publishing House Pvt Ltd

2. Chakravarty, Sukhamong (1987). Teaching of Economics in India: Himalaya Publishers. Bombay.

3. Das, R.C.(1984). Curriculum and Evaluation: NCERT. New Delhi.

4. Jhingan M.C. (2004). Micro Economics Theory: Vrinda Publications (P) Ltd, New Delhi.

5. Lumbsend K.G. (1970). New developments in teaching of Economics: Prentice hall, New Jersy.

6. Mustafa, M.(2005). Teaching of Economics New Trends and innovations: Deep and Deep Publications(P) Ltd.

7. Patel Motibhai M. and Others (2007), "Arthashashtra na Adhyapan nu Parishilan", B. S. Shah Prakashan, Ahmedabad.

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9. Sharma, A (2005). Teaching of Economics: Surjeet Publications, New Delhi.

10. Teaching Units in Economics for High and Higher Secondary Stage, NCERT, New Delhi, 1974.

11. Yadav, A (1995). Teaching of Economics: Anmol Publications Pvt. Ltd., New Delhi

COURSE FOR SEMESTER – I

PEDAGOGY OF SCHOOL SUBJECTS: ENGLISH (PS1/PS2)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to…

1. Classify and elaborate the developmental stages of English Language

2. Explain and apply different pedagogies of teaching English Language

3. Formulate the aims of teaching English Language

4. Introduce the basic concepts of English Language

5. Analyze, synthesize and practically apply the theories of language learning in social context

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Topics	Instructional Hours		Total	Weightage (100%)	Suggested Methodology	References
		Sub Units	Total Hours				
1	**Unit 1 : Nature and importance of English Language**		8	**25%**	Discussion	PPT,	Reference No: 1 & 9
	1.1 Language : Its meaning, Characteristics, Functions	4		10%	Group Discussion	Computer and Hand-outs	
	1.2 Importance of English language and Problems Faced by Second Language Learners	4		10%	Presentation		
	1.3 Language Acquisition and Learning (Noam Chomsky)	2		5%			
2	**Unit 2 : Methods and Techniques of Teaching English**		8	**25%**	Role play Collaborative Learning Self-study Presentation Discussion Brain storming	Books CDs Language games	Reference No: 7 & 9
	2.1 Methods of Teaching English (nature, principles, procedure, merits and demerits) • Grammar translation method • Direct method • Bilingual method	4		12.5%			
	2.2 Techniques of teaching English : Role play, Simulation, Dialogue, Language games, Demonstration, Total Physical Response	4		12.5%			
3	**Unit 3 : Objectives and Planning of Teaching English**		8	**25%**	Discussion Simulation Project work Self-study	Books CDs Language games	Reference No: 5 & 9
	3.1 General and Specific Objectives	3		9%			
	3.2 Microteaching Planning of Prose, Poetry and Grammar	3		9%			
	3.3 Audio Visual Aids & Resources : types (Projective & Non-Projective Devices : Interactive Board, Mobile, Using Social Media in Learning English, E-Resources), Their effective use	2		7%			

4	**Unit 4 : Developing Linguistic Skills :**		8	**25%**	Presentation	Books, PPT,	Reference No: 6 &
	4.1 Developing Listening Skill	2		6%	Discussion	Computer	9
	Sub-skills of Listening	2		6%	Project work	and Hand-	
	Tasks, Materials and Resources for	2		6%	Review method	outs,	
	Listening Skills	2		7%	Play/Script	Available	
	Listening activities				writing	Scripts	
	4.2 Developing Speaking Skill						
	Sub-skill of Speaking						
	Tasks, Materials and Resources for						
	Speaking Skills						
	Speaking activities						
	4.3 Developing Reading Skill						
	Sub-skills of Reading						
	Importance and development of reading						
	skills						
	Types of Reading : Extensive and Intensive						
	Reading						
	Referencing/Study Skills						
	Activities for improving Reading skill						
	4.4 Developing Writing Skill						
	Stages of Writing						
	Process of Writing						
	Note taking and Note-Making						
	Formal and informal writing						
	Activities for improving Writing Skill						
TOTAL			**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**	**Total**
15	20	20	15	15	15	100

REFERENCES:

1.   Bansal, R.K. and Harrison, J.B. (1972), "Spoken English for India", Orient Longman Ltd., Madras.

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COURSE FOR SEMESTER – I

PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCE (PS1/PS2)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Define the historical development of social science.

2. Define and analyze the nature, scope and importance of the social science.

3. Formulate the aims and objectives of the social science.

4. Understand Lesson Planning.

5. Understanding concept of teaching aids, types and uses of teaching aids.

6. Formation of Social Science Club.

7. Apply the techniques and methods of teaching social science.

8. Develop Understanding Concept of Evaluation Text Book of Social Science.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Topics	Instructional Hours		Total	Weightage (100%)	Suggested Methodology	References
		Sub Units	Total Hours				
1	**Unit 1 Historical Knowledge about Social Science**		7	(20%)			Reference No: 1,2,3,4,7,8,13
	1.1 Concept & scope of social science	2			5%	Lecture cum Discussion	-PPts, Transparency
	1.2 Need and importance of Social Science	2			5%		
	1.3 Aims of teaching social science	3			10%		
2	**Unit 2 Objectives, Lesson Planning , Teaching Aids & Resources**		10	(30%)		- PPts Transparency	Reference No: 1,2,3,4,5,6,7,8,13
	2.1. General and Specific objectives of Social Science	3			8%	Lecture cum Discussion	
	2.2 Meaning & Importance of Lesson Planning	2			7%	Pictures Charts	
	2.2.1 Pre- Practice Teaching/Micro Teaching					Project Method	Date Line Maps-Globe
	2.3Teaching Aids	5			15%		H.P & L.C.D Projectors
	2.3.1.Concept, Types and Need of Teaching Aids						Computer
	2.3.2.Pictures & Charts, Globe, Maps, Coins, Stamps, Date Line, Magazines						News Papers Magazines
	2.3.3.O.H.P & L.C.D. Projectors & Computer						Coins Stamps
	2.3.4.Interactive White board, Smart classroom, using web resources & Social media in learning of Social Science						
3	**Unit 3 Methods of teaching Social Science**		8	(25%)		-PPts, Transparency	Reference No: 1,2,3,4,5,6,7,8,9,10,11 ,12,13,18,19,20,22
	3.1 Methods of teaching Social Science :					Lecture cum Group Discussion	
	3.1.1. Source Method	1			4%		
	3.1.2. Lecturer Method	1			4%		
	3.1.3. Project Method	1			3%		
	3.1.4. Exhibition Method	1			4%	Seminar	

	3.1.5. Group Discussion Method	1		3%	Method			
	3.1.6. Seminar Method	1		3%				
	3.1.7. Assignment Method	1		2%				
	3.1.8. Biography Method	1		2%				
4	**Unit 4 Teaching Techniques, Social Science Club & Social Science Text Book**		**7**	**(25%)**	Group Discussion			Reference No: 11,12,13,14,15,16,17, 21,23,24,27
	4.1 Techniques of teaching Social Science :					- PPts Transparency		
	4.1.1. Questioning Technique	3		9%				
	4.1.2. Story Telling Technique				Project			
	4.1.3. Role Play Technique				Method			
	4.2 Social Science Club				P.P.T			
	4.2.1 Concept	2		8%				
	4.2.2 Importance							
	4.2.3 Activity							
	4.3 Text Book of Social Science	2		8%				
	4.3.1 Criteria of a good Text Book							
	4.3.2 Review of present Text Book of Standard-9th and 10th `							
	TOTAL		**32 HOURS**	**100%**				

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

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COURSE FOR SEMESTER – I

PEDAGOGY OF SCHOOL SUBJECTS : हिन्दी (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

प्रशिक्षणार्थी......

१   हिन्दी शिक्षा के उद्देश्यो को भली-भांति समझ सकेंगे

२   कथन कौशल्यों की विशिष्टताओं की जानकारी प्राप्त कर सकेंगे

३   वाचन कौशल्य का विकास एवं दक्षता प्राप्त कर सकेंगे

४   माध्यमिक एव उच्च माध्यमिक विध्यालयों में हिन्दी सीखने की विविध पध्धतियों के बारे में क्षमता विकसित हो सकेगी

५   अच्छे पाठ आयोजनों की रचना करके पढाना सीख सके

SCHEME OF TEACHING AND ASSESSMENT:

इकाई	विषयवस्तु	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	हिन्दी शिक्षा के उद्देश्य एवं मौखिक अभिव्यक्ति की शिक्षा **1.1** शिक्षा: राष्ट्रभाषा शिक्षा के उद्देश्य: सामान्य एवं विशिष्ट उद्देश्य **1.2** श्रवण कौशल्य की संकल्पना, प्रक्रिया, महत्व, एवं श्रवण कौशल्य के विकास की प्रवृतियां	2 6	8	**25%** 10% 15%	Lecture Cum Discussion, Presentations Assignment. Lecture Method	Handouts, LCD Projector, Computer	Reference No: 1
2	भाषा शिक्षाके सिद्धान्त व वाचन कौशल्य: **2.1** भाषा शिक्षा के सिद्धान्तसूत्र **2.2** मौखिक अभिव्यक्ति की शिक्षा: मौखिक अभिव्यक्ति का महत्व, गुण, प्रयुक्तियाँ, विधालयी बच्चों में पायेजानेवाले उच्चारण दोष एवं उसके सुधार के उपाय	.20 6.0	8.0	**25%** 8% 17%	Discussion, Assignment. Source Method , Group Discussion	Handouts, LCD Projector, Computer, Reference Books	Reference No: 2
3	राष्ट्रभाषा शिक्षा व पाठ आयोजन: **3.1** राष्ट्रभाषा शिक्षा का स्वरूप एवं राष्ट्रभाषा शिक्षा की साहित्यिक, सांस्कृतिक, व्यावसायिक एवं राजकीय महत्ता **3.2** पाठ आयोजन: संकल्पना, सोपान, महत्व एवं पाठ आयोजन तथा इकाई आयोजन में अंतर	2.0 6.0	8.0	**25%** 10% 15%	Lecture Cum Discussion, Simulation, Group Task, Project, Lecture Method, Group Discussion	Handouts, LCD Projector, Computer, Chart	Reference No: 4
4	भाषा शिक्षाकी विधियाँ एवं दृश्य-श्राव्य साधन: **4.1** भाषा शिक्षाकी विधियाँ; प्रत्यक्ष, परोक्ष, डॉ. वेस्ट	3	8.0	**25%** 10%	Discussion, Problem Solving	Reference Books Handouts,	Reference No: 2

विधि 4.2 राष्ट्रभाषा शिक्षा में दृष्य-श्राव्य साधन: दृष्य-श्राव्य साधनों का महत्व एवं उपयोग - चार्ट्स, पोस्टर, मॉडल, OHP, Television, Slide Projector, Film Strip, LCD Projector, Interactive Board, (White board, Smart Board) Other : Newspaper, Radio, Magazine, Books	5		15%	Method, Project work, Group Discussion	LCD Projector, Computer, Text- Print material	
TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

संदर्भ सूची : (REFERENCES)

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COURSE FOR SEMESTER – I

PEDAGOGY OF SCHOOL SUBJECT : SANSKRIT (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

પ્રશિક્ષણાર્થી:

1. સંસ્કૃતના ભાવાત્મક અને ઐક્ય મૂલ્યોનો પરિચય કેળવે

2. સંસ્કૃતની વિવિધ અધ્યાપન પદ્ધતિઓથી પરિચિત થાય

3. સંસ્કૃતના અધ્યયન દ્વારા ઉચ્ચારણ શુદ્ધિ પ્રાપ્ત કરે.

4. સંસ્કૃત વિષયનો અન્ય વિષય સાથે અનુબંધ કરે.

5. દૈનિકજીવનમાં સંસ્કૃત ઉપયોગથી સજ્જ થાય.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**प्रथमान्वितिः- संस्कृतभाषाया ऐतिहासिकं ज्ञानं महत्त्वं च**		8	**25%**	Discussion, Seminar, Group discussion, Simulation	LCD Projector, Computer, OHP	Reference No : 1
	१.१ संस्कृतभाषायाः महत्त्वम्	2		5%			
	१.२ संस्कृतभाषायाः शिक्षणं लोकप्रियं करणोपायाः	1		4%			
	१.३ भारतीयभाषाणां विकासे संस्कृतभाषायाः योगदानम्	1		4%			
	१.४ संस्कृतस्य अन्यविषयैस्सह अनुबन्धः	1		4%			
	१.५ संस्कृतभाषायां साहित्यम्	2		4%			
	१.६ संस्कृते भावात्मकैकता	1		4%			
2	**द्वितीयान्वितिः- संस्कृतभाषाया अध्ययनं हेतवश्च**		8	**25%**	Group Discussion, Book Reviews, Team teaching and Presentation	Handouts, LCD Projector, Computer,	Reference No : 1, 3
	२.१ संस्कृतभाषाशिक्षणस्य ध्येयानि	1		5%			
	२.२ संस्कृतभाषाशिक्षणस्य प्राचीन-अर्वाचीनाः हेतवः	1		4%			
	२.३ संस्कृतभाषाशिक्षायाः सामान्यविशिष्टहेतवः	2		4%			
	२.४ अध्यापनायोजनस्य संकल्पना, महत्त्वं सोपानानि च	2		4%			
	२.५ गद्यअध्यापनायोजनस्य हेतवः सोपानानि च	1		4%			
	२.६ पद्यअध्यापनायोजनस्य हेतवः सोपानानि च	1		4%			
3	**तृतीयान्वितिः- संस्कृतभाषाशिक्षणस्य पद्धतयः**		8	**25%**	Discussion, Project work, Simulation, Group Task, Team teaching	Handouts, LCD Projector, Computer	Reference No : 4
	३.१ संस्कृतपद्यशिक्षणस्य पद्धतयः (गीताभिनयपद्धतिः, तुलनापद्धतिः, भाष्यपद्धतिः, प्रत्यक्ष पद्धतिः)	2		6%			
	३.२ संस्कृतगद्यशिक्षणस्य पद्धतयः (अनुवादपद्धतिः, उद्बोधनपद्धतिः, शब्दकोशपद्धतिः, अर्थबोध पद्धतिः)	2		6%			
	३.३ संस्कृतशिक्षायाः समस्याः तत्र शिक्षकस्य भूमिका च	2		6%			
	३.४ संस्कृतशिक्षायाः पद्धतयः (व्याख्यानपद्धतिः, तुलनापद्धतिः, प्रश्नोत्तरपद्धतिः)	2		7%			

4	चतुर्थान्वितिः- संस्कृतशिक्षा भाषासज्जता च		8	25%	Discussion, Dramatization, Simulation, Group Task, Project work, Group Discussion, Book Reviews and Presentation	Handouts, LCD Projector, Computer, Scripts	Reference No : 6, 5
	४.१ संस्कृतशिक्षकस्य गुणाः	2		5%			
	४.२ संस्कृतखण्डस्य आवश्यकताः	2		5%			
	४.३ संस्कृतशिक्षायां कण्ठस्थीकरणम्	2		5%			
	४.४ संस्कृतशिक्षायां मौखिककार्यम्	1		5%			
	४.५ संस्कृतशिक्षायां लेखनकार्यम्	1		5%			
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	15	20	15	15	100

REFERENCES:

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COURSE FOR SEMESTER – I

PEDAGOGY OF SCHOOL SUBJECTS: GUJARATI (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

તાલીમાર્થીઓ -

1. માતૃભાષા અર્થ, સ્વરૂપ અને વિકાસ વિશે લખી શકશે.

2. માતૃભાષા શિક્ષણનું મહત્વ અને તેના હેતુઓ ઓળખી તેના વિશે નોધ કરવા સમર્થ થશે .

3. માતૃભાષાના વિષયવસ્તુનું અધ્યાપન કૌશલ્ય કેળવશે.

4. માતૃભાષાના શિક્ષણમાં પાઠ આયોજનઅને તેના હેતુઓ વિશે નોધ કરવા સમર્થ થશે.

5. ગુજરાતી ભાષાના સાહિત્ય સ્વરૂપો વિશે નોધ કરવા સમર્થ થશે.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	ગુજરાતી ભાષાના વિકાસનું અધ્યયન અને મહત્વ, પોષક પરિબળો :		8	25%	કથન ચર્ચા	લેખન,	Reference No: 2
	1.1 ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ	1		5%	જૂથચર્ચા,		
	1.2 ગુજરાતી ભાષાનો ઉદ્ભવ અને વિકાસ	2		6%		LCD	
	1.3 ભાષા અને ભાષા વિકાસ(ભાષાનાં ઘટકો, ભાષાની વિવિધ લાક્ષણિકતાઓ)	2		7%	પરિસંવાદ	Projector	
	1.4 માતૃભાષા શિક્ષણનું મહત્વ અને માતૃભાષા અધ્યયનમાં પોષક પરિબળો (શક્તિઓ, પ્રેરણા અને વાતાવરણ)	3		7%			
2	ગુજરાતી ભાષાના હેતુઓ, પધ્ધતિઓ અને પ્રયુક્તિઓ:		8	25%	જૂથચર્ચા	સંદર્ભગ્રંથ,	Reference No: 6
	2.1 માતૃભાષા શિક્ષણના હેતુઓ:-(સામાન્ય હેતુઓ, વિશિષ્ટ હેતુઓ) -સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ વચ્ચેનો તફાવત	2		6%	કથનચર્ચા	LCD	
	2.2 શૈક્ષણિક હેતુઓનું મહત્વ અને પ્રકારનું વર્ગીકરણ	2		6%	વ્યાખ્યાન	Projector	
	2.3 માતૃભાષા શિક્ષણની પધ્ધતિઓ–પધ્ધતિઓનું વર્ગીકરણ	3		8%			
	-વ્યાખ્યાન પદ્ધતિ, આગમન–નિગમન પદ્ધતિ, નીરીક્ષિત અભ્યાસ પદ્ધતિ(મહત્વ, મર્યાદા અને વિનિયોગ)	1		5%			

	2.4 માતૃભાષા શિક્ષણની પ્રયુક્તિઓ(વાર્તા, ગાન અને ચર્ચા)					
3	ગુજરાતી ભાષામાં પાઠ આયોજન અને હેતુઓ:		8	25%		Reference No: 5
	3.1 પાઠ આયોજન:-સંકલ્પના, મહત્વ,પાસા, અને સોપાનો	2		7%	પેનલચર્ચા, આગમન-નિગમન જૂથચર્ચા	LCD Projector, Computer,
	3.2 ગધપાઠ આયોજન, પધપાઠ આયોજન.	2		6%		
	3.3 ગધ શિક્ષણ:- અર્થ, ગધ શિક્ષણના આયામો, હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો	2		6%		
	3.૪ પધ શિક્ષણ:- અર્થ, પધ શિક્ષણના હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો.	2		6%		લેખન
4	માતૃભાષાના કૌશલ્યો :		8	25%		Reference No: 7
	4.1 ભાષાકૌશલ્યોનું વર્ગીકરણ	1		6%	સ્વાધ્યાય, કથન, નીરીક્ષિત કથનચર્ચા	LCD Projector, Computer, વિવિધસામયિકો
	4.2 શ્રવણ અનેકથન કૌશલ્યનો: અર્થ અને મહત્વ	2		6%		
	4.3 શ્રવણ કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ:- વર્ગ શિક્ષણની પ્રવૃતિઓ,પ્રયુક્તિઓ, સહઅભ્યાસિક પ્રવૃતિઓ	2		6%		
	4.4 કથન કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ:-વર્ગ શિક્ષણની પ્રવૃતિઓ, પ્રયુક્તિઓ, અને અશુદ્ધ ઉચ્ચારણના કારણો અને ઉપાયો	3		7%		
	TOTAL	**32 HOURS**		**100%**		

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total

10	20	20	20	15	15	100

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1. Mukalel, J.C.(1998), "Approaches to English Language Teaching", Discovery Publishing House, New Delhi.

2. કોઠારી જયંત દઅમદાવા , ગ્રંથ નિર્માણ બોર્ડ.ભાષા પરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ યુનિ,

3. દેવ . અમદાવાદ, શાહ પ્રકાશન .એસ.બી, ગુજરાતી અધ્યાપનનું પરિશીલન, શાસ્ત્રી જયેન્દ્ર,

4. પટેલ અશોક અને અન્ય ગુજરાતીનું આદર્શ અધ્યાપન . અમદાવાદ, વારિષનપ્રકાશન,

5. પટેલ મોતીભાઇ અને અન્ય ગુજરાતી વિષયનું અધ્યયન અમદાવાદ, શાહ પ્રકાશન .એસ.બી,

6. રાવલ નટુભાઈ અને અન્ય અમદાવાદ, નીરવ પ્રકાશન,ગુજરાતી અભિનવ અધ્યાપન પદ્ધતિ,

7. વાઘેલા ઈશ્વરભાઈ અને અન્ય .અમદાવાદ, અક્ષરપ્રકાશન,ગુજરાતી વિષય પદ્ધતિ,
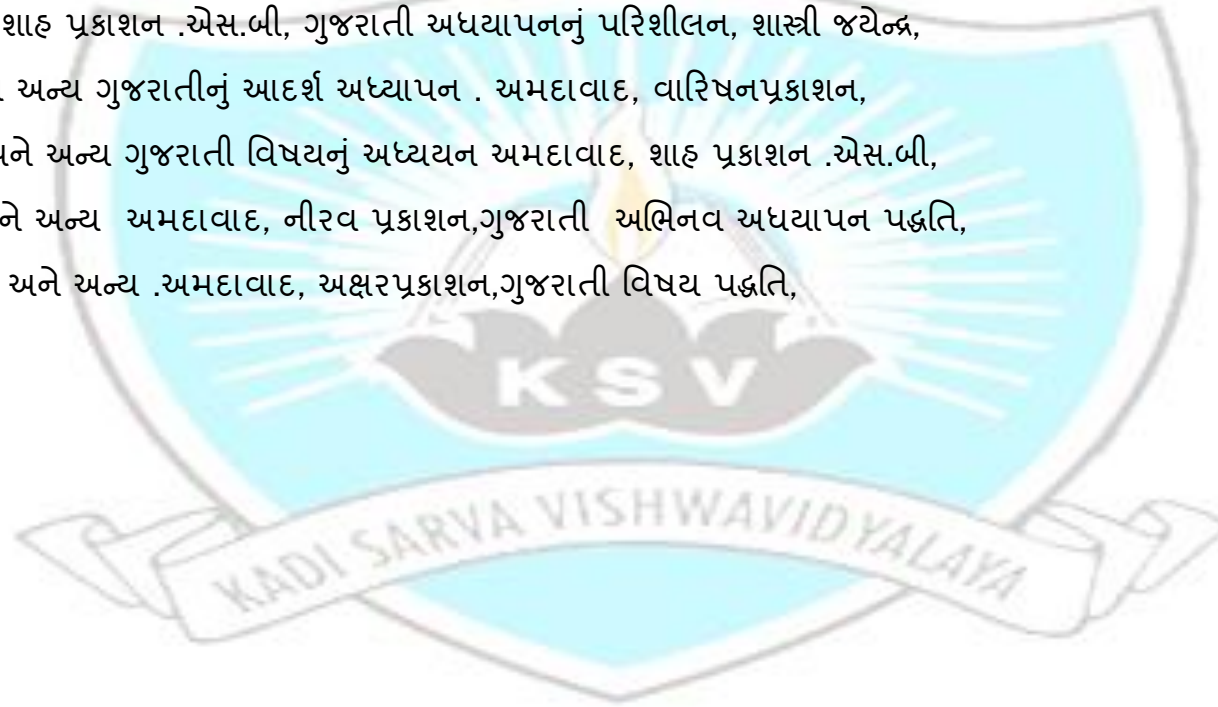
COURSE FOR SEMESTER - 1

PEDAGOGY OF SCHOOL SUBJECT : TEACHING OF COMPUTER SCIENCE (PS1/PS2)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to

1.   Define and apply knowledge of Computer Science in learners' life

2.   Apply the various methods of Computer Science in day to day life

3.   Analyze and apply theories Computer Science teaching methods

4.   Identify & nurture the creativity of learners in teaching of Computer Science

5.   Apply the various concept of Computer Science in day to day life

SCHEME OF TEACHING AND ASSESSMENT :

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching/ Learning Recourses	References
		Sub Units	Total Hours				
1	**Historical Knowledge about Subject**		8	25%	Lecture Cum Discussion,	Handouts,	Shukla Satish , Information Technology in Education
	1.1 Understand the historical development of Computer	1		2%		PowerPoint Presentation	
	1.2 Aims of teaching computer science	2		7%			
	1.3 General objectives and specific objectives of teaching of Computer in terms of learning outcomes.	2		6%		Computers	Dr. Y.K. Singh, Teaching of computer science
	1.4 Importance of teaching computer science	2		7%		LCD Projector	
	1.5 Difference : Computer Education as a school subject in past and present situations	1		3%			
2	**Planning in Computer Science Teaching**		8	25%	Lecture	Computers	Dr. Y.K. Singh, Teaching of computer science
	2.1 Micro teaching	4		12%			
	• Concepts , Importance, Steps					LCD Projector	
	2.2 Lesson Planning :	4		13%			
	• Importance of Lesson Planning						
	• Unit Planning						
	• Difference Between Lesson Planning and Unit Planning						
3	**Methods and Teaching aids in Computer Science Teaching :**		8	25%	Lecture	PowerPoint presentation	Dr. Y.K. Singh, Teaching of computer science
	3.1 Method of teaching of Computer science:	4		12%	Discussion Group Discussion	Computers	
	• Problem Solving method						
	• Demonstration method						
	• Laboratory Method					LCD Projector	
	• CAI, CAL						
	• Web based learning/ Teaching						

	3.2 Teaching aids: • Concept and Importance of Teaching Aids • Types of Teaching Aids - Visual Aids : Charts, Models - Audio Visual Aids : Computer, Websites, Smart Classroom, Interactive Board - Using Web Resources and Social Media	4		13%			
4	**Disciplinary Knowledge & Basic Concept of Computer Science:**		8	25%	Lecture	PowerPoint Presentation	Patel Ashok., "Information Technology in Education"
	4.1 Computer : Definition, characteristics, Uses of computers in different areas in present situations	1		3%	Demonstrations	Computers	
	4.2 Classifications of computers : Super, Micro, Mainframe, Mini Computers, Personal Computer, Laptop	1		3%	Discussion	LCD	Dave Saket., "Shikshanma
	4.3 Hardware and software : definition - hardware and software • Types of software : - Application software : Microsoft Word, Power point, Excel - System Software : Operation System	2		7%			Information Technology"
	4.4 Hardware Tools : • CPU- Control Unit, Arithmetic and Logic Unit • Memory Unit (Storage devices- CD, DVD, Pen drive, Floppy etc) • Input Devices, Output Devices	3		9%			
	4.5 Internet : Definition, Uses, Disadvantages	1		3%			
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Shukla Satish (2009), *Information Technology in Education,*Ahmedabad, Varishen Prakashan, 2003.

2. Shukla Satish (2011), *ICT in Teacher Education,*Agra : Agrawal Publications.

3. Patel Ashok. (2004), "Information Technology in Education", Nirav Prakashan, Ahmedabad.

4. Dave Saket. (2003), "Shikshanma Information Technology", Anada Book Dipo, Ahmedabad.

5. Dr. Y.K. Singh(2004), " Teaching of computer science", A.P.H. Publication Corporation, New Delhi

6. Raja Raman V. (1986), *Fundamentals of Computers,* Delhi, PHI Publications.

7. Shukla Satish (2009), *Information Technology in Education,*Ahmedabad, Varishen Prakashan, 2003.

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http://www.computerhope.com
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http://www.microsoft.com

COURSE FOR SEMESTER – I

READING AND REFLECTING ON TEXTS (EPC1A)

Credits – 2   **Marks : 50**

Learning Outcomes :

Teacher Trainees will be able to :

1. Write about the concept, types, methods and the importance of reading

2. Read and respond to variety of texts in different ways

3. Develop and enhance the capacities like solve, identify, construct and compare as readers, writers and good thinkers

4. Apply critical reading and thinking skills to evaluate and revise arguments and pinions

5. Work effectively in collaborative and group discussion

6. Build metacognitive strategies in critical reading and thinking

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit – 1** Engaging with various types of writing		7	**20%**	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference No: 5
	1.1 Engaging with various narrative and descriptive accounts	2		6%			
	1.2 Engaging with subject based writing	2		5%			
	1.3 Engaging with journalistic writing	3		9%			
2	**Unit – 2 Reflective reading and writing**		7	**20%**	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference No: 5
	2.1 Conduct interactive group reading sessions	3					
	2.2 Reading strategies and reflective writing	4		9% 11%			
3	**Unit – 3 Forms of literature for enhancing reading**		9	**30%**	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference No: 3, 6
	3.1 Fiction: short stories, play, novel, poetry	4 5		13% 17%			
	3.2 Non- Fiction: biography, autobiography, essay, information books, articles, reference sources (encyclopedia, dictionaries, thesaurus, critiques (critical analysis/literary analysis)						
4	**Unit – 4 Activities for strengthening reflective reading**		9	**30%**	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference No: 2
	4.1 Reading comprehension	2		7%			
	4.2 Book review	1		3%			
	4.3 Review of prose/poetry	2		7%			
	4.4 Summarizing	2		6%			
	4.5 Translation	2		7%			
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES :

1. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi.

2. Dave Jagdish,(1999). ' Gadhayarth Grahan&Padhayarth Grahan',Gurjar Prakashan,Ahmedabad.

3. Kothari Jayant, (1984). ' Bhasha Parichay Svarup',Uni.Granth Nirman Bord,Ahmedabad.

4. National Curriculum Framework for Teacher Education (National Council for Teacher Education) 2009

5. Patel Bhailalbhai & UpadhayayIindravadan (1994). 'Vachan Vignan',Vni.Granth Nirman Bord,Ahmedabad.

6. Shastriramesh Chandra,(1980).' language and Communication Skill', jaipur.

7. Syllabus for Two Year B.Ed., National Council for Educational Research and Training, 2008.

8. Two Year B.Ed. Curriculum Draft – 1 Prepared by IASE Gujarat Vidyapith, Ahmedabad.

COURSE FOR SEMESTER – I

BASICS OF COMPUTER (EPC1B)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Interpret the applications of computer in various areas.
2. Differentiate the features of various types of digital computers.
3. Analyze the functioning of various parts of the computer.
4. Develop knowledge of windows based operating system.
5. Develop skills in using word processing, presentation applications.
6. Put into practice their knowledge of file utilities to improve the performance of the computer.
7. Appraise the uses of ms-word and ms-power point for a school teacher.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching/ Learning Recourses	References
		Sub Units	Total Hours				
1	**Unit – 1 Historical Knowledge & Functions of computer**		8	25%	Lecture Cum Discussion, Presentation.	Handouts, PowerPoint presentation, Computers, LCD Projector.	Reference No: 10, 11
	1.1 History of development of Computer	1		3%			
	1.2 Computer **:** Definition, characteristics, Uses of computers in different areas	3		10%			
	1.3 Classifications of computers **: S**uper, micro, mainframe, mini computers, personal computer, laptop etc	2		6%			
	1.4 Concept of Information Technology – Data, Information, Process, Information Processing cycle	2		6%			
2	**Unit – 2 Parts of Computers and Operating System:**		8	25%	Lecture , Group Discussion, Assignment, Presentation.	Handouts, PowerPoint presentation, Computers, LCD Projector, Reference Books.	Reference No: 8, 5, 1
	2.1 Parts of Computer : **Hardware Tools:** • CPU- Control Unit, Arithmetic and Logic Unit, Memory Unit • Input Devices: Mouse, Keyboard, Track ball, Joystick, Light Pen, touch screen, BCR, MICR etc. • Output Devices: Printer, Monitor, Speaker, Plotter, LCD **2.2 Storage Devices**: Hard Disk, CD,DVD, Pen drive, Floppy etc	2		7%			
	2.3 Types of Software : • Application software : Microsoft Word, Power point, Excel	1		3%			
	• System Software : Operation System	1		3%			
	2.4 Operating System: Definition, Functions and types of Operating System, BIOS	2		6%			

	2.5 File management- Files, Folders, Drives, Trees, Paths. File utilities- formatting, defragmenting, disc scanning, file deletion; recycle bins	2		6%			
3	**Unit – 3 Practical :** Microsoft Word		**8**	**25%**	Demonstrations Group Task, Project.	PowerPoint presentation, Computers, LCD Projector. Reference Books	Reference No: 6, 2
	• Writing paragraph using different fonts styles, sizes and colours, spell check and grammar check, clip art, word art, Drawing toolbar	2		7%			
	• Write an application for the job of a teacher	1		3%			
	• Preparation of C.V.	1		3%			
	• Preparation of the timetable for a high school/college	1		3%			
	• Prepare Mark sheet using sum and average formula	1		3%			
	• Mail Merge	2		6%			
4	**Unit – 4 Practical :** PowerPoint		**8**	**25%**			Reference No: 6, 10
	• Preparation of a presentation on any school subject by including following options :	1		3%	Demonstrations Group Task, Project.	Computers, LCD Projector	
	• Types of slides, Auto layout for slides	1		3%			
	• Format on text, background or design in slides	1		3%			
	• Inserting word art, auto shapes, pictures, graphs, sound, hyperlink etc.	2		6%			
	• Adding header and footer, slide master	1		3%			
	• Use of action buttons, custom animation, slide transition, rehearse timings etc.	2		7%			
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Bartee Thomas C. (1983), "*Digital Computer Fundaments*", MC.Graw-Hill international book.

2. Dave Saket. (2003), "*Shikshanma Information Technology*", Ahmedabad :Anada Book Dipo.

3. Denis Kim, Sen and Morin (2000), "*Information Technology – The breaking waves*", New Delhi:Tata MC Graw Hill Publishing Company Limited.

4. Madaan, Gupta and Arya, "*The Illustrated Computer Dictionary*", New Delhi: Dreamland Publication.

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15. Tenenbaum, Andrew S. (1995), "*Computer Networks*", New Delhi: Prantice-Hall of India Pvt. Ltd.

WEBSITES:

http://www.computerhope.com

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COURSE FOR SEMESTER – I

ENVIRONMENTAL STUDIES (CBCS1A)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Understand the concepts, meaning and characteristics of environment and environmental education

2. Critically analyze global issues of environment

3. Understand and perform their duties for protection of environment

4. Organize activities for developing positive attitude towards environment.

5. Analyze role of schools in environmental conservation and sustainable development.

SCHEME OF TEACHING AND ASSESMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**UNIT:1 Basic Environment concepts and Environmental Education**		8	**25%**	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4
	1.1 Environment: concept and definition , importance	2					
	1.2 Biotic and Abiotic , Ecosystem	2					
	1.3Meaning & Concept of Environmental Education.	2					
	1.4Importance of Environmental Education	2					
2	**UNIT: 2 Global issues on Environment,**		8	**25%**	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4 ,5
	2.1Types of Pollution: Meaning, Causes & Effects ➤ Air Pollution ➤ Water Pollution ➤ Soil Pollution ➤ Noise Pollution	4					
	2.2 Factors Effecting an Environment: ➤ Global warming ➤ Greenhouse effect ➤ Ozone layer depletion ➤ Acid Rain ➤ E-Waste	4					
3	**Unit : 3 Environmental Awareness, environmental programs and Environmental management**		8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.4,3
	3.1Environmental Education & Role of School	2					
	3.2 Role of NGOs	1					
	3.3 Role of mass-media	1					
	3.4Environmental Educational Programs	2					
	3.5 Environment management	2					

4	**UNIT : 4 :India and Environment Issues and Policies, Environmental Movements in India** 4.1Major Environment Issues in India 4.2Environmental Protection and Polices in India 4.3Constitutional amendments made and Environmental Laws 4.4Environmental Movements in India – Silent Valley Movement, Chipko Movement , Narmada Bachavo		8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.4,3
		1 2 2 3					
TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1.   Ahirrao, Alizad, Patil (1988), "Environmental Silence", (Part- I and Part II), Vaibhav Publication, Pune.

2.   Arvind Kumar (2003), "Environmental Challenges of the 21st Century", A.P.H. Publishing Corporation, New Delhi.

3.   Environment, NiravPublication,Prof. Hemantkumar Shah

4.   Environmental Studies,Nirav Publication , NatubhaiRaval

5.   Garg, Bansal &Tiwana (1995), "Environmental Pollution and Protection" Deep &Deep Publications, New Delhi.

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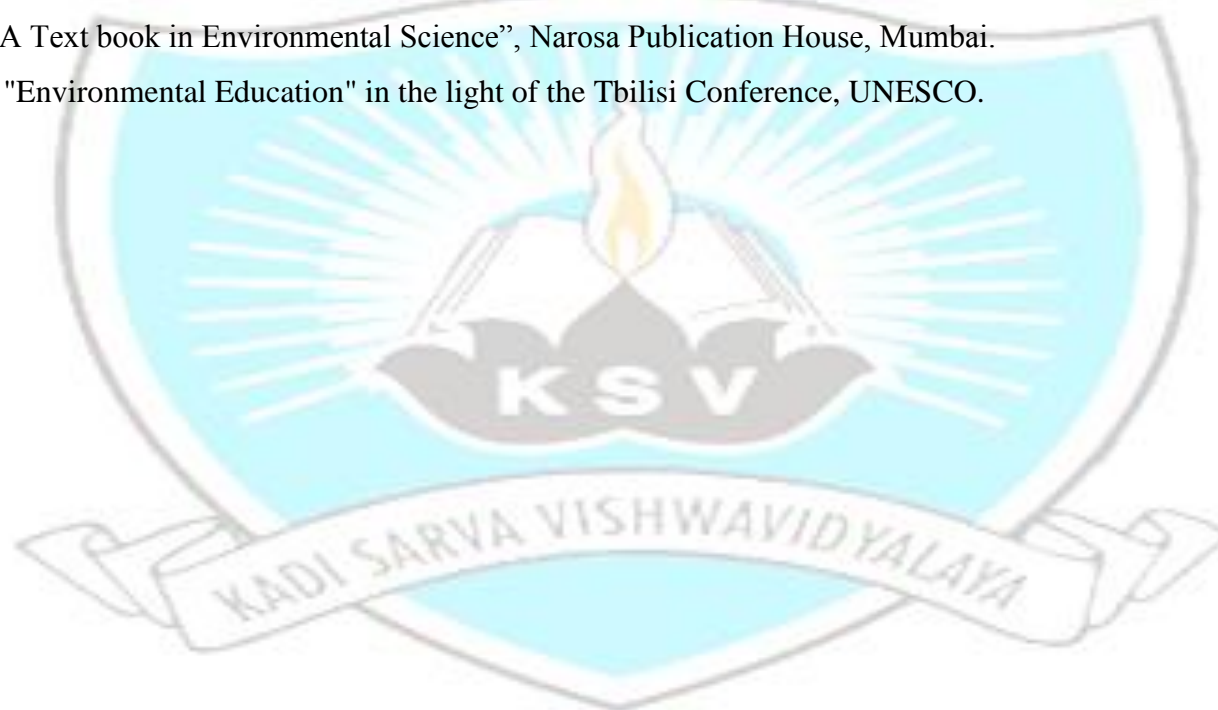
COURSE FOR SEMESTER – I

PEACE EDUCATION (CBCS1B)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Understand the theory of peace education and its importance

2. Understand peace as a dynamic social reality

3. Understand the NCF 2009 recommendations on peace education

4. Develop the feelings of peace, love compassion, tolerance and harmony through meditation, yoga and exercise

5. Implement the philosophies of great thinkers in their day to day life

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SCHEME OF TEACHING AND ASSESMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**UNIT:1 Peace: Concept and Scope** **1.1** Peace – Meaning, nature and its relevance relating to the present global scenario 1.2 Different sources of peace: Philosophical, Religious, Social and Psychological. 1.3 Types/Classification of peace- Positive, Negative, Inner peace, Social Peace and Peace with Nature. 1.4 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.	2 2 2 2	8	25%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4,1
2	**UNIT: 2 Peace Education: concept and scope** 2.1Peace education – fundamental concept, scope, need and its importance 2. 2 Aims of Peace Education 2.3 Types of peace education 2.4Role of Peace education in development of Love, Compassion, Tolerance and Harmonyat National and International levels.	2 2 2 2	8	25%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4 ,5
3	**Unit : 3 Peace Education: Strategies and Agencies** 3.1 Different Peace Education Strategies. 3.2 Role of different organizations like UNESCO in Peace Education (with special reference to Delor's Commission Report) 3.3 NCF 2009 recommendations on Peace	2 2 2	8	25%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.1,8

	Education. 3.4 Role of community, school and family in the development of values for Peaceful Co-existence	2						
4	**UNIT : 4 :Contribution of Educational Thinkers in Peace Education** Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications 4.1Rabindranath Tagore 4.2 Mahatma Gandhi 4.3 Aurobindo 4.4 Swami Vivekananda	 2 2 2 2 2	8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.1,14
	TOTAL		**32 HOURS**	**100%**				

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

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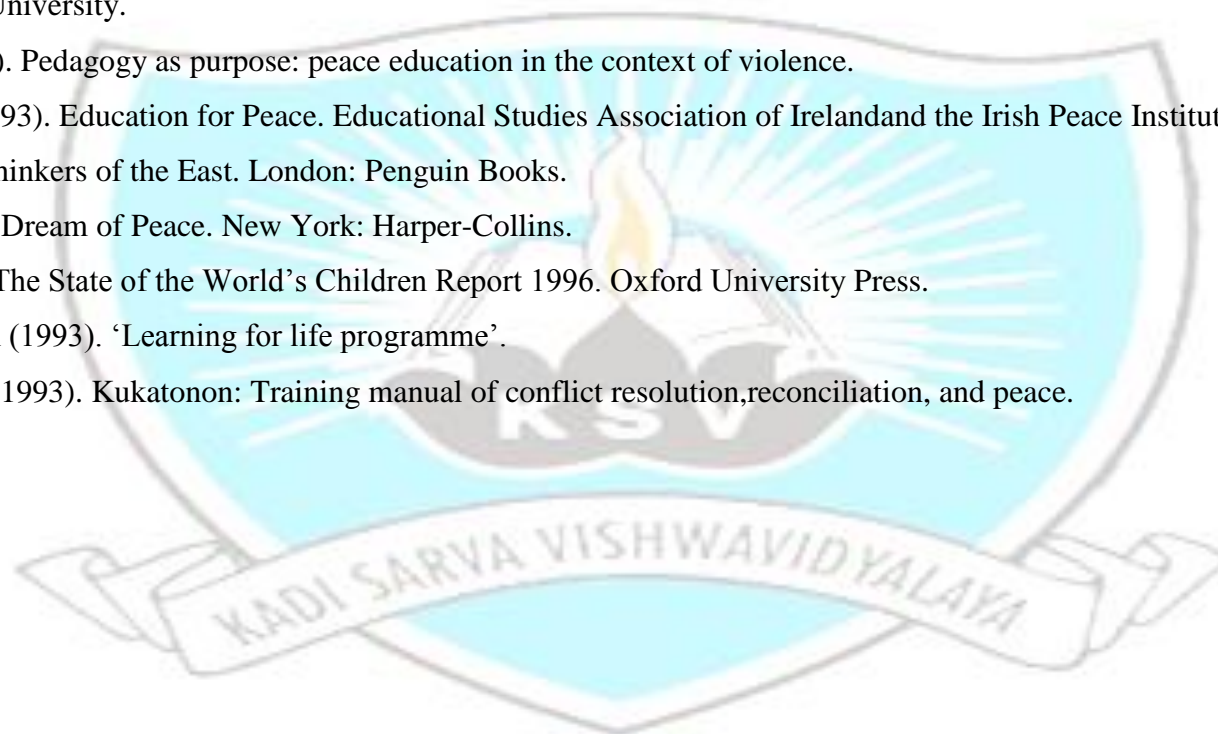
PRE-PRACTICE TEACHING (P1)

Credit-2   **Marks-50**

Sr. No.	Criteria for assessment	Marks
1.	Lesson Planning	03
2.	Presentation	03
3.	Appropriate use of positive components of the skill	04
	Total	**10**

Note: For pre-practice teaching, 10 lessons will be taken. 100 Marks (10 lessons X 10 Marks for each lesson) would be converted in to 50 marks

ENGLISH SPEAKING AND PERSONALITY DEVELOPMENT-1 (P2)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (Out of 25 M)
1.	Fluency and Lexical resource	05
2.	Grammatical range and accuracy	05
3.	Presentation Skill	05
4.	Group Discussion	05
5.	Group Task	05
Total		**25**

SCHOOL SUBJECT- CONTENT ASSIGNMENT (P3 & P4)

Credit-2 (1 credit for Each School Subject) Total   **Marks-50**

Each content assignment will carry 25 marks (1 credit each)

Assignment should be based on the content of standard-6, 7, 8.

For Accountancy, Commerce and Economics, standard-11 will be considered

ASSESSMENT SCHEME FOR ASSIGNMENT

No	Criteria for Assessment	Marks (out of 25)
1.	Content Clarity	15
2.	Presentation	5
3.	Viva voce	5
	Total	25

TEACHING AIDS (P5)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	**Preparation/Construction of the Teaching Aid** • How attractive is it in terms of colours, pictures, shapes etc.? • How easy it is in terms of its utility? • How creative it is for the delivery of the subject matter? • Language Accuracy / Appropriateness	05
2.	**Correlation with the Unit / Sub-Unit** • What additional / alternate information does it provide? • Use of Varied Examples • Use of appropriate methods and techniques for explanation	05
3.	**Age Appropriate** • Selection of Content • Additional efforts / references provided to make the subject matter easier • Ease in terms of Class Control / Class handling	05
4.	**Continuity and Correlation with the Subject Matter** • Utility in terms of Sequential and Logical Presentation of the subject matter • Utility in terms of Child Centered Activities • Involvement of the Students • Utility in terms of Time Management	05
5.	**Use of Teaching Aids** • Ease of using the Teaching Aid in terms of resources required • Proper use of TLM (in terms of Time and Method) • Variety of experience TLM used provides	05
	Total	**25**

LESSON OBSERVATIONS OF EXPERIENCED SCHOOL TEACHERS (P6)

Credit-1   **Marks-25**

Minimum 25 lessons to be observed through observation sheet
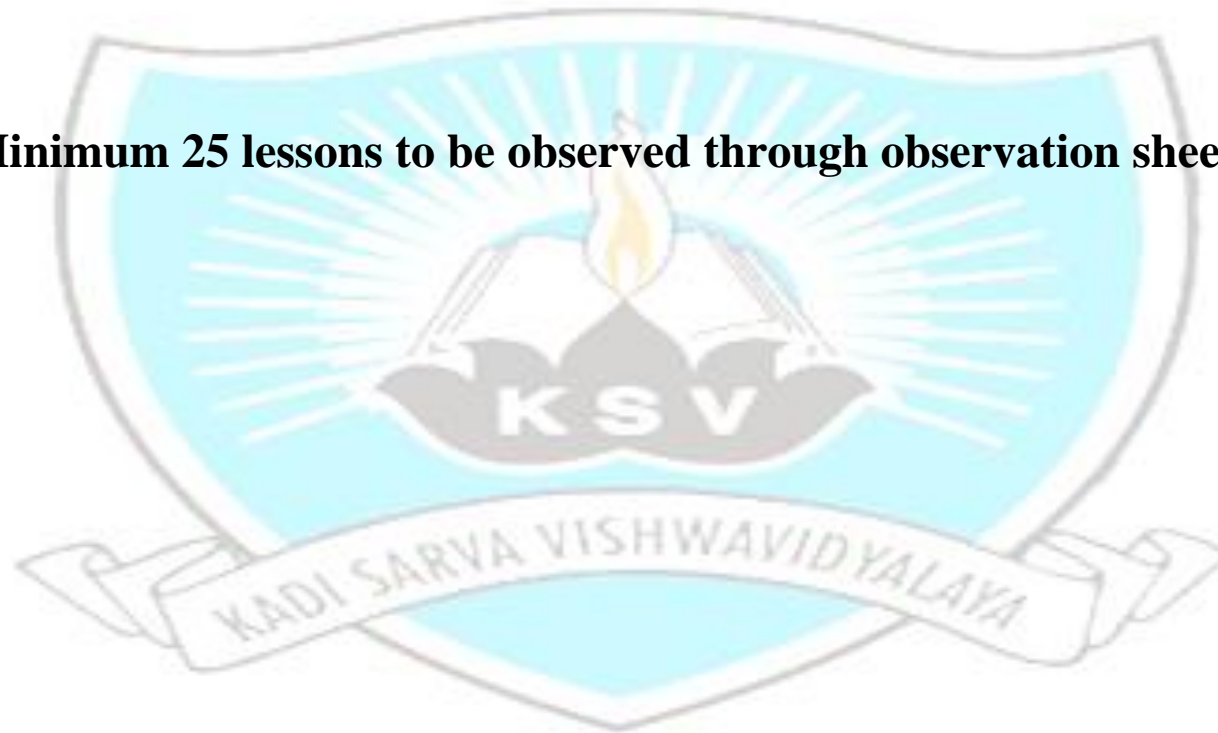
COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-1 THEORY PAPERS

PERSPECTIVES IN EDUCATION (CORE PAPER)

1. **CHILDHOOD & GROWING UP (CC1)**

   1. **USE MOTIVATIONAL STRATEGIES**
      Tasks:
      a. Maintain report with students
      b. Recognize students' ability
      c. Use innovative motivational techniques
      d. Arrange outside class room learning
      e. Identify and assist the students with learning difficulties

   2. **COUNSEL STUDENTS**
      Tasks:
      a. Set up and participate in guidance & counseling cell
      b. Identify the problems of students and searching for better solution
      c. Provide additional learning resources for the exceptional students
      d. Encourage the students to select the right career
      e. Guide students for competitive examination
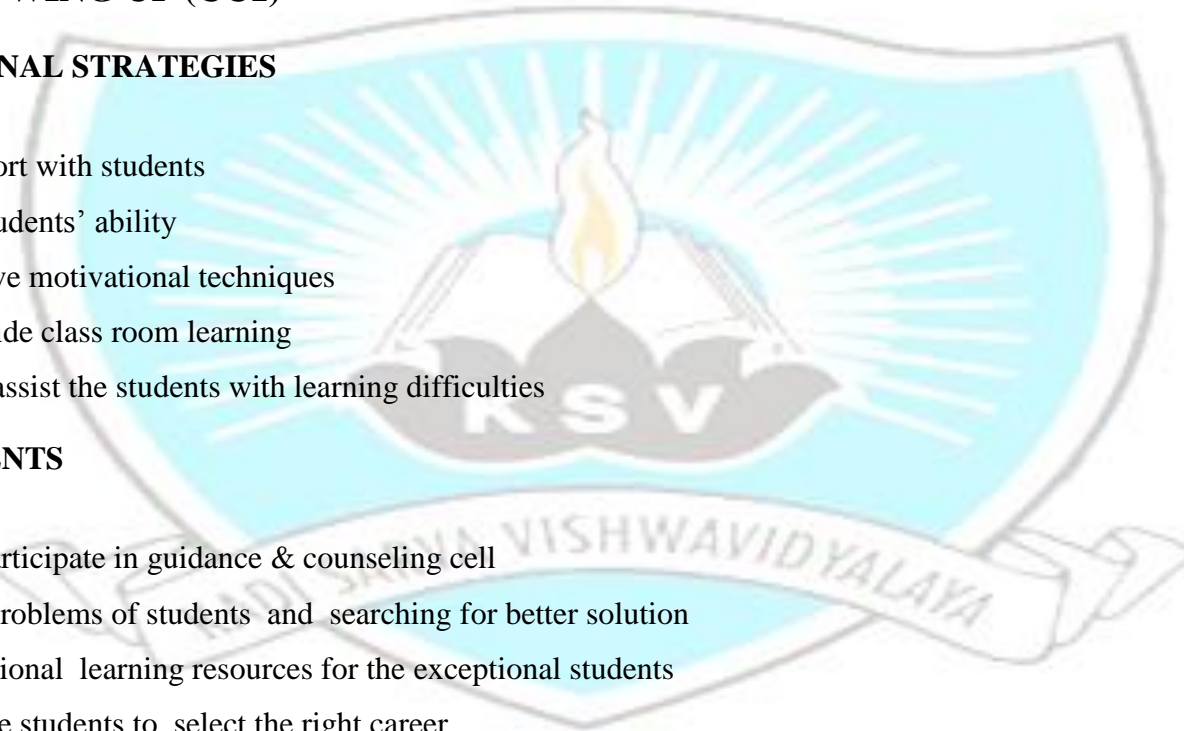
3. **OFFER TESTING & CONSULTING SERVICES**
   Tasks:

   a. Establish testing & consulting cell

   b. Identify the need of schools and community

   c. Involve students in testing & consulting service

   d. Design format for testing & consulting

   e. Conduct testing & provide counseling

2. CONTEMPORARY INDIA AND EDUCATION (CC2)

1. **APPRECIATE THE CONCEPT AND UTILITY OF CONTEMPORARY INDIAN EDUCATION**
   Tasks :
   a. Analyze the unit comprehensively for through understanding of Contemporary education of India.

   b. Summarizes the emerging issues in Indian society and its solution

   c. Compare ancient Indian education with Contemporary education of India and derive its usefulness.

   d. Maintains the discipline in the class

   e. Appreciate and uses of various teaching methodology

   f. Provides feedback of the assignments done.

   g. Extending presentation in the class room

   h. Encourage trainees to participate in the co-curricular activities.

2. **COMPREHEND THE CONSTITUTIONAL CONCEPT AND ITS IMPORTANCE:**
   Tasks:
   a. Has a faith in indian constitution.

   b. Uses the fundamental rights, duty and values

   c. Enjoys the right to education with the society.

d.   Appreciate the system of universal and inclusive education

e.   Develop the positive attitude and concept of cooperation in minds of the students by giving group work.

f.   Assist students in course selection.

g.   Attains seminar and present their views assertively.

3.   **ANALYSE AND COMPREHEND THE DIFFERENT EDUCATIONAL AGENCIES**
   Tasks:

a.   Narrates the recommendations of Kothari Commission and appreciates its utility.

b.   Appreciate the Kothari Commission's visionary recommendations about India's structure of education.

c.   Contributes for the Implementation of SSA

d.   Propagates the Yashpal Committees concept of learning without burden and recommends the same in the schools.

e.   Narrates the importance of NPE and its functioning in the various schools.

f.   Recognize the recommendations of the Rammurti Commission and strongly backs it.

4.   **RECOGNIZE VARIOUS EDUCATIONAL AGENCIES AND ANALYZE ITS FUNCTIONING AT VARIOUS LEVELS OF EDUCATION.**
   Tasks:

a.   Visits the educational institutes for better understanding of its functioning.

b.   Recognize the education system at central and state level.

c.   Develop the understanding of jurisdiction of central and state level agencies with regard to their functioning.

d.   Works actively for the School Assessment & Accreditation for maintaining its quality.

e.   Set up ones' own efforts for the implementation of the DIET's objectives of primary education.

f.   Critically appreciate the knowledge commission and its importance in the higher education.

CURRICULUM AND PEDAGOGIC STUDY

1. LANGUAGE ACROSS THE CURRICULUM (CP1)

1. COMMUNICATES EFFICIENTLY FOR FACILITATING TEACHING LEARNING AND PROVIDE CLEAR DIRECTIONS AND INSTRUCTIONS

Tasks :

a. establishes and maintains classroom environment

b. encourages students to assume responsibility for their behaviour

c. uses praise and encouragement to foster students' self-esteem

d. respects students as individuals with different experiences, skills, talents and interests

e. responds to students' emotional needs by providing appropriate support

f. accepts and values students' diversity and treats students equitably

g. listens and responds to students' questions, comments, opinions, thoughts, ideas and silences

h. modifies communication styles to be inclusive of diverse student needs.

2. WORK CO-OPERATIVELY WITH COLLEAGUES / PRINCIPALS

Tasks :

a. participates in collegial / school activities

b. seeks colleagues' perspectives in attempting to respond to issues, problems or challenges

c. offers a personal perspective on issues, problems or challenges

d. displays respect and support for diversity of teaching and working styles

e. uses the benefits associated with working with a diverse teaching and non-teaching staff to meet student learning needs.

3. INTERACT EFFECTIVELY WITH PARENTS AND OTHER STAKEHOLDERS

Tasks :

a. initiates contact with parents or stakeholders to report progress or seek support

b. encourages parents or stakeholders to initiate contact to support students' wellbeing

c. engages in active listening to determine and clarify parent or stakeholder concerns and requests

d. negotiates solutions to respond to parent or stakeholders issues, concerns or problems

e. responds to advice, concerns and requests for assistance by parents or stakeholders

f. explains systemic, state – central level, school and classroom policies and procedures to promote understanding among parents or stakeholders.

2. UNDERSTANDING DISCIPLINE AND SUBJECTS (CP2)

1. DEVELOPS AND REVISES CURRICULUM
Tasks:

a. Identifies subject area

b. Conducts need analysis

c. Prepares draft syllabus

d. Designs new curriculum document

e. Pilots new curriculum

f. Modifies curriculum according to requirement

g. Finalizes curriculum

2. PARTICIPATES IN THE UPLIFTMENT OF THE SOCIETY
Tasks:

a. Recognizes the current trends in the society

b. Responds to gender inequalities

c. Participates in gender equality awareness

d. Promotes social reforms
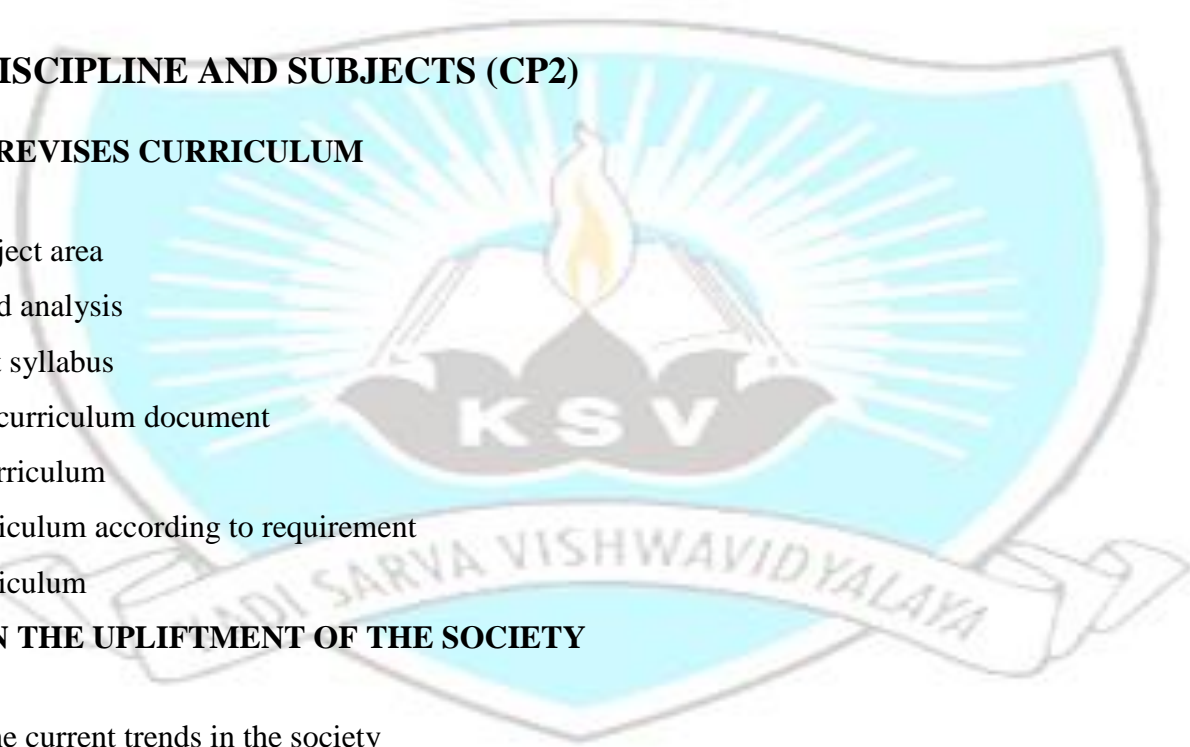
3. **COUNSELS STUDENTS REGARDING SOCIAL ISSUES**

   Tasks:

   a.   Identifies the problems of the students

   b.   Assists the students to solve their problems

   c.   Assists the students in making adjustments

   d.   Organizes programs to bring about social equality

   e.   Encourages students' participation for conducting co curricular activities
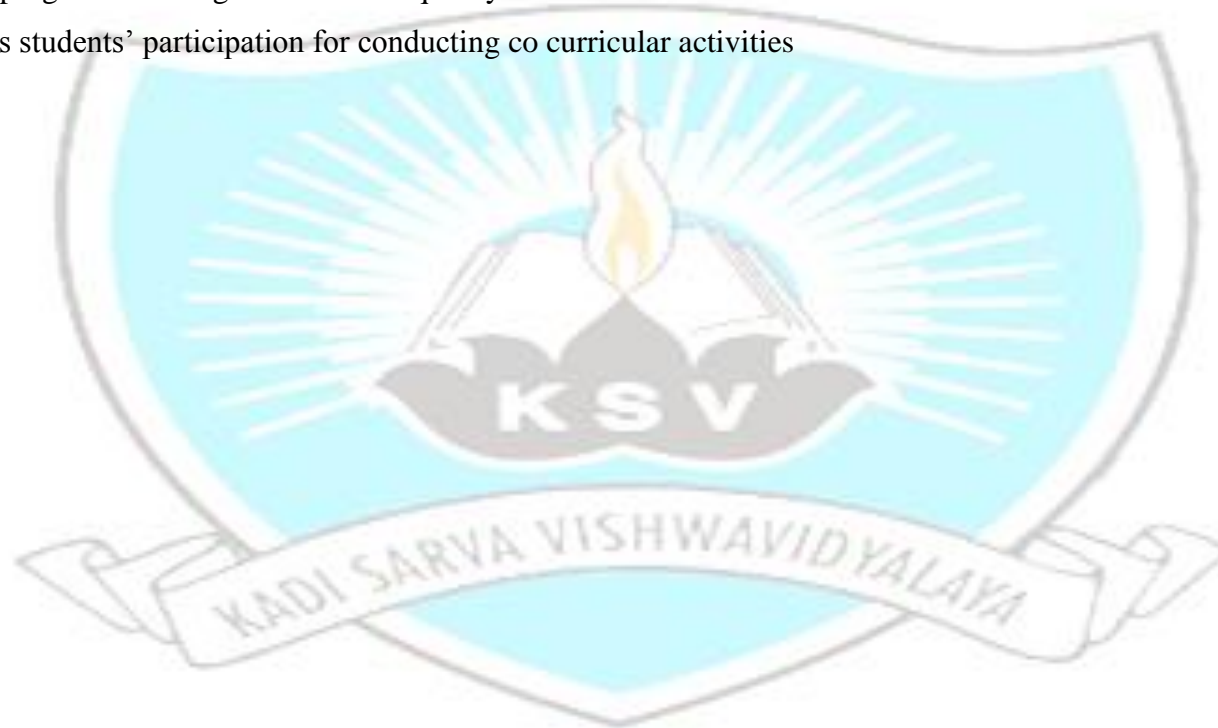
PEDAGOGY OF SCHOOL SUBJECT

1. ACCOUNTANCY (PS1/PS2)

1. APPRECIATE THE HISTORY AND SCOPE OF TEACHING OF ACCOUNTANCY
Tasks :

a. Analyzes the unit comprehensively for thorough understanding of history and scope of teaching of Accountancy..

b. Summarizes basic construction of aims of teaching Accountancy..

c. Narrates the importance of teaching of Accountancy..

d. Writes the aims and Objectives of teaching of Accountancy..

e. Identifies the objectives of teaching of Accountancy..

2. COMPREHEND THE PEDAGOGY OF TEACHING OF ACCOUNTANCY..
Tasks:

a. Practice the micro teaching skills
b. Builds the mastery over the skills
c. Gives the bridge lessons in the class.
d. Prepares the lesson plan.
e. Compares the micro-teaching and lesson plan.
f. Applies the problem solving method
g. Uses the Illustration technique in the class room.

3. ANALYSE AND COMPREHEND THE BASIC CONCEPT OF ACCOUNTANCY
Tasks:

a. Analyzes the banking transactions.

b. Brings the capital in the business.

c. Outsources the business transactions.

d. Reduces the liability and bad debts in the business.

2. COMMERCE (PS1/PS2)

1. **APPRECIATE THE HISTORY AND SCOPE OF TEACHING OF COMMERCE**
   Tasks :

   a.   Analyzes the unit comprehensively for thorough understanding of history and scope of teaching of Commerce..

   b.   Summarizes basic construction of aims of teaching commerce.

   c.   Narrates the importance of teaching of Commerce.

   d.   Writes the aims and Objectives of teaching of Commerce

   e.   Identifies the objectives of teaching of Commerce.

2. **COMPREHEND THE PEDAGOGY OF TEACHING OF COMMERCE**
   Tasks:

   a.   Practice the micro teaching skills

   b.   Builds the mastery over the skills

   c.   Gives the bridge lessons in the class.

   d.   Prepares the lesson plan.

   e.   Compares the micro-teaching and lesson plan.

   f.   Applies the problem solving method

   g.   Uses the illustration technique in the class room.

3. **ANALYSE AND COMPREHEND THE BASIC CONCEPT OF COMMERCE**
   Tasks:

   a. Analyzes the banking transactions.

   b. Applies the E Commerce in the business transactions.

   c. Outsources the business transactions.
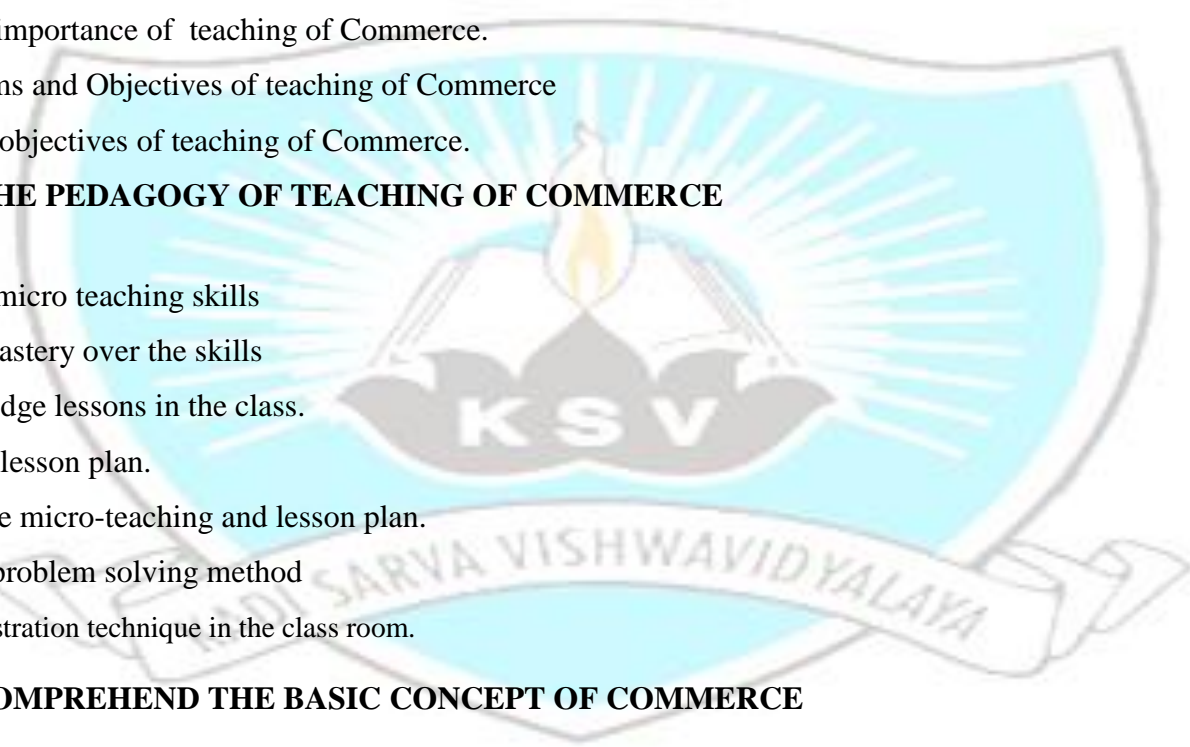
3. SCIENCE AND TECHNOLOGY (PS1/PS2)

1. DELIVER INSTRUCTIONS
Tasks:

1. Use various techniques
2. Suggest student projects
3. Use presentation skills
4. Develop communication skills

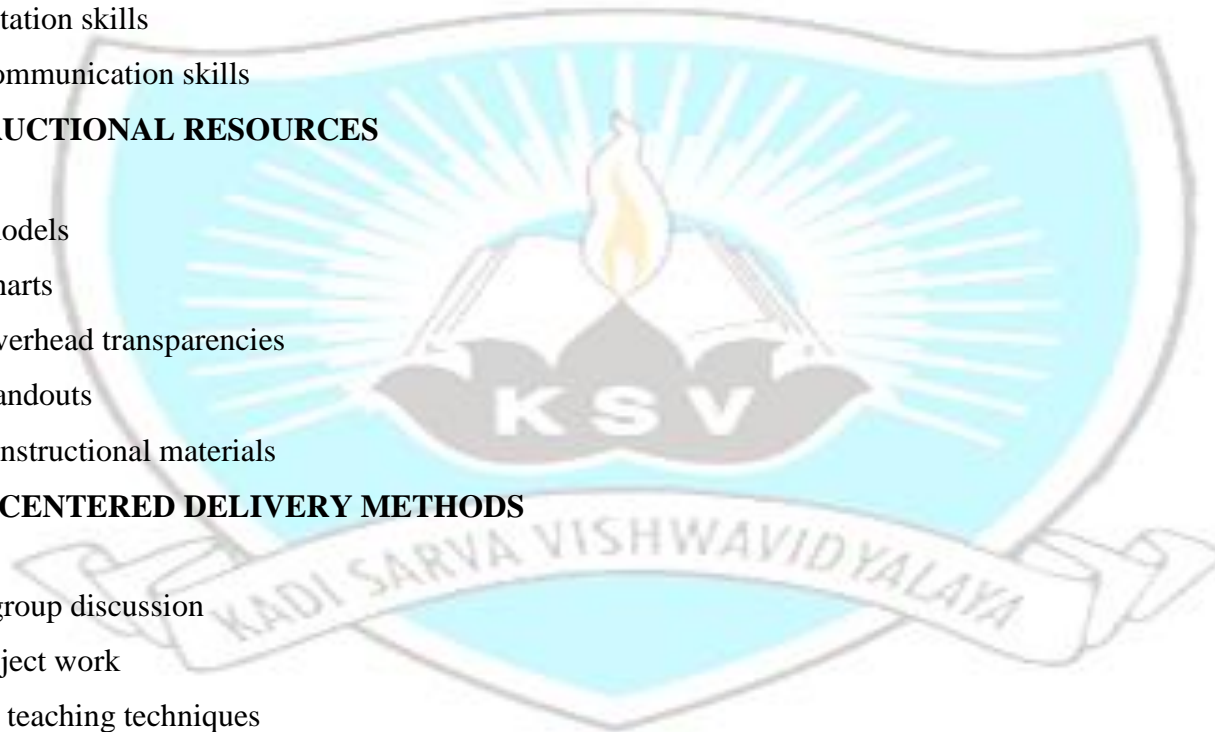### 2. UTILIZE INSTRUCTIONAL RESOURCES
Tasks:

1. Prepares models
2. Prepares charts
3. Prepares overhead transparencies
4. Prepares handouts
5. Evaluates instructional materials

3. USE LEARNER CENTERED DELIVERY METHODS
Tasks:

1. Conducts group discussion
2. Guides project work
3. Uses team teaching techniques
4. Employs simulating/game techniques
5. Uses problem solving techniques

4. MATHEMATICS (PS1/PS2)

1. UTILIZE INSTRUCTIONAL RESOURCES
Tasks :

a.   Prepare models

b.   Prepare charts

c.   Prepare overhead transparencies

d.   Prepare handouts

e.   Evaluate instructional materials

2. USE LEARNER CENTERED DELIVERY METHODS
Tasks:

a.   Conduct group discussion

b.   Guide project work

c.   Use team teaching techniques

d.   Employ simulating/game techniques

e.   Use problem solving techniques

f.   Use quizzes

3. EVALUATE STUDENTS PERFORMANCE
Tasks:

a.   Establish student performance criteria

b.   Design internal assessment scheme

c.   Prepare question paper or other tools

d.   Monitor students progress
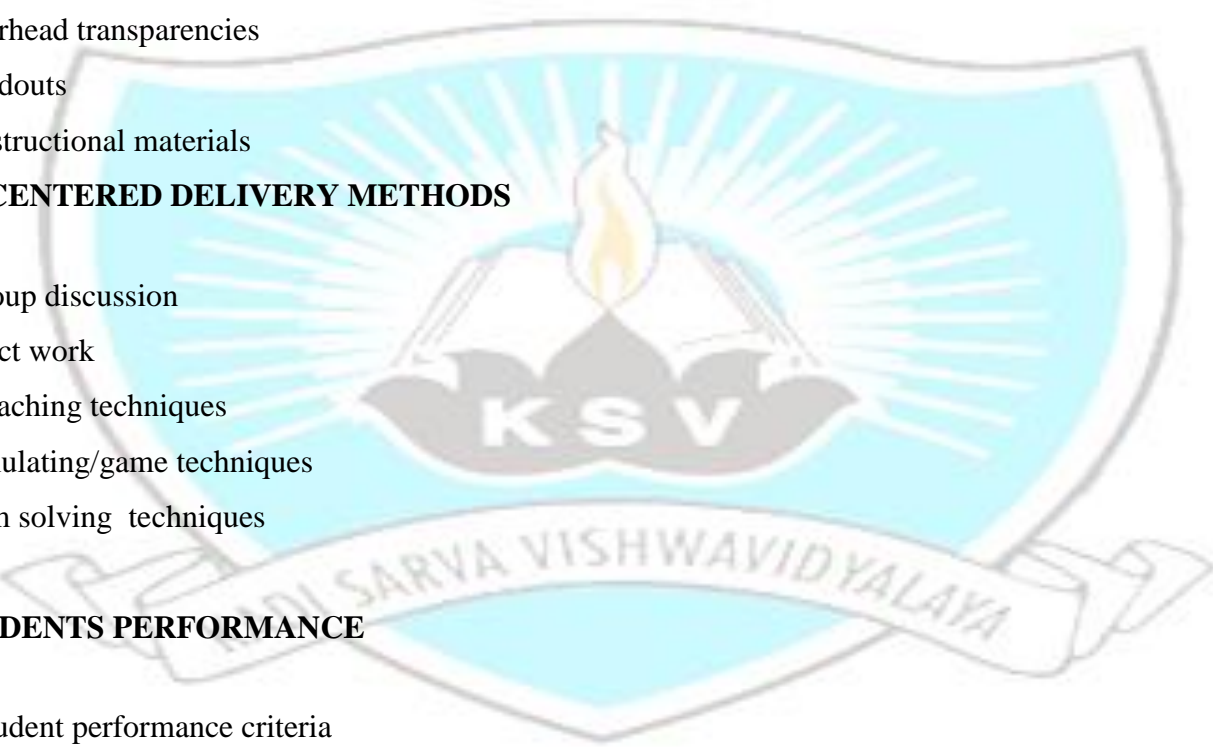
5.   ECONOMICS (PS1/PS2)

### 1. REFRESH AND ENRICH HIS/HER KNOWLEDGE ON THE SUBJECT.
Tasks:
1.   Develop Knowledge About the Basic Principles Governing Economics
2.   Conduct Pedagogical Analysis of Content for Teaching in the Classroom
3.   Prepare Notes
4.   Encourage Group Discussion
5.   Develop Writing Skill
6.   Evaluate And Can Do Critical Thinking
7.   Develop the study habits/reading skill

2. COMPREHEND AND ADOPT VARIOUS METHODS, TECHIQUES AND INSTRUCTIONAL MATERIALS
Tasks:
1.   Organize Group –Activities
2.   Prepare Projects
3.   Use Various Methods
4.   Use Instruction Strategies
5.   Use And Develop Instruction Aids(audio / video)
6.   Develop Leadership Qualities
7.   Encourage Group Discussion
8.   Use Story Telling Techniques
9.   Develop Communication Skill
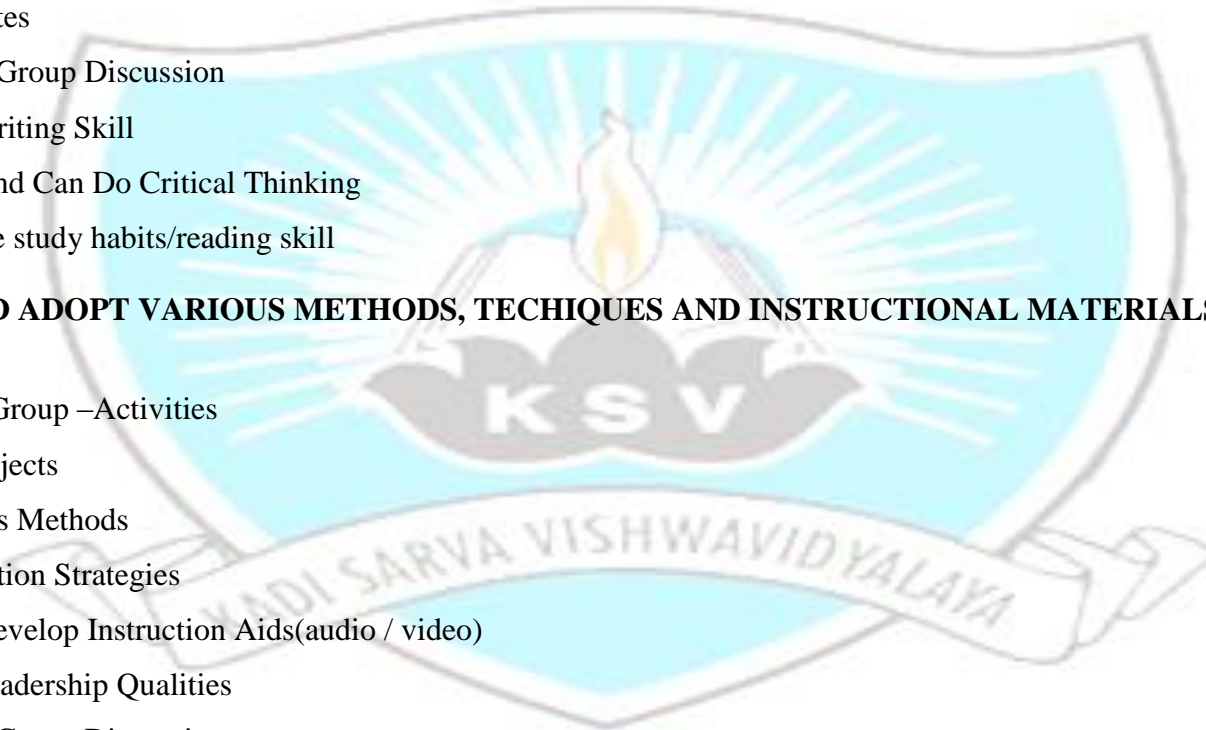
6. ENGLISH (PS1/PS2)

1. REFLECT AND EVALUATE THE DEVELOPMENT OF ENGLISH LANGUAGE
Tasks:

1. Reading related texts
2. Organize discussion on development of English language
3. Participate in the expert lectures
4. Prepare notes
5. Develop an article on development of English language

2. IDENTIFY THE AIMS AND DEVELOP PEDAGOGICAL APPROACHES OF TEACHING ENGLISH
Tasks:

1. Organize discussion on needs of teaching English
2. List out the aims of teaching English
3. Study the research papers on pedagogical approaches
4. Select the appropriate pedagogical approach for teaching English
5. Implement/ Execute different pedagogical approaches in teaching English
6. Review the effectiveness of pedagogical approaches in teaching English

3. USE ENGLISH LANGUAGE CREATIVLY
Tasks:

1. Brain storming and jotting down the key points
2. Develop the text
3. Get the feedback from experts/subject teachers
4. Prepare the script and make a presentation

7. SOCIAL SCIENCE (PS1/PS2)

1   IDENTIFYING THE AIMS & OBJECTIVES OF SOCIAL SCIENCE
Tasks:

1.   Organize a discussion and indentify the need of social science

2.   Listing out the aims of social science

3.   Visit an Old Age Home and interact with old age peoples

4.   Visit any municipal council and interact with the officials

5.   Organize a quiz competition on current affairs

6.   Organize a mock parliament in the school

2   PREPARATION OF LEARNING RECOURSES
Tasks:

1.   Prepare charts based on protection child labor

2.   Prepare PPT of different types of governments and its functions

3.   Visit to library and collect the materials related to natural disaster

4.   Collect the 25 coins and display in the class

5.   Review biography of any 2 famous emperors and present in the class

3   USE OF BASIC RIGHTS & DUTIES IN DAY TO LIFE
Tasks:

1.   Use of dustbin in school, home and society for cleanliness

2.   Donate the blood

3.   Follow traffic rules while travelling

4.   Switch off the lights, fans, AC, when you come from class, home

5.   Arrange a mock election in the class

8. हिन्दी (PS1/PS2)

1. सूचनात्मक स्रोतों का उपयोग

कर्तव्य :

1. कक्षाकक्ष चर्चा सहभागी बनोगे
2. अध्ययन की आदत विकसित होगी
3. चार्ट निर्माण कार्य कर सकेगे
4. सूचनात्मक वातों का अवलोकन करेंगे
5. उच्चारण व लेखन कोशल्यो में वृद्धि होगी
6. कठिन बातो पर चिंतन एवं अवलोकन कर सकेगे

2. छात्रकेंद्री पद्धतिओं का उपयोग

कर्तव्य:

1. समूहचर्चा का आयोजन करेंगे
2. कार्यसभा का आयोजन करेंगे
3. खेलविधि का उपयोग करेंगे
4. वादविवाद प्रणाली का संचालन करेंगे
5. कहानी कथन प्रणाली का उपयोग करेंगे
6. प्रत्यक्ष पद्धति का सकुशल प्रयोग करेंगे

9. SANSKRIT (PS1/PS2)

1. UTILIZES GRAMMAR RULES TO ARRANGE PROPER SENTENCE FORMATION
Tasks:

1. Write a brief summary of various Sanskrit scriptures

2. Arrange the flash cards (according to Vibhakti, Vachan and Purush)

3. Convert the sentences

4. Write the explanation of famous shlokas in all types of sanskrit sentences

### 2. USES SANSKRIT AS MEDIUM OF INSTRUCTION AND CONVERSATION
Tasks:

1. Plays the games

2. Give your own introduction

3. Thought exchange program

4. Personality observation and its explanation

5. Arrange competition of Sanskrit shlokas

3. DELIVERS INSTRUCTION
Tasks:

1. Analyze topics/units

2. Plan lessons

3. Motivate the Students

4. Use presentation skill

5. Illustrate examples

6. Set up follow up activities
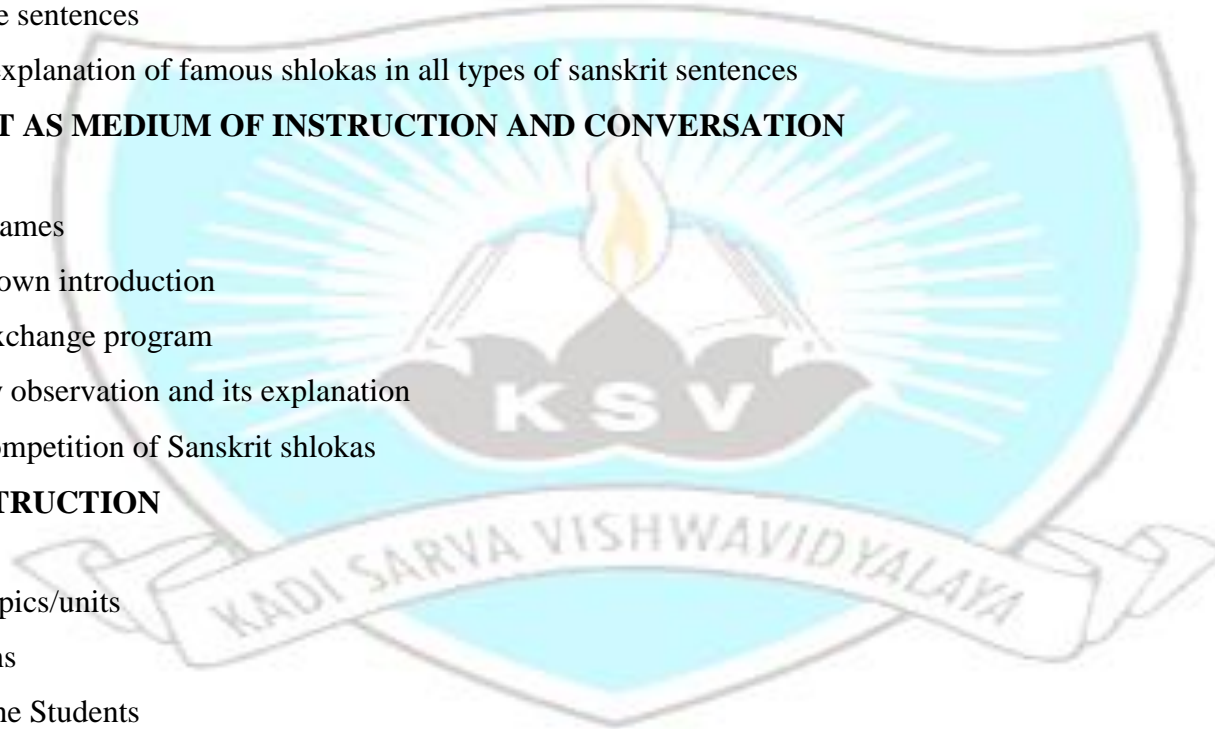
10. GUJARATI (PS1/PS2)

1. ગુજરાતી ભાષાનું સ્વરૂપ . પરિબળો અને મહત્વ સમજી લેખન કરવાની ક્ષમતા કેળવે,

   Tasks :

   1. વિવિધ પ્રકારની નોધ તૈયાર કરે .
   2. કથન ચર્ચામાં ભાગ લેશે–
   3. લેખન કાર્ય કરશે .
   4. વાચન કરવાની ટેવનો વિકાસ કરે.
   5. વિવિધ સ્વરૂપોનું સર્જન કરે

2. વિષયવસ્તુના આધારે વિદ્યાર્થીઓની ક્ષમતા કેળવે.

   Tasks :

   1. મોડલ તૈયાર કરે .
   2. ચાર્ટ તૈયાર કરે.
   3. સ્વાધ્યાય કાર્ય કરે .
   4. શબ્દભંડોળ નો વ્યવહારમાં ઉપયોગ કરે .
   5. આદર્શ પ્રશ્ન પત્ર તૈયાર કરે .
   6. ભાષાસાહિત્ય મંડળની રચના કરે .

11. TEACHING OF COMPUTER SCIENCE (PS1/PS2)

1. Utilize Instructional Resources
Tasks :

1. Procure Print and non -print resources
2. Prepare Models
3. Prepare script for audio/visual material
4. Prepare Lab manuals / workbooks/worksheets
5. Operate computer equipment

### 2. Evaluate Students Performance :
Tasks:

1. Design computerized internal assessment scheme.
2. Prepare question paper or other tools in word
3. Utilize different formulas in excel
4. Prepare multimedia evaluation in power point
5. Design individualized homework assignments

3. Use learner centered delivery methods
Tasks :

1. Conduct group discussion
2. Guide project work
3. Use team teaching technique
4. Use problem solving technique in computer
5. Design / prepare individualized learning packages
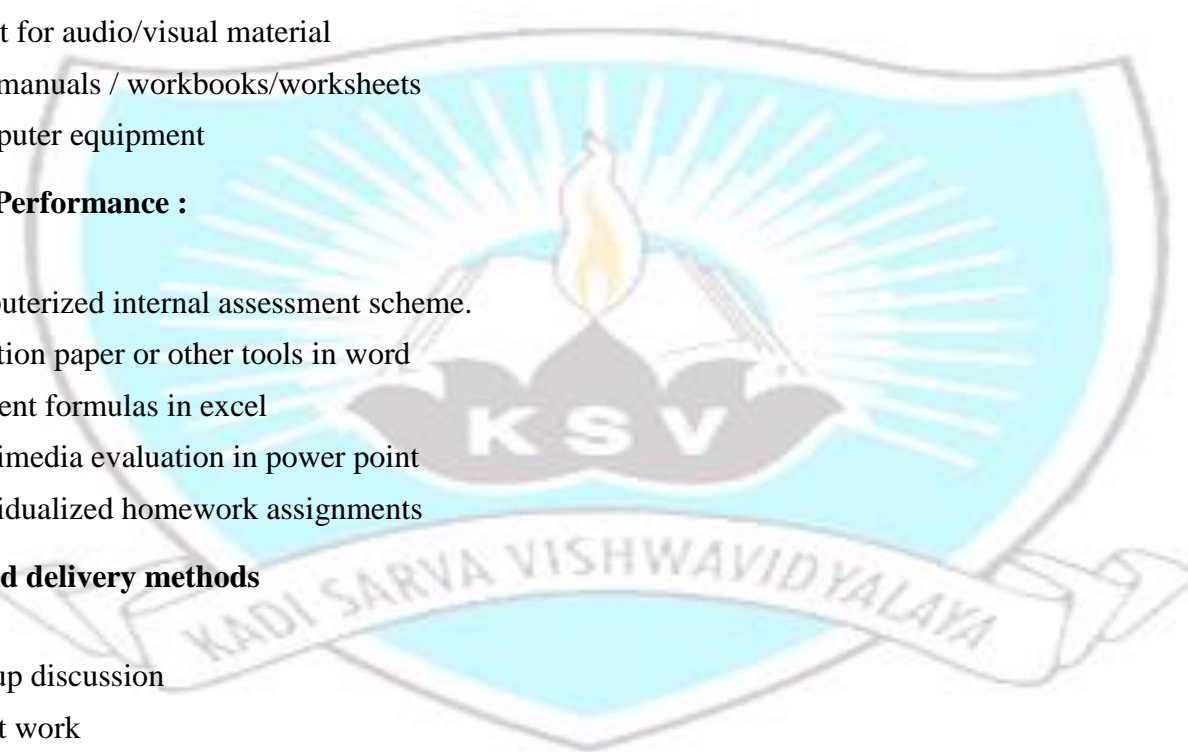
ENHANCING PROFESSIONAL CAPACITY (EPC)

1. READING AND REFLECTING ON TEXTS (EPC1A)

1 REFLECT ON OWN READING PROCESS THROUGH WRITING
Tasks :

a. Develop writing skill on deferent type of texts

b. Develop active reading writing skill

c. Evaluate and can do critical thinking

d. Prepare notes

e. Participate in discussion

f. Develop the study habits/reading skill

g. Encourage brainstorming

2 RESPOND TO VARIOUS FICTION AND NON-FICTION PIECES THROUGH WRITING
Tasks :

a. Develop leadership qualities

b. Encourage group discussion

c. Use story telling techniques

d. Develop communication skill

e. Better understanding of own strengths and identities as confident readers

f. Prepare case studies

g. Summarize texts

h. Use review

i. Respond on translation
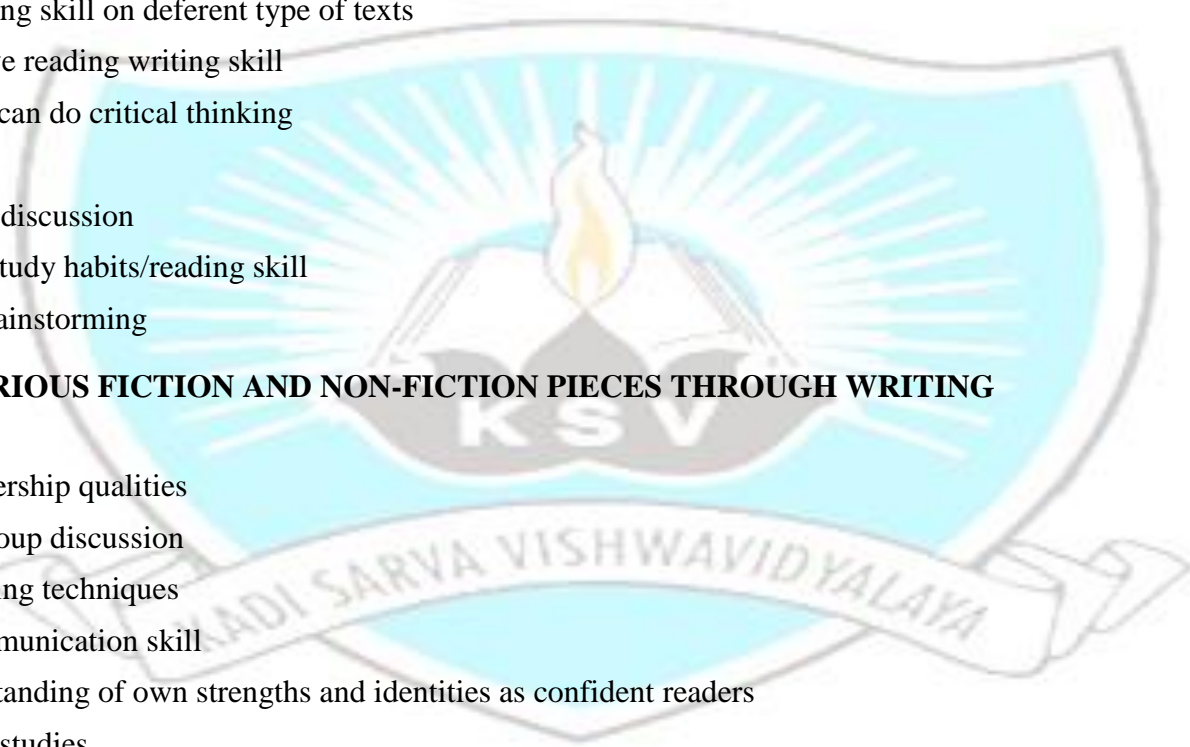
2. BASICS OF COMPUTER (EPC1B)

1. Utilize Instructional Resources.
**Tasks:**

a. Identify different hardware and software

b. Operate computer equipments

c. Utilize operating System

d. Utilize different functions in Word Program

e. Utilize different functions in PowerPoint Program

2. Evaluate Students Performance.
Tasks:

a. Design computerized timetable for a high school/college.

b. Prepare application for the job of a teacher

c. Preparation of C.V.

d. Prepare presentation on any school subject
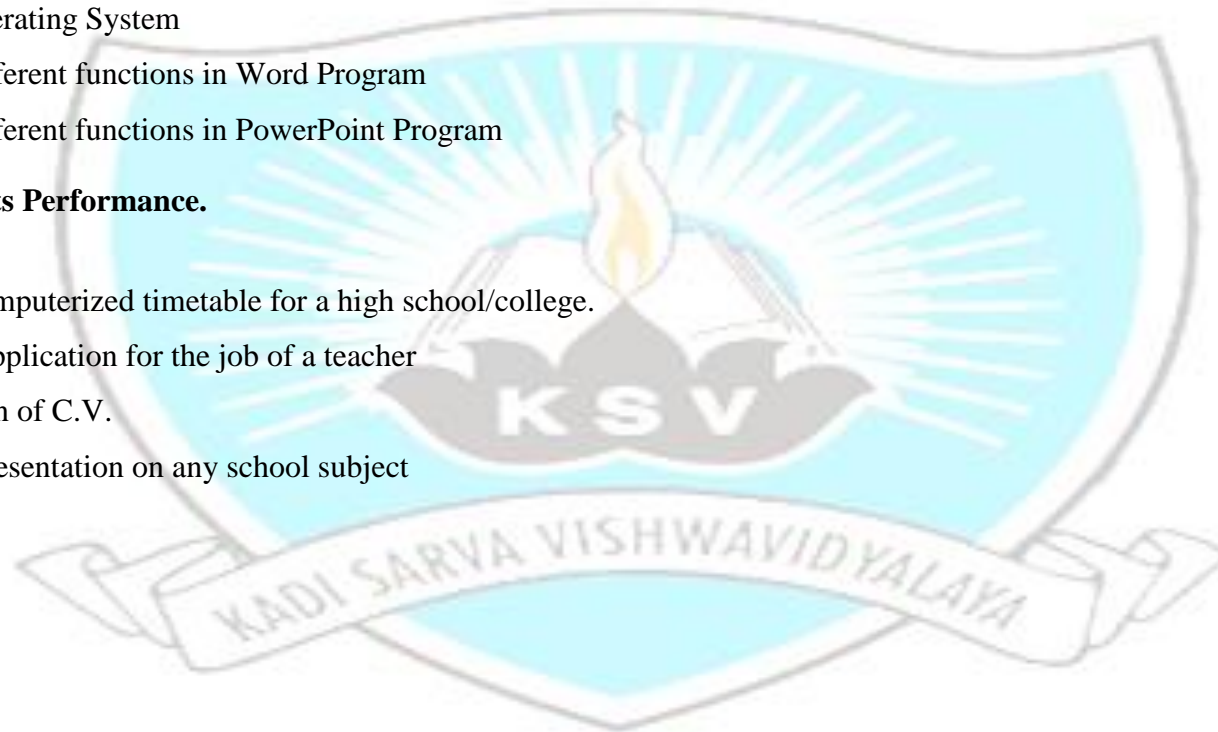
CHOICE BASED CREDIT SYSTEM (CBCS)

1. **Environmental Studies**

   1. Get acquainted with concept and importance of environment.

      a) Understand ecosystem, biotic and abiotic factors.

      b) Use project based teaching methods for various types of pollution.

      c) Use knowledge of environmental education in spreading environmental awareness.

      d) Enable to classify various types of pollution.

   2. Analyze current global issues

      a) Develop understanding about various global issues like global warming, ozone layer depletion and acid rain.

      b) Promotes reduce, reuse and recycle of e-waste.

      c) Contribute in environmental awareness programme.

      d) Participate in environmental education programme.

   3. Evaluate environmental policies and movements in India.

      a) Critically evaluate major environmental issues in India.

      b) Organize group discussion on role of NGO's in spreading environmental awareness in society.

      c) Understand constitutional amendments and environmental laws.

      d) Gain understanding about environmental movements in India.

2. **Peace Education (CBCS1B)**

The teacher trainees will

- inculcate the habit of peace and realize its importance in life through education.

- able to maintain peace in the society, community and family especially during command violence of any disputes.

- develop the understanding of peace, tolerance, compromise, love, etc. through prayer, meditation and exercise.

- ready to accept the philosophies and principals of great thinkers and God/Goddess.

- analyze the importance of peace education and give special weightage on peace education while teaching.
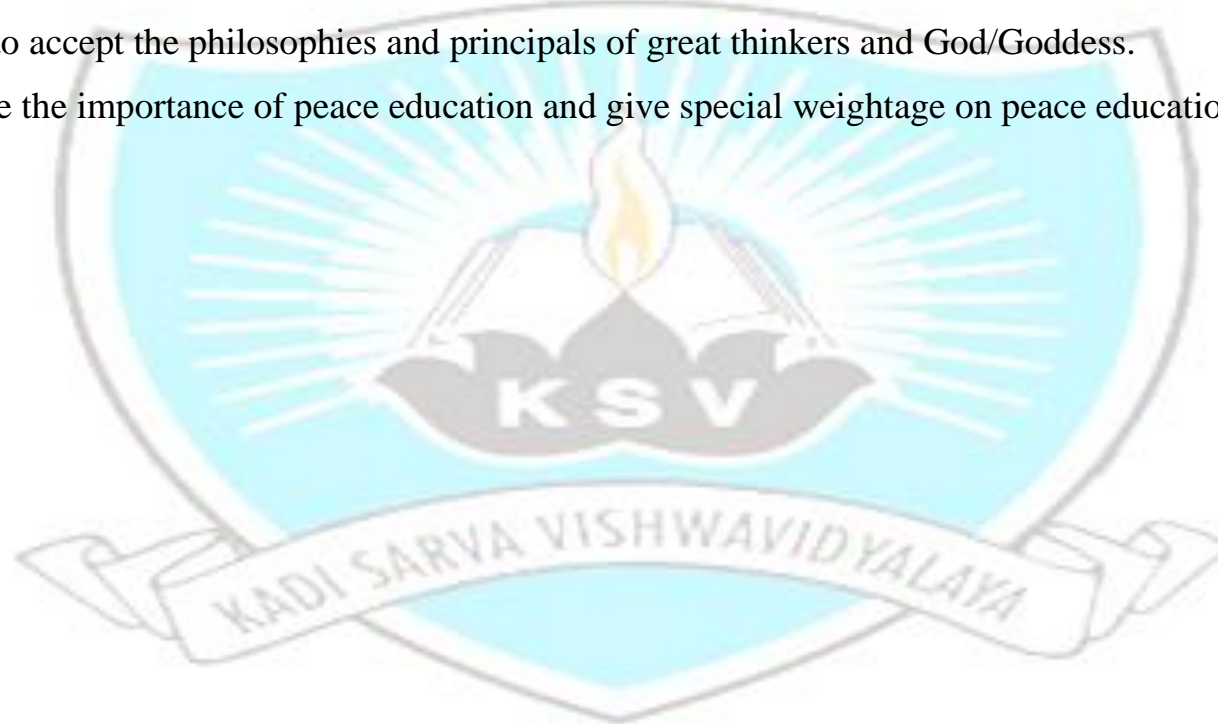
PRACTICAL

SEMESTER – 1

Semester Wise Competencies Developed Through This Course and the Tasks to Measure them

1. **Utilize Instructional Resources :**

   Tasks :

   a. Produce print and non – print resources

   b. Prepare models

   c. Prepare charts

   d. Prepare overhead transparencies, slides, script for audio or video programme

   e. Prepare handouts

   f. Evaluate and revise instructional material

   g. Operate audio visual equipments

2. **Deliver Instruction**

   Tasks :

   a. Prepare course plan

   b. Prepare lesson plan

   c. Analyse subject units

   d. Select appropriate instructional methods

e. Develop appropriate communication skills

f. Introduce lesson

g. Ask various types of questions

h. Reinforce the students and motivate them

i. Give illustration and explanation

j. Write proper Black Board summary

k. Summaries the lesson

l. Use appropriate presentation skills using various methods, techniques and instructional media

m. Promote questions by the students and satisfy their queries

n. Provide assignment to students and provide feedback on the assignment

INDEX

SEMESTER - II

COURSE FOR SEMESTER –II

LEARNING AND TEACHING (CC3)

Credits – 4   **Marks: 100**

Learning Outcomes:

Teacher trainees will be able to:

1. Define the concept of learning.
2. Discuss the importance of motivation in learning.
3. Identify the concept of teaching.
4. Practice skills, models, approaches, methods/strategies, techniques and styles of teaching.
5. Identify various styles of teaching and learning.
6. Adopt role as a teacher and use the principles of teaching.
7. Prepare self learning teaching material.
8. Make teaching experiential.
9. Analyze and interpret the class room interaction.
10. Implement the new trends of teaching and learning
11. Identify the activities of teaching learning and apply it in the class room.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit : 1 Learning**		**16**	**25%**	Discussion, Dramatization	Handouts, LCD Projector, Computer, Scripts	Reference Book No. 2,8, 9, 25, 26, 27
	1.1 Learning : Concept, Factors affecting learning	4		7%			
	1.2 Nature of Learning Process, General Principles of Learning	4		6%	Simulation,		
	1.3 Theory of learning (Pavlov, Thorndike, Kohler and Skinner) and their educational implications	4		6%	Demonstration Lecture		
	1.4 Motivation in learning: Principles of Motivation in Learning, Abraham Maslow's Motivational Theory : Concept and educational implications.	4		6%			
2	**Unit : 2 Teaching**		**16**	**25%**	Group Discussion, Assignment.	Handouts, LCD Projector, Computer,	Reference Book No. 28, 9,6,26,27
	2.1 Teaching : Concept, Maxims of teaching, Models of Teaching (Concept of : Advanced Organizer, Inductive Thinking Model), and Skills of Teaching (Set – Induction, Questioning, Reinforcement, Stimulus – Variation, Explanation)	6		10%	Book Reviews and Presentation, Demonstration,		
	2.2 General and Psychological Principles of Teaching						
	2.3 Analysis of Classroom Interaction: Concept and Components of Ned Flanders' Classroom Interaction Analysis	5		8%	Lecture cum Discussion		
		5		7%			
3	**Unit: 3 New Trends of Teaching – Learning**		**16**	**25%**	Discussion, Dramatization, Simulation, Group Task, Project, Peer Group Teaching,	Handouts, LCD Projector, Computer,	Reference Book No. 25, 26, 27,8,9
	3.1 Use of ICT in teaching – learning, E- learning, Multi-Media Approach: Meaning and concept	4		6.25%			
	3.2 Experience Cone of Edger Dale, Programmed Learning Material : Concept and Types, Nature of Each Type and Advantages	4		6.25%			
	3.3 Computer Assisted Instruction, Computer Assisted Learning	4		6.25%			

	3.4 Online Learning, Talkative Books, Various types of Learning Gadgets	4		6.25%	PresentationAs signment, Seminar		
4	**Unit :4 Methods / Strategies, Techniques, Approach, Styles / Types of Teaching - Learning (Nature - Importance -Limitations)**		16	25%	Discussion, Dramatization, Simulation, Group Task, Project, Presentation, Peer Group Teaching	Handouts, LCD Projector, Computer,	Reference Book No. 27, 28, 29,8,9
	4.1 Methods / Strategies of Teaching – Learning : Supervised Study, Team Teaching, Peer Group Teaching, Brain Storming, Seminar, Inductive – Deductive, Focused Group Discussion	4		6%			
	4.2 Techniques of Teaching – Learning : Drilling, Reviewing and Revision, Demonstration, Analysis – Synthesis	4		6%			
	4.3 Approaches of Teaching – Learning : Situational Approach, Structural Approach, Constructivist Approach	4		7%			
	4.4 Styles of Learning - Auditory, Visual, Kinesthetic and Multi-Sensory Learning	4		6%			
	TOTAL		**64 HOURS**	**100%**			

OBJECTIVE WISE DISTRIBUTION OF WEIGHTAGE:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

Competencies Developed Through this Course:

Tasks :

1. Apply the theories and principles of learning in to their practical teaching practice.

2. Design and implement motivational strategies for their students.

3. Prepare their lesson plans keeping in mind the skills and maxims of teaching.

4. Manipulate the role of factor affecting the teaching process.

5. Analyze any one teacher's classroom interaction.

6. Develop various teaching strategies using various methods, techniques, approaches and styles of teaching for effective teaching.

7. To do brain storming on any one problem.

8. To apply achievement motivation test.

9. To organize and implement Seminar on any one Subject.

10. To develop and apply lesson plans on the basis of different model of teaching.

11. To develop and use ICT based teaching-learning material.

12. Identify the teaching styles of teachers whose lesson plans they observe.

13. Identify the learning styles of the students.

14. To collect the opinions of students regarding E-learning.

15. To Visit different schools and prepare a report on teaching Procedures of Schools with Photographs.

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COURSE FOR SEMESTER – II

KNOWLEDGE AND CURRICULUM -1 (CC: 4)

Credits – 2   **Marks: 50**

Learning Outcome:

Teacher trainees will be able to:

1. Understand meaning of epistemological terminologies and understand their similarities and differences between them

2. Developing understanding about knowledge and education

3. Develop understanding about the modes of education

4. Define the concept and types of curriculum

5. Develop understanding of the principles and foundation of curriculum

6. Develop understanding about the determinants and stages of curriculum

7. Analyze and synthesize various aspects of national curriculum framework

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1: Epistemological Bases of Knowledge**		8	**25%**	Lecture method, Discussion,	Handouts, PPTs,	Reference Book No.9
	1.1 Concept of Knowledge	2					
	1.2 Knowledge and Skill (Concept and Difference)	2					
	1.3 Knowledge Management, Process of Knowledge Management	2					
	1.4 Elements of Knowledge Management	2					
2	**Unit 2: Knowledge and Education**		8	**25%**	Group Discussion, Assignment,	Handouts, PPTs,	Reference Book No.9
	2.1 Teaching and training (Concept and Difference)	3					
	2.2 Teaching in Multi cultural setting	3					
	2.3 **Modes of Education**: Face to face, Open and Distance (OD)	2					
3	**Unit 3 :Concept of Curriculum**		8	**25%**	Discussion, Project work, Assignment	Handouts, PPTs,	Reference Book No 17
	3.1 Meaning and concept of curriculum	1					
	3.2 Meaning of Curriculum framework, syllabus, textbook	1					
	3.3 **Types of curriculum**: Horizontal, vertical, Core, Hidden curriculum	2					
	3.4 Need and Importance of Curriculum development	2					
	3.5 Principles of curriculum development	1					
	3.6 Foundations of curriculum - Indian Context • Philosophical foundations • Sociological foundations • Psychological foundations	1					

4	Unit 4 : Dynamics of Curriculum Development		8	25%	Discussion, Project work, Review of Documents Assignment	Handouts, PPTs,	Reference Book No 1, 31
	4.1 Determinants of curriculum development	2					
	4.2 Models of curriculum development	2					
	4.3 Stage Specific Curriculum: Pre-primary, Primary, Secondary, Higher Secondary	2					
	4.4 Curriculum reforms in India: National Curriculum Frameworks	2					
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	15	20	15	15	100

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COURSE FOR SEMESTER – II

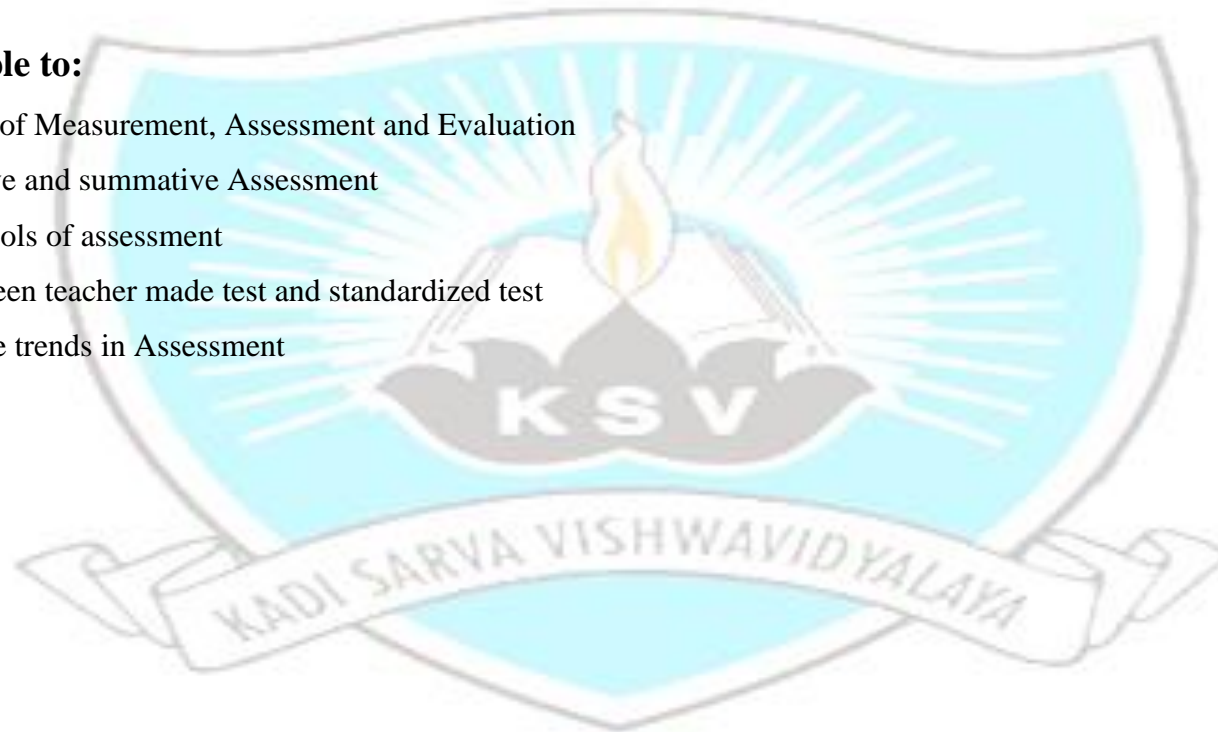# TEACHING TECHNIQUES AND ASSESSMENT FOR LEARNING (CP3)

Credits – 2 **Marks: 50**

Learning Outcome:

Teacher trainees will be able to:

1. apply the concept of Measurement, Assessment and Evaluation
2. apply the formative and summative Assessment
3. identify various tools of assessment
4. differentiate between teacher made test and standardized test
5. analyze innovative trends in Assessment

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching/ learning resources	References
		Sub Units	Total Hours				
1	**Unit – 1 Measurement and Evaluation** 1.1 Measurement, Evaluation , Assessment, Examination and Test: Meaning 1.2 Measurement and Evaluation: Objectives, Difference between measurement and evaluation 1.3 Types of Evaluation : Formative and summative Evaluation 1.4 Continuous comprehensive Evaluation	 1 1 1 1	4	**12.5%**	Group Discussion, Assignment. Presentation, Field Visit	Handouts, LCD Projector, Charts, Field Visit	Reference Book No. 1,8,9,10
2	**Unit -2 Assessment for Learning** 2.1 Tools for Assessment : Portfolio, Rating Scales, CRC 2.2 Types of Tests: Teacher made test and Standardized test, Types of questions: Essay type, Short answer and Objective type of questions	 2 2	4	**12.5%**	Lecture Cum Discussion, Group Discussion Assignment	Handouts, LCD Presentation Projector, Charts	Reference Book No. 48,9,10
3	**Unit -3 Grading in Evaluation** 3.1 Grading: • Concept, • Types of Grading: Direct and Indirect Grading • Direct: Meaning, characteristics, examples, Advantages and Limitations • Indirect: Meaning, characteristics, examples, Advantages and Limitations 3.2 GPA and CGPA: Meaning, concept and calculation	 2 2	4	**12.5%**	Lecture Cum Discussion, Group Discussion Assignment	Handouts, LCD Presentation Projector, Charts	Reference Book No. 4,8,9,10,

4	**Unit -4 Innovative Trends in Assessment for Learning**		4	25%	Lecture Cum Discussion,	Handouts,	Reference Book No. 3, 10
	4.1 Online exam and On Demand Exams: Meaning, objectives, advantages, limitations.	1				LCD	
	4.2 open book exams: Meaning, objectives, advantages, limitations	1			Group Discussion,	Projector,	
	4.3 CBCS: Meaning, objectives, advantages, limitations	1			Assignment	Charts	
	4.4 Use of Computer in Evaluation	1			Project work		
	TOTAL		**16 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

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9. શૈક્ષણિક માપન લેખક: ડો કૃષ્ણકાંત ગોપાલજી દેસાઈ
10. અધ્યયન માટેનું પરીક્ષણ , પ્રતીક પ્રકાશન
11. અધ્યયન માટેનું પરીક્ષણ-A , નીરવ પ્રકાશન

COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECT : ACCOUNTANCY (PS3/PS4)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Acquire the knowledge of current higher secondary school syllabus of basic elements of accountancy call XII
2. Understand the concept and use of evaluation process, diagnostic test and concept of remedial measures in basic elements of accountancy
3. Understand the importance and the place of elements of basic accountancy in higher secondary school syllabus
4. Develop attitude to be a committed and competent accountancy teacher
5. Correlate the concept of accountancy with practical life and other subjects

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching –Learning resources	References
		Sub Units	Total Hours				
1	**Unit 1 Accountancy Text Book and Accountancy Club**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	Reference No.5
	1.1 Accountancy Text Book :	5.0		13%		PPT	
	• Needs of Text Book				Assignment,		
	• Advantages and Limitations of Text Book						
	• Characteristics of Ideal Text Book				Group Discussion, Presentations	Transperencies	
	• Critical Analysis of Current Text Book						
	1.2 Accountancy Club :						
	• Concept and Objectives						
	• Activities	3.0		12%			
	• Role of Teacher						
2	**Unit 2 Reference Material And Correlation in Accountancy Teaching**		8.0	**25%**	Group Discussion,	Handouts,	Reference No.13, 3
	2.1 Reference Material :	4.0		12%		PPT	
	• Reference Book				Assignment.		
	• News Papers					Transperencies	
	• Magazines				Presentation, Seminar		
	• Teacher's Manual						
	2.2 Correlation :					Charts	
	• Concept of Correlation	4.0		13%			
	• Importance of Correlation						
	• Types of Correlation						
	• Internal Correlation with Other Subjects: Economics, Commerce, Statistics, Geography, Science						
	• Correlation of Accountancy with Daily Life						

			8.0	**25%**	Lecture Cum	Handouts,	Reference No.6
3	**Unit 3 Evaluation in Accountancy Teaching**				Discussion,	PPT	
	3.1 Concept of Evaluation	2.0		6%	Group	Transperen	
	3.2 Techniques and Tools of Evaluation	2.0		7%	Discussion	cies,	
	(Standardized Test, Teacher Made Test,						
	Rating Scale, Check List, Observation, E-						
	Evaluation)				Assignment	Charts	
	3.3 Written Test (Essay Type, Short and	2.0		6%			
	Objective Questions)						
	3.4 Characteristics of Ideal Question Paper	2.0		6%			
4	**Unit-4 Diagnostics test and Remedial work**		8.0	25%	Lecture Cum	Handouts,	Reference No.1
	4.1 Meaning of Diagnostic test	1.0		3%	Discussion,	PPT	
	4.2 Characteristics of Diagnostic test	1.0		3%	Group		
	4.3 Uses and limitations of Diagnostic test	1.0		4%	Discussion,	Transparen	
	4.4 Construction of Diagnostic test in	2.0		6%	Assignment	cies,	
	Accountancy				Project work	Charts	
	4.4 Concept of Remedial work	1.0		3%			
	4.5 How to use Remedial work in	2.0		6%			
	Accountancy						
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi
2. Chhabra S. (2005), An Introduction to business Organization and Management, Anmol Publication Pvt. Ltd, Allahabad.
3. Dr. Bhagvanbhai S. Patel Teaching of Accountancy – B.S.Shah Publication – Ahmedabad
4. Joshi Rajendra R. (1981), "Vanijya Shikshan Paddhati", Gujarat University, Ahmedabad.
5. Gupta S. and Benerjee S. (2011) Educational Technology and Evaluation Akshar Publication. Ahmedabad
6. Lulla B.P.(1960), Teaching of Commerce in Secondary Schools: M.S.U. Baroda.
7. Mistry Milanbhai T. (2006), "Vanijya Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.
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10. Rana T. J. Elements of Book Keeping and Accountancy
11. Rao Subha et al. Teaching Commerce in multipurpose Secondary Schools.
12. Rao, Seema,(2003) Teaching of Commerce, Anmol Publication Pvt. Ltd. New Delhi
13. Sharma N.K. Accountancy Theory and Practice.
14. Gupta C.. B. (1998) Business Studies for Class XI, Tata McGrow, Hills Publishing Company Pvt. Ltd.New Delhi.
15. Shah Bhavik Ane Anya. (2007), "Vanijya Vyavastha Vishay Paddhati", Akshar Prakashan, Ahmedabad.
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COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECT : COMMERCE (PS3/PS4)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1.   Review the text of commerce and present critical analysis

2.   Perform different activities under the commerce club

3.   Develop competent and committed attitude as commerce teacher

4.   Apply the various elements contributing to effective use of commerce

5.   Understand the quality of commerce teacher

6.   Understand appropriate evaluation techniques to assess the progress and achievement of pupils

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1 Commerce Text Book and Commerce Club**		8.0	**25%**	Lecture Cum Discussion,	Handouts,	Reference Book No 5 &11
	1.1 Commerce Text Book :	4		13%	Assignment,	LCD,	
	• Needs of Text Book						
	• Advantages and Limitations of Text Book				Group Discussion, Presentations	Projector,	
	• Characteristics of Ideal Text Book of Commerce						
	• Critical Analysis of Current Text Book of Standard XI and XII published by GSSTB			9%			
	1.2 Commerce Club :	3					
	• Concept and Objectives						
	• Importance						
	• Activities						
	• Role of Teacher						
	1.3 Commerce Room: Importance, Layout, uses; difficulties faced prepairing and arranging Commerce Room	1		3%			
2	**Unit 2 Reference Material And Correlation in Commerce Teaching**		8.0	**25%**	Group Discussion,	Handouts, PPT	Reference Book No 5,11&12
	2.1 Reference Material :	4.0		12%			
	• Reference Book					Transperencies	
	• News Papers				Assignment.		
	• Magazines						
	• Teacher's Manual				Presentation, Seminar		
	2.2 Correlation :	4.0		13%		Charts	
	• Importance of Correlation						
	• Types of Correlation						

|							
	• Objectives of Establishing Correlation • Internal Correlation with Other School Subjects: Economics, Accountancy, Social Science, Statistics • Correlation with Daily Life						
3	**Unit-3 Evaluation in Commerce Teaching** 3.1 Concept, Importance and Objectives of Evaluation 3.2 Tools of Evaluation: Standardized test, teacher made test, rating scale, check list, observation 3.3 Concept and need of e-evaluation 3.4 Blue Print and Construction of Question Paper. 3.5 Characteristics of Ideal question paper	8.0 2.0 2.0 1.0 2.0 1.0	25% 7% 6% 3% 6% 3%	Lecture Cum Discussion, Group Discussion Assignment	Handouts, LCD Presentati on Projector, Charts	Reference Book No 5,11&12
4	**Unit-4 Diagnostics test and Remedial work** 4.1 Meaning of Diagnostic test 4.2 Characteristics of Diagnostic test 4.3 Uses and limitation of Diagnostic test 4.4 Construction of Diagnostic test in Commerce 4.4 Concept of Remedial work 4.5 How to use Remedial work in commerce	8.0 1.0 1.0 1.0 2.0 1.0 2.0	25% 3% 3% 4% 6% 3% 6%	Lecture Cum Discussion, LCD Group Discussion, Assignment Project work	Handouts, LCD Projector, Charts	Reference Book No 1,5&11
	TOTAL	**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Aggrawal J.C.(2007) Teaching of Commerce- Practical Approach, New Delhi

2. Chhabra S. (2005), An Introduction to business Organization and Management, Anmol Publication Pvt. Ltd, Allahabad.

3. Commerce Education, Volume VIII No. 16 1972 Department of Education , Regional College of Education, Ajmer.

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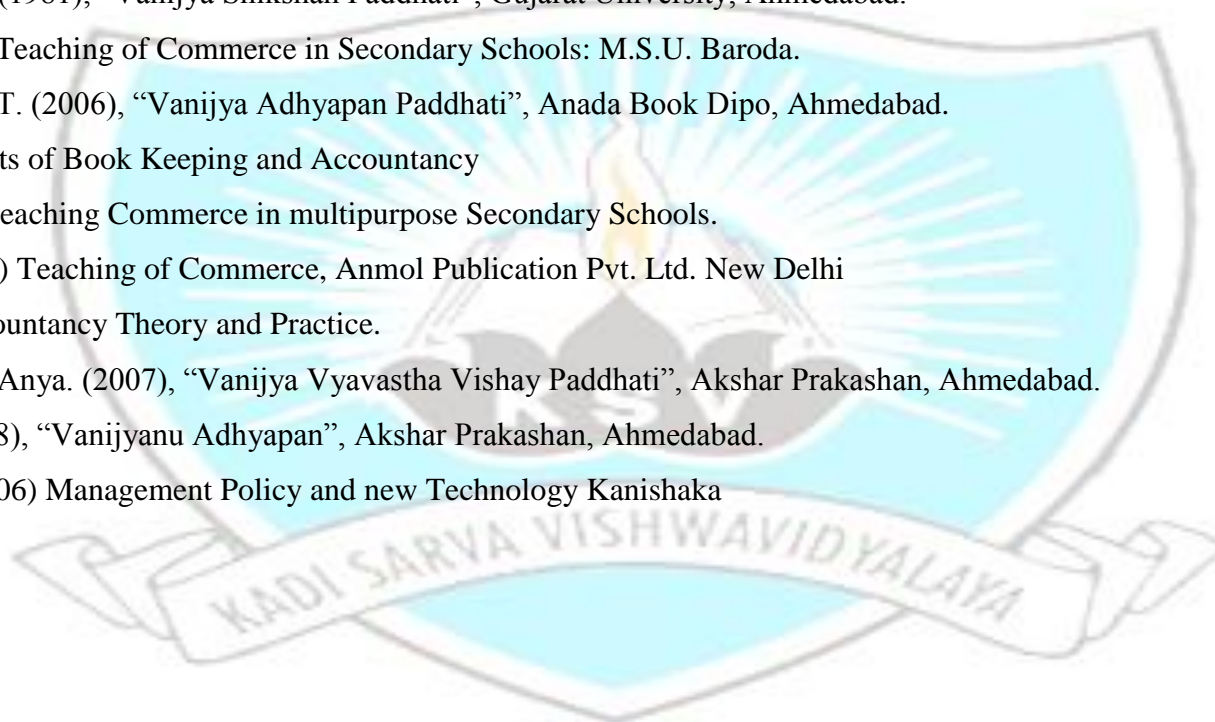
COURSE FOR SEMESTER-II

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE AND TECHNOLOGY (PS3/PS4)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Correlate the concepts of science with practical life

2. Evaluate the textbook of science

3. Prepare teaching aids in subject of science

4. Learn the planning of science laboratory

5. Use reference material in teaching of science

6. Organize various co curricular activities of science in school teaching

7. Implement the tools and techniques of Evaluation in science teaching

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				

1	**Curriculum in Science Teaching and Science Textbook**
	1.1 Curriculum and Syllabus
	• Principles of Curriculum Construction
	• Approaches of Curriculum Formation
	  1. Historical Approach
	  2. Logical/Topical Approach
	  3. Concentric Approach
	1.2 Science Textbook and its Evaluation
	• Need of Textbook
	• Advantages and limitations of Textbook
	• External characteristics
	• Internal characteristics
		1
		1
		2
		
		2
		
		2
			8	25%	Lecture Cum Discussion, Assignment, Group Discussion, Presentations	Handouts, Chart LCD, Projector,	Reference Book No. 16 ,6,18,5

2	**Science Laboratory and Reference material in Science** **2.1 Science Laboratory** • Planning of science laboratory • Precautions to be taken to avoid accidents in laboratory • Science Library-Concept and importance **2.2 Reference material in Science** • Magazines and Journals • Newspapers • Websites	4 4	8	25%	Group Discussion, Assignment. Presentation, Field Visit	Handouts, LCD Projector, Charts, Field Visit	Reference Book No. 1, 2, 16,6,18,5

			8	**25%**	Lecture Cum Discussion,	Handouts,	Reference Book No. 7, 13
3	**Evaluation in Science** • Concept of Evaluation	5			LCD Presentatio n	
	• Techniques and tools of evaluation • Oral, Written and Practical tests. • Types of Questions (Essay type, short and very short answer type questions)				Group Discussion	Projector, Charts	
	• Diagnostic and Remedial work Need and Importance	3			Assignment		
4	**Co-curricular Activities and Correlation in Science Teaching** **4.1 Co-curricular activities :**		8	**25%**	Lecture Cum Discussion,	Handouts,	Reference Book No 4, 9, 10,5,4
	• Science club, Science fair, Science exhibition, Botanical garden,	2.5			LCD Projector,	
	• Field Study, Sky Observation • Olympiads and NTSE-Concepts and objectives	2.5			Group Discussion,	Charts	
	4.2 Correlation in Science teaching • Correlation with daily life. • Correlation with other subjects(external) • Correlation of science with its own branches(internal)	3			Assignment Project work		
	TOTAL			**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Bhatnagar A. V (2003), "Teaching of Science", R.lal publication, New Delhi

2. Bhatnagar S. S (2003) "Teaching of Science", Surya Publication

3. Bhavsar, Lavingiya, Trivadi: "Vigyan Shikshan Paddhati", Anada Prakashan, A'bad.

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5. Joshi Hariprasad. (2005), "Vigyan Adhyapannu Parishilan", B. S. Shah Prakashan, Ahmedabad.

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14. Textbooks of Science- Standard 9, 10th

15. Vachcharajani Bhadrayu. (1997), "Vigyan Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.

16. Vachcharajani Bhadrayu. (2005), "Vigyan Ane Technology Adhyapan Paddhati", Anada Book Dipo, Ahmedabad.

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COURSE FOR SEMESTER - II

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS (PS3/PS4)

Credits – 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Acquire the knowledge and competencies of Mathematics concepts
2. Understand the values of mathematics; differentiate between different mathematical values of teaching Mathematics in terms of learning outcomes.
3. Identify & nurture the creativity of learners in teaching of Mathematics
4. Apply the various concept of Mathematics in day to day life
5. Understand the various tools and techniques of evaluation in Mathematics

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1Planning in Mathematics Teaching** 1.1 Lesson planning& Unit Planning Concept, Importance 1.2 Blueprint: Concept and construction of question paper 1.3 Difference between Lesson planning and Unit Planning 1.4. Correlation in mathematics teaching • Concept • Importance • Correlation with other school subject	 1 4 1 2	8	**25%** 3% 12% 3% 7%	Group Discussion, Practical work Presentation	Handouts, PPT Presentation, Charts	Reference No.3
2	**Unit:2 Mathematics Textbook and its Evaluation** 2.1 Need, Advantages & Limitations of Textbook 2.2 Characteristics of Textbook : External & Internal 2.3 Mathematics teacher Handbook 2.4 Reference materials in Mathematics : • Meaning and importance of reference material • References – Books, Magazine , Journals, Websites, BLOG (Title, Author, Publisher, Publishing date / Year, Link (in APA style)	 2 2 1 3	8	**25%** 7% 7% 4% 7%	Lecture Cum Discussion, Assignment, Group Discussion, Presentations	Handouts, Chart LCD, Projector	Reference Book No. 7,9,6,8

3	**Unit:3 Evaluation in Mathematics**		8	**25%**	Group Discussion,	Handouts,	Reference Book No. 3, 4,6,8
	3.1 Concept and importance of Evaluation	1		4%	Projector,	
	3.2 Techniques of Evaluation : Meaning and different ways of Evaluation - Written, Oral, Experimental, Observation	2		5%	Assignment,	Charts	
	3.3 Tools of Evaluation - Teacher made test Written test : Concept, Importance, And Steps of Construct teacher made test, Types of questions (Essay, Short Answer, Objective type Question)	4		12%	Presentation		
	3.4 Innovative evaluation practices	1		4%			
	• Online test to know basic knowledge in mathematics						
4	**Unit:4 Personal and professional competencies of maths teacher**		8	**25%**	Lecture Cum Discussion, Group	Handouts, LCD	Reference Book No 3, 11,6,8
	4.1. Maths teacher: General qualities, professional qualities, specific qualities	1		6%	Discussion, Assignment	Projector,	
	4.2. Challenges of learners and teachers while studying Maths	1		3%	Project work	Charts	
	4.3. Co-curriculur activities in Mathematic- Concept, Planning and Importance Quiz Competition, Problem Solving	3		8%			
	4.4. Mathematics Club: Concept, formation, need, Activities of Mathematics club	3		8%			
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Bhatt, Shukla Ane Parekh. (2003), "Nutan Ganitnu Adhyapan', C. Jamanadas Co., Ahmedabad.

2. Lucein Blue Kinney, (1954), "Teaching Mathematics in Secondary School", Rinehart & co., New York.

3. Mangal S. K. (1987), "Teaching of Mathematics", Prakash Brothers Education Publishers, Jalandhar.

4. Mangal, S.K. (1981). Teaching of mathematics: Prakash Brothers Publishers, Ludhiana,.

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6. Patel R. S. (2003), "Ganitnu Adhyapan: Vishayvastu tatha Paddhati", Nirav Prakashan, Ahmedabad.

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9. Siddhu,K.S. (2011), " Teaching of Mathematics", Sterling Publication, New Delhi.

10. Glenda Anthony and margeret walshaw (2008)," Effective Pedagogy in Mathematics", International academy of education, UNESCO

Websites:

http://www.mathguru.com
http://www.sakshat.com
http://www.educationinindia.net

COURSE FOR SEMESTER - II

PEDAGOGY OF SCHOOL SUBJECT : ECONOMICS (PS3/PS4)

Credits – 2   **Marks : 50**
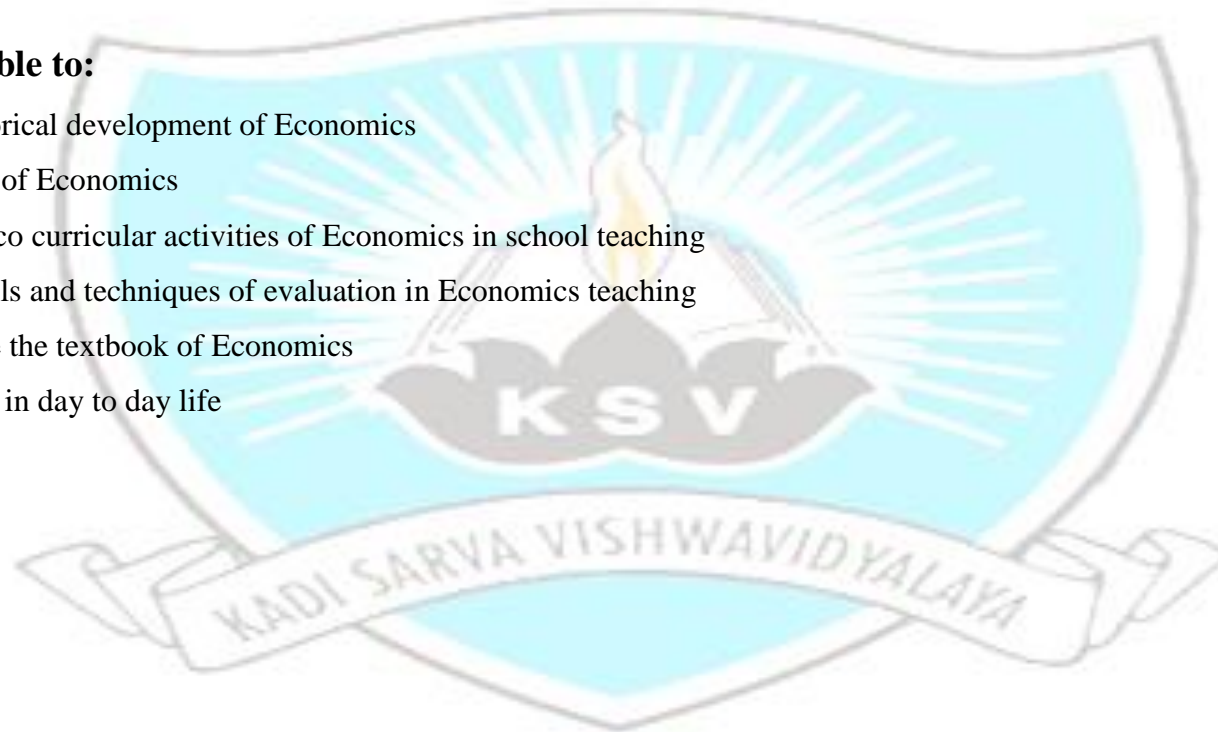
Learning Outcomes:

Teacher Trainees will be able to:

1. Comprehend historical development of Economics
2. Explain the scope of Economics
3. Organize various co curricular activities of Economics in school teaching
4. Implement the tools and techniques of evaluation in Economics teaching
5. Critically evaluate the textbook of Economics
6. Apply the Subject in day to day life

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1 Development of Economics**		**8**	**25%**	Lecture, Group – Discussion assignment	Handouts, PPT, Computer with net facility, Charts	Reference No . 1
	1.1 Development of social, intellectual, cultural and Economical values of teaching of Economics from the historical perspective.	4		15%			
	1.2 Place of Economics in schools as a subject	2		5%			
	1.3 Scope of Economics and its importance in day to day life.	2		5%			
2	**Unit II Economics text book :**		**8**	**25%**	Group Discussion, Assignment, project	Handouts, PPT , Reference Books	Reference No . 7
	2.1 Concept and Importance of textbook of Class–11th and 12th of GSEB from teachers and students point of view	1 2		5% 5%			
	2.2 Criteria of a good textbook	2		5%			
	2.3 Critical evaluation of Economics textbook of class 12th of GSEB	3		10%			
3	**Unit III Evaluation in Economics**		**8**	**25%**	Discussion, Group Task, Project, Book, Reviews, Assignment	Handouts, PPT, Computer, Scripts	Reference No . 1,11
	3.1 Concept of Evaluation	1		5%			
	3.2 Techniques of evaluation	1		5%			
	3.3 Tools of evaluation	6		15%			
	• Oral test						
	• Written Test (Essay type, short and very short answer type questions)						
	• Diagnostic test, need and its importance						
	• Remedial work need and its importance						
4	**Unit IV Correlation of Economics with other subjects and Co-curricular Activities**		**8**	**25%**	Discussion, Problem Solving Method,	Handouts, PPT,	Reference No . 1,5
	4.1 Correlation of Economics with other subjects	3		10%			

				Group Task, Project, Field Visit	Computer, Text- Print material	
• Correlation with daily life. • Correlation with Commerce, • Accountancy and Science 4.2 Conduct a Survey of any one of the Economical problems and prepare a report and present.	3		10%			
4.3 Ethics in economics	2		5%			
TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1. Agrawal J.C. "Teaching of Economics A Practical Approach", New Delhi. Vikas Publishing House Pvt Ltd

2. Chakravarty, Sukhamong (1987). Teaching of Economics in India: Himalaya Publishers. Bombay.

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COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH (PS3/PS4)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to…

1. Justify and elaborate the position of english in India and Gujarat

2. Analyze the aspects of linguistic behaviour and linguistic system

3. Explain and apply different pedagogies of teaching English Language

4. Formulate the aims of teaching English Literature

5. Describe the basic concepts of English Language

6. Analyze, synthesize and practically apply the theories of language learning in social context

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weigh-tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit-1 Background of the Subject**		**8**	**25%**	Discussion, Group Discussion, Presentation	PPT, Computer Hand-outs	Reference Book No. 1, 8 & 9
	1.1 Position of English in India and Gujarat	4		12.5%			
	1.2 Nature of Language	4		12.5%			
	- Psychology of Foreign Language Learning						
	- Speech and Speech Mechanism						
2	**Unit-2 Understanding of Pedagogy** (Concept, Procedure, Merits & Demerits)		**8**	**25%**	Role play, Collaborative Learning, Self-study, Presentation, Discussion, Brain storming	Books CDs	Reference Book No. 7, 8 & 9
	2.1 Reading Method	2		5%			
	2.2 Substitution Table Method	2		7%			
	2.3 Structural Approach	2		6%		Language games	
	2.4 Situational Approach	2		7%			
	2.5 Communicative Language Teaching Approach						
	2.6 Natural Approach						
	2.7 Synectics Instruction Model						
3	**Unit-3 Aims of Teaching English Literature**		**8**	**25%**	Discussion, Simulation, Project work, Self-Study	Books CDs Language games	Reference Book No. 5, 8 & 9
	3.1 Aims and Lesson Planning for Teaching English Literature : Poetry, Prose and Grammar	4		12.5%			
	3.2 Aims and Lesson Planning for Teaching of Letter writing, Application writing, Essays and Drama	4		12.5%			
4	**Unit-4 English Teacher, Text Book and Construction of Test Paper**		**8**	**25%**	Presentation, Discussion, Project work, Review method, Play/Script writing	Books PPT, Computer and Hand-outs, Available Scripts	Reference Book No. 6, 8 & 9
	4.1 Qualities of an Ideal English Teacher	2					
	4.2 Critical Study of Std. 9 English Text Book	2					
	4.3 Teacher Made Test as a Tool for evaluation and construction of question paper through Blue Print	4					
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Bansal, R.K. and Harrison, J.B. (1972), "Spoken English for India", Orient Longman Ltd., Madras.

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COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECT: SOCIAL SCIENCE (PS3/PS4)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Understand about the Qualities, Professional Competencies, Duties and Challenges of Social Science Teacher.

2. Understand about the Field Work and Survey in Social Science.

3. Understand about the Social Science Room.

4. Understand the Correlation of various Subjects with Social Science.

5. Understand Lesson Planning and Unit Planning.

6. Develop understanding concept of evaluation and measurement in Social Science.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Learning Resources	References
		Sub Units	Total Hours				
1	**Unit 1 Social Science Teacher & Field Work Survey in Social Science** 1.1. Social Science Teacher 1.1.1. Qualities and Characteristics 1.1.2. Professional Competency of Social Science Teacher 1.1.3 Duties of Social Science Teacher 1.1.4 Challenges of teaching Social Science 1.2.Field Work & Survey in Social Science	 2 1 2 1 2	**8**	**(25%)** 5% 5% 5% 5% 5%	Lecture cum Discussion	PPts, Transparency	Reference Book No. 1,2,3,4,9,10,15,25
2	**Unit 2 Lesson Planning Measurement and Evaluation** 2.1 Meaning and Importance of Lesson Planning 2.1.1 Stray Lesson 2.1.2 Unit Planning 2.2 Concept and Importance of Measurement & Evaluation 2.3 Constructing an ideal question paper based on Blue-Print	 3 3 2	**8**	**(30%)** 10% 10% 10%	Lecture cum Discussion Project Method	PPts Transparency	Reference Book No. 1,2,3,4,5,6,8,9,10,15,16,,24,25,26
3	**Unit 3 Social Science Room** 3.1 Social Science Room 3.1.1.Concept and Importance 3.1.2 Equipments and design 3.2 Arrangements of Social Science Room 3.2.1 Arrange an Exhibition 3.2.2 Advantages and Limitations of Social Science Room	 3 3	**6**	**(20%)** 10% 10%	Lecture cum Discussion Project Method	PPts, Transparency	Reference Book No. 1 to 23

4	**Unit 4 Correlation of Text Book of Social Science with other subjects**		10	(25%)	Group Discussion	PPts, Transparency	Reference Book No. 1 to 27
	4.1 Correlation	5		10%			
	4.1.1 Concept of Correlation						
	4.1.2 Merits of Correlation				Project Method P.P.T		
	4.2 Correlation of Social Science with Economics, Science & Technology, Mathematics and Language	5		15%			
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. જોષી જિજ્ઞાસા અને અન્ય (2008), *સામાજિક વિજ્ઞાન વિષયપદ્ધતિ,* અક્ષર પબ્લિકેશન, અમદાવાદ.

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COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECTS: हिन्दी (PS3/PS4)

Credits – 2   **Marks : 50**

Learning Outcomes:

प्रशिक्षणार्थी ....

१.   राष्ट्रभाषा हिन्दी के महत्व को जान सके

२.   भाषा शिक्षा की विभिन्न गतिविधियों से परिचित हो सके

३.   वाचन एवं लिखित अभिव्यक्ति कौशल्य का विकास एवं दक्षता प्राप्त कर सकेंगे

४.   हिन्दी साहित्य की विभिन्न साहित्यिक रचनाओं से अवगत हो सके

५.   रचना शिक्षा के विभिन्न पहलुओ को भलीभांति जान सके

SCHEME OF TEACHING AND ASSESSMENT:

इकाई	विषयवस्तु	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**देवनागरी लिपि एवं वाचन शिक्षा:** 1.1 देवनागरी लिपि की विशेषताएँ व शिक्षा मंत्रालय द्वारा स्वीकृत सुधार 1.2 वाचन शिक्षा:वाचन का महत्व,वाचन शिक्षा की विधियाँ,वाचन के प्रकार, वाचन दोष तथा उसमें सुधार के उपाय	3.5 4.5	8.0	**25%** 10% 8% 7%	Lecture Cum Discussion, Presentations Assignment. Lecture Method	Handouts, LCD Projector, Computer	Reference Book No. 1
2	**लिखित अभिव्यक्ति एवं राष्ट्रभाषा का परीक्षण व मूल्यांकन:** 2.1 लिखित अभिव्यक्ति की शिक्षा:लिखित अभिव्यक्ति का महत्व, विधियाँ, प्रकार एवं वर्तनी शिक्षा 2.2 राष्ट्रभाषा के प्रश्नपत्रों का आयोजन, परीक्षण व मूल्यांकन	.50 3.0	8.0	**25%** 7% 6% 6% 6%	Discussion, Assignment. Source Method , Group Discussion	Handouts, LCD Projector, Computer, Reference Books	Reference Book No. 2
3	**राष्ट्रभाषा का शिक्षक व रचनाशिक्षा:** 3.1 राष्ट्रभाषा के शिक्षक की शैक्षिक व व्यावसायिक योग्यता: a. रचना शिक्षा: लिखित रचना का महत्व, अच्छी रचना के गुण एवं प्रणालियाँ	2.0 6.0	8.0	**25%** 3.5% 6.% 3.5% 6% 6%	Lecture Cum Discussion, Simulation, Group Task, Project, Lecture Method, Group Discussion	Handouts, LCD Projector, Computer, Chart	Reference Book No. 4
4	**गद्य, पद्य एवं व्याकरण शिक्षा:**		8.0	**25%**	Discussion,	Reference	Reference Book No. 1

					Problem Solving Method, Project work, Group Discussion	Books Handouts, LCD Projector, Computer, Text- Print material	
4.1गद्यशिक्षा का महत्व, गद्य के विविध रूपों का अध्यापन एवं गद्य शिक्षा के उद्देश्य	2.0		8%				
4.2पद्यशिक्षा का महत्व, उद्देश्य पद्य सीखाने की विविध पद्धतियाँ	3.0		9%				
4.3 व्याकरण शिक्षा के उद्देश्य, व्याकरण सीखाने की विविध पद्धतियाँ	3.0		8%				
TOTAL		**32 HOURS**	**100%**				

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

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COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT (PS3/PS4)

Credits – 2   **Marks: 50**

Learning Outcomes:

પ્રશિક્ષણાર્થી:

1. સંસ્કૃતભાષાના કૌશલ્યોના વિકાસલક્ષી અધ્યાપનથી પરિચિત થાય.

2. સંસ્કૃતભાષા શિક્ષાશાસ્ત્રીય જ્ઞાન અને શિક્ષાશાસ્ત્રીય ઉદ્દેશ્ય વિશે માહિતી મેળવે.

3. સંસ્કૃત ભાષામાં મૂલ્યાંકન પ્રક્રિયા વિશે સમજે.

4. સંસ્કૃતભાષામાં સંશોધનકાર્ય વિશે માહિતી મેળવે.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	**Total Hours**				
1	**प्रथमान्वितिः- संस्कृतभाषाकौशल्यानां विकासः**		8	**25%**	Discussion, Seminar, Group discussion, Simulation	LCD Projector, Computer, OHP	Reference No : 1
	१.१ संस्कृतभाषायां पठनमहत्त्वं, तस्य प्रकाराः, लक्षणानि, पठने दोषाः, सुयोग्यपठनाय सुधारकार्याणि	2		6%			
	१.२ संस्कृतभाषाशिक्षणे लेखनकार्य, सुन्दराक्षराणां महत्त्वं, लक्षणानि, दोषाः, सुधारकार्याणि	2		6%			
	१.३ अपरिचितशब्दानां शिक्षणाय प्रयुक्तयः	1		4%			
	१.४ संस्कृतभाषायाम् शुद्धोच्चारणस्य महत्त्वं, उच्चारणे दोषाः, उच्चारणदोषाणां कारणानि तेषामुपायाश्च	2		4%			
	१.५ संस्कृतभाषायां मौखिककार्यम्	1		5%			
2	**द्वितीयान्वितिः- संस्कृतभाषायाः शिक्षाशास्त्रीयं ज्ञानं शिक्षाशास्त्रीयोद्देश्यानि च**		8	**25%**	Group Discussion, Book Reviews, Team teaching and Presentation	Handouts, LCD Projector, Computer,	Reference No : 1
	२.१ संस्कृतभाषाशिक्षायाः सिद्धान्ताः	2		6%			
	२.२ संस्कृतभाषाशिक्षायाः सूत्राणि	2		6%			
	२.३ संस्कृतभाषाशिक्षायाः पद्धतयः अभिगमश्च संकल्पना, विशेषताः, मर्यादाश्च (स्वाध्यायपद्धतिः, मनोवैज्ञानिकी पद्धतिः, पाठशालापद्धतिः, भाण्डारकरपद्धतिः)	2		7%			
	२.४ शैक्षणिक-उपकरणानि, तेषां महत्त्वम् उपयोगश्च (निदर्शनं, Tap-recorder, Model and Computer, 🗆	2		6%			

|							
	Interactive Board (स्मार्टपट्टः), Interactive श्वेतपट्टः, शिक्षणे social media इत्यस्य च अन्तर्जाल स्रोतोपयोगः)						
3	**तृतीयान्वितिः- संस्कृतभाषायां मूल्याङ्कनप्रक्रिया** ३.१ आदर्शपाठ्यपुस्तकस्य आन्तरिकबाह्यानि लक्षणानि (ग्रन्थसमीक्षा- कक्षा ९, कक्षा १०) ३.२ संस्कृतशिक्षणे मूल्याङ्कनप्रक्रिया- मूल्याङ्कनस्य संकल्पना, महत्त्वं, मूल्याङ्कनपद्धतयः (मौखिकं मूल्याङ्कनं, लिखितं मूल्याङ्कनं, क्रियात्मकं मूल्याङ्कनम्) ३.३ आदर्शप्रश्नपत्रस्य आयोजनम् (त्रिपरिमाणदर्शकं कोष्टकं- Blueprint) अर्थः, महत्त्वं, सोपानानि तथा च ध्याने नेतव्या अंशाः ३.४ व्याकरणपाठायोजनस्य संकल्पना, सोपानानि, उद्देश्यानि पद्धतयश्च (आगमनपद्धतिः, निगमनपद्धतिः)	2 2 2 2	8	**25%** 6% 7% 6% 6%	Discussion, Project work, Simulation, Group Task, Team teaching	Handouts, LCD Projector, Computer	Reference No : 5
4	**चतुर्थान्वितिः- संस्कृतभाषाशिक्षणे संशोधनकार्यम्** ४.१ क्रियात्मकसंशोधनस्य संकल्पना, महत्त्वम्, उपयोगिता, सोपानानि च ४.२ संस्कृते क्रियात्मकसंशोधनकार्यम् ४.३ संस्कृते निदानकार्यम् उपचारकार्यं च ४.४ संस्कृतशिक्षणस्य समस्याः तासां समस्यानां समाधाने शिक्षकस्य भूमिका ४.५ संस्कृत पंचः	2 2 2 1 1	8	**25%** 6% 5% 5% 5% 4%	Discussion, Dramatization, Simulation, Group Task, Project work, Group Discussion, Book Reviews and Presentation	Handouts, LCD Projector, Computer, Scripts	Reference No : 6, 7
TOTAL		**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	15	20	15	15	100

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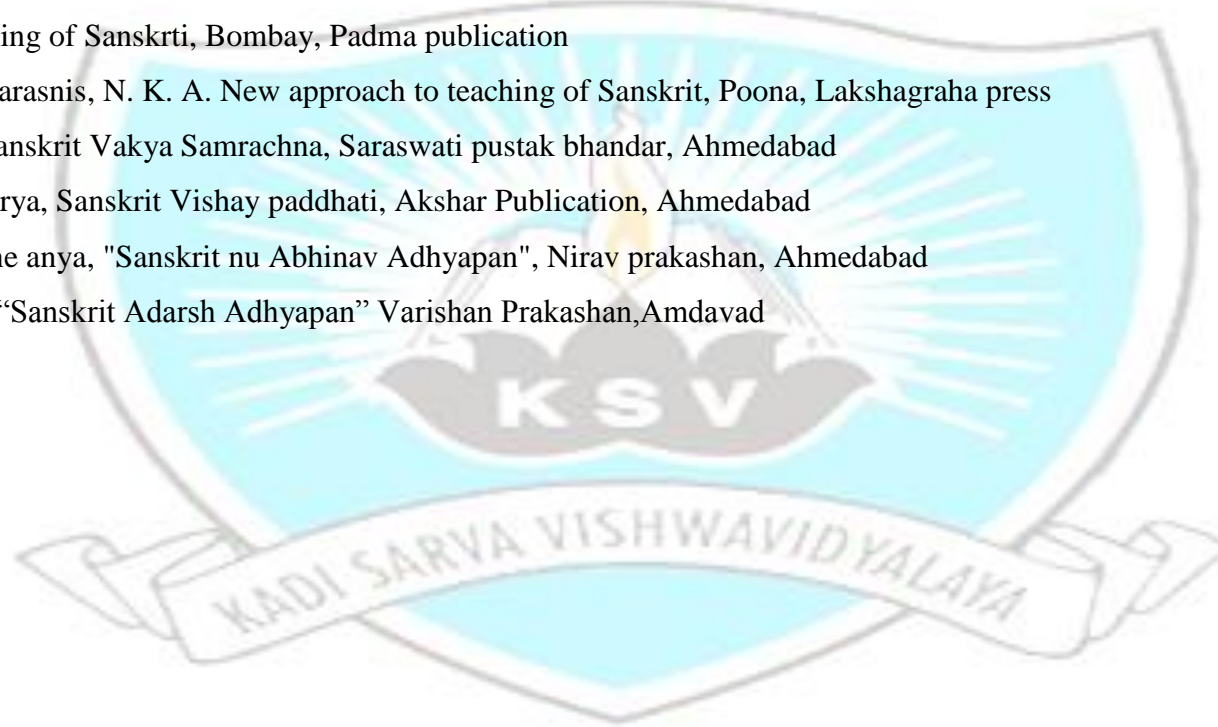
COURSE FOR SEMESTER – II

PEDAGOGY OF SCHOOL SUBJECTS : GUJARATI (PS3/PS4)

Credits – 2   **Marks : 50**

Learning Outcomes:

તાલીમાર્થીઓ -

1. માતૃભાષાના સિદ્ધાંતો, બોલીઓ અને પધ્ધતિઓનું જ્ઞાન મેળવશે.

2. માતૃભાષાના એકમ પાઠ આયોજન અને વ્યાકરણ પાઠ આયોજનનું જ્ઞાન મેળવશે.

3. માતૃભાષાના અધ્યાપન કૌશલ્યો કેળવશે.

4. માતૃભાષાના શિક્ષણનો વ્યવહારમાં ઉપયોગ કરી શકે.

5. ગુજરાતી ભાષાના શિક્ષક અને ભાષાની વિવિધ પ્રવૃત્તિઓની જાણકારી મેળવશે.

SCHEME OF TEACHING AND ASSESSMENT:

| Unit | Content | Instructional Hours | | Weightage (100%) | Suggested Methodology | Teaching Aids | References |
		Sub Units	Total Hours				
1	ગુજરાતી ભાષાના સિદ્ધાંતો, બોલીઓ અને પધ્ધતિઓનું અધ્યયન: 1.1 ગુજરાતી ભાષાના વિવિધ સિદ્ધાંતો 1.2 ગુજરાતી ભાષાની બોલીઓનો :- પરિચય, મધ્ય અને ઉત્તર ગુજરાતની બોલીની લાક્ષણિકતાઓ 1.3 ભાષાશિક્ષણના સાધનો -ટેલીવીઝન, કમ્પ્યુટર, મોબાઈલ, ઈન્ટરેક્ટિવ વાઈટબોર્ડ, સ્માર્ટ ક્લાસ, અધ્યનમાં વેબ સંસાધનો અને સોશીયલ મીડિયાનો ઉપયોગ. 1.4 માતૃભાષા શિક્ષણની પધ્ધતિઓ:-નાટ્યકરણ પદ્ધતિ, સેમિનાર પદ્ધતિ, નિદર્શન પદ્ધતિ, સ્વાધ્યાય પદ્ધતિ(મહત્વ, મર્યાદા, વિનિયોગ)	 1 2 2 3	8	25%	કથનચર્ચા જૂથચર્ચા, પરિસંવાદ	લેખન PPT સ્માર્ટબોર્ડ	Reference Book No. 1
2	ગુજરાતી ભાષામાં પાઠ્યપુસ્તકની લાક્ષણિકતા અને આયોજન: 2.1 માતૃભાષાના પાઠ્યપુસ્તકની લાક્ષણિકતાઓ 2.2 શૈક્ષણિક આયોજન અને એકમ પાઠ આયોજન -તાસ પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત 2.3 વ્યાકરણ પાઠ આયોજન અને વ્યાકરણ શિક્ષણના હેતુઓ અને પદ્ધતિઓ	 2 2 3	8	25%	જૂથચર્ચા-કથનચર્ચા વ્યાખ્યાન	સંદર્ભગ્રંથ , P.P.T સ્માર્ટબોર્ડ	Reference Book No. 5

	2.4 વ્યાકરણ શિક્ષણને રસિક બનાવવાના ઉપાયો	1					
3	**માતૃભાષાનો શિક્ષક અને ભાષાની વિવિધ પ્રવૃત્તિઓ**		8	25%	પેનલચર્ચા , આગમન નિગમન, જૂથચર્ચા	P.P.T Computer, લેખન, સંદર્ભગ્રંથ	Reference Book No. 4
	3.1 માતૃભાષા શિક્ષણની ઉપેક્ષા અને દૂર કરવાના ઉપાયો	2					
	3.2 માતૃભાષાનો શિક્ષક અને તેની સજ્જતા	2					
	3.3 માતૃભાષાનો અન્ય વિષયો સાથેનો અનુબંધ.	2					
	3.4 ભાષા સાહિત્ય મંડળનું સ્વરૂપ અને પ્રવૃત્તિઓ.	2					
4	**માતૃભાષાના કૌશલ્યો:**		8	25%			Reference Book No. 5
	4.1 વાંચન કૌશલ્ય: અર્થ, મહત્વ અને પ્રકાર	2			સ્વાધ્યાય, કથન, નિરિક્ષિત કથનચર્ચા	P.P.T, લેખન સંદર્ભગ્રંથ	
	4.2 વાંચન કૌશલ્ય વિકસાવવા માટેની વર્ગ શિક્ષણ પ્રવૃતિઓ, પ્રયુક્તિઓ અને સહઅભ્યાસિક પ્રવૃતિઓ.	2					
	4.3 લેખન કૌશલ્ય: અર્થ, મહત્વ અને પ્રકાર	2					
	4.4 લેખન કૌશલ્ય વિકસાવવા માટેની વર્ગ શિક્ષણ પ્રવૃતિઓ, પ્રયુક્તિઓ તેમજ લેખન કૌશલ્યની ખામીઓ અને ઉપાયો.	2					
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

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2. દેવ, શાસ્ત્રી જયેન્દ્ર , ગુજરાતી અધ્યાપનનું પરિશીલન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.

3. પટેલ અશોક અને અન્ય, ગુજરાતીનું આદર્શ અધ્યાપન, વારિષેણ પ્રકાશન, અમદાવાદ.

4. પટેલ મોતીભાઇ અને અન્ય, ગુજરાતી વિષયનું અધ્યયન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.

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6. વાઘેલા ઈશ્વરભાઈ અને અન્ય, ગુજરાતી વિષય પદ્ધતિ,અક્ષર પ્રકાશન, અમદાવાદ.

7. વ્યાસ યોગેન્દ્ર, ગુજરાતી ભાષાનું વ્યાકરણ, નવભારત સાહિત્ય મંદિર, અમદાવાદ.

COURSE FOR SEMESTER - II

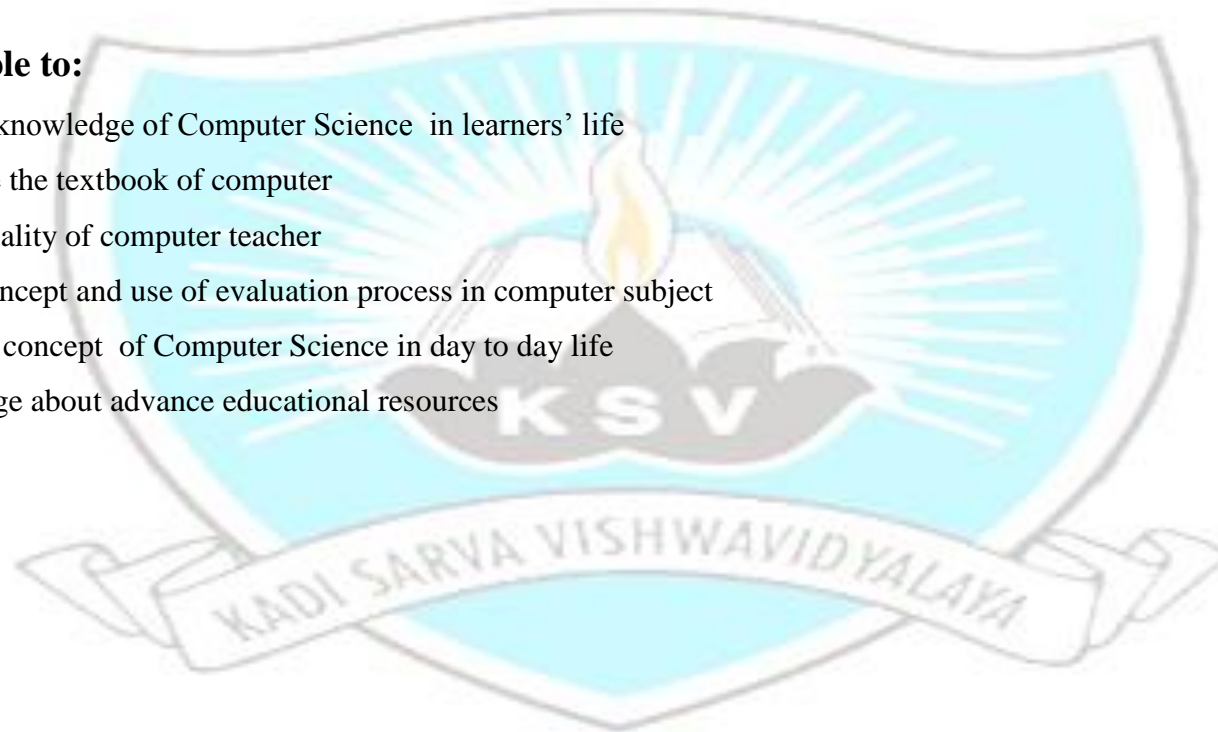# PEDAGOGY OF SCHOOL SUBJECT: TEACHING OF COMPUTER SCIENCE (PS3/PS4)

Credit : 2   **Marks : 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Define and apply knowledge of Computer Science in learners' life
2. Critically evaluate the textbook of computer
3. Understand the quality of computer teacher
4. Understand the concept and use of evaluation process in computer subject
5. Apply the various concept of Computer Science in day to day life
6. Develop knowledge about advance educational resources

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit-1 Computer Textbook, Computer Teacher and Applications of Computers**		8	**25%**	Lecture Cum Discussion,	Handouts PowerPoint presentation Computer LCD Projector	Satish, ICT in Teacher Education Dr. Y.K. Singh, Teaching of computer science
	1.1 Text Book of Computer Science 1.1.1 Qualities of good text book for Computer subject at School Level 1.1.2 Basic criteria for evaluation of computer science text book.	3		10%			
	1.2 Computer Teacher : 1.2.1 Qualification 1.2.2 Qualities	3		9%			
	1.3 Use of Computers in Schools in : Teaching Learning Process, Library, Evaluation Process, Maintaining and Analyzing Students Record, Communication	2		6%			
2	**Unit-2 Computer Laboratory and Computer Club:**		8	**25%**	Lecture Demonstration	PowerPoint presentation Computer	Dr. Y.K. Singh, Teaching of computer science Shukla Satish , Information Technology in Education
	2.1 Computer Laboratory: 2.1.1 Layout of laboratory 2.1.2 Hardware and Software required for Computer Laboratory 2.1.3 Points to be kept in mind for arranging practical activities	4		12%			
	2.2 Computer Club : 2.2.1 Meaning 2.2.2 Objectives 2.2.3 Activities	3		10%			
	2.3 Media : Meaning and Its Types – Personalized and Mass Media	1		3%			

3	**Advance Educational Resources :**		8	**25%**	Lecture	PowerPoint presentation	Patel Ashok., "Information
	3.1 Virtual Classroom : Meaning, Advantages, Limitations	3		10%	Demonstrations	Computers	Technology in Education"
	3.2 Video Conferencing and Audio Conferencing, Social Networking Sites, E-mail, Blogs, Newsgroups	4		12%	Discussion	Internet	Dave Saket., "Shikshanma
	3.3 Use of Mobile Phones in Education	1		3%			Information Technology"
4	**Evaluation in teaching of Computer Science**		8	**25%**	Demonstrations	Computer	Dr. Y.K. Singh, Teaching of
	4.1 Evaluation :	3		9%			computer science
	4.1.1 Concept and Importance					PowerPoint presentation	
	4.1.2 Types of evaluation				Lecture		
	4.2 Blue Print and Ideal Question Paper	3		10%			
	4.3 Online Examination	2		6%			
	4.3.1 Meaning, Process						
	4.3.2 Advantages, Limitations						
	4.3.3 Ethics required for teachers and Examinees in Online Examinations						
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1.   Shukla Satish (2009), *Information Technology in Education,* Ahmedabad, Varishen Prakashan, 2003.

2.   Shukla Satish (2011), *ICT in Teacher Education,* Agra : Agrawal Publications.

3.   Patel Ashok. (2004), "Information Technology in Education", Nirav Prakashan, Ahmedabad.

4.   Dave Saket. (2003), "Shikshanma Information Technology", Anada Book Dipo, Ahmedabad.

5.   Dr. Y.K. Singh(2004), " Teaching of computer science", A.P.H. Publication Corporation, New Delhi

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Websites:

http://www.computerhope.com
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COURSE FOR SEMESTER – II

DRAMA AND ART IN EDUCATION (EPC2A)

Credits – 2   **Marks : 50**

Learning Outcomes :

Teacher Trainees will be able to :

1. નાટક અને કલાના વિવિધ પ્રકારો તેમજ તેના મહત્વ વિશે જાણી શકે.

2. સંપૂર્ણ વ્યક્તિત્વનો વિકાસ કરી શકે.

3. કલાઓના વિવિધ પ્રકારોના અનુભવ અને મુક્ત અભિવ્યક્તિ દ્વારા પ્રશિક્ષણાર્થીઓમાં કલા અને સૌન્દર્ય વિષયક સંવેદનાઓની અનુભૂતિ કરી શકે.

4. પ્રશિક્ષણાર્થીઓના સર્વતોમુખી વિકાસમાં નાટક અને કલાઓનો ફાળો સમજી શકે.

5. વિવિધ કલાઓના સમન્વય દ્વારા કૌશલ્યોમાં વૃદ્ધિ કરી શકે.

6. કલા સંદર્ભના વ્યાવસાયિક અભ્યાસક્રમો માટે તૈયાર થઇ શકે.

7. વિવિધ કલાકારો અને કસબીઓના કાર્યને ઓળખી શકે.

8. પ્રાદેશિક સંસ્કૃતિ અને કલાના વિકાસ સંબંધિત જાગૃતિ કેળવી શકે.

9. ભારતના સંમૃદ્ધ સાંસ્કૃતિક વારસા પ્રત્યેની જાગૃતિ કેળવી શકે.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching - Learning resources	References
		Sub Units	Total Hours				
1	**શિક્ષણમાં નાટક અને કલાનો પરિચય**		9.0	**30 %**	Lecture Cum Discussion,	Handouts,	Reference Book No. 3, 4
	1.1.શિક્ષણમાં કલાઓ:	5.0		6%			
	-સંકલ્પના, અર્થ, મહત્વ						
	-વિવિધ પ્રકારો અને સ્વરૂપ					Chart	
	સંસ્કૃત વાંગ્મય અનુસાર:						Reference Book No. 7
	વાસ્તુકલા(સ્થાપત્યકલા), ચિત્રકલા,					Art Clips	
	મૂર્તિકલા(શિલ્પકલા),સાહિત્યકલા અને						
	સંગીતકલા(ગાયન, વાદન અને નૃત્ય)			12%		Photogrops	
	1.2ભારતમાં કલાકારો અને કસબીઓનો કલા સંદર્ભે ફાળો	2.0			Assignment		Reference Book No. 11, 12
	-જાણીતા કલાકારોના જીવનચરિત્રો					PPt	
	1.3સંગીત-	1.0		6%			
	I. ગાયન- (લતા મંગેશકર, મહમ્મદ રફી),					Pictures	
	II.વાદન- (જાકીર હુસેન-તબલા, હરિપ્રસાદ ચૌરસિયા-વાંસળી,)અને					LCD Presentation	Reference Book No. 10
	III.નૃત્ય- (બીરજુ મહારાજ, રુકમણીદેવી)				LCD Presentation		
	B- નાટક-(કાલિદાસ, જયશંકર સુંદરી)	1.0		3%			

				3%			Reference Book No. 3, 4
	C- ચિત્રકલા(નંદલાલ બોઝ, રવિશંકર રાવલ)						
2	**શિક્ષણમાં રંગમંચ અને સાંસ્કૃતિક ઉત્સવો:**		7.0	**20 %**		Handouts,	
	2.1 સામાજિક જાગૃતિના સંદર્ભમાં શેરી-નાટકો અને ચલચિત્રો: સંકલ્પના અને સામાજિક અસરની દૃષ્ટિએ શેરી નાટકોનું મહત્વ	3.0		8.0	Lecture Cum Discussion,	Chart Art Clips Photogrops PPP Pictures	Reference Book No. 1
	2.2 ભારતમાં સાંસ્કૃતિક તહેવારો • સાંસ્કૃતિક તહેવારોની સંકલ્પના અને તેનું મહત્વ • ગુજરાતની પ્રાદેશિક સંસ્કૃતિનો પરિચય તથા મહત્વ	4.0		12%	Assignment, LCD Presentation	LCD Presentation	Reference Book No. 8,9
3	**પ્રાયોગિક કાર્ય:દૃશ્યકલાઓ અને હુન્નારકલાઓ** (નીચેના જુદા-જુદા વિભાગોમાંથી ગમેતે બે)		16.0	**50 %**		Various arts institutions	
	3.1 કલાઓના વિવિધ પ્રકારોની રચના અને રજૂઆત -ચિત્રકલા, બ્લોક પેઈન્ટીંગ, ગ્લાસ પેઈન્ટીંગ,, કોલાજ, કલેમોડેલિંગ, પોસ્ટર, રંગોલી, પેપર-કટિંગ, ફોલ્ડીંગ વગેરે	3.5		10%	Guidance	Library	Reference Book No. 6
	3.2 પ્રાદેશિક કલામાં સહભાગીદારી અને કામગીરી - લોકનૃત્ય, ભવાઈ, લોકગીત, ભજન, દુહા-છંદ -કઠપૂતળી બનાવવી (માસ્ક પપેટ, ફિંગર	3.5 3.0		10%		Internet	Reference Book No. 1, 2

	પપેટ)					
	3.3 દૃશ્યકલાઓ અને ફાઇનઆર્ટ સંબંધિત પ્રદર્શનની મુલાકાત લઇ યોગ્યમાળખાનુસાર રીપોર્ટ તૈયાર કરવો			10%	Assignment	Meeting with Expert
	3.4 શિક્ષણમાં પ્રાયોગિક કાર્ય: (ગમેતે બે) - ધોરણ-6 થી 8 ના કોઈ પણ ગદ્ય પદ્ય, પ્રકરણનું સંવાદીકરણ - ધોરણ-6 થી 8 ના કોઈ પણ ગદ્ય પદ્ય, પ્રકરણના પાત્રોનું નાટ્ય રૂપાંતરણ - ધોરણ-6 થી 8 ના કોઈ પણ એકમને ચિત્રવાર્તા સ્વરૂપે રજૂઆત	3.0		10%	Lecture Cum Discussion	
	3.5 શિક્ષણમાં લેખન તથા અભિનય કાર્ય: -ધોરણ-6 થી 8 ના કોઈ પણ ગદ્ય પદ્ય કૃતિને અભિનય સહિત પ્રસ્તુત કરે. -કોઈ પણ એક સામાજિક સમસ્યા વિષયક નાટક ભજવશે અથવા આવી સમસ્યાઓ સંબંધિત ગમે તે બે નાટકની સ્ક્રીપ્ટ તૈયાર કરશે.	3.0		10%	Assignment,	
	TOTAL	**32 HOURS**		**100%**		

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

REFERENCES:

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2. Caroline and Joanna(2000). The Arts Creativity and Cultural Education London: Qualification and Curriculum Authority.
3. Devi Prasad, Art: The Basic of Education, National Book Trust.
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10. પ્રકાશ જે. શાહ, 'હથેળીના હુન્નરો' નવભારત પ્રકાશન મંદિર, અમદાવાદ
11. સ્નેહલ & વિશાલ ઠાકર(જૂન-2004) 'સંગીત સૌરભ' મુદ્રક- જયશ્રી પ્રિન્ટરી, પેટલાદ-40
12. અધ્યક્ષ-ચિનુ મોદી, અસાઈત સાહિત્ય સભા, મહેસાણા, 'કળા વિમર્શ' નિખાલસ પ્રકાશન, મહેસાણા
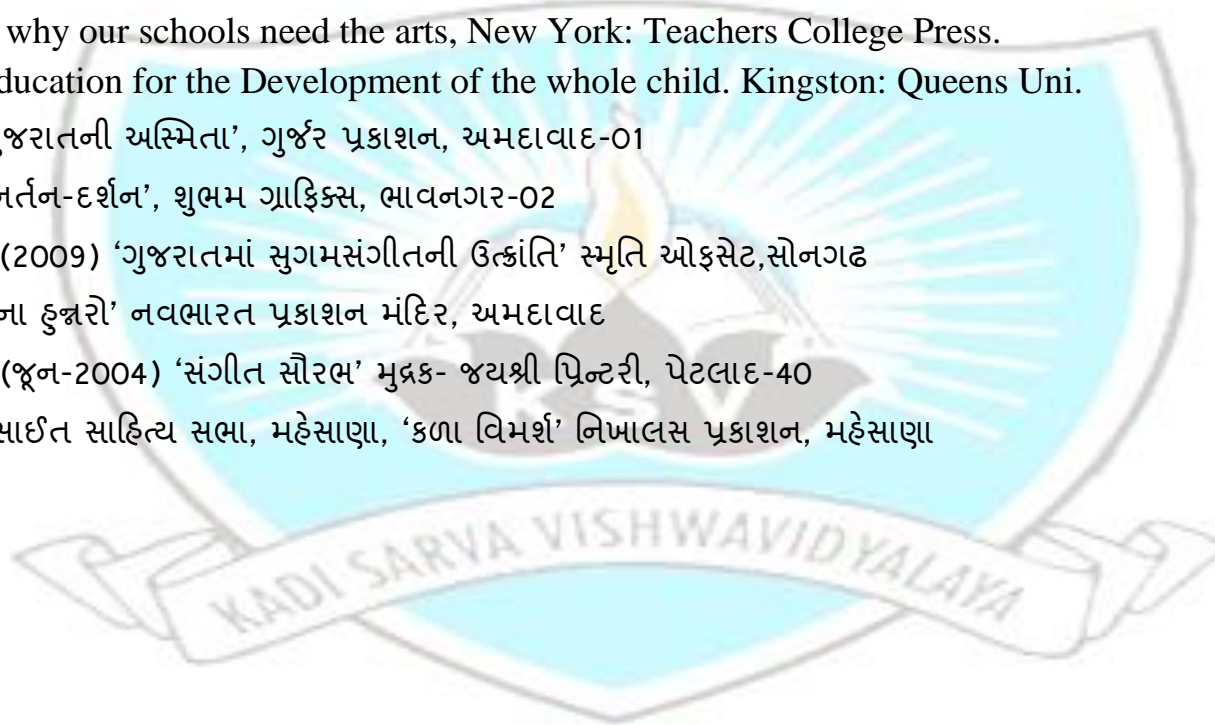
COURSE FOR SEMESTER – II

COMMUNICATION TECHNOLOGY AND MULTIMEDIA IN EDUCATION (EPC2B)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1.   Acquire understanding about potentiality of communication technology.

2.   Recognize the importance of various communication technologies.

3.   Interpret the potentialities of internet, World Wide Web in the field of education.

4.   Analyze the differences among the functioning of various types of networks.

5.   Develop knowledge about multimedia and its tools.

6.   Develop hands on experience of using internet and World Wide Web.

7.   Develop skills in using search engines.

8.   Appraise the uses of ms- excel and ms- publisher application for a school teacher.

9.   Assess the advantages and disadvantages of internet.

10.   Assess the advantages of multimedia for a school teacher.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching/ Learning Recourses	References
		Sub Units	Total Hours				
1	**Unit-1 Communication, Web and Internet** 1.1 Communication: Concept, Need, Types and Barriers 1.2 Types of Network 1.3 World Wide Web 1.4 Web Based Video Conferencing, Web Based Audio Conferencing	2 2 2 2	8	25%	Lecture Cum Discussion, Presentation.	Handouts, PowerPoint presentation, Computers, LCD Projector.	Reference Book No. 9, 10
2	**Unit-2 Multimedia**: 2.1 Concept of Multimedia 2.2 Tools of Multimedia 2.3 Uses of Multimedia in education	2 3 3	8	25%	Lecture , Group Discussion, Assignment, Presentation.	Handouts, PowerPoint presentation, Computers, LCD Projector, Reference Books.	Reference Book No. 5, 8
3	**Unit-3 Practical :** Microsoft Excel 3.1 Preparation of attendance sheet of the students 3.2 Preparation of mark sheet with percentage result (Pass, Fail, First, Second, Distinction etc., rank and chart of result, and conditional formatting. 3.3 Preparation of pay roll (D.A., HRA, GPF, Total Pay, Net pay etc) 3.4 Use of sort and filter options to arrange data according to given criteria 3.5 (e) Preparation of time table for school or college	2 2 2 1 1	8	25%	Demonstrations Group Task, Project.	PowerPoint presentation, Computers, LCD Projector. Reference Books	Reference Book No. 2, 6

4	**Unit-4 Practical : Publisher**		**8**	**25%**	Demonstrations Group Task, Project.	Computers, LCD Projector	Reference Book No. 12
	4.1 Invitation cards	2					
	4.2 Banners	2					
	4.3 Broucher	2					
	4.4 Certificates	2					
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
17	8	35	8	15	17	100

REFERENCES:

1. Bartee Thomas C. (1983), "*Digital Computer Fundaments*", MC.Graw-Hill international book.

2. Dave Saket. (2003), "*Shikshanma Information Technology*", Ahmedabad :Anada Book Dipo.

3. Denis Kim, Sen and Morin (2000), "*Information Technology – The breaking waves*", New Delhi:Tata MC Graw Hill Publishing Company Limited.

4. Madaan, Gupta and Arya, "*The Illustrated Computer Dictionary*", New Delhi: Dreamland Publication.

5. N.Sareen, "*Information and Communication Technology*", Ahmedabad: Anmol Publication.

6. Patel Ashok. (2004), "*Information Technology in Education*", Ahmedabad: Nirav Prakashan.

7. Raja Raman V. (1986), "*Fundamentals of Computers*", Delhi: PHI Publications.

8. Rajaraman, "*Fundamentals of Computer*", New Delhi: Prantice-Hall of India Pvt. Ltd.

9. Shukla Satish (2009), "*Basics of Information Technology for Teacher Trainees*",Ahmedabad : Varishen Prakashan.

10. Shukla Satish (2009), "*Information Technology in Education*", Ahmedabad: Varishen Prakashan.

11. Shukla Satish (2011), "*ICT in Teacher Education*",Agra : Agrawal Publications.

12. Shukla Satishprakash. (2006), "*Information Technology in Education*", Ahmedabad: Varishen Prakashan.

13. Sinha, (1997)," *Computer Fundamentals",* New Delhi: BPB Publication.

14. Spenser, Donald D. (1993), "The Illustrated Computer Dictionary", New Delhi: Universal Book Stall.

15. Tenenbaum, Andrew S. (1995), "*Computer Networks*", New Delhi: Prantice-Hall of India Pvt. Ltd.

WEBSITES:

http://www.computerhope.com

http://www.computerhelpatoz.com

http://www.microsoft.com

COURSE FOR SEMESTER – II

GUIDANCE AND COUNSELING (CBCS2A)

Credits – 2   **Marks: 50**

Learning Outcome:

Teacher trainees will be able to:

1.   Understand the basic concept, nature and objectives of guidance

2.   Understand the concept, nature and objectives of guidance

3.   Know about the need of guidance & counseling

4.   Get an idea about the guidance personnel

5.   Understand the concept and objective of group guidance

6.   Develop understanding about the various types of guidance

7.   Understand the various types of counseling

8.   Get an idea about the essential guidance services at school level

9.   know about the tools and techniques of guidance

SCHEME OF TEACHING AND ASSESMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1.	**Unit I.- Introduction to Guidance** 1.1 Concept, aims, objective, characteristics, principles, importance, function of Guidance 1.2 Concept, aims, objective, characteristics, principles, importance, function of counseling	4 4	8	**25%**	Lecture cum Discussion, Assignment Group Discussion	Handout PPT OHP	Reference Book No.1
2.	**Unit- 2 - Group Guidance** 2.1 Group Guidance - Concept of Group Guidance - Objectives of Group Guidance - Techniques of Group Guidance - Difficulties in planning of group guidance 2.2 Role of a Teacher in Guidance 2.3 The School Guidance Services	4 2 2	8	**25%**	Lecture cum Discussion, Assignment Group Discussion Field Work	Chart PPT Handout, OHP	Reference Book No.4
3.	**Unit – 3 - Types of Guidance** 3.1 Guidance Personnel: Principal, Teacher, Librarian, Medical Staff, Office Staff 3.2 Useful Tools and Techniques for Guidance (Tool : Formative Evaluation, Rating Scale, Psychological Test, Interest Inventory)	4 4	8	**25%**	Lecture cum Discussion, Assignment Group Discussion Seminar Activity Based	Handout, PPT PPT PPT, OHP Handout	Reference Book No.5,6,9
4.	**Unit – 4 - Counseling approach and occupational information** 4.1 Counseling approach: - Directive Approach - Non Directive Approach	4	8	**25%**	Lecture cum Discussion, Assignment Group	PPT, OHP Handout	Reference Book No.5,6

					Discussion Seminar	Chart, PPT	

- Elective Approach
4.2 Occupational Information
   - Collection and classification of
     occupational information
   - Techniques of disseminating
     occupational information
	4						

TOTAL	**32 Hours**	**100%**					

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

REFERENCES:

1. Bhatt G.P. and S.J. Bhavsar. "ShaikshanikAneVaigyanikMargdarshan", GangajalPrakashan, Aliyabad, Jamnagar.

2. Chaturvedi Ramesh (2007), Guidance and Counseling skills, Cresent Publishing Corporation, New Delhi.

3. Kochher S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publisher Pvt. Ltd.New Delhi.

4. Mohini Acharya, "Margdharan and Salah", Akhar Publication, Ahmedabad.

5. Mulshankar Joshi, Guidance &Counselling,Varishan Publication, Ahmedabad.

6. Mulshankar L. Joshi, Guidance and Counseling, Nirav Publication, Ahmedabad

7. Presricha, Guidance and Counselling in Indian Education, New Delhi, NCERT, 1976.

8. QurashiHasnain (2004), Educational Guidance, Anmol Publication Pvt. Ltd. New Delhi.

9. Shri Natubhai V. Raval, Career Information in Career Guidance, Nirav Publication, Ahmedabad.

10. Shrivastava K.K. (2007), Principles of Guidance and Counseling, Kanishka publishers, New Delhi.

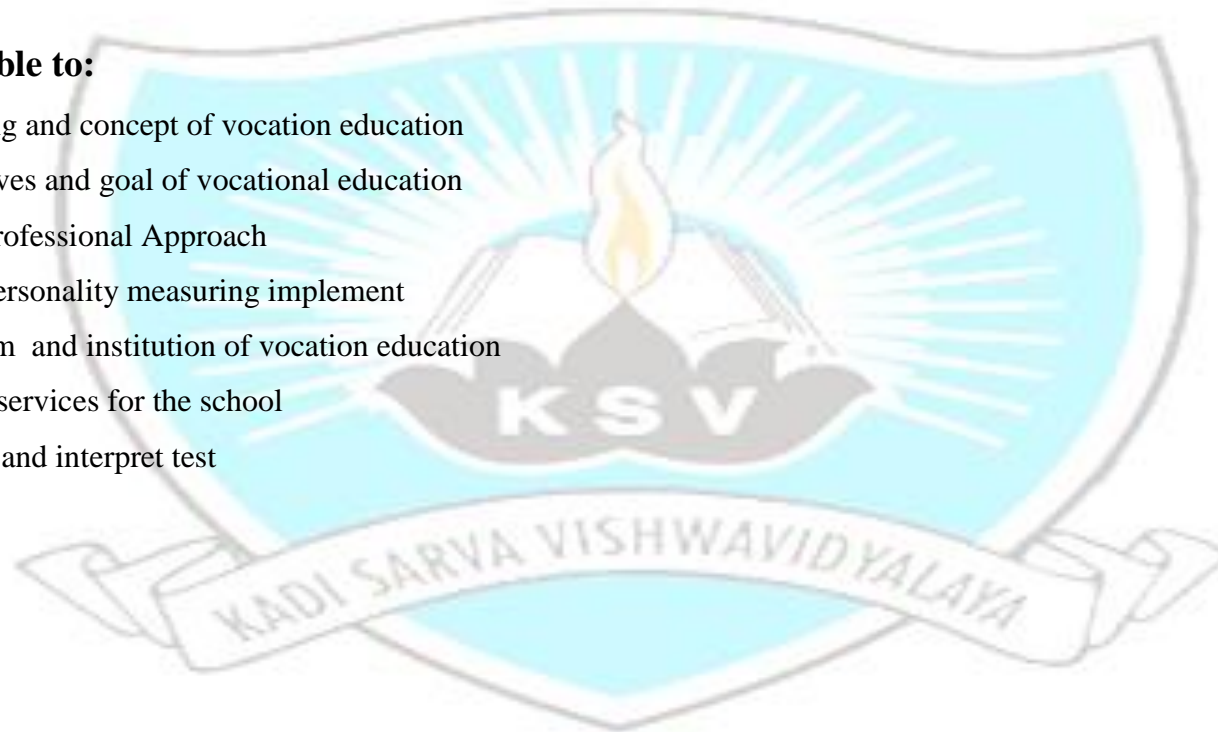# COURSE FOR SEMESTER – II

Vocational Education (CBCS2B)

Credits -2   **Marks -50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Know the meaning and concept of vocation education
2. Know the objectives and goal of vocational education
3. Understand the professional Approach
4. Understand the personality measuring implement
5. Know the program and institution of vocation education
6. Set up vocational services for the school
7. Administer, score and interpret test

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested methodology	Teaching aids	References
		Sub Units	Total Hours				
1	**Unit – 1 Role of Vocational Education** 1.1 Meaning , concepts 1.2 Aims and objectives 1.3 Need and Principles 1.4 Professional Approach 1.5 Current trends and problems 1.6 Job satisfaction	 1 1 2 1 1 2	8	25%	Discussion Simulation Group task	Handouts, LCD Projector, Computer	Reference. Book No. 7
2	**Unit-2 Personality measuring implement** 2.1 Sociogram 2.2 Work Experience 2.3 Career week 2.4 Career conference 2.5 Questionnaire 2.6 Observation 2.7 Rating scale	 1 1 1 1 1 1 1	8	25%	Assignment, Discussion, Group task	PPts, Hand outs, Computer	Reference. Book No. – 4
3	**Unit – 3 Role of various persons** 3.1 Introduction 3.2 Role of teacher 3.3 Role of Principal 3.4 Role of Institutional management 3.5 Role of advisor	 1 2 2 2 1	8	25%	Discussion, Simulation, Presentation	Handouts, PPts, Computer	Reference. Book No. – 14
4	**Unit – 4 Vocational service in schools** 4.1 Role of School 4.2 Primary level 4.3 Secondary level 4.4 high secondary level 4.5 Problems in organization of vocational guidance program	 1 1 2 2 2	8	25%	Project work, Group discussion, Presentation	Transperencies Handouts , PPts Group discussion	Reference Book No.11
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE-WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES :

1. Bhatt G.P. and S.J. Bhavsar. "ShaikshanikAneVaigyanikMargdarshan", GangajalPrakashan, Aliyabad, Jamnagar.

2. Chaturvedi Ramesh (2007), Guidance and Counseling skills, Cresent Publishing Corporation, New Delhi.

3. Kochher S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publisher Pvt. Ltd.New Delhi.

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5. Mulshankar Joshi, Guidance &Counselling,Varishan Publication, Ahmedabad.

6. Mulshankar L. Joshi, Guidance and Counseling, Nirav Publication, Ahmedabad

7. Oosterhof,A.(1994).Classroom Application of Educational management(second Edition New York :Marcmillan college publishing company lnc

8. Payne, D.A.(2003). Applied Educational assement. Australia: Wadsworth: Thomson Learning

9. Presricha, Guidance and Counselling in Indian Education, New Delhi, NCERT, 1976.

10. QurashiHasnain (2004), Educational Guidance, Anmol Publication Pvt. Ltd. New Delhi.

11. Shri Natubhai V. Raval, Career Information in Career Guidance, Nirav Publication, Ahmedabad.

12. Shefered(2000) The role of assessment in learning culture: educational researcher

13. Shrivastava K.K. (2007), Principles of Guidance and Counseling, Kanishka publishers, New Delhi.

14. Vedprakash, et.al.(2000) : Garding in school, NCERT, Published at the publication Division by the secretary,NCERT, sri AurbindoMarg,New Delhi

STRAY LESSONS (P7)

Credit-2   **Marks-50**

(10 Lessons)
Each Lesson carries 10 marks

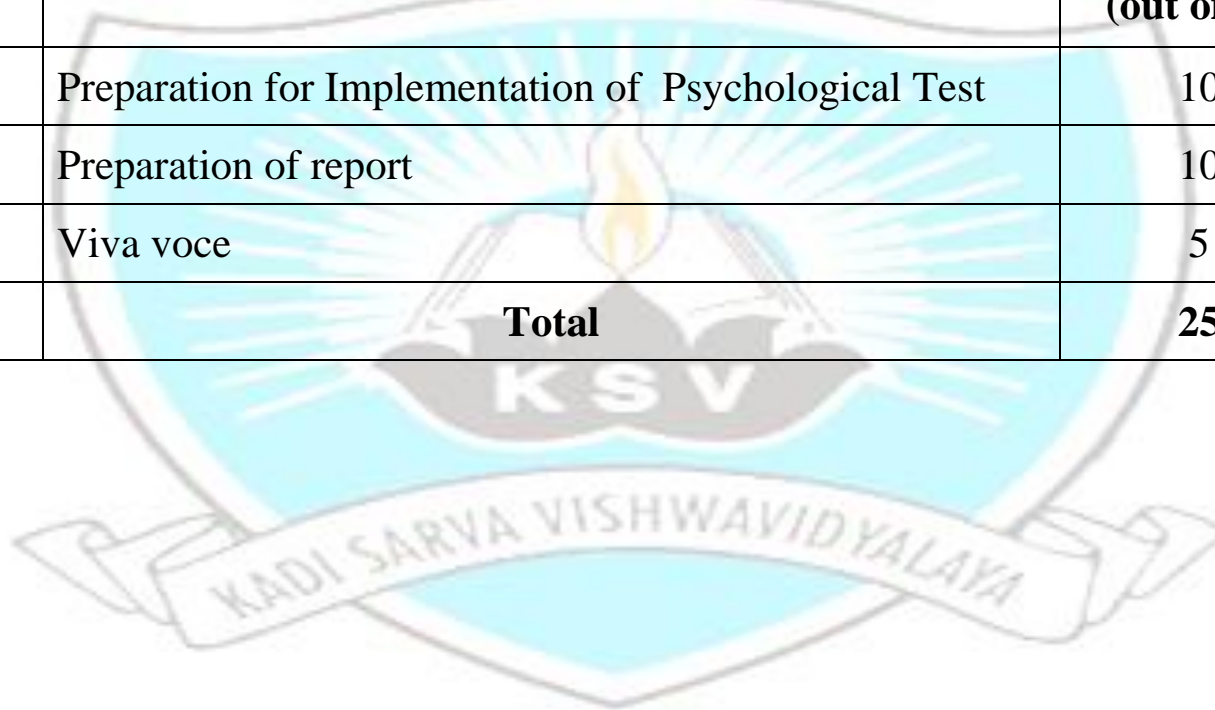| Sr. No	Criteria for Assessment	Marks (out of 10)
1.	Appropriate use of Skills	2
2.	Content Mastery and Presentation	2
3.	Blackboard Work / Teaching Aid	2
4.	Class Management and Personality of Teacher	2
5.	Evaluation	2
	Total	**10**

Note : 100 Marks(10 lessons X 10 Marks for each lesson)would be converted in to 50 marks

PSYCHOLOGICAL TESTING (P8)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	Preparation for Implementation of Psychological Test	10
2.	Preparation of report	10
3.	Viva voce	5
	Total	**25**

BLUE PRINT – SUBJECT 1 & 2 (P9 & P10)

Credit-1   **Marks-25**

Sr. No	Criteria for Assessment	Marks (out of 50)
1.	Content Distribution	05
2.	Choice of Question type (MCQ, SA, Descriptive etc)	05
3.	Questions selected based on K, U, A and S	05
4.	Weightage of the questions	05
5.	Time Allotment	05
	Total	**25**

BLOCK TEACHING (P11)

Credit-2   **Marks-100**

(10 lessons)

Each Lesson Caries 10 Marks

Sr. No	Criteria for Assessment	Marks (out of 5)
1.	Appropriate use of Skills	2
2.	Content Mastery and Presentation	2
3.	Blackboard work / Teaching aid	2
4.	Class management and Personality of Teacher	2
5.	Evaluation	2
	Total	**10**

Note : 100 Marks(10 lessons X 10 Marks for each lesson)would be converted in to 50 marks

BOOK REVIEW (P12)

Credit-1   **Marks-25**

Sr. No	Criteria for Assessment	Marks (out of 25)
1.	Selection of the Book	05
2.	Theme	05
3.	Style of writing	05
4.	Summary	05
5.	Overall presentation	05
	Total	**25**

ENGLISH SPEAKING AND PERSONALITY DEVELOPMENT-2 (P13)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (Out of 25 M)
1	Fluency and Lexical Resource	05
2	Grammatical Range and Accuracy	05
3	Presentation Skill	05
4	Group Discussion	05
5	Group Task	05
Total		**25**

COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-II

THEORY PAPERS

PERSPECTIVES IN EDUCATION (CORE PAPER)

1. **LEARNING AND TEACHING (CC3)**

    1. **Competencies Developed Through this Course :**

       Tasks :

       a. Apply the theories and principles of learning in their practical teaching practice.

       b. Design and implement motivational strategies for their students.

       c. Prepare their lesson plans keeping in mind the skills and maxims of teaching.

       d. Manipulate the role of factor affecting the teaching process.

       e. Analyze any one teacher's classroom interaction.

       f. Develop various teaching strategies using various methods, techniques, approaches and styles of teaching for effective teaching.

       g. To do brain storming on any one problem.

       h. To apply achievement motivation test.

       i. To organize a seminar on any one subject.

       j. To develop and apply lesson plans on the basis of different model of teaching.

k. To develop and use ICT based teaching-learning material.

l. Identify the teaching styles of teachers whose lesson plans they observe.

m. Identify the learning styles of the students.

n. To collect the opinions of students regarding E-learning.

o. To visit different schools and prepare a report on teaching procedures of schools with photographs

2. KNOWLEDGE AND CURRICULUM (CC4)

1. DEVELOP/REVISE CURRICULUM

Tasks:

a. Participate in curriculum development committee

b. Analyze the existing curriculum

c. Prepare draft syllabus

d. Design curriculum document

e. Conduct need analysis

2. INCULCATE LEARNING SKILLS IN STUDENTS

Tasks:

a. Develop students study habits

b. Develop students reading skills

c. Promote students critical thinking

d. Acquire more knowledge from different sources

e. Train the students in note taking
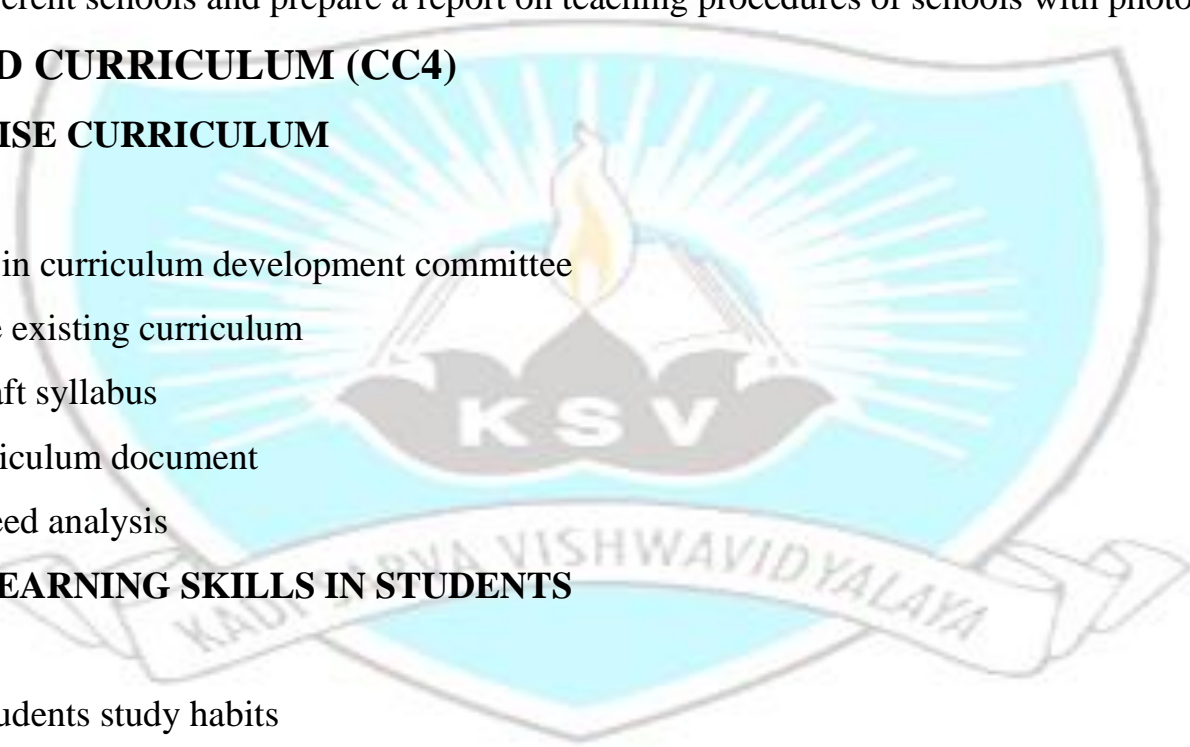
3.   EVALUATE INSTITUTION & PROGRAM

Tasks:

a.   Prepare evaluation report for stakeholders

b.   Cooperate with external evaluation agency

c.   Analyze institutional and program evaluations

d.   Obtain and analyze feedback from stakeholders about the program

e.   Implement the changes in the institution
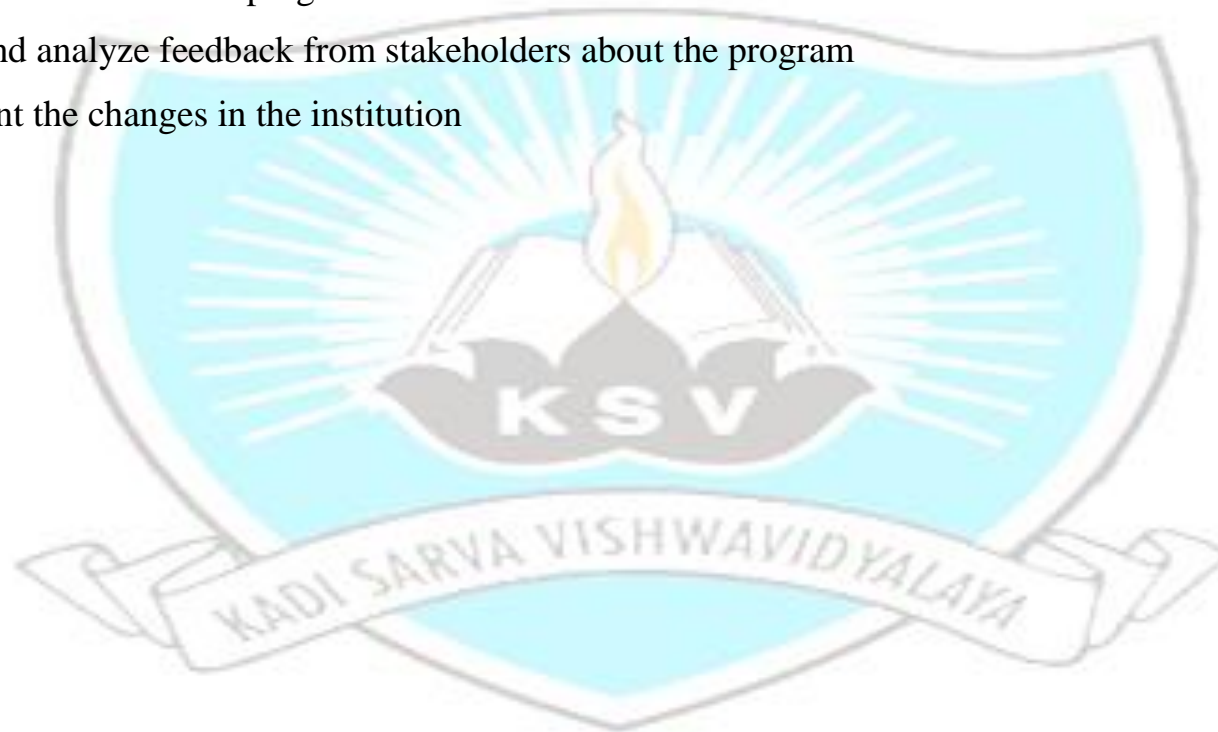
CURRICULUM AND PEDAGOGIC STUDY

1. **TEACHING TECHNIQUES AND ASSESSMENT FOR LEARNING (CP3)**

   1. **DELIVER INSTRUCTIONS**
      Tasks:
      a. Use various techniques

      b. Suggest tools and techniques for assessment

      c. Use tools for assessment

   2. **UTILIZE INSTRUCTIONAL RESOURCES**
      Tasks :
      a. Prepares tools for assessment

      b. Prepares presentations

      c. Prepares overhead transparencies

      d. Apply innovative trends in assessment

   3. **USE LEARNER CENTERED DELIVERY METHODS**
      Tasks:
      a. Conducts group discussion

      b. Guides project work

      c. Uses team teaching techniques

      d. Employs simulating/game techniques

      e. Uses problem solving techniques
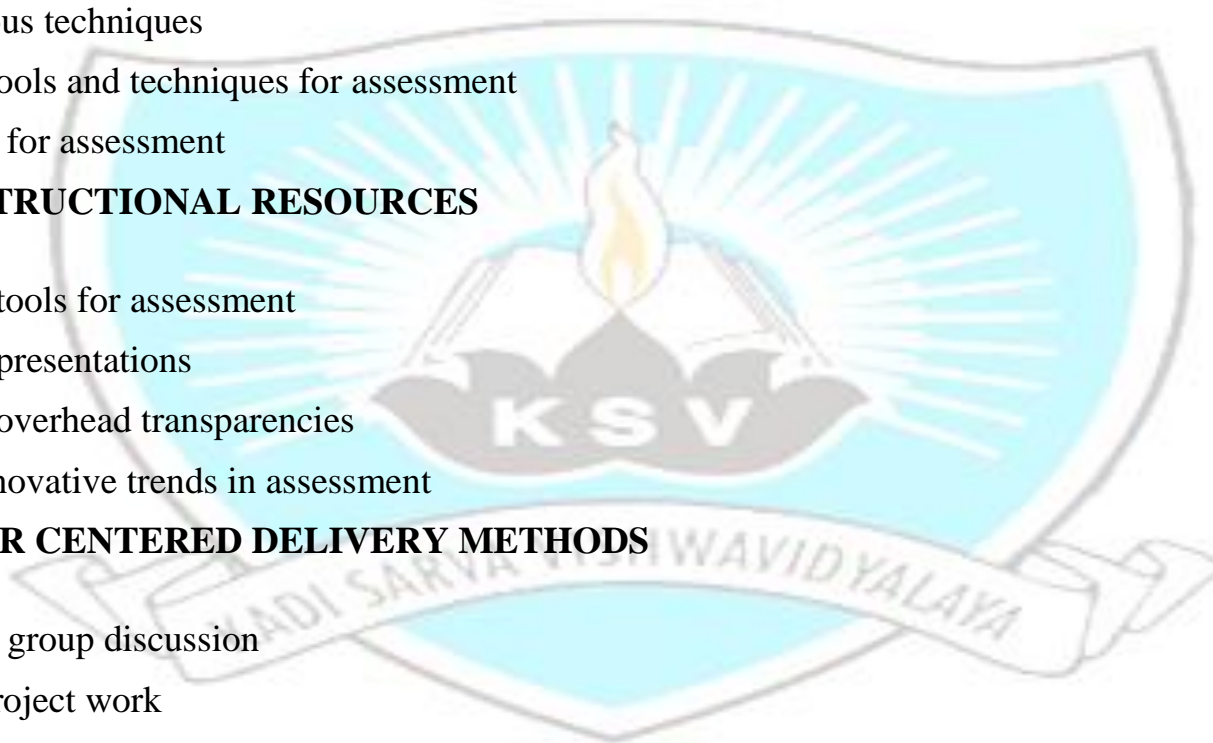
PEDAGOGY OF SCHOOL SUBJECT

1.   ACCOUNTANCY (PS3/PS4)

1   APPRECIATE THE HISTORICAL KNOWLEDGE ABOUT SUBJECT OF ACCOUNTANCY

Tasks :
a.   Analyzes the unit comprehensively for thorough understanding of history of teaching of" Desi nama method.

b.   Summarizes goals of Elements of Accountancy at higher secondary

c.   Development of positive attitude of the teaching of Accountancy subject.

d.   Appreciate the training and professional development of the teacher of accountancy.

2   COMPREHEND THE PEDAGOGY OF TEACHING OF ACCOUNTANCY.

Tasks:
a.   Practice the practical examples of Accountancy

b.   Builds the habit of reading useful reference material

c.   Gives the bridge lessons in the class.

d.   Prepares teachers hand book.

e.   Compares the micro-teaching and lesson plan.

f.   Evolve the accountancy club.

3   ANALYSE AND COMPREHEND PRACTICAL APPLICATION OF THE SUBJECT IN THE SOCIAL CONTEXT
Tasks:
a.   Organize Industrial visit.

b.   Analyze the tools used in evaluating the accountancy education.

c.   Prepare the blue print and ideal question paper.

d.   Appreciate the remedial and diagnostics testing

2.   COMMERCE (PS3/PS4)

1.   APPRECIATE THE HISTORY AND SCOPE OF TEACHING OF COMMERCE

Tasks :

a.   Analyze the unit comprehensively for thorough understanding of history and scope of teaching of Commerce.

b.   Summarize basic construction of aims of teaching commerce.

c.   Narrate the importance of teaching of Commerce.

d.   Write the aims and Objectives of teaching of Commerce

e.   Identify the objectives of teaching of Commerce.

2.   COMPREHEND THE PEDAGOGY OF TEACHING OF COMMERCE

Tasks:

a.   Practice the micro teaching skills

b.   Build the mastery over the skills

c.   Give the bridge lessons in the class.

d.   Prepare the lesson plan.

e.   Compare the micro-teaching and lesson plan.

f.   Apply the problem solving method

g.   Use the Illustration technique in the class room.

3. **ANALYSE AND COMPREHEND THE BASIC CONCEPT OF COMMERCE**

   Tasks:
   a.   Analyze the banking transactions.

   b.   Apply the E Commerce in the business transactions.

   c.   Outsource the business transactions.

3.   SCIENCE AND TECHNOLOGY (PS3/PS4)

   ## 1.   DELIVER INSTRUCTIONS

   Tasks:
   1.   Use various techniques

   2.   Suggest student projects

   3.   Use presentation skills

   4.   Develop communication skills

   ## 2.   UTILIZE INSTRUCTIONAL RESOURCES

   Tasks:
   1.   Prepare models

   2.   Prepare charts

   3.   Prepare overhead transparencies

   4.   Prepare handouts

   5.   Evaluate instructional materials
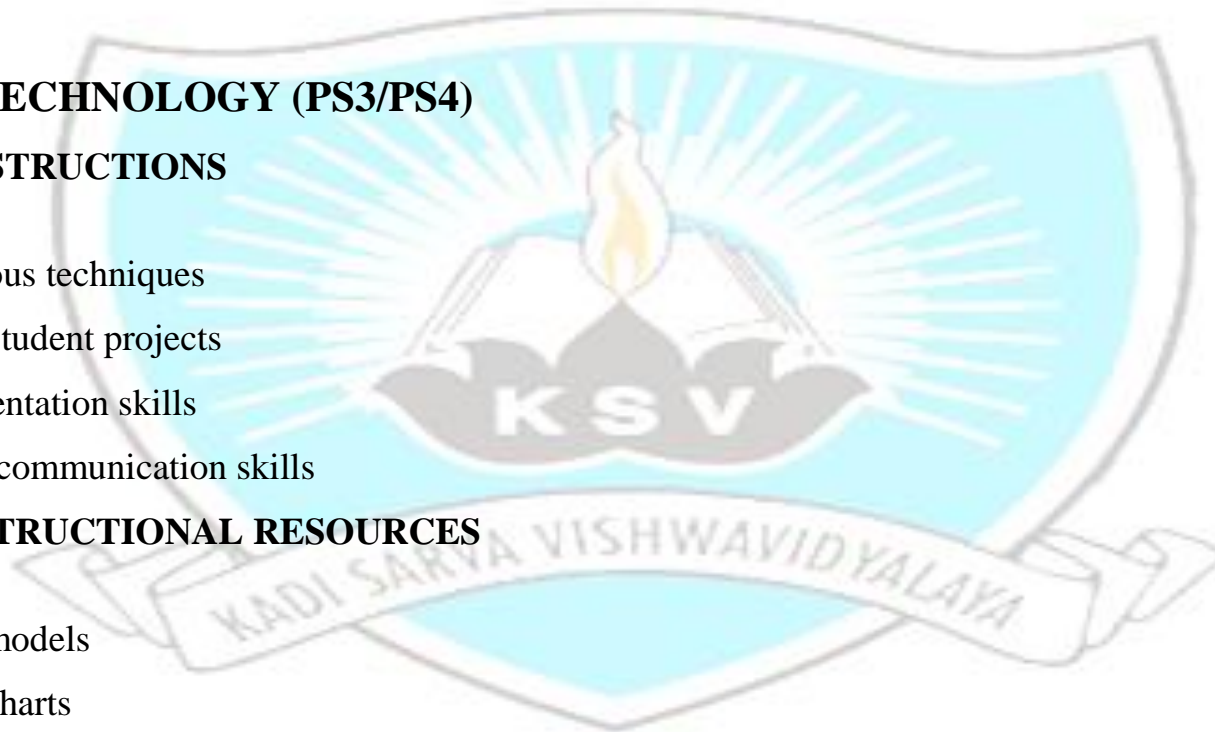
3. **USE LEARNER CENTERED DELIVERY METHODS**

   Tasks:
   1. Conduct group discussion

   2. Guide project work

   3. Use team teaching techniques

   4. Employ simulating/game techniques

   5. Use problem solving techniques

4. MATHEMATICS (PS3/PS4)

1. **UTILIZE INSTRUCTIONAL RESOURCES**

   Tasks :
   a. Prepare models

   b. Prepare charts

   c. Prepare overhead transparencies

   d. Prepare handouts

   e. Evaluate instructional materials

2. **USE LEARNER CENTERED DELIVERY METHODS**

   Tasks:

   a. Conduct group discussion

   b. Guide project work

c. Use team teaching techniques

d. Employ simulating/game techniques

e. Use problem solving techniques

f. Use quizzes

3. EVALUATE STUDENTS PERFORMANCE

Tasks:
a. Establish student performance criteria

b. Design internal assessment scheme

c. Prepare question paper or other tools
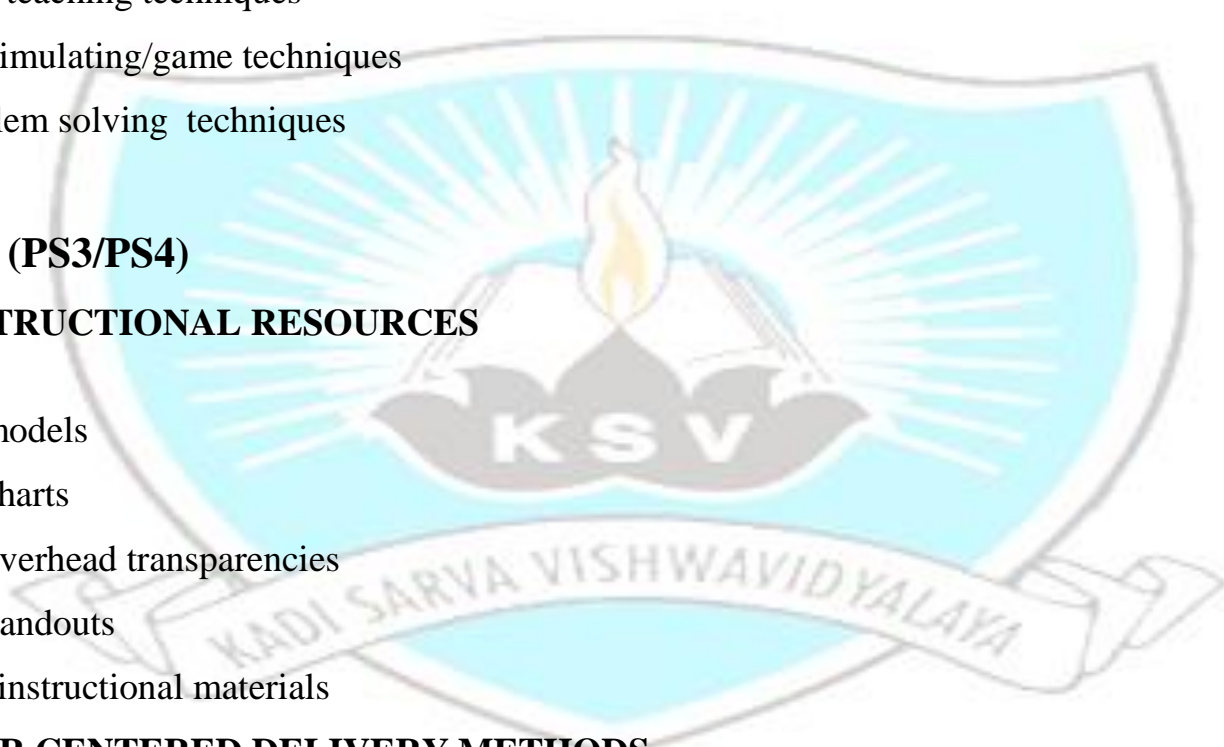
d. Monitor students progress

5. ECONOMICS (PS3/PS4)

1. APPRECIATE HISTORICAL KNOWLEDGE ABOUT THE SUBJECT:

Tasks:
a. Analyze the social, intellectual, cultural and economical values of teaching of economics from the historical perspective.

b. Narrate place of Economics in school as a subject and its importance in day to day life.

c. Examine the Teaching Techniques of Economics

d. Identify the objectives of teaching of Economics
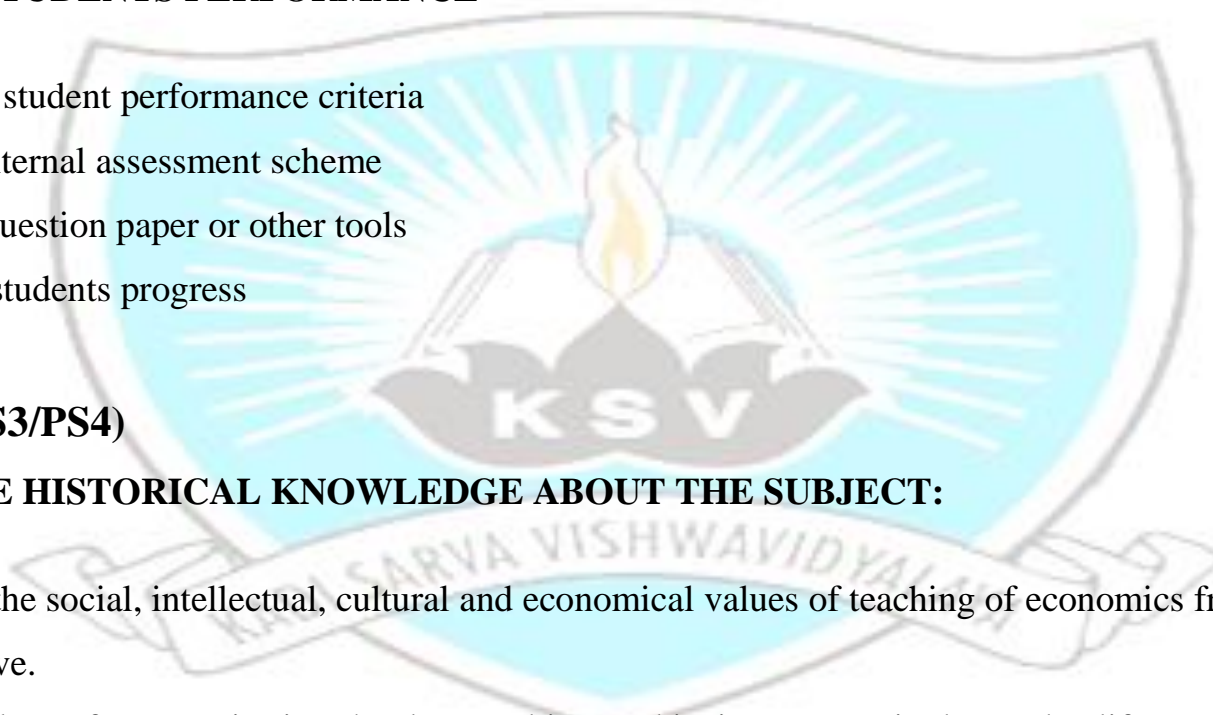
2. **COMPREHEND THE DISCIPLINARY KNOWLEDGE & BASIC CONCEPT OF ECONOMICS:**

   Tasks:
   a.   Economic growth and development

   b.   Population in India, Urbanization, Industries in India unemployment in India etc.

3. **ANALYSE AND COMPREHEND THE APPLICATION OF THEORIES IN RELATION TO SUBJECT IN ITS SOCIAL CONTEXT**

   Tasks:
   a.   To collect the information of Indian and western Economists.

   b.   To collect the information of economists who are Nobel Laureates.

   c.   Critical evaluation of textbook of Economics of standard XII.

   d.   Survey of any one economical problem and presenting its report.

   e.   Study of the problems faced by the students to learn the subject of Economics.

6.   ENGLISH (PS3/PS4)

1. **REFLECT AND EVALUATE THE DEVELOPMENT OF ENGLISH LANGUAGE IN INDIA AND GUJARAT**

   Tasks:
   1.   Reading related texts

   2.   Organize discussion on development of English language

   3.   Participate in the expert lectures

   4.   Prepare notes

   5.   Develop an article on development of English language

2. **IDENTIFY THE AIMS AND DEVELOP PEDAGOGICAL APPROACHES OF TEACHING ENGLISH**

   Tasks:
   1. Organize discussion on needs of teaching English

   2. List out the aims of teaching English

   3. Study the research papers on pedagogical approaches

   4. Select the appropriate pedagogical approach for teaching English

   5. Implement/ Execute different pedagogical approaches in teaching English

   6. Review the effectiveness of pedagogical approaches in teaching English

3. **USE ENGLISH LANGUAGE CREATIVELY**

   Tasks:
   1. Brain storming and jotting down the key points

   2. Develop the text

   3. Get the feedback from experts/subject teachers

   4. Prepare the script and make a presentation

   5. Critically evaluate the English Textbook

7. SOCIAL SCIENCE (PS3/PS4)

1. **IDENTIFYING THE RELEVANCE & CHALLENGES OF TEACHING SOCIAL SCIENCE**

   Tasks:
   a. Organize a discussion on need of teaching social science

   b. Listing out the various challenges of teaching of social science

c.	Conduct a survey about the difficulties faced by the social science teachers in schools

d.	Critically evaluate social science text book and describe about good qualities of social science text book

e.	Elaborate the relevance of content & context of social science text book

2.	**PRACTICE & EVALUATE THE EFFECTIVENESS OF PEDAGOGICAL APPROACH IN TEACHING SOCIAL SCIENCE**

Tasks:

a.	Prepare and execute a plan of teaching social science in the class room

b.	Demonstrate methods of teaching of social science in the classroom

c.	Evaluate the learning acquisition of students in social science subject through a test

d.	Make a list of corrective measure to be taken to improve teaching in classroom

e.	Imbibe the corrective measures for better teaching of social science

3.	**APPLY THE KNOWLEDGE & THEORIES OF SOCIAL SCIENCE SUBJECT IN SOCIAL CONTEXT**

Tasks:

a.	Organize a discussion on social political system, economical issues

b.	Highlight the outcomes of the discussion

c.	Initiate programs for general awareness

d.	Record the awareness levels of students

e.	Analyze and prepare a report of awareness level on social, political and economical issues

8. **हिन्दी (PS3/PS4)**

1. **शिक्षाशास्त्रीय समझ**

   Tasks:

   1   राष्ट्रभाषा शिक्षा का महत्व समझेंगे

   2   लिखित अभिव्यक्ति में बढ़ोतरी होगी

   3   साहित्यिक रचना कर सकेगे

   4   देवनागरिक लिपि की विशेषताएँ समझ सके

2. **विषयवस्तु के आधारभूत ज्ञान का उपयोग**

   Tasks:

   1   जूथ चर्चा का आयोजन करेंगे

   2   हिन्दी सामायिकों का अध्ययन का आयोजन करेंगे

   3   पत्र-लेखन एवं कहानी लेखन करेंगे

   4   हिन्दी प्रचार संस्थाओं की मुलाकात करेंगे

   5   कवियों व लेखकों से मुलाकात करेंगे

9. **SANSKRIT (PS3/PS4)**

1. **UTILIZE GRAMMAR RULES TO ARRANGE PROPER SENTENCE FORMATION**

   Tasks:

   1.   Write a brief summary of various Sanskrit scriptures

   2.   Arrange the flash cards (according to Vibhakti, Vachan and Purush)

   3.   Convert the sentences of Krudantas

4.   Write the explanation of famous shlokas in all types of sanskrit sentences

2.   **USE SANSKRIT AS MEDIUM OF INSTRUCTION AND CONVERSATION**

Tasks:
1.   Play the games

2.   Give your own introduction

3.   Thought exchange program

4.   Personality observation and its explanation

5.   Arrange competition of Sanskrit shlokas

3.   **DELIVER INSTRUCTION**

Tasks:
1.   Analyze topics/units

2.   Plan lessons

3.   Motivate the Students

4.   Use presentation skill

5.   Illustrate examples

6.   Set up follow up activities
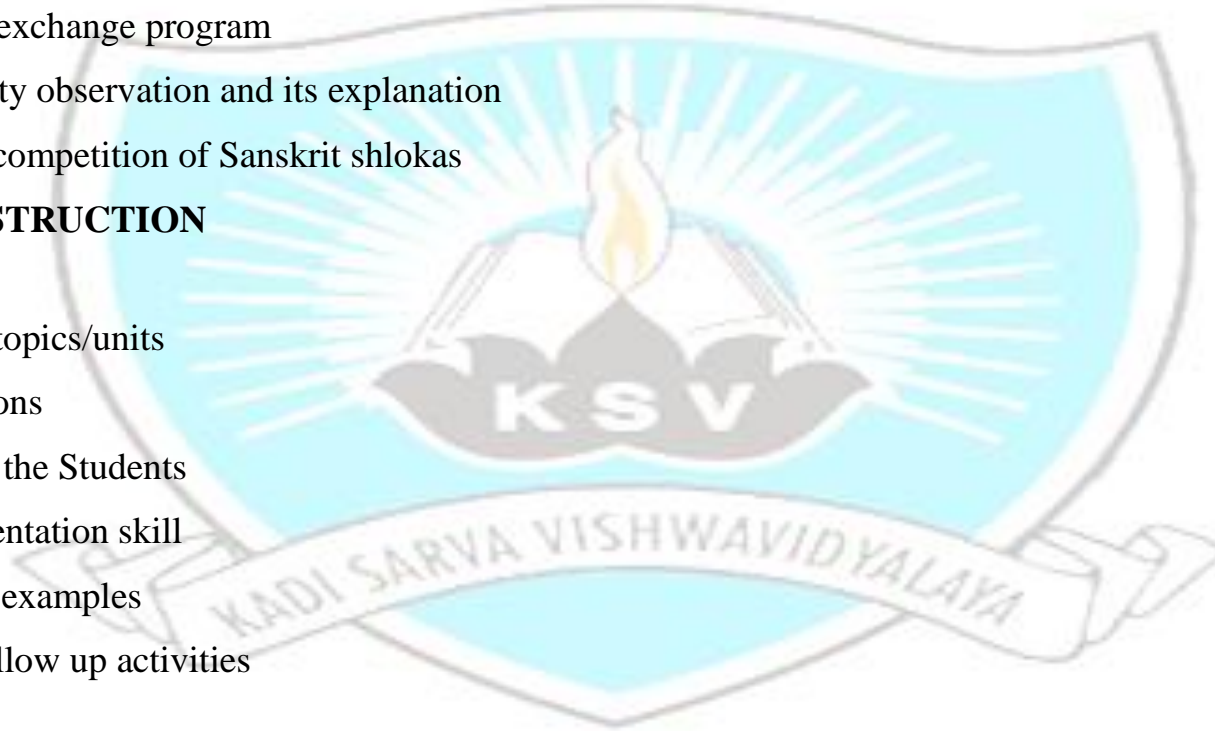
10. GUJARATI (PS3/PS4)

1 ગુજરાતી ભાષાનું સ્વરૂપ ઓળખવાની ક્ષમતા કેળવે તથા પરિબળો અને મહત્વ સમજી લેખન કરે.

Tasks :
1. વિવિધ પ્રકારની નોધ તૈયાર કરે.
2. કથન ચર્ચામાં ભાગ લે.
3. લેખન કાર્ય કરશે .
4. શ્રવણ કરવાની ટેવનો વિકાસ કરે.
5. વિવિધ સ્વરૂપોનું સર્જન કરે

2 વિષયવસ્તુના આધારે વિધાર્થીઓની ક્ષમતા કેળવે.

Tasks :
1. મોડલ તૈયાર કરે .
2. ચાર્ટ તૈયાર કરે.
3. સ્વાધ્યાય કાર્ય કરે .
4. પત્ર લેખનનો વ્યવહારમાં ઉપયોગ કરે .
5. આદર્શ પ્રશ્ન પત્ર તૈયાર કરે .
6. ભાષાસાહિત્ય મંડળની રચના કરે .
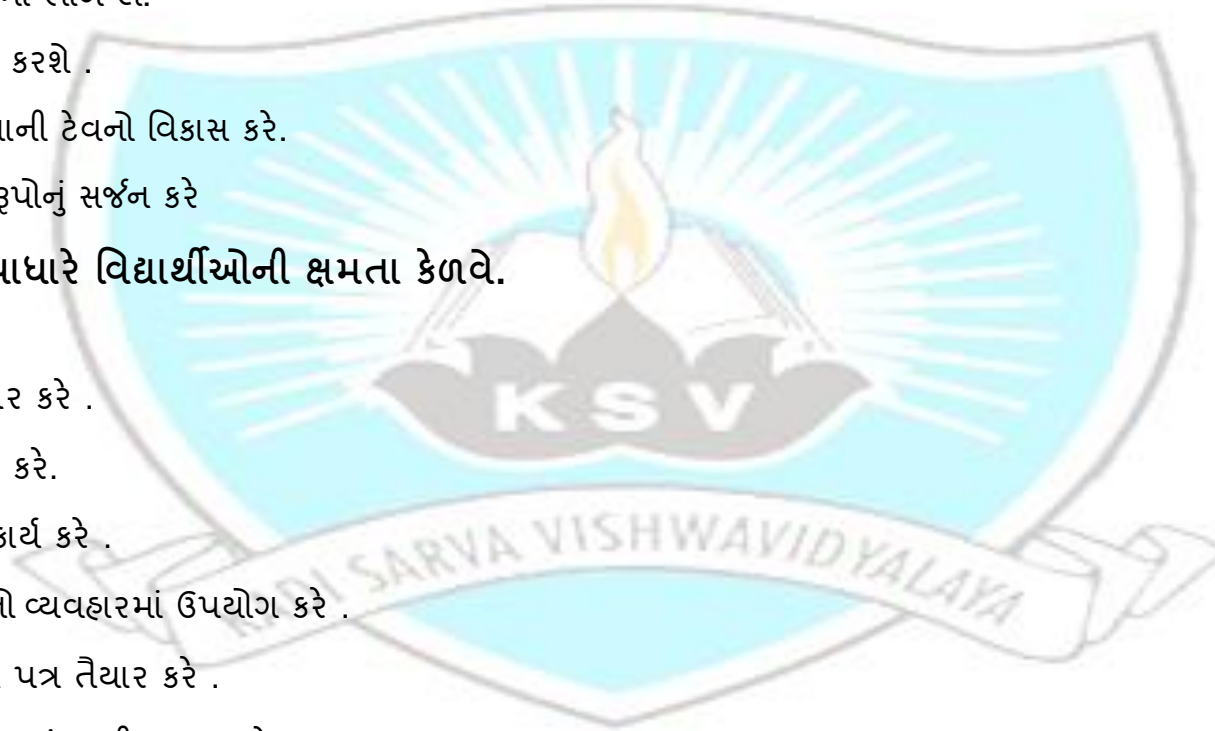
11. TEACHING OF COMPUTER SCIENCE (PS3/PS4)

1. Utilize Instructional Resources
Tasks :
a.   Analyze the tools used in evaluating the Computer education.

b.   Prepare the blue print and ideal question paper.

c.   Browse the search engines and download the relevant materials /information

d.   Prepare the teaching materials in MS-Word

e.   List and search the educational websites.

2. Evaluate Students Performance:
Tasks:
a.   Prepare question paper or other tools in word

b.   Utilize different formulas in excel for result, payroll

c.   Prepare multimedia evaluation in power point

3. Use learner centered delivery methods
Tasks :
a.   Conduct group discussion

b.   Guide project work

c.   Design / prepare digital teaching aids

d.   Evolve the Computer club activities.

e.   Design / prepare individualized learning packages
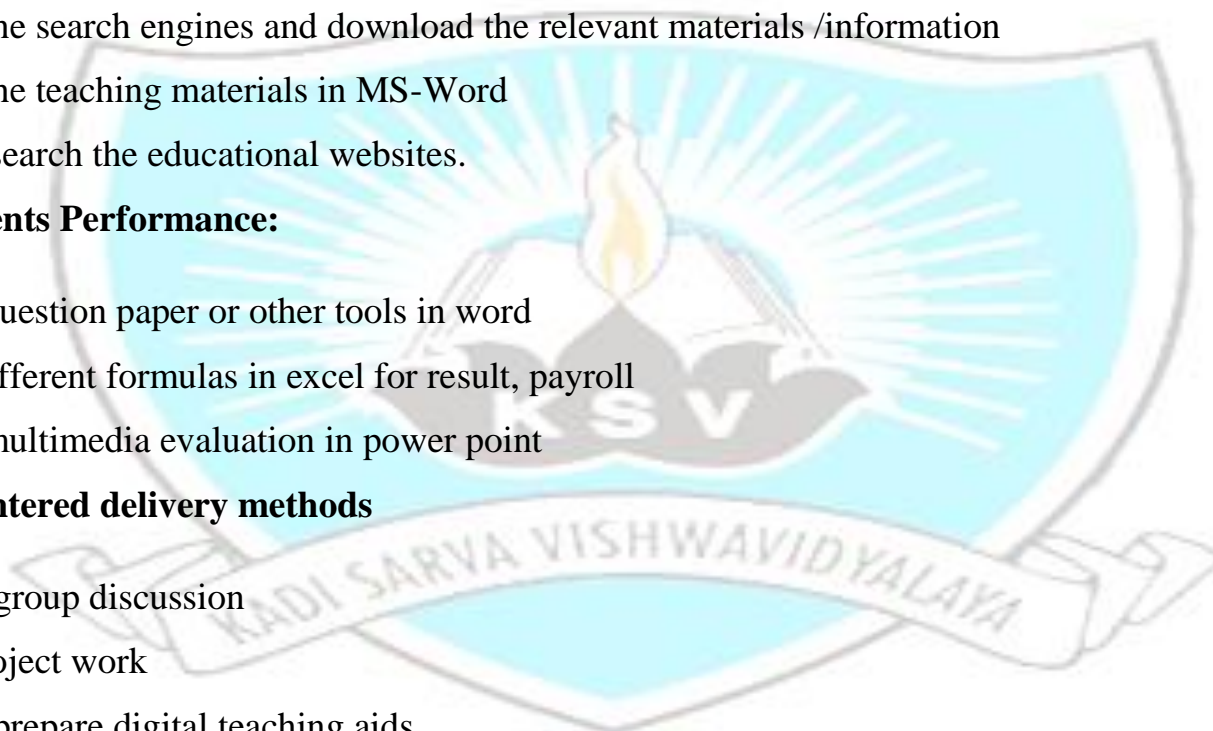
ENHANCING PROFESSIONAL CAPACITY (EPC)

1. **DRAMA AND ART IN EDUCATION (EPC2A)**

    1. **શિક્ષણમાં નાટક અને કલાનો પરિચય**
        Tasks:
        a. નાટકના વિવિધ સ્વરૂપોની જાણકારી મેળવી શકે.
        b. શિક્ષણમાં કલાઓના ઉપયોગી પ્રકારો વિષે સમજી શકે.
        c. ભારતના જાણીતા કલાકારોના જીવનચરિત્રો વિષે માહિતગાર બનશે.
        d. સંગીતનું જ્ઞાન જીવનમાં ઉપયોગી બની રહે.
        e. ચિત્રકલાની સમજ કેળવાય.

    2. **સાંસ્કૃતિક ઉત્સવોનો પરિચય**
        Tasks:
        a. સામાજિક જાગૃતિ અર્થે શેરી નાટકોના આયોજન વિચારી શકે.
        b. શિક્ષણમાં ચલચિત્રોનું મહત્વ સમજે.
        c. સાંસ્કૃતિક તહેવારોનું મહત્વ સમજે.
        d. દૃશ્યકલાઓ અને હુન્નરકલાઓમાં જોડાતા થાય.
        e. શિક્ષણમાં કલાઓનું પ્રાયોગિક કાર્ય કરવા કલા સંસ્થાઓની મુલાકાત કરે.

2. COMMUNICATION TECHNOLOGY AND MULTIMEDIA IN EDUCATION (EPC2B)

1. Utilize Instructional Resources.

Tasks:

a. Identify different communication skills

b. Operate different web browser

c. Utilize World Wide Web and Internet

d. Utilize different functions in Microsoft Excel and Microsoft Publisher

e. Write a report on various educational websites that are useful for a teacher.

2. Evaluate Students Performance.

Tasks:

a. Design computerized attendance sheet of the high school students.

b. Prepare a mark sheet with percentage result of the school students.

c. Preparation of Pay Roll.

d. Prepare a Invitation card/ Banner/ Boucher/ Certificate.
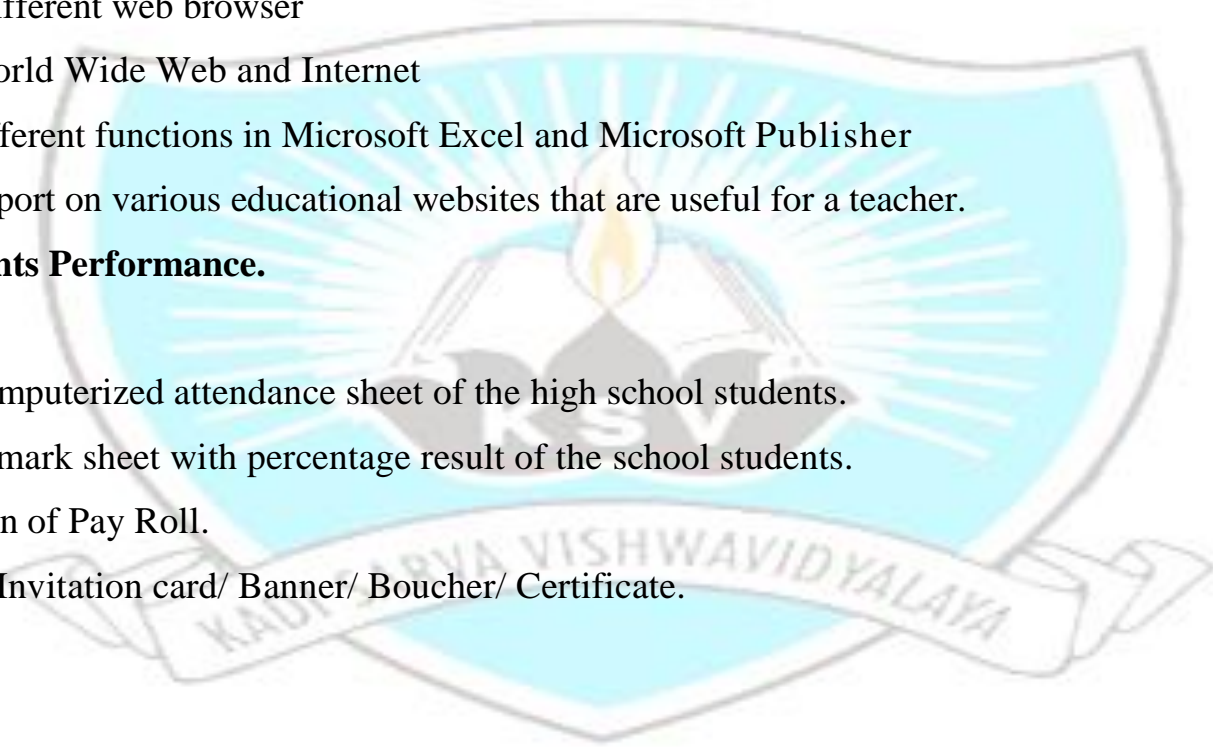
CHOICE BASED CREDIT SYSTEM (CBCS)

1. **GUIDENCE AND COUNSELING (CBCS2A)**

   1. **APPRECIATE THE IMPORTANCE AND PRINCIPLE OF GUIDANCE AND COUNSELING.**

      Tasks:

      a.   Summarize basic understanding of aims of guidance and counseling.

      b.   Narrates the importance of guidance and counseling to school students.

      c.   Conduct the guidance and counseling sessions for school students.

   2. **COUNSEL STUDENTS**

      Tasks:

      a.   Set up a guidance and counseling cell.

      b.   Identify the problems of students and searching for better solution.

      c.   Encourage the students to select the right carrier.

   3. **OFFER TESTING AND COUNSELING SERVICE.**

      Tasks:

      a.   Establishing testing and counseling cell.

      b.   Design format for testing and consulting.

2. **VOCATIONAL EDUCATION (CBCS2B)**

   1. **APPRECIATE THE CONCEPT, AIM AND OBJECTIVES OF VOCATION EDUCATION**

      Tasks:

      a.   Development the professional approach about the vocation Education.

      b.   Summarizes the aims and objectives of vocational Education

      c.   Analyzes the current trends and problems.

2. **COMPREHEND THE TOOLS OF PERSONALITY MEASURING**

   Tasks:

   a. Celebrating career week and career conference

   b. Applies the work experience in various subjects.

   c. Prepare the rating scale for trainees.

3. **INTERACT EFFECTIVELY WITH STAKEHOLDERS**

   Tasks:

   a. Initiates contact with stakeholders to progress report

   b. Encourages stakeholders to support students

   c. Responds to advice, concerns and requests for assistance by other Institute
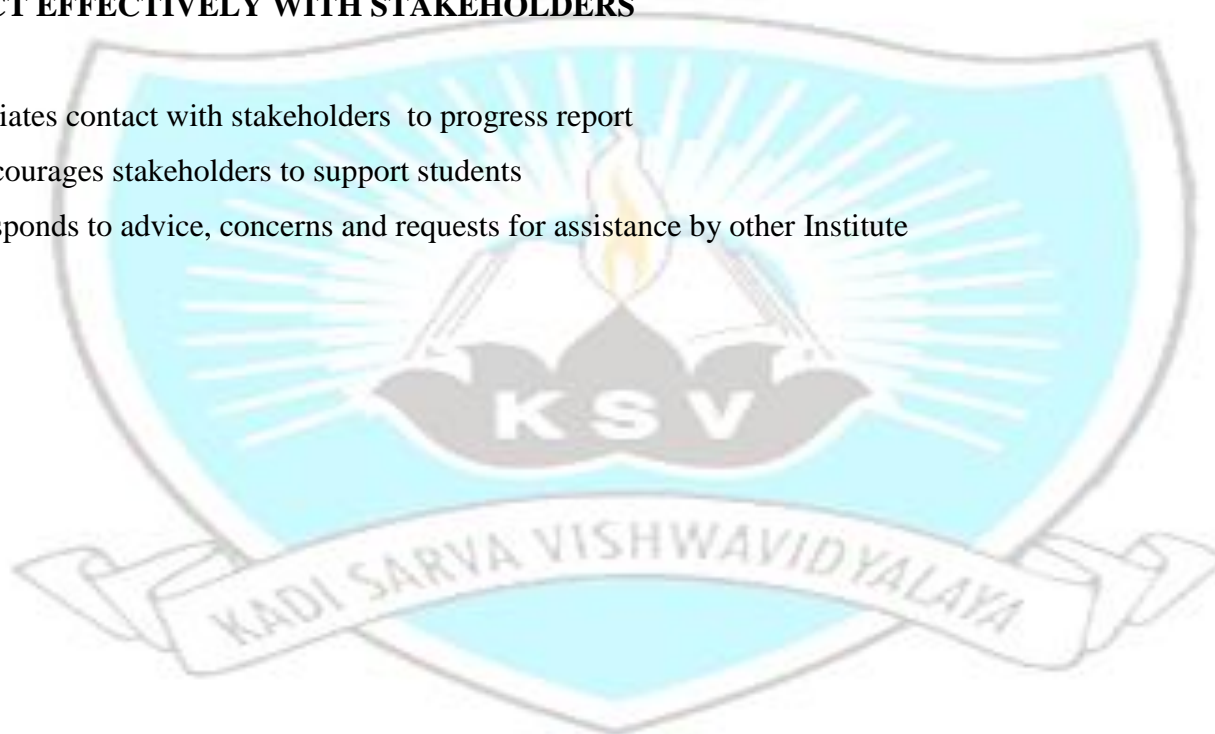
PRACTICAL

SEMESTER – 2

Semester Wise Competencies Developed Through This Course and the Tasks to Measure them

1.   **To solve teaching-learning related problems**

Tasks :

a.   Identify problems related to teaching – learning process

b.   Estimate possible reasons for that problem

c.   Construct various hypotheses (tentative solutions) for the problem

d.   Design various strategies / tools for collection data related to that problem

e.   Analyze the collected data and interpret that

f.   Derive findings on the basis of the data interpretation

g.   Construct and apply remedial programme

h.   Do follow up of the problem

2.   **Evaluate Students Performance**

Tasks :

a.   Establish students performance criteria

b.   Design internal assessment scheme

c.   Utilize continuous assessment scheme

d.   Prepare question paper or other evaluation tools using Blue Print

e.   Provide continuous feedback to students

f.   Monitor progress of students

g.   Review methods of evaluation

3.   Use Learner centered Delivery Methods

   Tasks :

a.   Conduct group discussion

b.   Guide project work

c.   Use problem solving techniques

d.   Use various active learning strategies

e.   Adapt various innovative techniques to match classroom

f.   Create mentorship programmes

g.   Conduct tutorials

h.   Use team teaching techniques

i.   Adopt student tutor system

j.   Design individualized learning packages

k.   Design individualized homework assignment

4. **Develop functional competency in English language**

Tasks :

a. Frame sentences in English

b. Listen, Read, comprehend and respond messages in English

c. Use English language for speaking

d. Use English language for writing

INDEX

SEMESTER - III

COURSE FOR SEMESTER –III

GENDER, SCHOOL AND SOCIETY   (CC5)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher trainees will be able to:

1. Understand gender related issues

2. Understand equalization in reference to social and cultural context

3. Get acquainted with the role of gender related to government, law, and self-unification

4. Get the information and become aware of gender related exploitation and safety at various level

5. Understand the role of education to remove the gender differences

6. Understand the role of education at various levels

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**UNIT:1 Gender: Meaning, Concept and Identification** 1.1 Gender – Meaning and concept (in social and cultural context) 1.2 Meaning of Gender-Equality(Caste, Class, Religion and Area) 1.3 Scenario of Gender Equality with reference to Indian context 1.4 Social reforms for Gender Equality	 2 2 2 2	8	25%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4,8,9
2	**UNIT: 2 Gender related status** 2.1 During the freedom war in India (1855 to 1947) 2.2 After the freedom war in India (1847 to Present) 2.3 Gender related status: ➢ Economical ➢ Social ➢ Family ➢ Religion ➢ Professional ➢ Educational Status	 2 6	8	25%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference. Book No. 2,8,9
3	**Unit : 3 Gender related provisions** 3.1 Gender related Governments' policy provisions and Implementation 3.2 The role of law provisions and self-unification's to remove the gender related legal disparity 3.3 Gender related exploitation, safety and education 3.4 Role of education to remove the	 2 2 2	8	25%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference. Book No. – 4,8.9

4	**UNIT-4 Gender Equality- Role of School and Society:**		8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text-Print material	. Reference. Book No. 1,2
	4.1 Role of Teacher, School and various school programs.(Co-curricular activity)	3					
	4.2 Role of Family and Society	3					
	4.3 Role of NGO's and Mass Media	2					
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1.   Agrawal J.C.(2013), Philosophical and Sociological Perspectives in Education, Shipra Publications, New Delhi.

2.   Amodkumar Sing, 2011, Encyclopedia of Women and gender psychology, volume 1 &2. DPS publication house, New Delhi India.

3.   Eminent Indian Women from the Vaidik Age to Present, 2005, Advaita Ashram, Kolkatta.

4.   HarshidaRamuPandai (1997). Strimanasshastra University GrandthNirman Board, Ahmedabad -380006.

5.   Kalpna Shah (1989), "Stri no Darjjo and Bhumika", University GrandthNirman Board, Ahmedabad -380006.

6.   Leonard Broom and Philip Selznick,1995, Principal of Sociology, Harper International Edition, Singapore. Page-50 to 110.

7.   Mafatlalpatel, Mahilasashaktikaran, Ranna de Prakhan, Ahmedabad -380001.

8.   Shankar Rao C,N(2014), Sociology Principles of Sociology with an introduction to social thought, S.Chand Publication, New Delhi.

9.   Thakur & Thakur(2013), Teacher in Emerging Indian Society, Agrawal Publications, Agra.

COURSE FOR SEMESTER – III

KNOWLEDGE AND CURRICULUM - 2 (CC6)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. enable the students to learn about the knowledge & skill literacy
2. acquaint the students with the curriculum reform in knowledge & society
3. understand the changes in education in the context of society, culture and modernization
4. enable the students to understand the concepts and approaches of curriculum development.
5. develop the skill of curriculum evaluation.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1 : Knowledge & Skills** 1.1 Reading Literacy 1.2 Mathematical Literacy 1.3 Scientific Literacy 1.4 Contribution of Mahatma Gandhiji & John Dewey in following: - Principles of education - Curriculum - Methods for Acquiring Knowledge	 2 2 2 2	8	**25%**	Lecture Group Discussion Project Work	Handouts PowerPoint presentation Transparencies	Reference Book No.15, 13, 17
2	**Unit : 2 Knowledge & Society** 2.1 Meaning of society, culture and modernity 2.2 Changes in Education: Industrialization and democracy, leading individual autonomy 2.3 Understanding of Education: • Equity • Equality, • Individual opportunity • Social Justice and dignity 2.4 Understanding the concept of: -Nationalism, -Universalism, -Secularism	 2 2 2 2	8	**25%**	Lecture Group Discussion	PowerPoint presentation Transparencies	Reference Book No 14,16
3	**Unit 3 : Understanding curriculum & Development** 3.1 Meaning & Steps of curriculum designs 3.2 Criteria for selecting curriculum design 3.3 Stage of curriculum construction.	 2 2 2	8	**25%**	Lecture Group Discussion	PowerPoint presentation	Reference Book No. 1 ,14

	3.4 Issues in school curriculum	2						
4	**Unit 4 : Evaluation of Curriculum** 4.1 Various co-curricular activities and its impact on reconstruction of society. 4.2 Relationship between ideology and curriculum 4.3 Process/Steps of critical analyses of textbook 4.4 Evaluation of curriculum	2 2 2 2	8	25%	Lecture Group Discussion	Transparencies PowerPoint presentation	Reference Book No. – 2,11
	TOTAL	**32 HOURS**		**100%**				

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

REFERENCES:

1.   Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.

2.   Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.

3.   Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.

4.   Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers.

5.   Darji, D. R., &Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda: Sadhana Press.

6.   Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press

7.   Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol Publishers.

8.   Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.

9.   Jenkins, D., &Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.

10.   Jhompson, K., and White, J. C. (1975). *Curriculum development.* London: Pitman Publishing

11.   Khan.M.I. andNigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication

12.   Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.

13.   Modi Hitesh V. and others (2009), '' KadaavaniketatvaikaneSamajshastriyaAdharo'' AksharPrakashan, Ahemdabad

14.   M.S.Khan, (2004). School Curriculum, Ashish Publication House, New Delhi.

15.   RavalNatubhaiAne Anya. (2006), "VikasmanBhartiyaSamajmaShikshak", NiravPrakashan, Ahmedabad

16.   Sharma, R., (2011). Philosophical and Sociological foundation of Education, Akshar Publication, Ahamedabad.

17.   Measuring Student Knowledge and Skills: *A New Framework for Assessment (1999)* OECD Publications Service,   Paris, France.(E- Book)

COURSE FOR SEMESTER – III

CREATING AN INCLUSIVE SCHOOL (CC-7)

Credits – 2   **Marks: 50**

Learning Outcome:

Teacher trainees will be able to:

1. Develop understanding about culture, policy and way of functioning of an inclusive school

2. Examine the definitions of 'deficiency' and 'Inclusion' in the psychosocial contexts of equal education

3. Analyze the policies & initiate programs related to inclusion

4. Identify the obstacles related to the policies and methods regarding 'Learning and Participation' in the inclusive school

5. Identify and implement action areas to make schools and classrooms more diversity friendly

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weigh-tage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1.	**Unit I. Introduction of Special Children**		8	**25%**	Lecture cum Discussion, Assignment	Handout	Reference Book No.3
	1.1 Special child : Concept and Types (Gifted, Slow Learner, Deaf & Dumb and Blind)	3				PPT	
	1.2 Special Education: Concept, Need	3					
	1.3 Role of teacher for developing confidence in special children	2			Group Discussion	OHP	
2.	**Unit- 2 Policy Perspectives**		8	**25%**	Lecture cum Discussion, Assignment	Chart	Reference Book No.3,9
	2.1 National Education Policy regarding Inclusive school, UNESCO	2				PPT	
	2.2 R.T.E.Act (2009), SarvaShikshaAbhiyan	4			Group Discussion	Handout,	
	2.3 Recommendations of UGC and its implication	2			Field Work	OHP	
3.	**Unit – 3 Inclusive Schools**		8	**25%**	Lecture cum Discussion, Assignment	Handout, PPT	Reference Book No 2
	3.1 Inclusive Education: Concept & Need	3				PPT	
	3.2 Inclusive Schools : Concept, Characteristics	3			Group Discussion	PPT, OHP	
	3.3 Evaluation Method for Special Children in Inclusive School	2			Seminar	Videos,	
4.	**Unit – 4 Nurturing Inclusion Classroom**		8	**25%**	Lecture cum Discussion, Assignment	PPT, OHP	Reference Book No. – 6
	4.1 Classroom & Curricular Activities for Inclusive Classroom	3					
	4.2 Special skills regarding communication with reference to special children	3			Group Discussion Seminar	Handout Chart, PPT	
	4.3 Involving external agencies for networking including NGOs	2					
	TOTAL	**32 Hours**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

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REFERENCES

1. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi.

2. Deshprabhu, Suchitra, Inclusive Education in India, New Delhi :Kaniksha Publishers.

3. F.R. Santoki, Development of Learner and Teaching learning process, Varishan Publication.

4. Nanubhai Donga, "ShikshannuManovighan" Nirav Publication, Ahmedabad

5. RCI (2013) Status of disability in India 2012, New Delhi : RCI publication Ranganathan, Snehlata. (2004) Guidelines for children with special educational needs. New Delhi :Kaniksha Publishers.

6. Sharma, Yogendra K., Inclusive Education, New Delhi :Kaniksha Publishers.

7. The Report of R.T.E. (2009),Government of India, Minister of Education.

8. Umadevi, M.R. (2010), Special Education, Hydrabad :Neelkamal Publishers.

9. Vinita Advani&VibhaDwivedi, Development of Education System in Indian and School Management, Akshar Publisher.

COURSE FOR SEMESTER – III

CRITICAL UNDERSTANDING OF ICT (SOC 1)

Credit: 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Integrate ICT into Teaching Learning

2. Get inducted towards E-learning

3. Use internet and internet related services

4. Use different e-application for self-study and quality teaching

5. Develop, design and use digital materials in teaching

6. Use ICT for making classroom processes inclusive

7. Put into practice their knowledge of file utilities to improve the performance of the computer

8. Understand the challenges of integration of ICT in schools

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weight-age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit 1 :Understanding of ICT in Education**		8	**25%**	Lecture	Handouts PowerPoint presentation	Reference Book No.4 ,7
	1.1 Concept of ICT, Role of Teacher in ICT	2					
	1.2 Uses of ICT in teaching Learning Process, Communication, Administration, Research	3			Discussion		
	1.3 Impact of ICT in Education in present situation	1				Computers	
	1.4 Role of ICT in process of Globalization	1					
	1.5 Issues and concerns related to ICT	1				LCD Projector	
	• Challenges in integration of ICT in schools						
	• Issues in use of ICT – Hacking, Violation of copyright, drawback of social networking sites						
2	**Unit : 2Application of ICT in Education**		8	**25%**	Lecture	PowerPoint presentation	Reference Book No.7
	2.1 Use of internet in Education	1					
	2.2 Computer Aided Learning ,Computer Aided Instruction	2			Discussion	Computers	
	2.3 Educational Software : Meaning, Types, uses	1				LCD Projector	
	2.4 Smart classroom / digital classroom	2					
	2.5 Mobile teaching / Mobile Learning (Use of Mobile in education), Use of Television in Education	2					
3	**Unit 3 : Services and Media in ICT**		8	**25%**	Lecture	Computers	Reference Book No.9
	3.1 Video Conferencing, Audio Conferencing	2					
	3.2 Social Networking, Email, Blogs, Newsgroups	2			Discussion	LCD Projector	
	3.3 Virtual Classroom : Meaning, Advantages, Limitations	2					
	3.4 On line education, E-Learning	1					
	3.5 Media : Meaning, Types : Personalized and Mass Media	1					

4	**Practical Activities:** 1. Prepare the teaching materials in MS-Word (In any subject - Any unit to be selected) 2. Prepare the mark sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation.	2 2	8	25%	Demonstration Project	Computers LCD Projector	Reference Book No.2,9
	3. Preparation of PPT slides for classroom usage on any subject. 4. Browse the search engines and download the relevant materials /information	2 2					
TOTAL			**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

REFERENCES:

1. Bartee Thomas C. (1983), "Digital Computer Fundaments", Ms.Graw-Hill international book.

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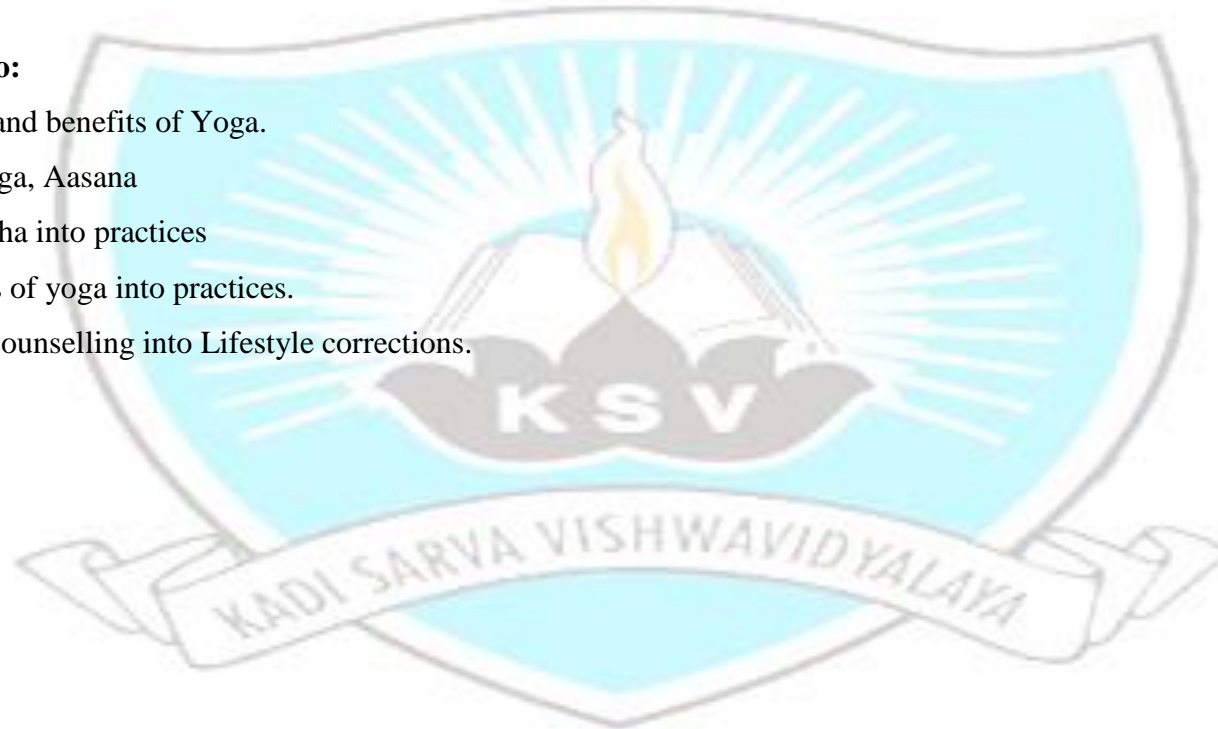
COURSE FOR SEMESTER – III

YOGA EDUCATION (SOC 2)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Write Objectives and benefits of Yoga.

2. Apply Applied yoga, Aasana

3. Identify Panchkosha into practices

4. Apply the theories of yoga into practices.

5. Apply the Yogic counselling into Lifestyle corrections.

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching/ Learning Resources (Aids)	References
		Sub Units	Total Hours				
1	**Unit I Yoga and yogic practices:**		8	25%	Lecture, Group – Discussion assignment	Handouts, PPT, charts Computer with net facility	-Reference-8
	1.1 Yoga: Meaning and Definition	2		10%			
	1.2 Objectives and Misconception about yoga.	2		5%			
	1.3 Basis of yoga	2		5%			
	1.4 History of yoga	2		5%			
2	**Unit II Introduction to Yogic texts:**		8	25%	Group Discussion, Assignment, project	Handouts, PPT , Reference Books	-Reference-1,2
	2.1 Classification of Yoga: Yogasutra and Hath yoga	2		5%			
	2.2 Role of mind in positive health.	2		5%			
	2.3 Concept of Panchkosha and health	2		5%			
	2.4 All round personality development: at Physical, Mental, Emotional, Intellectual and Spiritual levels	2		10%			
3	**Unit III Raja Yoga (Path of will power)**		8	25%	Discussion, Group Task, Project, Book, Reviews, Assignment	Handouts, PPT, Computer, Scripts	-Reference-2
	3.1 Antaranga yog (Direct way)	4		15%			
	3.2 Methods: Bahirang yoga (indirect way)	4		10%			

4	**Unit IV Stress Management**		8	25%	Discussion, Problem Solving Method, Group Task, Project, Field Visit	Handouts, PPT, Computer, Text- Print material	-Reference 5
	4.1 Stress and Yoga	4		15%			
	4.2 How stress is alleviated through Yoga	2		5%			
	4.3 Rationale of Yogic diet	2		5%			
	TOTAL		32 HOURS	100%			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	comprehension	Application	Analysis	synthesis	Evaluation	Total
15	20	20	15	15	15	100

REFERENCES:

1. Iyengar, B. K. S. (2002), Light on the Yoga Sutras of Patanjali, HarperCollins UK

2. Vivekananda, Swami (1980). Raja Yoga. Ramakrishna-Vivekananda Center. ISBN 0-911206-23-X.

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4. Human anatomy and physiology prepared by LYU.

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8. Bhogal R.S.(2015) Yoga Education Bachelor of Education Programme, NCERT.New Delhi.

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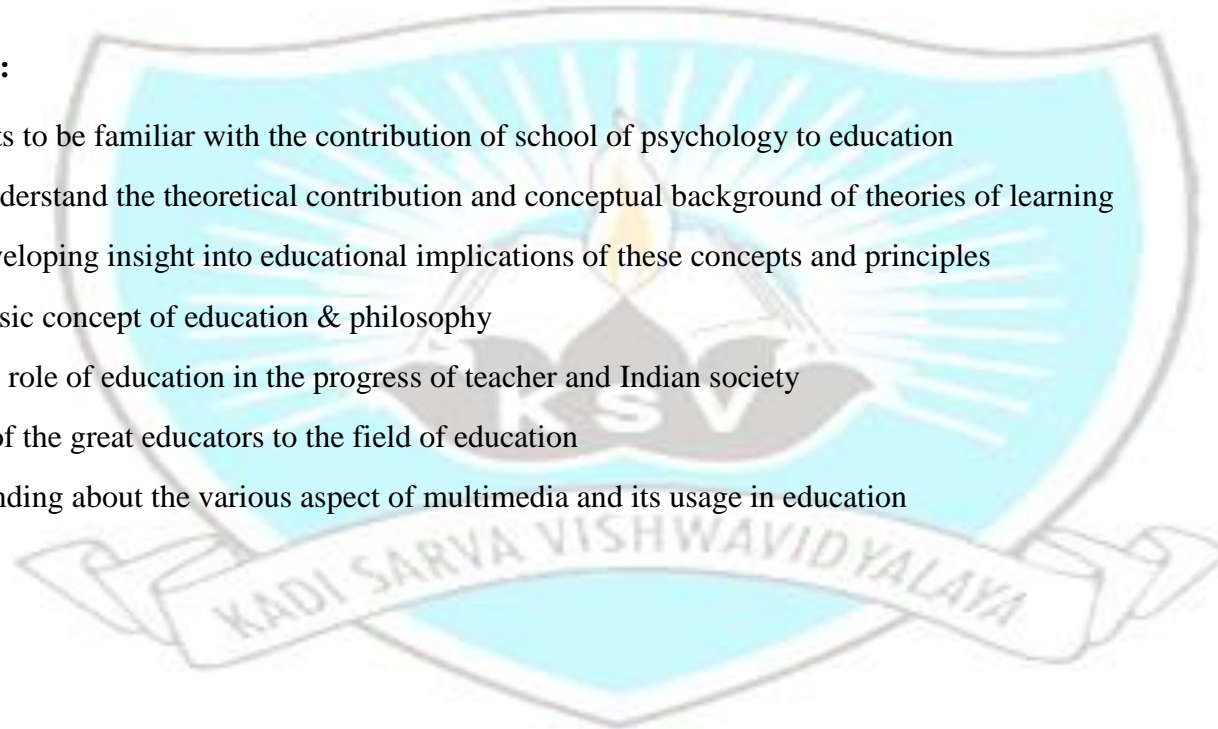# COURSE FOR SEMESTER – III

DEVELOPING TEACHING APTITUDE (EPC3)

Credit: 2   **Marks: 50**

Learning Outcome:

Teacher trainees will be able to:

1. Enable the students to be familiar with the contribution of school of psychology to education

2. Enable them to understand the theoretical contribution and conceptual background of theories of learning

3. Assist them in developing insight into educational implications of these concepts and principles

4. Understand the basic concept of education & philosophy

5. The importance & role of education in the progress of teacher and Indian society

6. The contribution of the great educators to the field of education

7. Develop understanding about the various aspect of multimedia and its usage in education

SCHEME OF TEACHING AND ASSESSMENT

Unit	Content	Instruction Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit -1 Educational Psychology** 1.1 Dimensions of Development: • Psychosocial Development • Emotional Development • Moral Development 1.2 Maxim & Principle of teaching learning: • Maxim of teaching • Principle of learning. ➢ Pavlov's theory ➢ B.F Skinner's theory 1.3 Correlates of learning. • Motivation: Meaning, Effecting factors of motivation, types of motivation • Interest, Aptitude, Meaning Concept	03 03 02	08	25%	Lecture Discussion	PowerPoint Presentation , Handouts	- Reference Book No. 1,6,7 -
2	**Unit-2 Philosophy of Education:** 2.1 Philosophy of Education: Meaning & Objectives 2.2 Types of Education. • Formal Education • Informal Education • Non-Formal Education 2.3 Theories of philosophy with reference to concept , objectives, curriculum, methods • Idealism • Naturalism 2.4 Indian Philosophers • Mahatma Gandhi • Gijubhai Badheka • Montessori	01 01 03 03	08	25%	Lecture Discussion Role Play	LCD Projector	- Reference Book No 3, 4, 6, 9.

3	**Unit-3 Educational Technology**		08	25%	Lecture Discussion Role Play Activities	PowerPoint Presentation , Handouts	-Reference Book No.8,9,10
	3.1 Educational Technology: Meaning , nature Hardware & Software technology	01					
	3.2 Teaching Learning Technology	02					
	• E- Learning						
	• Tele- Conferencing						
	• Multi Media Package						
	3.3 Evaluation & Measurement:	02					
	• Meaning of evaluation & measurement						
	• Tools of Evaluation:						
	➢ Meaning of Teacher made test & Standardized test:						
	3.4 Examination Techniques:	02					
	• Types of examination.						
	• Drawbacks of present						
	• Innovation in examination system.						
	3.5 Action research: Meaning & steps.	01					
4	**Unit- 4 General Knowledge**		08	25%	Lecture Discussion Activities Demonstration	PowerPoint Presentation , Handouts, LCD Projector	Reference Book No.8,9
	4.1 General Knowledge	04					
	• Constitutional Fundamental Duties						
	• Gujarati Literature						
	• Political Policy & Administration trand and Structure						
	• Science & Technology						
	• Sports & Games						
	• Great Personalities						
	• Music &Arts						
	• Indian history						
	• Indian Geography						
	4.2 Reasoning Ability	02					
	4.3 Logical Ability	02					
	TOTAL	**32 HOURS**		**100 %**			

OBJECTIVE-WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	comprehension	Application	Analysis	synthesis	Evaluation	Total
15	20	15	15	15	20	100

REFERENCES:

1. Agarwal ,J.C. Basic ideas in educational psychology.

2. Broudy, Harry S. Building a philosiphy of Education , New Delhi. Prentice Hall,1961

3. Broudy, Harry S. Building a philosiphy of Education , New Delhi. Prentice Hall,1961

4. Chaube S.P. (1993) Education Philosophies in India, Vikas publishing Houesr Pvt. Ltd, Mumbai.

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6. Chauhan. S.S., "Advanced Educational psychology.

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COURSE FOR SEMESTER- III
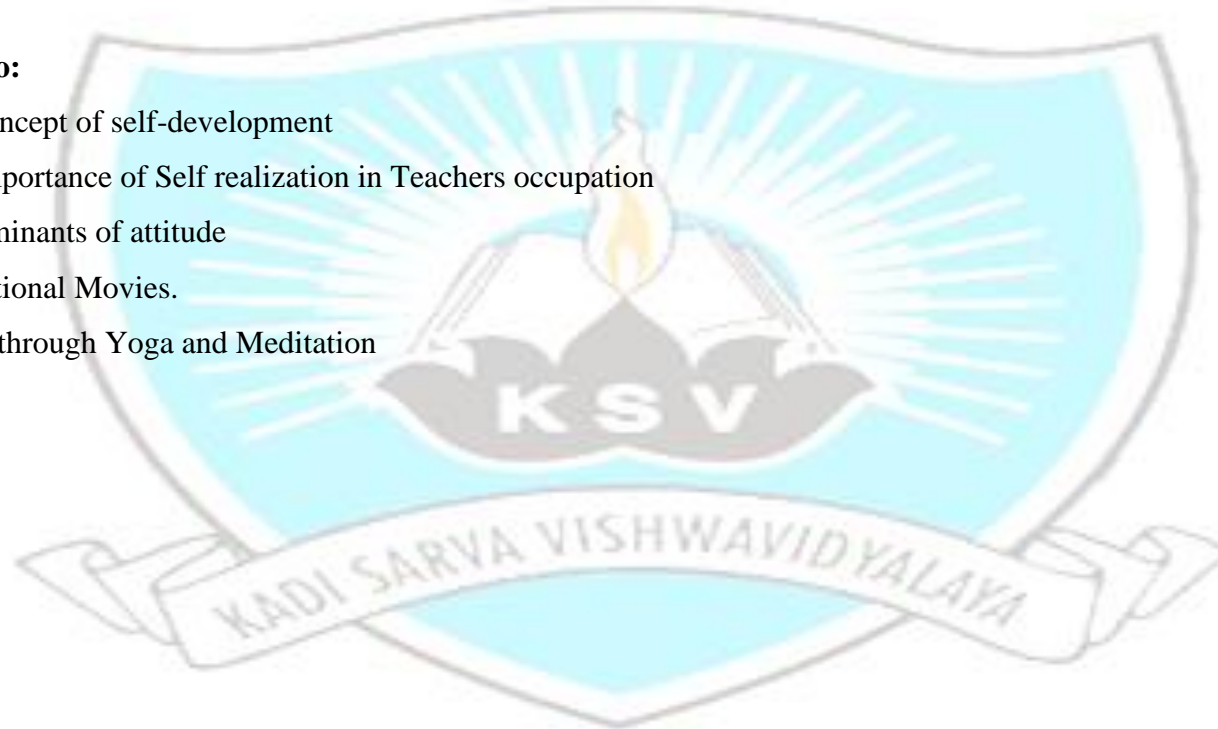
UNDERSTANDING OF SELF (EPC4)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Understand the concept of self-development
2. Understand the importance of Self realization in Teachers occupation
3. Identify the determinants of attitude
4. Reflect on inspirational Movies.
5. Learn adjustment through Yoga and Meditation

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**Unit:1 Self Development**		8	**25%**	Lecture Group-Discussion	PowerPoint Presentation, Handouts,	Reference Book No.1,3.
	1.1 Nature of self	2		6			
	1.2 Self-Development	2		6			
	1.3 Importance of Self realization in teacher's occupation	2		7			
		2					
	1.4 Concept of SWOT analysis			6			
2	**Unit:2 Self and Yoga**		8	**25%**			Reference Book No.2,4
	2.1 Yoga and Meditation for the enhancement of physical and mental strength	2		7	Lecture Group-Discussion Assignment.	PowerPoint Presentation, Handouts, Computer, Reference Books	
	2.2 Yoga for adjustment	2		6			
	2.3 Yoga activities in the schools for self development	2		6			
	2.4 Importance of meditation for self development	2		6			
3	**Unit:3 Attitude of Self**		8	**25%**			Reference Book No.2,4
	3.1 Meaning and concept of Attitude	2		6	Group-Discussion Assignment	PowerPoint Presentation, Handouts, Reference Books	
	3.2 Characteristics of Attitude	2		6			
	3.3 Determinants of Attitude	2		6	Simulation,		
	3.4 Dimensions of Attitude Measurement	2		7	Group Task,		

4	**Unit:4 Activities for Self-Development**		8	**25%**	Discussion	PowerPoint	Use of Internet
	4.1 Review of documentary films such as Mary Kom, Tare Jameen Par, Nil Batte Sannata, Lunch Box, Life of Pie	2 2		7	Activities Demonstratio n	Presentatio n, Handouts,	
	4.2 Planning of workshop and seminar for stress management	2		6	Problem Solving	PPT- Computer	
	4.3 Prepare a life-sketch of your role model	2		6	Method,		
	4.4 Prepare a report on yourself: Abilities and inabilities			6	Simulation, Group Task		
	TOTAL	**32 HOURS**		**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1. Hall, C & Hall E (2003) Homan Relations in educations Rout ledge.

2. Kusum Bhatt, 'Vyaktitvna Sidhanto" Gujarat Granth Nirman Board, Ahmedabad.

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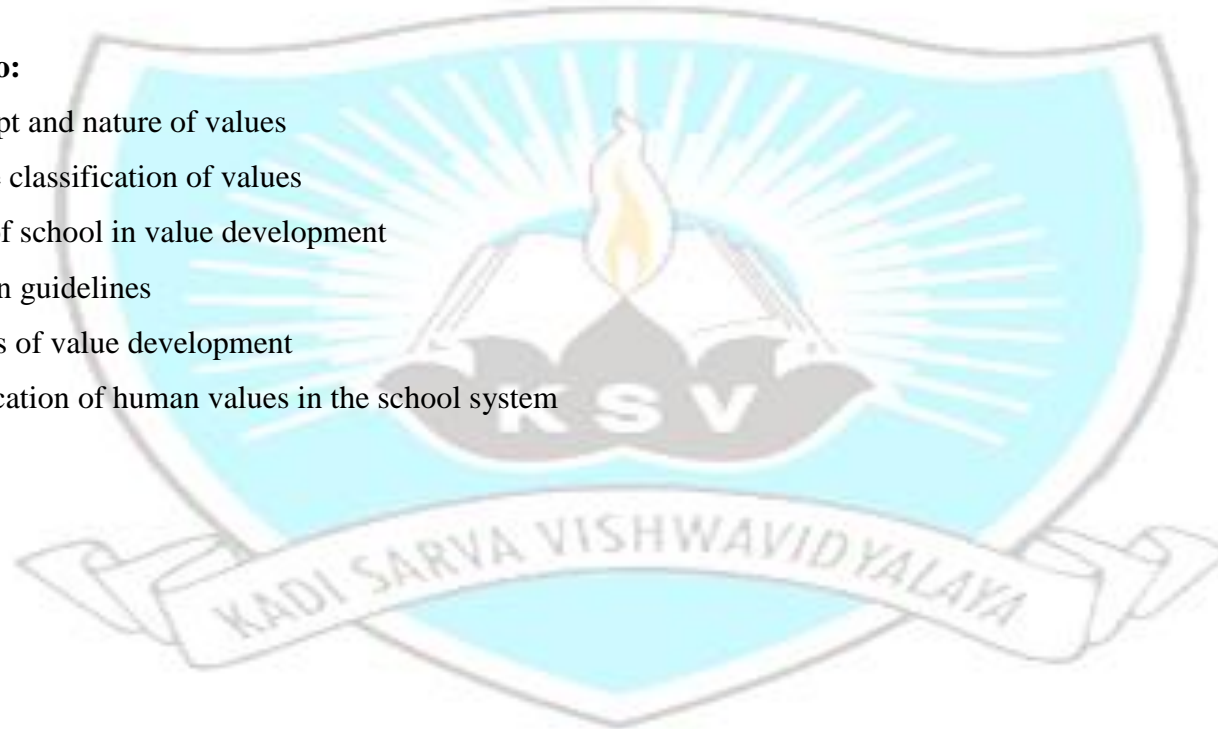
COURSE FOR SEMESTER- III

VALUE EDUCATION (CBCS3A)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Explain the concept and nature of values

2. Critically evaluate classification of values

3. Analyze the role of school in value development

4. Describe Gandhian guidelines

5. Reflect on theories of value development

6. Analyze the inculcation of human values in the school system

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				

1	**Unit:1 Concept and classification**
	1.1 Concept, Meaning and Nature of Value
	1.2 Classification of Values
	  ➢ Material
	  ➢ Social
	  ➢ Moral
	  ➢ Spiritual
	1.3 Importance of Value
		
		2
		4
		
		2
			8	**25%**	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.8

2	**Unit: 2 Value Education** 2.1 Meaning and Importance of Value Education 2.2 Objectives of Value Education 2.3 Role of school in Value Development 2.4 Gandhian guidelines	 2 2 2 2	8	**25%**	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4
3	**Unit : 3 Moral and Spiritual Education** 3.1 Meaning of Morality and Spirituality 3.2 Development of morality and Spirituality 3.3 Need and Importance of Morality and Spirituality 3.4 Valuation of Indian culture	 2 2 2 2	8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.10

4	**UNIT : 4 : Theories of Value Development**
	4.1. Theories of value development
	  - Social development theory
	  - Psychoanalytic theories
	  - Cognitive development theory
		
		2
		2
		2
		2
			8	**25%**	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.8

TOTAL	32 HOURS	100%			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1. Chitakara M. G. (2007), "Education & Human Values", APH Publication, New Delhi.

2. Frankel,J.R (1977), How to Teach Values An Analytical Approach , Prentice Hall New Jersey,

3. Hersh, R.H. Miller J/P (1988), Longman Inc. Fielding G.D. Models of Moral Education: An Appraisal, New York,

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5. Modi Iswar (2000), "Human Values and Social Change", Rawal Publication, New Delhi

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10. Rokeach, M. (1973), "The Nature of Human Values", Collier MacMillan Publishers.

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COURSE FOR SEMESTER – III

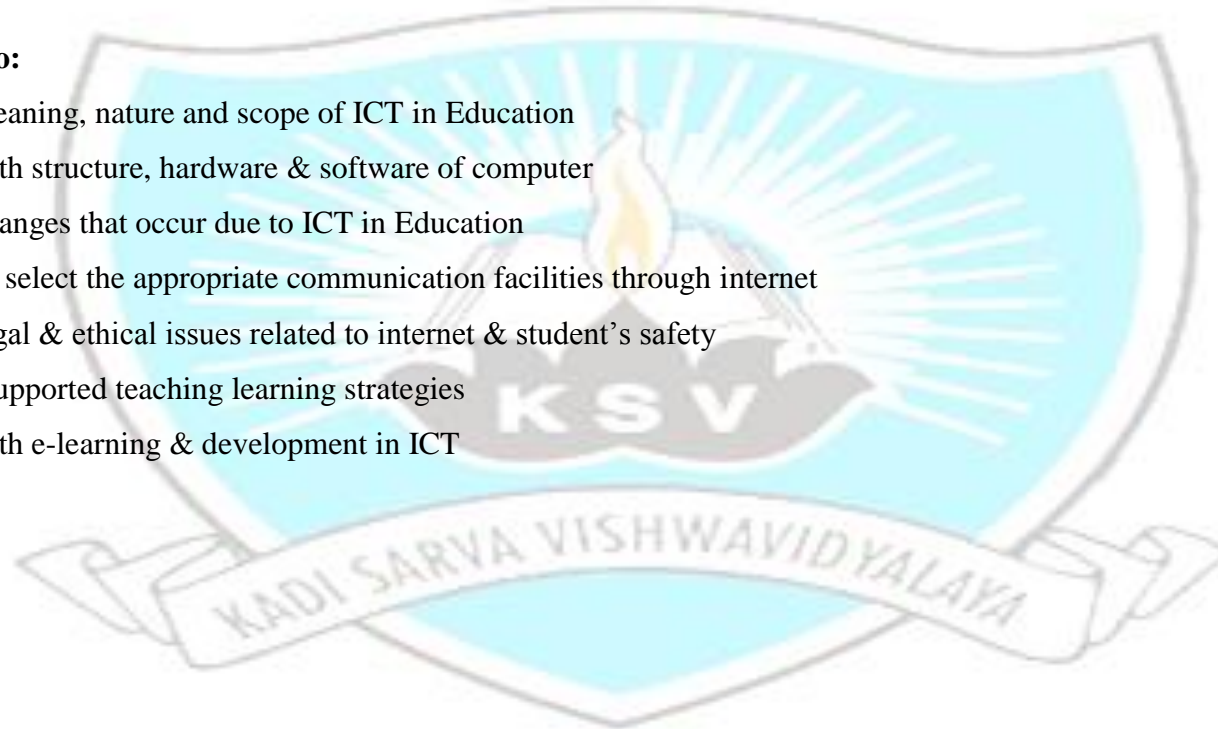# Information and Communication Technology in Education (CBCS3B)

Credits – 2   **Marks: 50**

Learning Outcomes:

Teacher Trainees will be able to:

1. Understand the meaning, nature and scope of ICT in Education
2. Get acquainted with structure, hardware & software of computer
3. Understand the changes that occur due to ICT in Education
4. Prepare student to select the appropriate communication facilities through internet
5. Understand the legal & ethical issues related to internet & student's safety
6. Understand ICT supported teaching learning strategies
7. Get acquainted with e-learning & development in ICT

SCHEME OF TEACHING AND ASSESMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**UNIT:1 Information & Communication Technology in Education**		8	**25%**	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4,1
	1.1 Concept and Importance of Information &Communication Technology	2					
	1.2 Need of Information & Communication Technology inEducation	1					
	1.3 Scope of ICT in Education	1					
	a) Teaching Learning Process b) Publication						
	c) Evaluation d) Research						
	e) Administration						
	1.4 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methodsof Teaching, Classroom Environment, Evaluation procedure, Educational management.	2					
	1.5 Challenges in integrating Information & Communication Technology in school education.	2					
2	**UNIT: 2 Introduction to Computer**		8	**25%**	Group Discussion, Assignment.	Handouts, PPT, Computer, Reference Books	Reference Book No.4 ,5
	2.1 Computer - Definition & structure	2					
	2.2 Hardware:	3					
	i) Input Devices - Key Board, Mouse, Scanner,Microphone, Digital camera.						
	ii) Output Devices - Monitor, Printer, Speaker, Screen image projector						
	ii) Storage Devices - Hard Disk, CD & DVD, Mass Storage Device (Pen Drive)						
	2.3 Software	3					

	i) Operating System - Concept and function. ii) Application Software (It uses in Education) iii) Viruses & its Management 1) Word Processors 2) Presentation 3) Spread sheet, 4) Database Management						
3	**Unit : 3 Intranet and Internet** 3.1 Concept, need & importance 3.2 Facilities available for Communication - E-mail, Chat, Online Conferencing, (Audio-video), e-Library, Websites, Blog, wiki. Internet forum, News Groups. 3.3 Search Engines - Concept and uses. 3.4 Legal & Ethical Issues – Copyright, Hacking Netiquettes	2 2 2 2	8	25%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.1,8
4	**UNIT : 4 ICT supportedteaching / learning strategies and Elearning** 4.1 CAL - Computer Assisted Learning 4.2 PBL - Project Based Learning 4.3 E - Learning - Concept & Nature 4.4 Web Based Learning 4.5 Virtual Classroom	2 2 2 1 1	8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.1,13
	TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	20	20	15	15	100

REFERENCES:

1. Bandghart, F. W. (1969), "Educational Systems Analysis", The Macmillan Co., London.

2. Davies, I. K. and Hartley, J. (eds) (1972), "Contributions to and Educational Technology". London, Butterworth.

3. Gupta Sanjay, Supria Banerjee & Y. Vijayalaksmi (2011), "Educational Technology and Evaluation", Akshar Publication, Ahmedabad.

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9. Shah, G. B. (1975), "Studies in Programmed Learning", CASE, Baroda.

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11. Sharma, A. R. (1992), "Educational Technology", VInod Pustak Mandir, Agra.

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13. Skinner, B. F. (1968), "The Technology of Teaching", Appleton-Century-Crofts, New York.

YOGA (P14)

Sr. No.	Criteria for Assessment	Marks
1.	Various postures of standing Asanas	05
2.	Various postures of sitting Asanas	05
3.	Breathing Exercise (Pranayam)	05
4.	Oral questions	10
	Total	**25**
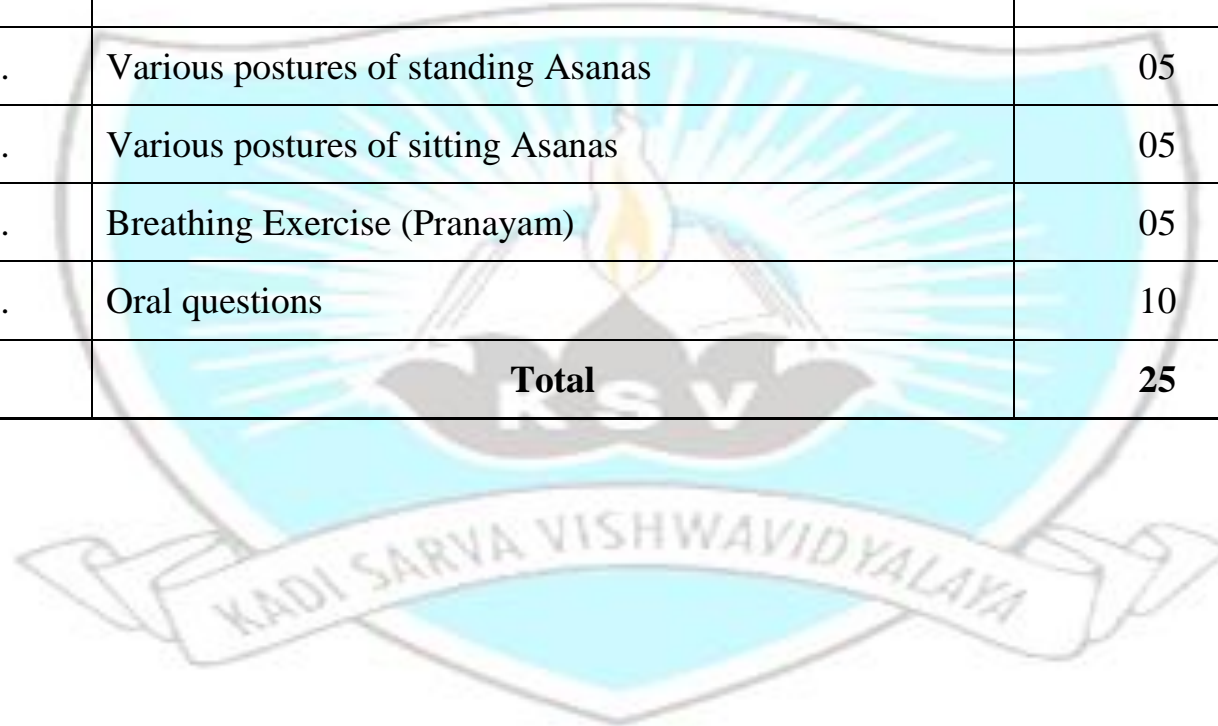
GUIDELINES FOR YOGA EDUCATION (PRACTICAL)

Learning Outcomes:

Teacher Trainees will be able to:

1. Loosening himself correctly

2. Perform various prone and supine Asanas

3. Performing each posture with synchronizing breathing in i.

4. Perform Pranayam correctly

Trainees will be asked to perform following items perfectly.

1. Loosening practices.

2. Various postures of Standing Asanas.

3. Various postures of Sitting Asanas.

4. Perform Pranayam correctly

   - Omkar

   - Shitalishikari

   - Bhramari

   - Kapalabhati

   - Bhastrika

   - Lom avilom

5. Suryanamaskar: eight postures

6. Cyclic Meditation

ACTION RESEARCH (P15)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks
1.	Selection and validity of problem	5
2.	Application of experiment (As per steps)	5
3.	Analysis, interpretation of findings and suggestions	5
4.	Report writing	10
	Total	**25**
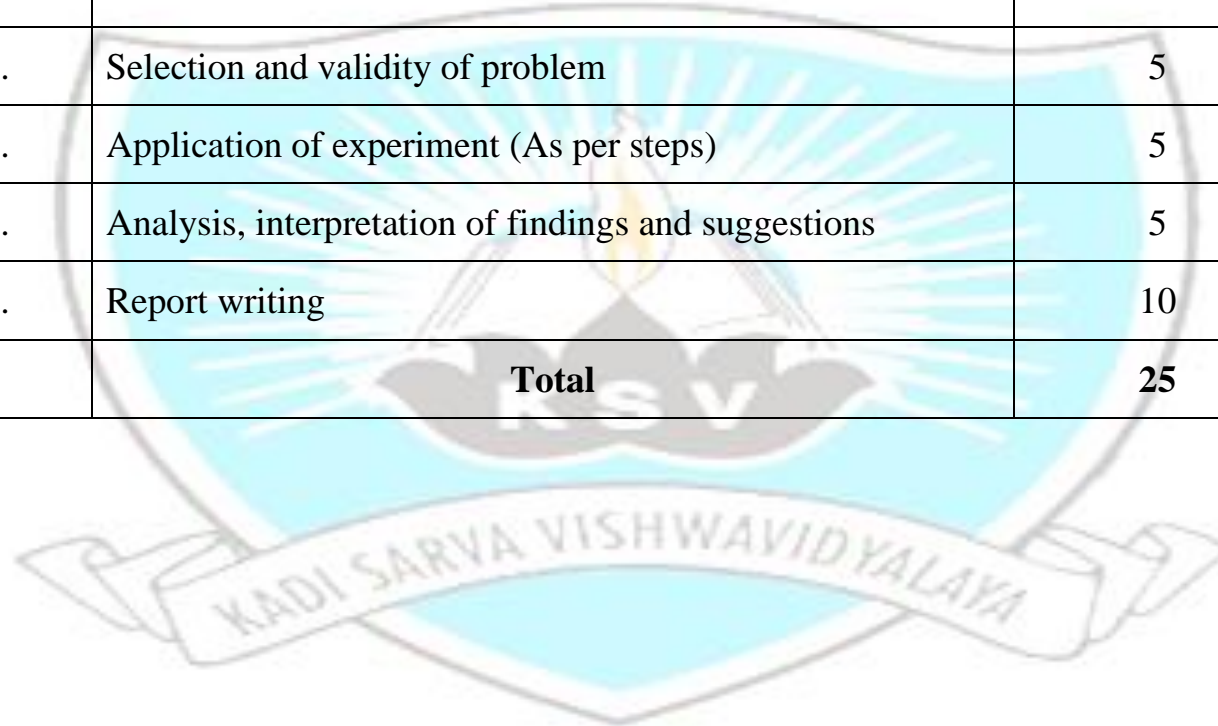
INTERNSHIP (P16)

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50 Marks)
1.	Internship Report	25
2.	Presentation on Internship	25
	Total	**50**

N.S.S. (P17)

Credit-1   **Marks-25**

Participation in any two of following activity and prepare a detailed report.

1. National Integration Camp

2. Blood Donation

3. Plantation

4. Shramdan

5. Disaster Management

EDUCATION FORUM (P18)

Credit-1   **Marks-25**

Sr. No.	Criteria for assessment	Marks
1.	Preparation for the presentation	05
2.	Presentation of the topic	15
3.	Interaction (Discussion)	05
	Total	**25**
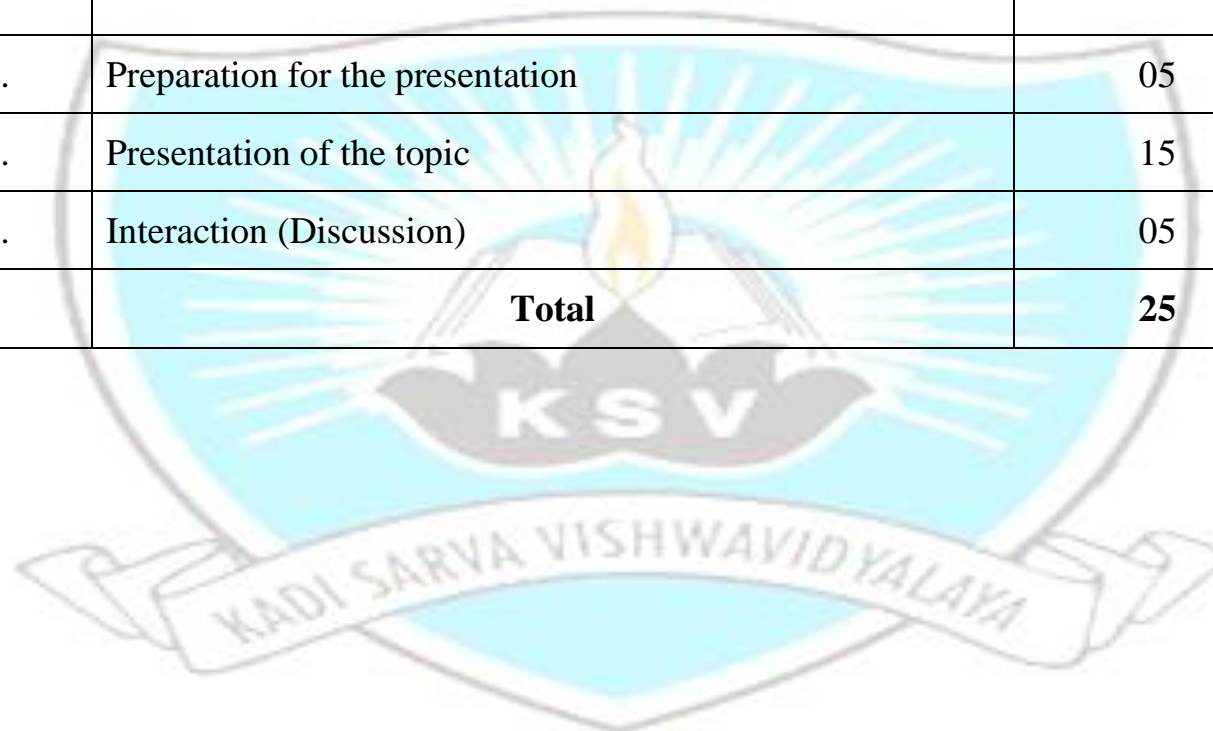
SCHOOL SUBJECT- CONTENT ASSIGNMENT (P19 & P20)

Credit-2 (1 credit for Each School Subject)   **Total Marks-50**

Each content assignment will carry 25 marks (1 credit each)

Assignment should be based on the content of Std-9 and 10

For Accountancy, Commerce and Economics, standard-12 will be considered

ASSESSMENT SCHEME FOR ASSIGNMENT

Sr. No.	Criteria for Assessment	Marks
1.	Content Clarity	15
2.	Presentation	5
3.	Viva voce	5
	Total	25

PROJECT BASED LEARNING (P21)

Credit-1   **Marks-25**

Sr. No.	Criteria for assessment	Marks
1.	Content Selection of the Subject matter	05
2.	Detailed explanation of the Project	05
3.	Organization and presentation of the content matter	05
4.	Special effects, video and sound effects of Power Point Presentations	05
5.	Time Allotment	05
	Total	**25**
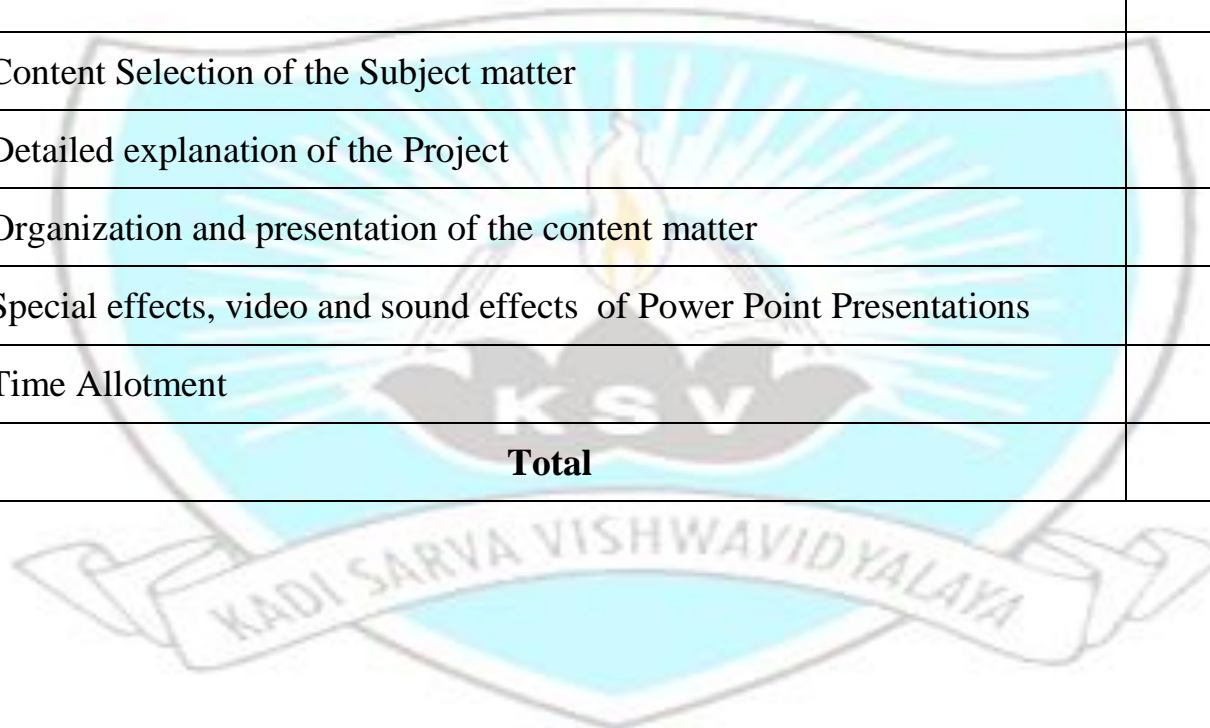
COMPETENCIES TO BE DEVELOPED AT THE END OF

SEMESTER-III -THEORY PAPERS

PERSPECTIVES IN EDUCATION (CORE PAPER)

1. **GENDER SCHOOL AND SOCIETY (CC5)**

   1. **IDENTIFICATION & STATUS OF GENDER**
      Tasks:

      a. Organize a discussion, Identify the need of gender equality

      b. Establish the values of gender equality

      c. Organize the discussion on needs of gender equality

      d. Arrange workshop for gender sensitization

   2. **GENDER RELATED PROVISIONS**
      Tasks:

      a. Organize classroom activities for gender related policy

      b. Conduct debate on Implementation of Government policy & provision

      c. Organize exploitation & safety related drama & role-play

      d. Prepare the scrap book of cuttings of gender related news

2. **KNOWLEDGE AND CURRICULUM - 2(CC6)**

   1. **DEVELOP AND REVISE CURRICULUM UNDERSTANDING**
      Tasks:

      a. Identify the need of knowledge and information from various agencies.

      b. implication of philosophical thoughts to educational planning

c.	Get acquainted with thought of eastern and western educational thinkers.

2.	**DEVELOP RELATIONSHIP BETWEEN KNOWLEDGE AND SOCIETY**
	Tasks:

a.	Get acquainted various challenges of this century.

b.	Get acquainted with various barriers to social development in India

c.	Understand concept of social change from the scenario from different culture.

d.	Understand the role of various agencies and agents in social reconstruction.

3.	**DEVELOP EVALUATION OF CURRICULUM:**
	Tasks:

a.	Understanding of presence of curriculum evaluation

b.	Arrange and analyze various co-curricular activities for reconstruction of curriculumn

# 3.	CREATING AN INCLUSIVE SCHOOL (CC7)

1.	**Policy and perspective of special child.**
	Tasks:

a.	Organize visit of special school

b.	Identify the different types of learners and conduct activities for them

c.	Conduct debate of various policy of UNESCO

d.	List out various recommendations for special children's.

2.	**Nurturing inclusive schools.**
	Tasks

a.	Use various methods of inclusive teaching in classrooms

b.	Organize NGO visit for networking

c.	Use various ICT resourses and prepare classroom material for inclusive classes
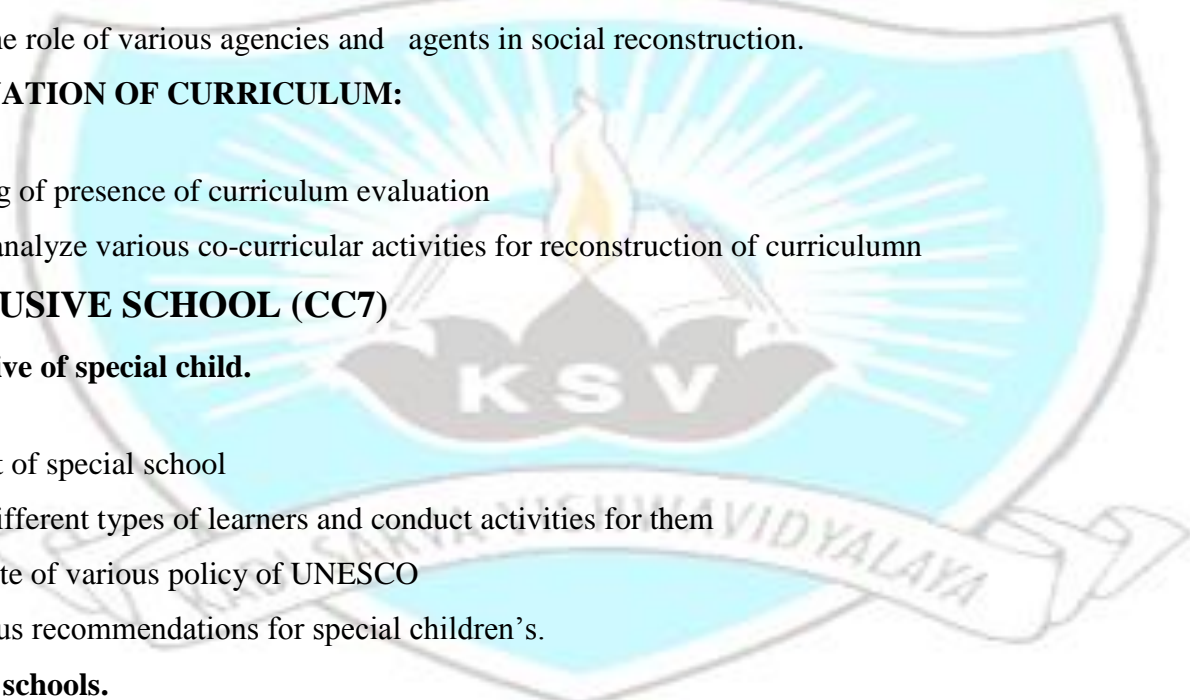
d.   Organize co-curricular activities for special children

SKILL ORIENTED COURSE (COMPULSORY PAPER) (SOC)

1.   CRITICAL UNDERSTANDING OF ICT (SOC1)

1.   Utilize Instructional Resources.
Tasks:

a.   Identify different hardware and software

b.   Operate computer equipment

c.   Utilize operating System

d.   Utilize different functions in Word Program

e.   Utilize different functions in PowerPoint Program

2.   Evaluate Students Performance.
Tasks:

a.   Design computerized timetable for a high school/college.

b.   Prepare application for the job of a teacher

c.   Preparation of C.V.

d.   Prepare presentation on any school subject

2.   YOGA EDUCATION (SOC2)

1.   APPRECIATES THE INTRODUCTION TO YOGA AND YOGIC PRACTICES.
Tasks:

a.   Analyzes the unit comprehensively for thorough understanding of yoga concept.

b.   Understand the objectives of yoga and spread its importance in daily life.
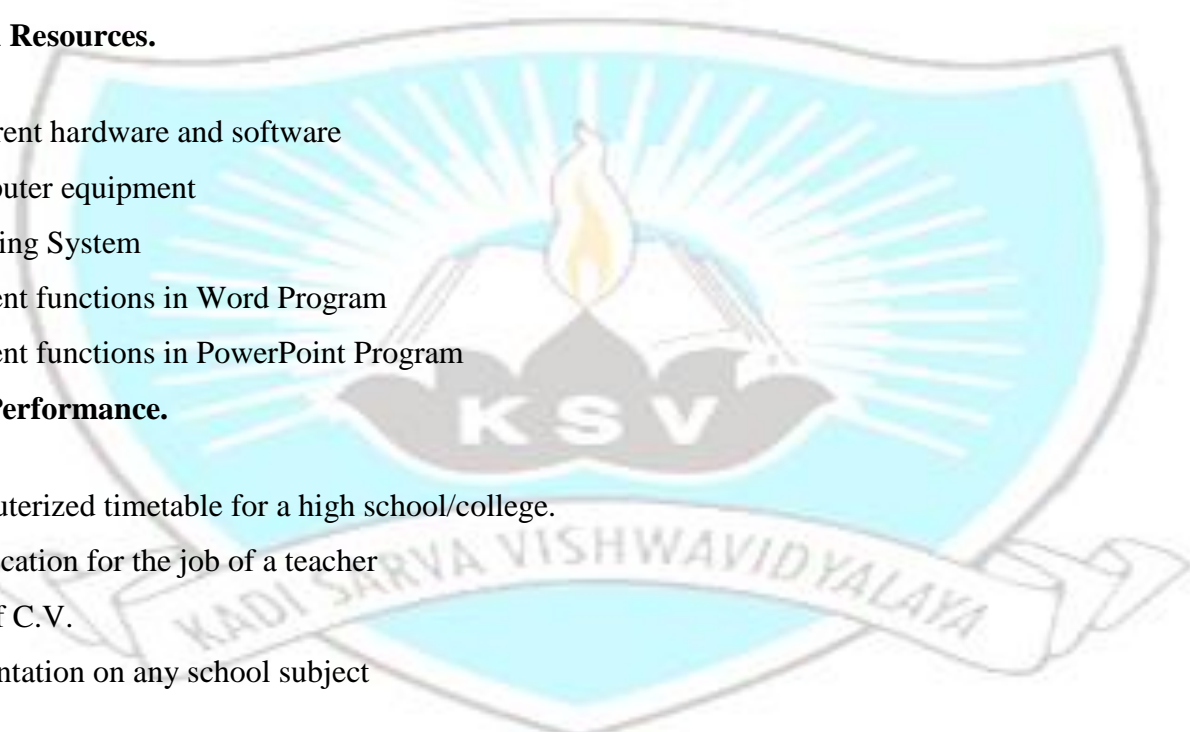
c.   Remove the misconception of yoga by highlighting its importance.

2.   **GRASP THE REALISM OF APPLIED YOGA**
      Tasks:

      a.   Practice the standing asana.

      b.   Appreciate the beneficial effects of yoga for living healthy life.

      c.   Perform twelve postures of surya namaskar

3.   **REALIZE PRACTICAL APPLICATION OF PRANAMAYA PRACTICES:**
      Tasks:

      a.   Analyze the of stages of the pranayam

      b.   Explain the concept of pranayam and Share its significance.

      c.   Perform the breathing exercise.
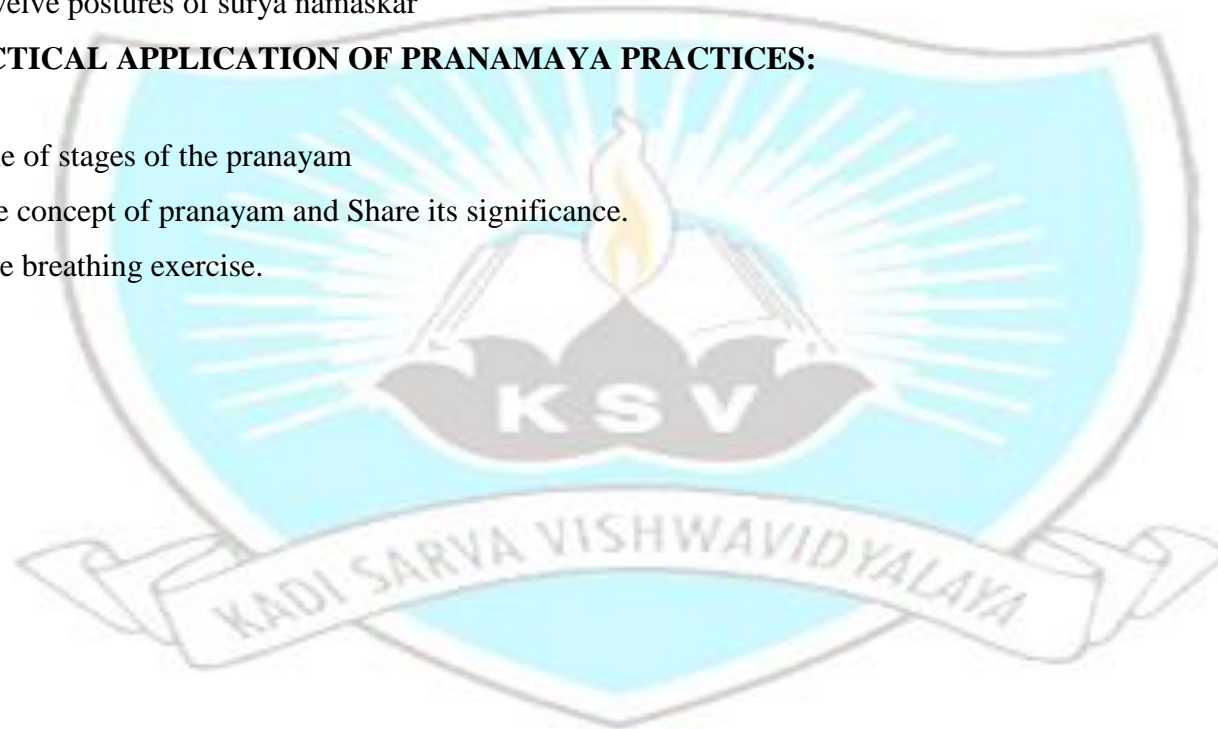
ENHANCING PROFESSIONAL CAPACITY (EPC)

1. **DEVELOPING TEACHING APTITUDE (EPC3)**

   1. **DEVELOP TEACHING LEARNING APPROACHES**
      Tasks:

      a. Participation in Group Dissection

      b. Compare Theories Of Learning

      c. Select Appropriate Instructional Methods

   2. **RECOGNIZE VARIOUS BRANCHES OF EDUCATIONAL PHILOSOPHY**
      Tasks :

      a. Recognize and Identify the Types Of Education

      b. Classify and compare Deferent Theories of Philosophy

      c. Compare Educational Thoughts of Indian Philosophers

   3. **UTILIZE INSTRUCTIONAL RESOURCES AND DEVELOP TECHNOLOGY APPROACH**
      Tasks :

      a. Prepare Charts

      b. Prepare Transparences

      c. Prepare Handouts

      d. Prepare Question Bank

      e. Prepare PPT

      f. Use ICT in Teaching Learning

   4. **RECOGNIZE STUDENT ABILITIES**
      Tasks:
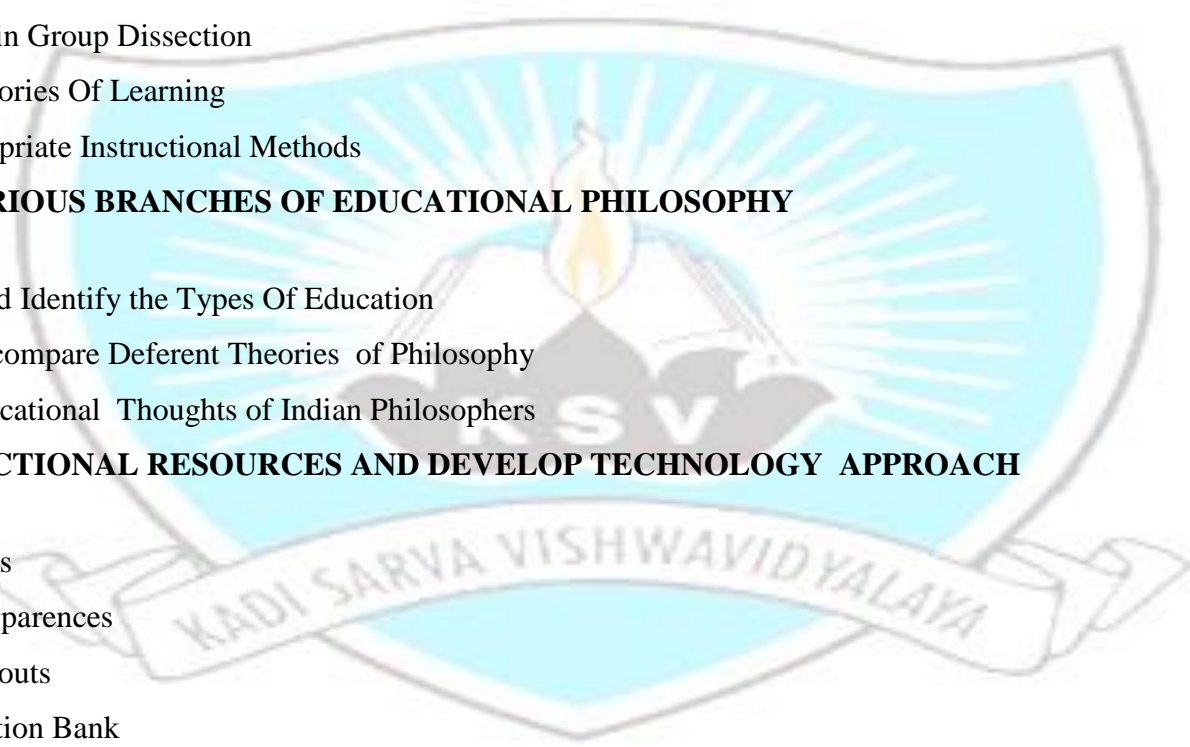
a. Participation In Innovative Project Work

b. Develop Leadership Qualities

c. Develop Communication Skills

d. Develop Problem Solving Skills

2. UNDERSTANDING OF SELF (EPC4)

1. Utilize Instructional Resources
Tasks :

a. Prepare Handouts on Self Abilities and Inabilities

b. Prepare PPTS on Self Development

c. Organize Workshop and Seminar on Stress and Prepare Material

d. Prepare Self Appraisal Report

2. Students Performance in Self Development Activities
Tasks :

a. Participation in yoga

b. Participation in Physical and Mental Strength Program

c. Participation in Group Discussion

d. Participation in Role Play and Drama

e. Participation in Elocution
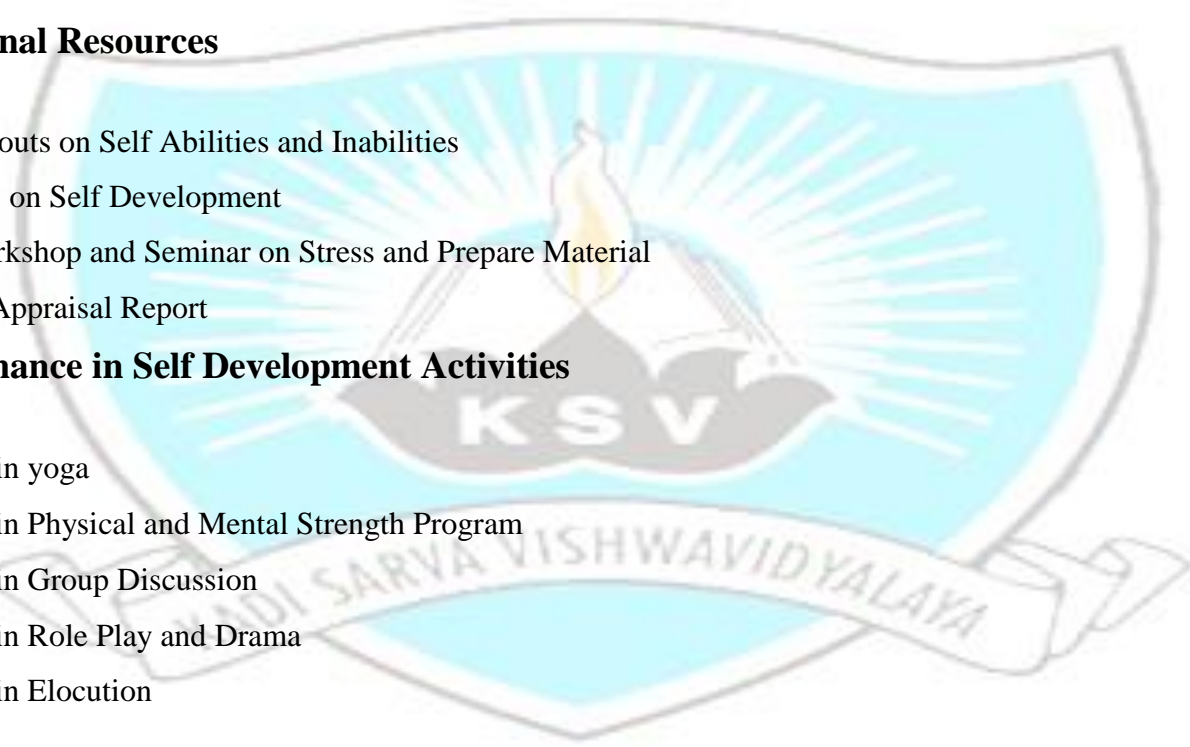
CBCS

1. **VALUE EDUCATION (CBCS3A)**

    1. **CONTRIBUTES IN VALUES AWARENESS ACTIVITIES**
       Tasks:

       a.   Participates in Debit on Indian Culture v/s Western Culture

       b.   Organize Group Dissection Programs on Types of Values

       c.   Promotes celebration of Indian Festivals

       d.   Conducts Visits on Spiritual Places

    2. **PREPARATION OF LEARNING RESOURCES**
       Tasks:

       a.   Prepare Charts Based   On Indian Culture

       b.   Prepare PPT On Value Education

2. **ICT IN EDUCATION (CBCS3B)**

    COMPETENCIES DEVELOPED THROUGH THIS COURSE:

    ➢   Students will be able to arose interest in the ICT.

    ➢   Students will become effective user of information and communication technology in Education.

    ➢   Students will be enabled to familiarize with new trends and techniques in information and communication technology in Education.

    ➢   Students will become open-minded towards emerging knowledge resources.

    ➢   Students will become aware regarding cyber security issues.

PRACTICAL

SEMESTER – III

SEMESTER WISE COMPETENCIES DEVELOPED THROUGH THIS COURSE AND THE TASKS TO MEASURE THEM

1. **DEVELOP AND REVISE CURRICULUM**

   Tasks :

   a.   Identify the local need for curriculum development

   b.   Participate in curriculum development

   c.   Analyse existing curriculum

   d.   Identify missing links and thirst area in the existing curriculum

   e.   Design curriculum document

   f.   Provide references

   g.   Provide methodological inputs

   h.   Revalidate the needs and redesign the curriculum

2. **DEVELOP ADMINISTRATIVE SKILLS**

   Tasks :

   a.   Prepare short term action plans

   b.   Perform academic audit

   c.   Maintain all the kinds of records in school

   d.   Develop a comprehensive idea regarding the functioning of the whole school

   e.   Identify the requirements and resources of the school

   f.   Develop presentation skill
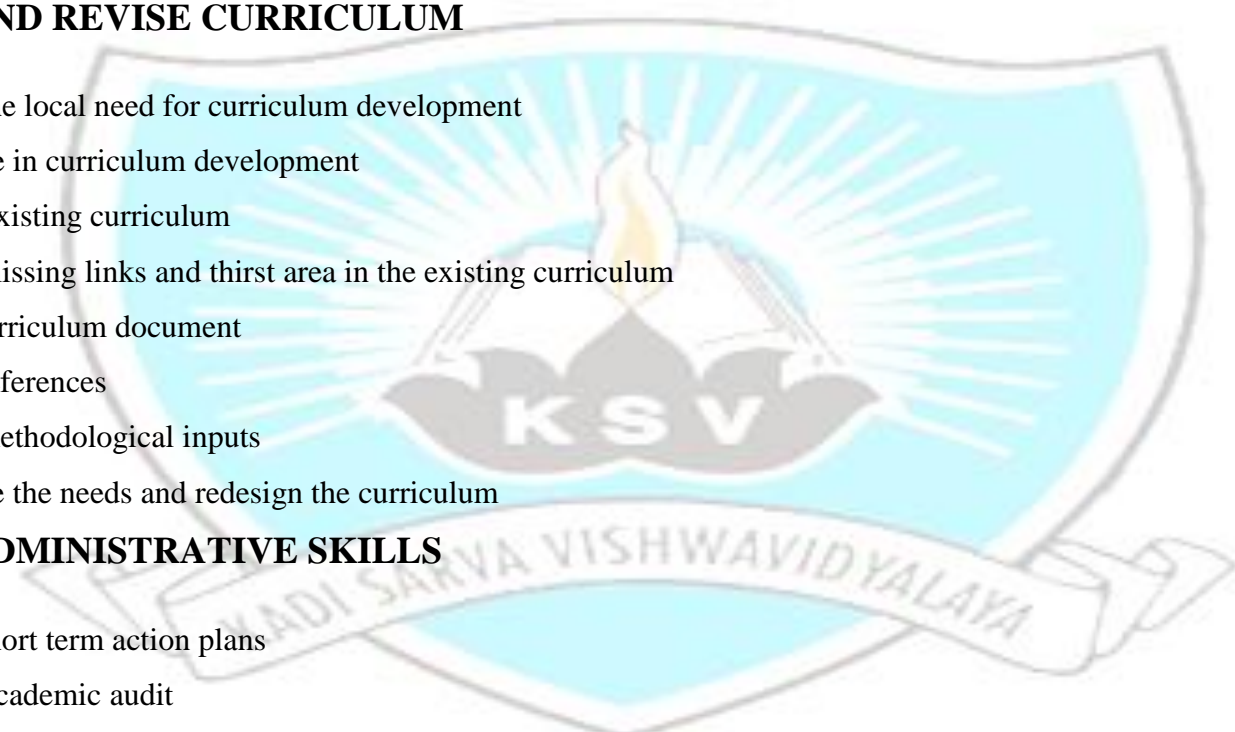
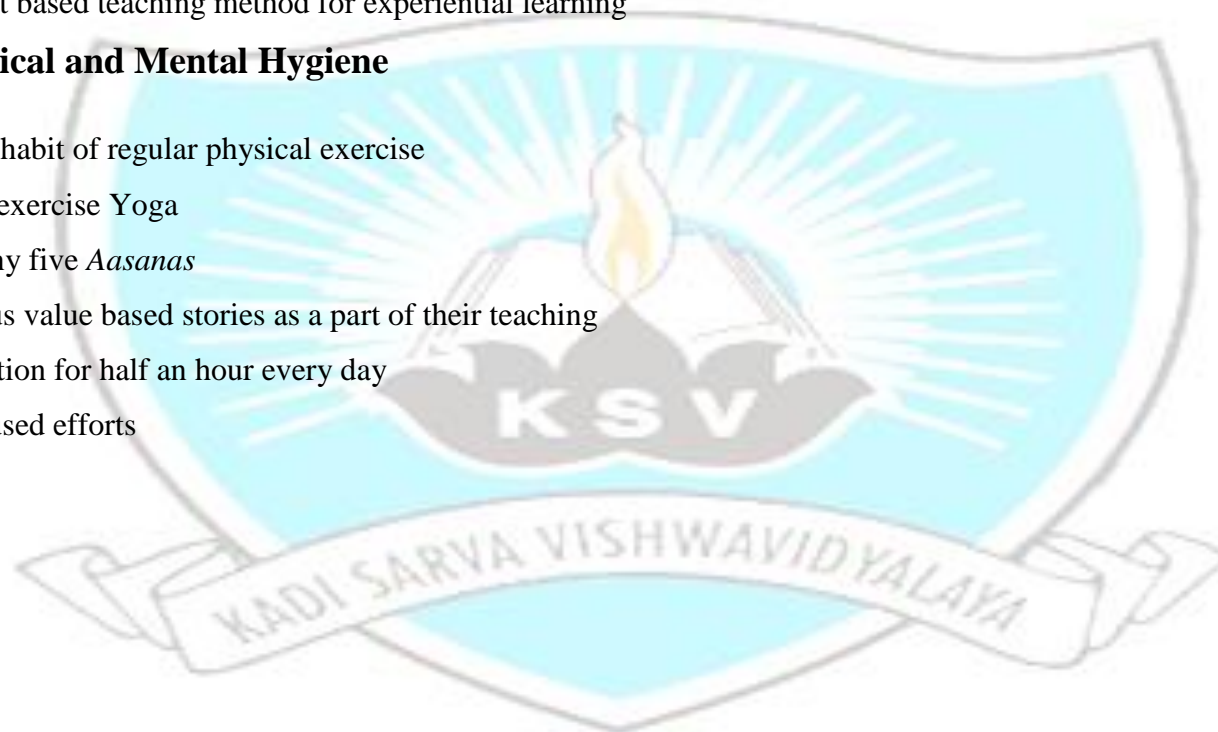### 3. DEVELOP TECHNO – SAVVY APPROACH

Tasks :

a. Participate in innovative project work

b. Use ICT in the class room in technique

c. Use project based teaching method for experiential learning

4. Maintain Physical and Mental Hygiene

Tasks :

a. Develop a habit of regular physical exercise

b. Regularly exercise Yoga

c. Perform any five *Aasanas*

d. Tell various value based stories as a part of their teaching

e. Do meditation for half an hour every day

f. Put in focused efforts

INDEX

SEMESTER - IV

Note: Viva voce is to be conducted for practical activities incorporated in Internship i.e., P22 to P29 as stated in aforesaid table. Moreover, students should submit internship reports for P22 to P29 along with all practical activities certified by schools.

COURSE FOR SEMESTER – IV

For Content of School Subjects i.e. CS 1 and CS 2, Syllabus would be as under.

Subjects	Content
Accountancy, Commerce and Economics	Textbook of Std. 12th Published by Gujarat State Board of School Textbooks for respective academic year
Science & Technology, Mathematics, Social Science and Computer Science	Textbook of Std. 10th Published/followed by Gujarat State Board of School Textbooks for respective academic year
English (HL), English (LL), Sanskrit, Gujarat and Hindi	Textbook of Std 10th Published by Gujarat State Board of School Textbook for the respective academic year (Along with Grammar and Comprehension prescribed in Std. 10th Syllabus).
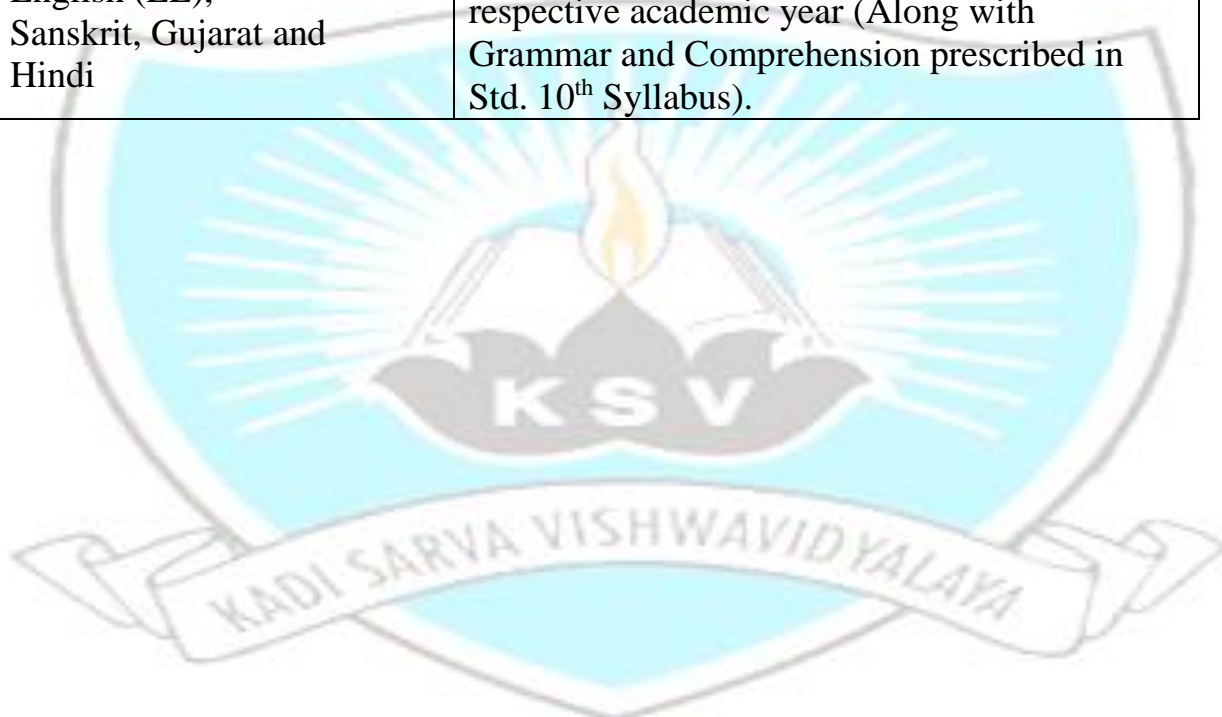
PRACTICAL WORK

INTERNSHIP (P22)

Credit-4   **Marks-100**

EXTERNAL (2 Credit) + INTERNAL (2 Credit)

<u>EXTERNAL</u>

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50)
1.	Maintenance of Attendance Register	10
2.	Completion of Log Book	10
3.	Organizing Prayer Assembly	10
4.	Maintaining Bulletin Board	10
5.	Overall Involvement	10
	Total	**50**

INTERNAL

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50)
1.	Internship Report	25
2.	Presentation on Internship	25
	Total	**50**
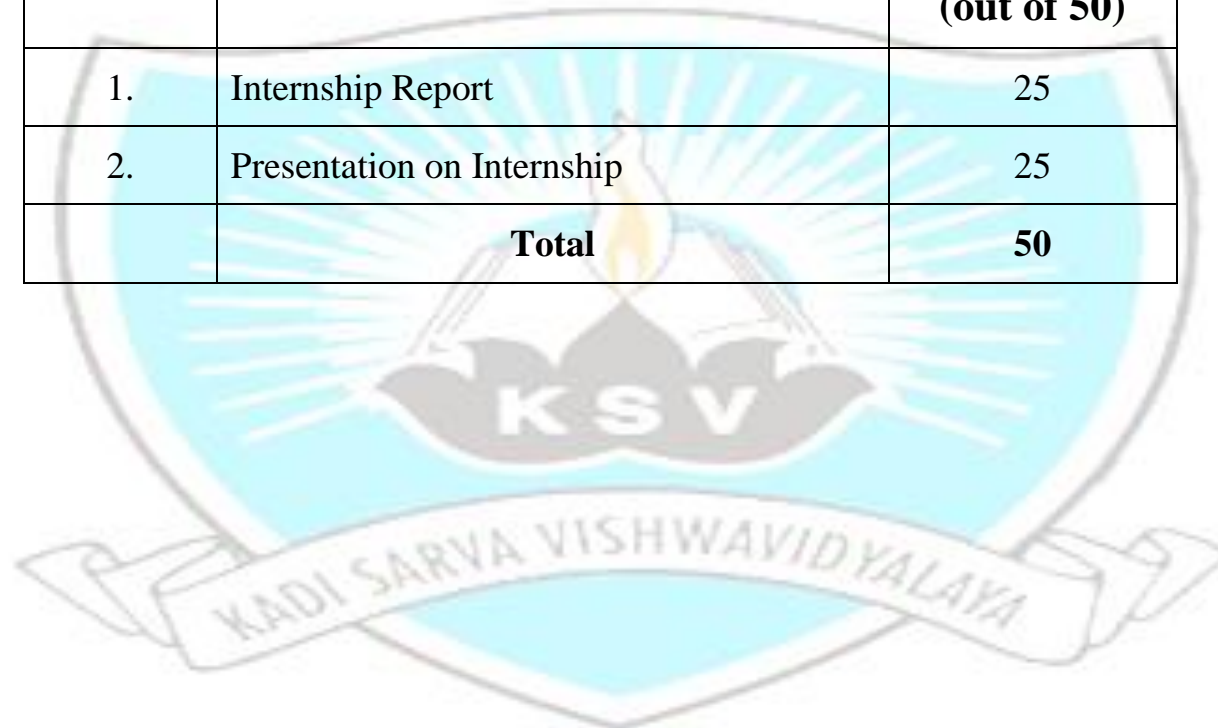
LITERACY PROGRAMME (P23)

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50)
1.	No. of Beneficiaries (Detailed Information)	5
2.	Time Duration (Minimum 10 days)	5
3.	Content (Topics covered, Activities conducted)	15
4.	Report writing and Evidences	25
	Total	**50**
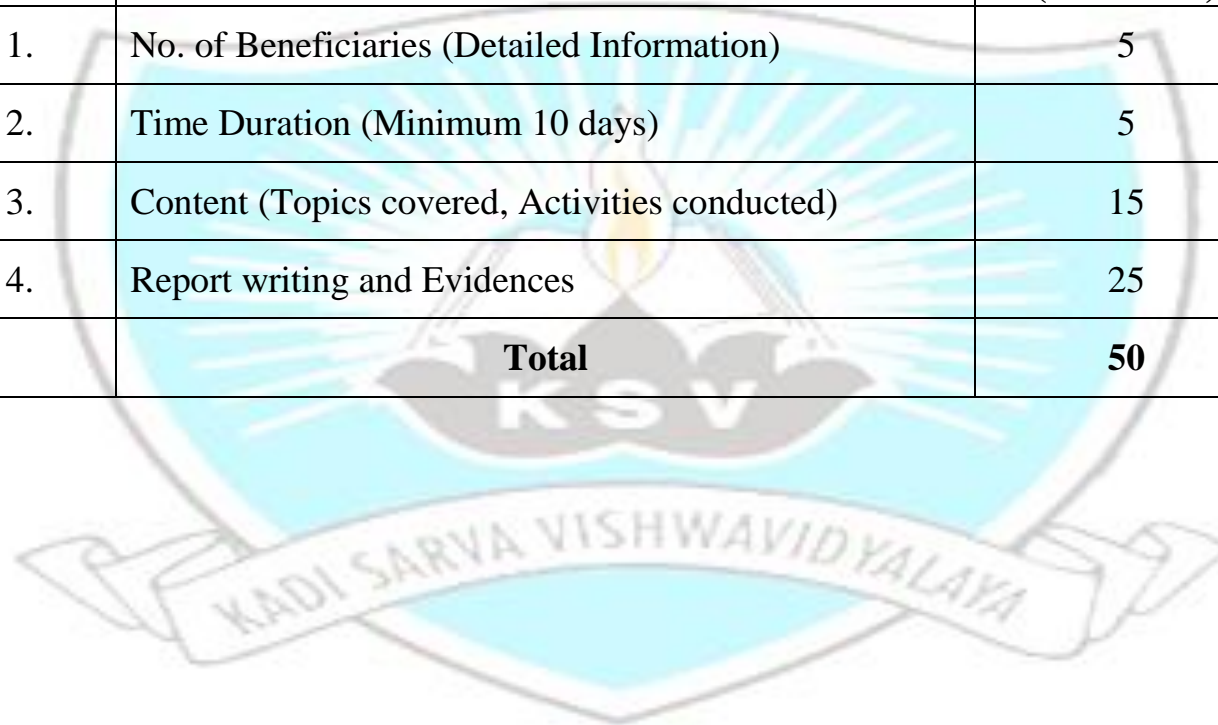
PARTICIPATION IN PARENTAL PROGRAM (P24)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	Organizing parents meet	5
2.	Interaction with parents	5
3.	Counseling of parents	5
4.	Session on dealing with problems of children	5
5.	Follow-up sessions with parents	5
	Total	**25**

CO-CURRICULAR ACTIVITIES (P25)

Credit-1   **Marks-25**

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	Participation in various items of the Programme by the trainees.	5
2.	Readiness for attaining each item of the Programme	5
3.	Providing the inputs by the trainees	5
4.	Success of the Programme	5
5.	Time Management	5
	Total	**25**

LESSON OBSERVATIONS OF EXPERIENCED SCHOOL TEACHERS (P26)

Credit-1   **Marks-25**

25 lessons to be observed and 1 mark for each observation
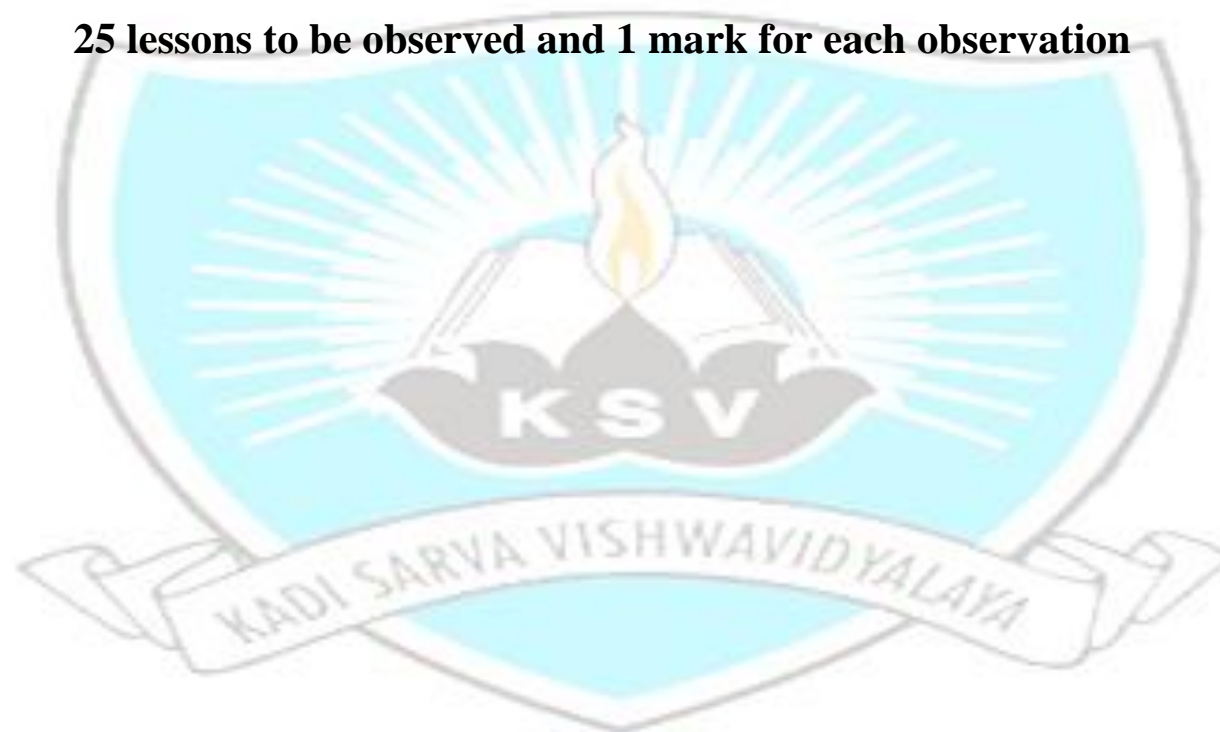
BLOCK TEACHING DURING INTERNSHIP (P27)

Credit-2   **Marks-50**

10 Planned

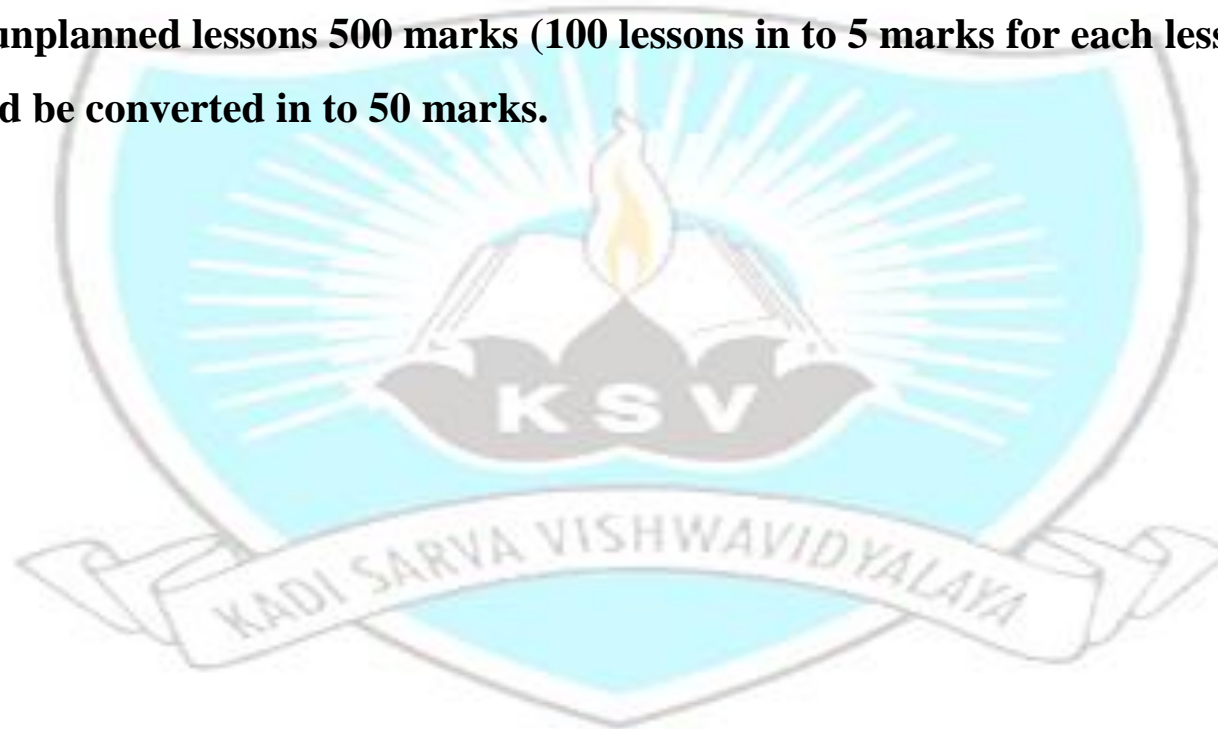| Sr. No.	Criteria for Assessment	Marks (out of 2)
1.	Appropriate use of Skills	2
2.	Content Mastery, Presentation and Evaluation	2
3.	Blackboard work / Teaching aid	2
4.	Class management and Personality of teacher	2
5.	Evaluation	2
	Total	**10**

Note: (1) For Planned lessons 100 Marks (10 lessons X 10 Marks for each lesson) would be converted in to 50 marks.

PRACTICE TEACHING DURING INTERNSHIP (P28)

Credit-2 **Marks-50**

For unplanned lessons 500 marks (100 lessons in to 5 marks for each lesson) would be converted in to 50 marks.

CASE STUDY (P29)

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	Identification of Case	5
2.	Methodology	5
3.	Report	15
	Total	**25**
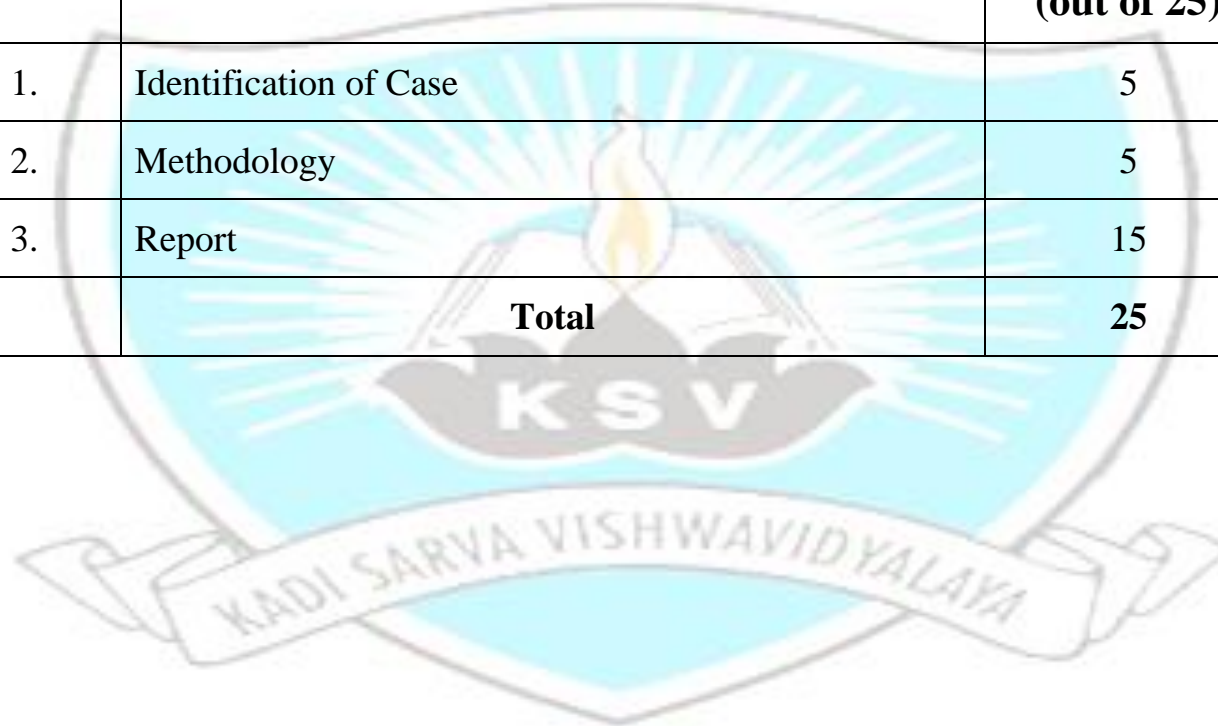
VIVA–VOCE (P30)

Credit-1   **Marks-25**

Sr. No.	Criteria for assessment	Marks (out of 25)
1.	General Knowledge of Child psychology	05
2.	Subjected related knowledge	05
3.	Knowledge on activities related to B.ED	05
4.	Overall impression of the course	05
5.	Logical thinking towards the B.Ed Programme	05
	Total	**25**

ANNUAL LESSON SCHOOL SUBJECT 1 (P31)

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50)
1.	Lesson Planning	05
2.	General and Specific Objectives	05
3.	Content: Authenticity and Presentation	10
4.	Use of various skills	05
5.	Use of teaching aids	05
6.	Class Interaction	05
7.	Evaluation and Assignment	05
8.	Time Management	05
9.	Teacher's Personality	05
	Total	**50**

ANNUAL LESSON SCHOOL SUBJECT 2 (P32)

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50)
1.	Lesson Planning	05
2.	General and Specific Objectives	05
3.	Content: Authenticity and Presentation	10
4.	Use of various skills	05
5.	Use of teaching aids	05
6.	Class Interaction	05
7.	Evaluation and Assignment	05
8.	Time Management	05
9.	Teacher's Personality	05
	Total	**50**

COMPENTENCIES

PRACTICAL - SEMESTER - 4

1. **Inculcate Learning Skills in Students**

   Tasks :
   a. Develop students study habits

   b. Develop students reading skills

   c. Train students for note taking

   d. Promote critical thinking in class room

   e. Promote problem solving amongst students

   f. Develop time management skill in students

   g. Conduct special classes for exceptional students

2. **Use motivational strategies**

   Tasks :
   a. Maintain rapport with students

   b. Recognize students activities

   c. Use innovative motivational techniques

   d. Use story telling techniques

   e. Arrange out of classroom learning opportunities for students

   f. Assist students with learning difficulties

   g. Promote critical thinking

   h. Involve students for community service

3. **Manage Classroom**

   Tasks :
   a. Attend classes punctually and discipline

   b. Maintain rapport with the students

   c. Supervise student activities

   d. Display mastery of content and teach effectively

   e. Adopt two – way communication for effective class management

   f. Encourage students participation in classroom activities and co-curricular activities

   g. Develop students' leadership quality

4. **Counsel Students and Parents**

   Tasks :
   a. Set up and participate I guidance and counseling cell

   b. Conduct psychological testing

   c. Assist students in course selection

   d. Analyze students behavior

   e. Guide students on the basis of their need, interest and aptitude

   f. Organize parent – students meeting

   g. Counsel parents for students further development

   h. Identify slow learners and exceptional students