Kadi Sarva Vishwavidyalaya Gandhinagar

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

&

UGC Approved

Curriculum for Two Year Bachelor of Education

Prepared as per the Guidelines of NCTE Curriculum Framework - 2014

Year: 2019-21

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.
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

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

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)
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.**

Theory Papers						
Semester –II (Core Papers) Perspectives in Education						
NO	**COURSE**	**INSTRU. H./W.**	**CREDIT**	**MARKS**		
				INTERNAL	**EXTERNAL**	**TOTAL**
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**

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.

	Semester –III – Theory Papers					
Perspectives in Education (Core Papers)						
NO	COURSE	INSTRU. H./W.	CREDIT	MARKS		
				INTERNAL	EXTERNAL	TOTAL
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.

CUMULATIVE PERFORMANCE INDEX (CPI)

The cumulative performance of a teacher trainees 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	Reading and Reflecting on Text	2	32
EPC1B	Basics of Computer		
CBCS1A	Environmental Studies	2	32
CBCS1B	Peace Education		
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**

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.**

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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**
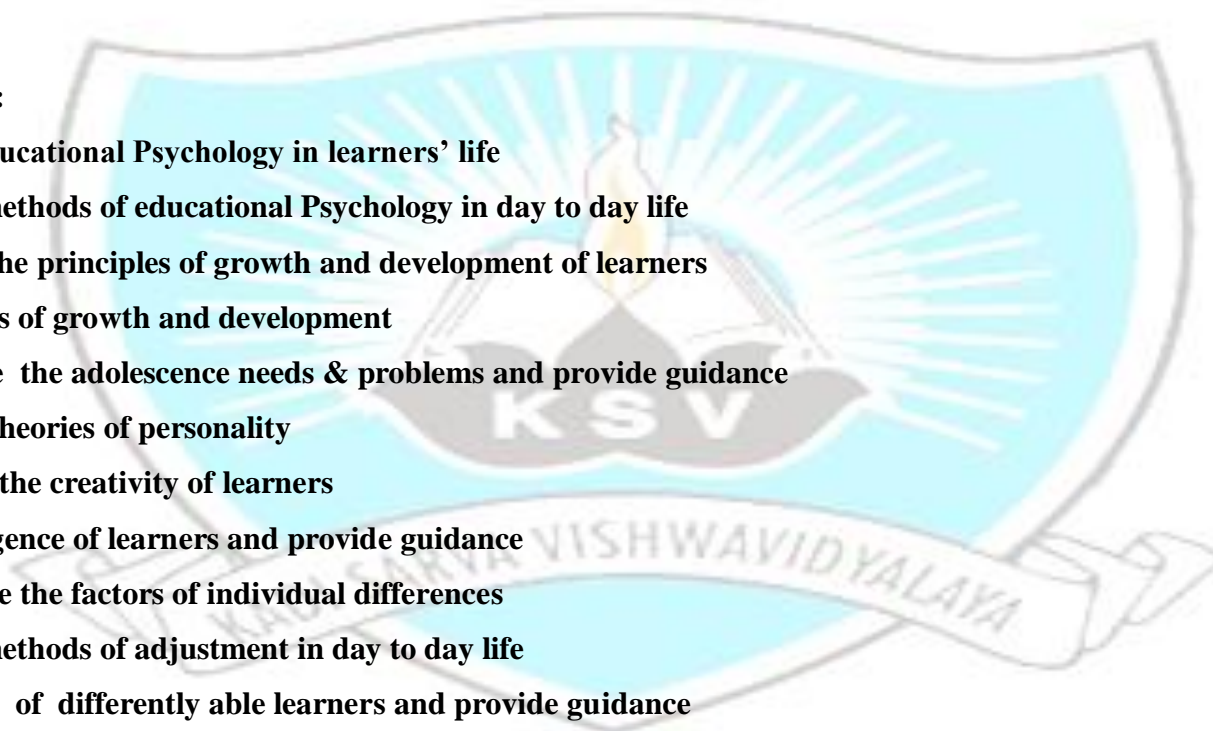
SCHEME OF TEACHING AND ASSESSMENT:

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

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

			16	25%			
	3.3.0 Intelligence:				Lecture cum Discussion, Project work	PPT,	Reference No. 6,4,1,2
	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 :			5%	Lecture cum Discussion,		
	4.2.1Concept of Adjustment and maladjustment	1				Video Clips, PPT	
	4.2.2Direct Method of Adjustment	1					
	4.2.3 Indirect Method of Adjustment	1					
	4.3.0 Stress:			5%	Lecture cum Discussion, Observation		
	4.3.1 Concept, Types of stress	1.5					
	4.3.2 Reducing Stress	1.5					

				9%			Reference No 23
4.4.0 Challenges of Children:							
4.4.1 Physically challenged	1				Group Discussion, Field Work, Observation	Video Clips, PPT	
4.4.2 Mentally challenged	1						
4.4.3 Emotionally challenged	1						
4.4.4 Socially challenged	1						
4.4.5 Economically challenged	1						
4.4.6 Teacher'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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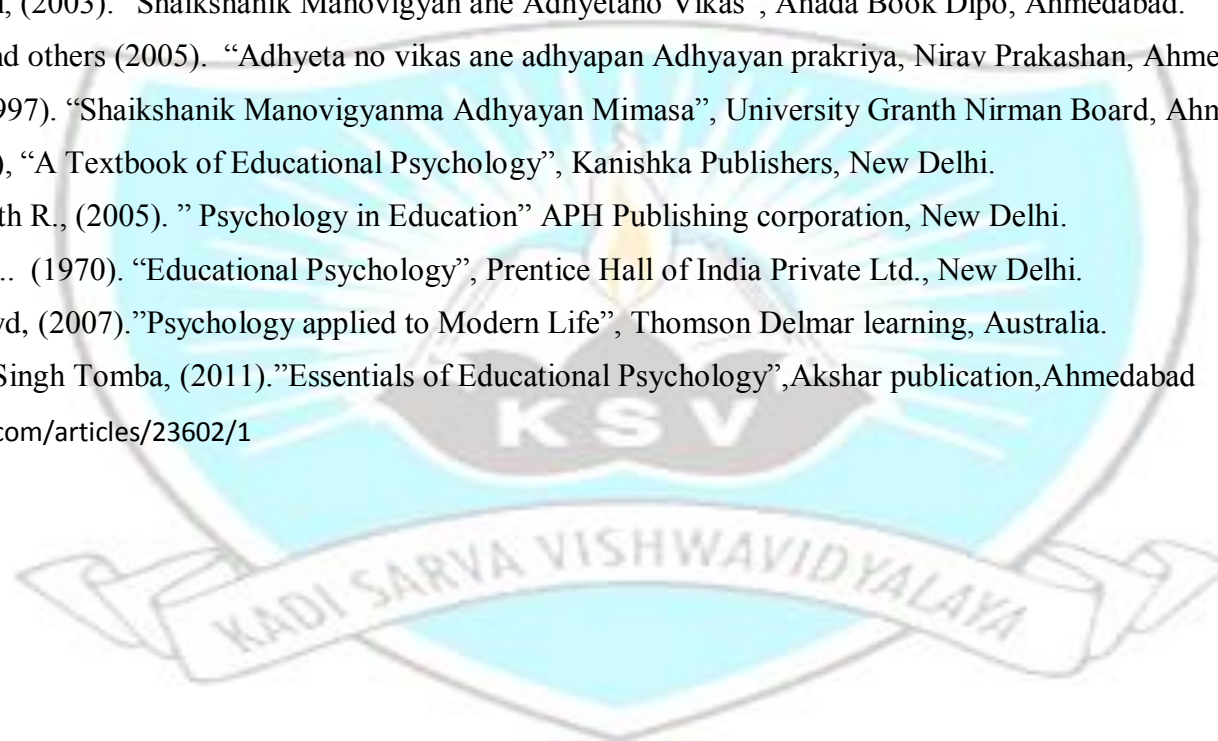
COURSE FOR SEMESTER – I

CONTEMPORARY INDIA AND EDUCATION (CC2)

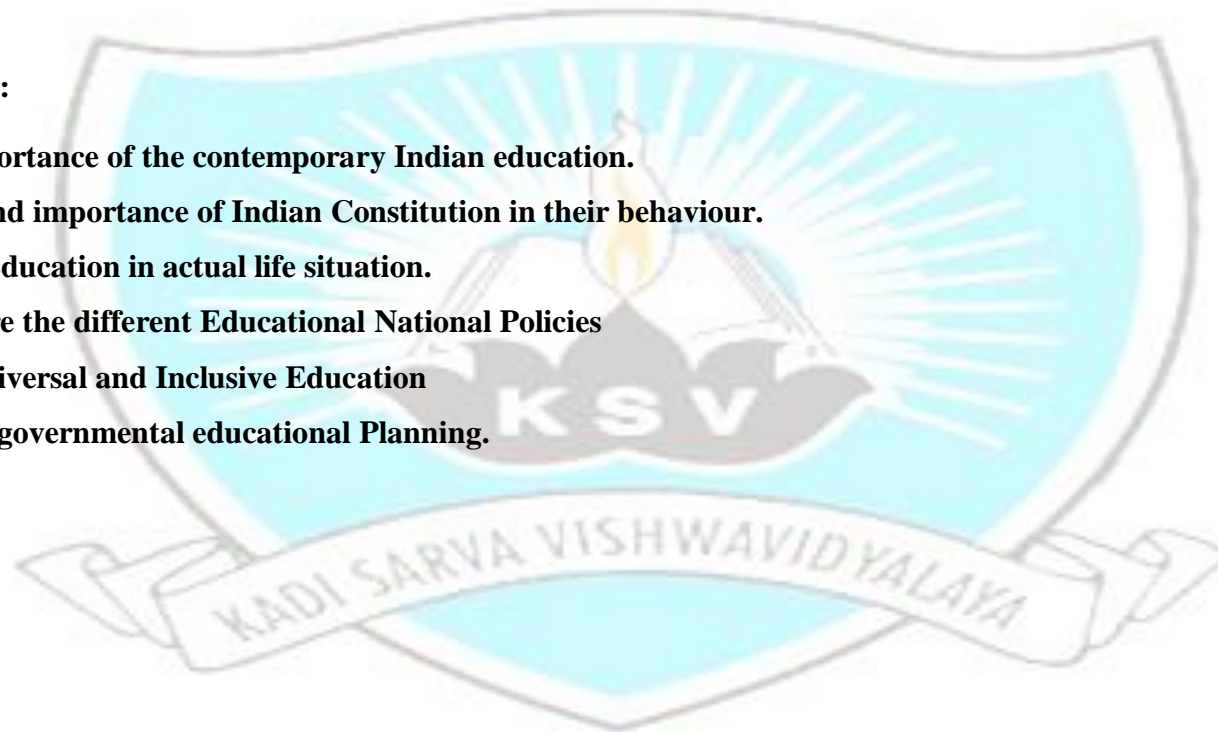**Credits – 4**   **Marks: 100**

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%			

2	**INDIAN CONSTITUTION AND EDUCATION**		16	**25%**		Handouts, PPP	Reference No 2,6
	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%**		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	6		8%	Lecture Cum		
	3.2 National Policy of Education & its recommendations (1986). Rammurthi Commission & its recommendations (1992)	6		8%	Seminar & Symposiums	PPP 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		

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%		PPP	
	4.2 Education system at State level GCERT: objectives and its functions DIET: objectives and its functions	6		7%	Group Discussion, 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)

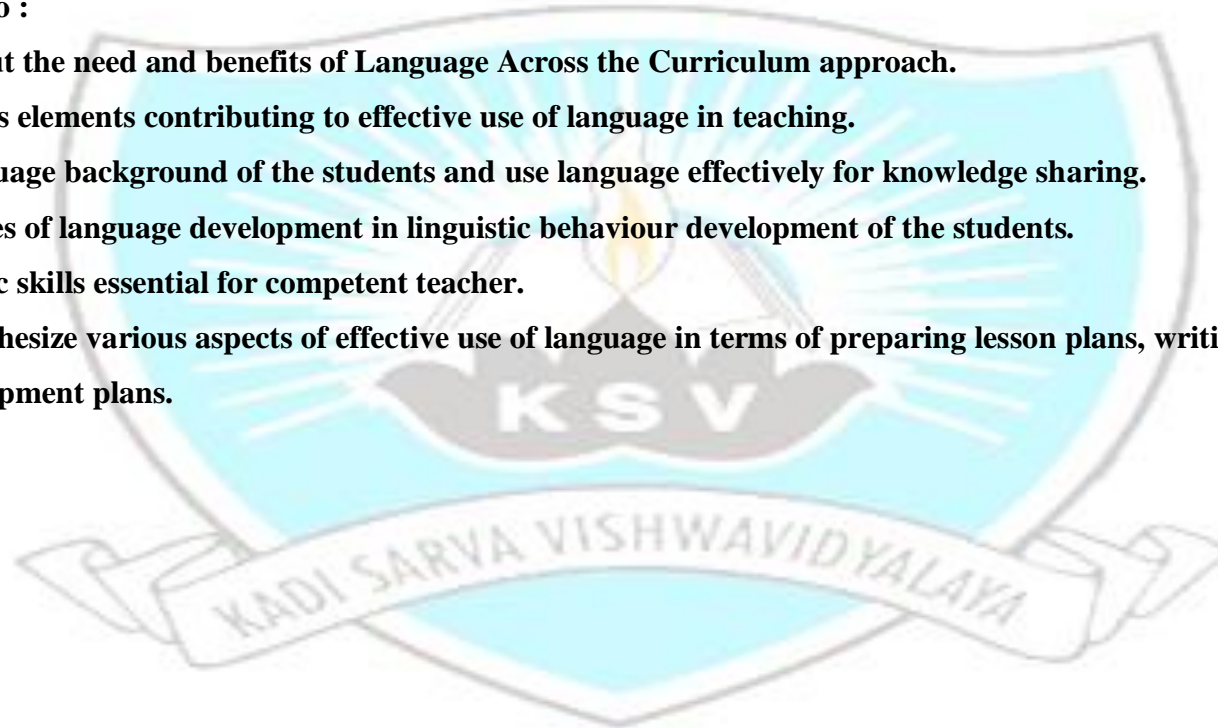**Credits – 2**   **Marks : 50**

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	2		6%			
	1.4 Classroom Language (Teachers' List) (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	2		6%			

questions						
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 :

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COURSE FOR SEMESTER – I

UNDERSTANDING DISCIPLINE AND SUBJECTS (CP2)

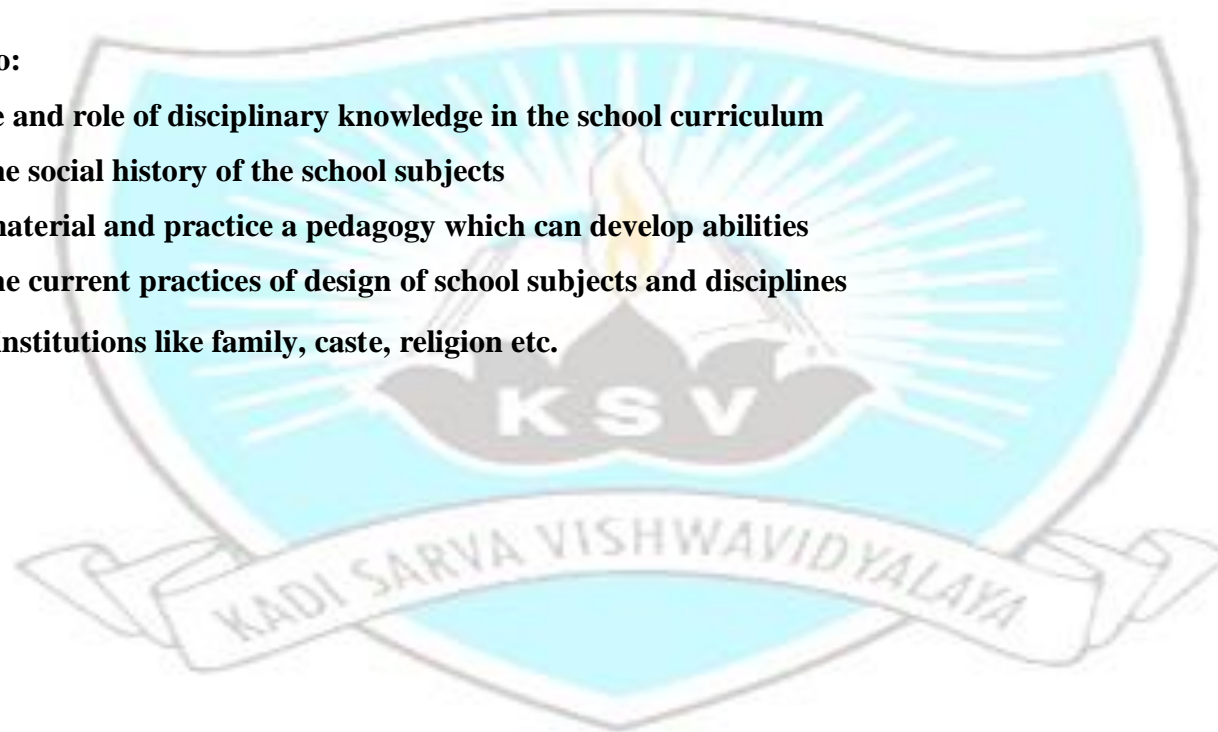**Credits – 2**   **Marks: 50**

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%**			

3	**Unit 3 - Social History of Subject area**		8	**25%**	Discussion,	Handouts,	Reference No.5, 7
	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%**	Project work, Simulation, Group Task	PPTs, 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 :

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18. ડૉ. એસ.પી. શર્મા, ડૉ. સુધીર એચ. ટંડેલ, ડૉ. પ્રશાંત પરિહાર, ડૉ. જયંતીભાઈ પટેલ, પ્રા. જે. જે. પટેલ, પ્રિ. સેજલ એન. કતારા, "વિદ્યાશાખાઓ અને વિષયોની સમજ", વર્ષ: ૨૦૧૬, નીરવ પ્રકાશન, અમદાવાદ.

COURSE FOR SEMESTER – 1

PEDAGOGY OF SCHOOL SUBJECT: ACCOUNTANCY (PS1/PS2)

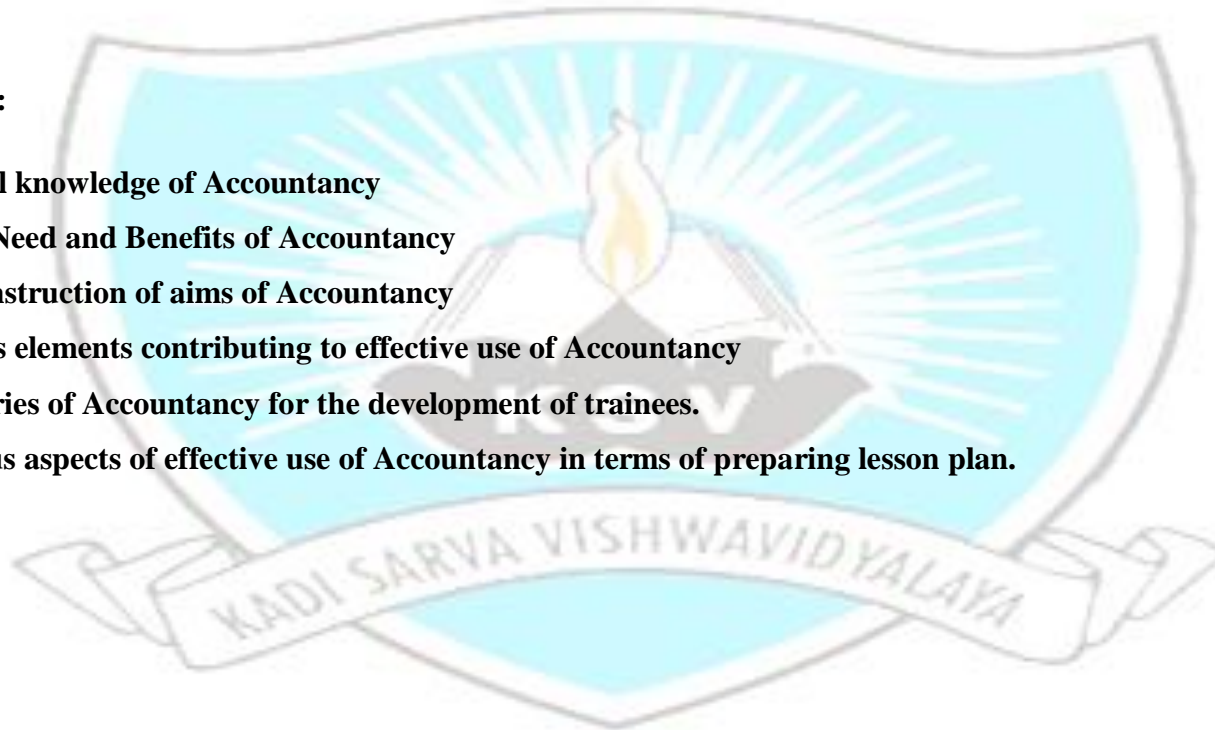**Credits – 2**   **Marks: 50**

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** 1.1 History of teaching of Accountancy 1.2 Aims of teaching of Accountancy 1.3 Basic construction of aims 1.4 General and Specific Objective in Outcomes of teaching of Accountancy. 1.5 Objective of teaching of Accountancy according to Tara Devi Seminar. 1.6 Importance of teaching of Accountancy 1.7 Scope of teaching of Accountancy	 1.0 1.0 1.0 1.5 1.0 1.5 1.0	8.0	**25%** 4% 4% 3% 4% 3% 3% 4%	Lecture Cum Discussion, Assignment, Group Discussion, Presentations	Handouts, PPT Transperencies	Reference No.5
2	**Unit 2 Planning in Accountancy Teaching** 2.1 Micro teaching • Concepts • Importance • Steps • Skills 2.2 Lesson Planning : • Importance of Lesson Planning • Lesson Planning • Unit Planning • Difference Between Lesson Planning and Unit Planning	 2.0 6.0	8.0	**25%** 6% 19%	Group Discussion, Assignment. Presentation, Seminar	Handouts, PPT Transperencies Charts	Reference No.13, 3

3	**Unit 3 Methods and techniques in Accountancy Teaching**		8.0	**25%**	Lecture Cum Discussion,	Handouts, PPT Transperencies,	Reference No.6
	3.1 Methods :						
	• Lecture Method	5.0		16%			
	• Inductive-Deductive Method					Charts	
	• Analytic and Synthetic Method				Group Discussion		
	• Demonstration Method						
	• Problem solving Method						
	3.2 Techniques **:**	3.0		9%	Assignment		
	• Assignment						
	• Illustration						
	• Questioning						
4	**Unit 4 Teaching Aids and Accountancy Teacher**		8.0	**25%**	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, PPT Transperencies, Charts	Reference No.1
	4.1 Teaching Aids :	5.0		15%			
	• Importance						
	• Visual Aids : Charts , Bulletin Board , Modules and Pictures						
	• Audio Visual Aids : T.V. , Computer						
	4.2 Accountancy Teacher :	3.0		10%			
	• General Qualities						
	• Professional Qualification						
	• Specific Qualities						
	• Professional development of Accounts'Teacher						
	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

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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, PPT	References No :
	1.1 Need of teaching of Commerce.	1.0		4%	Assignment,		7 &11
	1.2 Importance of teaching Commerce at Higher Secondary Level	1.5		4%	Group Discussion,	Transpare ncies	
	1.3 Aims of teaching of Commerce	2.0		5%			
	1.4 Difference between aims and objective of teaching of commerce	1.0		4%	Presentation		
	1.5 General and specific Objectives and learning Outcomes of teaching of commerce	2.5		8%			
2	**Unit 2 Planning in Commerce Teaching**			**25%**		Handouts,	References No :
	2.1 Micro teaching		8.0		Group Discussion,	PPT	1,11&12
	• Concepts	2.0		8%			
	• Importance					Transpere ncies	
	• Steps				Assignment.		
	• Skills						
	2.2 Lesson Planning :				Presentation, Seminar		
	• Importance of Lesson Planning	1.0		17%		Charts	
	• Lesson Planning	3.0					
	• Unit Planning	1.0					
	• Difference Between Lesson Planning and Unit Planning	1.0					

			8.0	**25%**	Lecture Cum Discussion,	Handouts,	References No :
3	**Unit 3 Methods and techniques in Commerce Teaching** 3.1 Methods : • Lecture Method • Project Method • Group Discussion Method • Comparative Method • Exhibition Method • Narration- Discussion Method		5		15%			8,9&11
	3.2 Techniques **:** • Assignment • Illustration • Questioning • Role Play • Review • Visit • Field Work		3		10%			
4	**Unit 4 Teaching Aids and Commerce Teacher**			8.0	**25%**			References No : 1&11
	4.1 Teaching Aids : • Importance • Visual Aids : Charts ,Bulletin Board , Samples, Documents, scrapbook • Audio Visual Aids : T.V , Computer, Films, Documentary		4.0		13%	Lecture Cum Discussion,	Handouts,	
	4.2 Commerce Teacher : • General Qualities • Professional Qualification • Specific Qualities • Professional Competency		4.0		12%	Group Discussion, Assignment		
	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.

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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 science teaching.	1		4%			
	1.2 Contribution of well known scientists.	1		4%			
	1.3 Values of science	2		6%			
	• Utilitarian value						
	• Cultural value						
	• Disciplinary value						
	1.4 General objectives and specific objectives in terms of learning out comes of the learner	2		7%			
	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	2		8%			
	2.3 Difference between lesson planning and unit planning	2		9%			

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	5		15%			NCERT Textbooks of std-6,7,8
	• Lecture,						
	• Demonstration,						Teacher's Handbook
	• Experiment,						
	• Project,						
	• Group discussion,						
	• Assignment,						
	• Seminar method.						
	3.2 Approaches of Science teaching :						
	• Problem solving.	3		10%			
	• Inductive – deductive						
	• Concentric Approach						
4	**Teaching aids in Science teaching**		8	25%	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, LCD Projector, Charts	Reference No.4
	4.1 Teaching aids.						
	• Importance of teaching aids	5		16%			
	• Visual aids – bulletin board, models and pictures, charts						
	• Audio visual aids : T.V., Computer, Improvised aids						
	4.2 Specific aids.	3		9%			
	• Aquarium, Vivarium, Herbarium						
	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.

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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 Presentation,	
	• Bhaskaracharya				Assignment,		
	• 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%			
	2.2 Lesson planning	2		6%	Group Discussion,	Handouts,	
	2.3 Unit planning and Blue print: Concept and construction of question paper	4		9%	Practical work	PPT Presentation,	
	2.4 Difference between Lesson planning and Unit planning	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, Charts	
	3.2 Techniques for teaching Mathematics: • Drill and review work • Assignment • Supervised study • Oral work	2		8%	Assignment		
	3.3 Vedic Mathematics: Concept and importance Multiplication and division techniques	1		4%			
	3.4 Models of Teaching: Concept attainment model Mastery Learning model	2		5%			
4	**Unit 4 Teaching Aids in Mathematics** 4.1 Meaning and concept of teaching aids 4.2 Types of teaching aids 4.3 Importance of teaching aids 4.4 Preparation of teaching aids	 2 1 1 4	8	**25%** 6% 6% 4% 9%	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, PPT Presentation, Charts	Reference No. 10 http://www.mathguru.com http://www.sakshat.com
	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.

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http://www.mathguru.com
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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 today 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%		Handouts, PPT, Computer, Scrap-Books Charts and Pictures of Economists	Reference No : 1, 11
	1.1 Concept of Economics (Meaning)	2		5%	Discussion, Group - Discussion, Story Telling Method , Seminars Methods		
	1.2 Importance of Economics	1		5%			
	1.3 General objectives and specific objectives of teaching of Economics in terms of learning outcomes.	1		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	3		5%			
2	**Unit II Planning in Economics Teaching & Textbook:**		8	20%		Handouts, Transparency PPT , Computer, Reference Books	Reference No : 4, 7
	2.1 Importance of Planning.	1		2 %	Group Discussion, Assignment, Question Answer Method, Seminars Method Discussion,		
	2.2 Micro teaching • Concept • Steps • importance	2		6%			
	2.3 Importance of textbook of Class 11th of GSEB from teachers and students point of view	3		8%			
	2.4 Criteria of a good textbook Critical evaluation of Economics textbook **of** class 12th of GSEB	2		4%			

3	**Unit III Methods techniques in Economics teaching:**		**8**	**30%**			Reference No : 1, 8, 9
	3.1 Methods of Economics teaching				Discussion, Dramatization, Simulation, Group Task, Project, Book, Reviews, Assignment	Handouts, PPT, Computer, Scripts,	
	3.2 Importance of various methods	1		3%			
	3.3 Methods: Comparative,	1		4%			
	• Survey,	4		15%			
	• Project,						
	• Lecture,						
	• Group discussion,						
	• Assignment,						
	• Seminar,						
	3.4 Techniques of Economics teaching :						
	• Dramatization	2		8%			
	• Questioning						
	• Illustration						
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:	2		5%			
	• Concept						
	• importance						
	4.2 Visual aids –	3		10%			
	• bulletin board,						
	• models						
	• pictures,						
	• Charts						
	• Magazines						
	• Newspapers						
	• Reference books						
	• Documents						
	4.3 Audio visual aids : TV, Computer, Audio, Radio	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.

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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, Language used as a tool of communication	4		12.5%	Group Discussion	Computer and Hand-outs	
	1.2 Importance of English language and Problems faced by Gujarati Learners	4		12.5%	Presentation		
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 • Bilingual method • Direct method	4		12.5%			
	2.2 Techniques of teaching English : Role play, Simulation, Dialogue, Language games, Demonstration	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 Planning of Prose, Poetry and Grammar	3		9%			
	3.3 Audio Visual Aids : types (Projective & Non-Projective Devices), Its effective use	2		7%			
4	**Unit 4 : Developing Linguistic Skills :**		8	**25%**	Presentation Discussion Project work Review method Play/Script writing	Books, PPT, Computer and Hand-outs, Available Scripts	Reference No: 6 & 9
	4.1 Developing Listening Skill	2		6%			
	4.2 Developing Speaking Skill	2		6%			
	4.3 Developing Reading Skill	2		6%			
	4.4 Developing Writing Skill	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. 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%)**	Lecture cum Discussion	-PPts, Transparency	Reference No: 1,2,3,4,7,8,13
	1.1 Concept & scope of social science	2		5%			
	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**		**10**	**(30%)**	Lecture cum Discussion	- PPts Transparency	Reference No: 1,2,3,4,5,6,7,8,13
	2.1. General and Specific objectives of Social Science	3		8%		Pictures Charts	
	2.2 Meaning & Importance of Lesson Planning 2.2.1 Pre- Practice Teaching	3		10%	Project Method	Date Line Maps-Globe	
	2.3 Teaching Aids 2.3.1 Concept and Need of Teaching Aids 2.3.2 Pictures & Charts, Globe, Maps, Coins -Stamps, Date Line 2.3.3.O.H.P & L.C.D. Projectors & Computer	4		12%		H.P & L.C.D Projectors Computer News Papers Magazines Coins Stamps	
3	**Unit 3 Methods of teaching Social Science**		**8**	**(25%)**	Lecture cum Group Discussion	-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 :						
	3.1.1. Source Method	2		5%			
	3.1.2. Lecturer Method	1		4%			
	3.1.3. Project Method	1		3%			
	3.1.4. Exhibition Method	2		5%	Seminar		
	3.1.5. Group Discussion Method	1		5%	Method		
	3.1.6. Seminar Method	1		3%			

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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26. http://www.sunypress.edu/pdf/52303.pdf

27. Gujarat State Text Book Board Std: 6 to 10

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:		8.0	**25%**	Lecture Cum Discussion, Presentations Assignment. Lecture Method	Handouts, LCD Projector, Computer	Reference No: 1
	1.1 राष्ट्रभाषा शिक्षा के उद्देश्य: सामान्य एवं विशिष्ट उद्देश्य	2.5		10%			
	1.2 मौखिक अभिव्यक्ति की शिक्षा: मौखिक अभिव्यक्ति का महत्व , गुण, प्रयुक्तियाँ , विधालयी बच्चों में पायेजानेवाले उच्चारण दोष एवं उसके सुधार के उपाय	5.5		15%			
2	भाषा शिक्षा के सिद्धान्त व वाचन कौशल्य:		8.0	**25%**	Discussion, Assignment. Source Method , Group Discussion	Handouts, LCD Projector, Computer, Reference Books	Reference No: 2
	2.1 भाषा शिक्षा के सिद्धान्तसूत्र	2.0		8%			
	2.2 वाचन शिक्षा: वाचन का महत्व, वाचन शिक्षा की प्रयुक्तियाँ, वाचन के प्रकार, वाचन के दोष व सुधार के उपाय	6.0		17%			
3	राष्ट्रभाषा शिक्षा व पाठ आयोजन:		8.0	**25%**	Lecture Cum Discussion, Simulation, Group Task, Project, Lecture Method, Group Discussion	Handouts, LCD Projector, Computer, Chart	Reference No: 4
	3.1 राष्ट्रभाषा शिक्षा का स्वरूप एवं राष्ट्रभाषा शिक्षा की साहित्यिक, सांस्कृतिक, व्यावसायिक एवं राजकीय महत्ता	2.0		8.0%			
	3.2 पाठ आयोजन: संकल्पना, सोपान, महत्व एवं पाठ आयोजन तथा इकाई आयोजन में अंतर	6.0		17.0			

4	**भाषा शिक्षा की विधियाँ एवं दृष्य-श्राव्य साधन:**		8.0	**25%**	Discussion, Problem	Reference Books	Reference No: 2
	4.1 भाषा शिक्षा की विधियाँ; प्रत्यक्ष, परोक्ष, स्वाध्याय तथा कार्यसभा विधि	2.5		10%	Solving Method, Project work, Group Discussion	Handouts, LCD Projector, Computer, Text- Print material	
	4.2 राष्ट्रभाषा शिक्षा में दृष्य-श्राव्य साधन: दृष्य-श्राव्य साधनों का महत्व एवं उपयोग	55		15%			
	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)

1. बोबे-(1994) .सं.बा , हिन्दी की अध्यापन पध्दति पुणे,नूतन प्रकाशन ,

2. डॉ सीताराम देशामुख 2007हमदाबाद ,अक्षर पब्लिकेशन ,विषयपध्दति - हिन्दी

3. गोदर विनोद (1994) नई वाणी प्रकाश ,प्रयोजन मूलक हिन्दी -दिल्ली

4. कुलकर्णी-(1964) , हिन्दी अध्यापन पद्धति आग्रा ,केन्द्रीय हिन्दी संस्थान ,

5. श्रीवास्तव-(1983) रविंद्रनाथ एवं तिवारी भोलानाथ , हिन्दी भाषा संरचना और प्रयोग नेशनल पब्लिकेशन दिल्ली ,

6. तिवारी भोलानाथ -(1976) हिन्दी भाषा विज्ञान इल्हाबाद ,किताब महल .

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 १.१ संस्कृतभाषायाः महत्त्वम् १.२ संस्कृतभाषायाः शिक्षणं लोकप्रियं करणोपायाः १.३ भारतीयभाषाणां विकासे संस्कृतभाषायाः योगदानम् १.४ संस्कृतस्य अन्यविषयैस्सह अनुबन्धः १.५ संस्कृतभाषायां साहित्यम् १.६ संस्कृते भावात्मकैकता	2 1 1 1 2 1	8	**25%** 5% 4% 4% 4% 4% 4%	Discussion, Seminar, Group discussion, Simulation	LCD Projector, Computer, OHP	Reference No : 1
2	द्वितीयान्वितिः- संस्कृतभाषाया अध्ययनं हेतवश्च २.१ संस्कृतभाषाशिक्षणस्य ध्येयानि २.२ संस्कृतभाषाशिक्षणस्य प्राचीन-अर्वाचीनाः हेतवः २.३ संस्कृतभाषाशिक्षायाः सामान्यविशिष्टहेतवः २.४ अध्यापनायोजनस्य संकल्पना, महत्त्वं सोपानानि च २.५ गद्यअध्यापनायोजनस्य हेतवः सोपानानि च २.६ पद्यअध्यापनायोजनस्य हेतवः सोपानानि च	1 1 2 2 1 1	8	**25%** 5% 4% 4% 4% 4% 4%	Group Discussion, Book Reviews, Team teaching and Presentation	Handouts, LCD Projector, Computer,	Reference No : 1, 3

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)	2		6%			
	३.२ संस्कृतगद्यशिक्षणस्य पद्धतयः (अनुवादपद्धतिः, उद्बोधनपद्धतिः, शब्दकोशपद्धतिः)	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			5%			
	४.२ संस्कृतखण्डस्य आवश्यकताः	2		5%			
	४.३ संस्कृतशिक्षायां कण्ठस्थीकरणम्	2		5%			
	४.४ संस्कृतशिक्षायां मौखिककार्यम्	2		5%			
	४.५ संस्कृतशिक्षायां लेखनकार्यम्	1		5%			
		1					
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. Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956

2. Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956

3. Apte D. G., Teaching of Sanskrti, Bombay, Padma publication

4. Bokil, V. P. and Parasnis, N. K. A. New approach to teaching of Sanskrit, Poona, Lakshagraha press

5. Dr. Bhatt V. M. Sanskrit Vakya Samrachna, Saraswati pustak bhandar, Ahmedabad

6. Dr. Mohini Aacharya, Sanskrit Vishay paddhati, Akshar Publication, Ahmedabad

7. Raval Natubhai ane anya, "Sanskrit nu Abhinav Adhyapan", Nirav prakashan, Ahmedabad
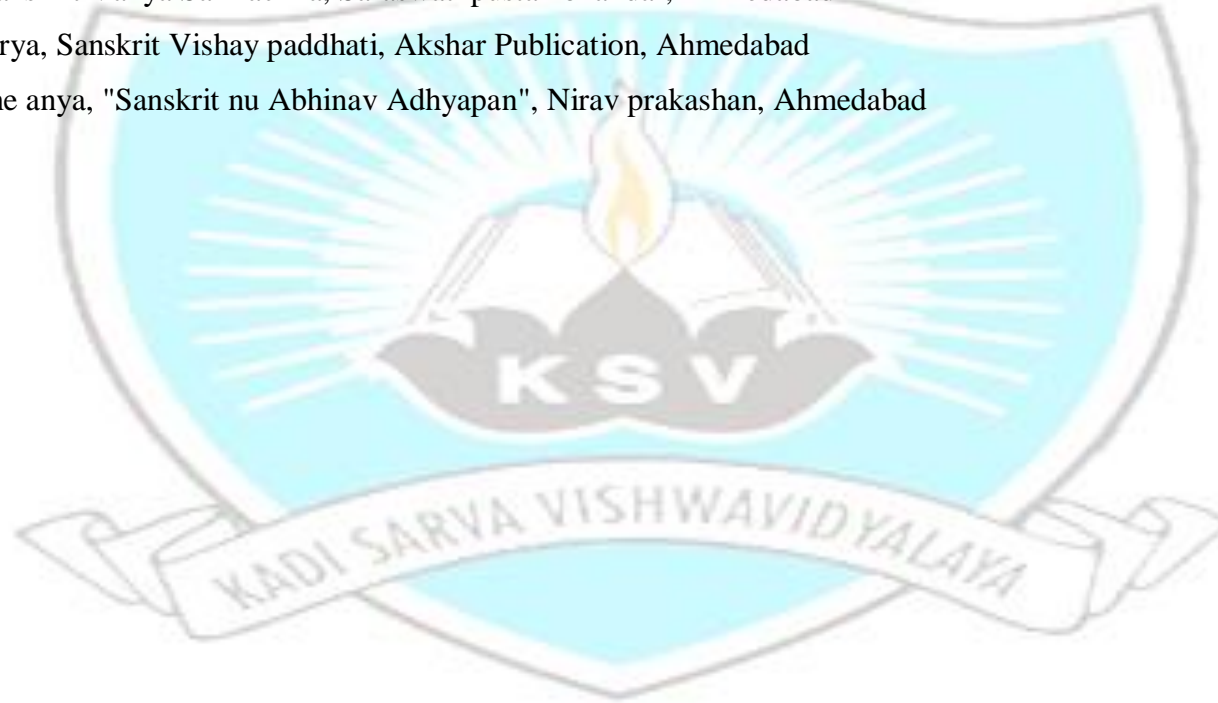
COURSE FOR SEMESTER – I
PEDAGOGY OF SCHOOL SUBJECTS: GUJARATI (PS1/PS2)

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 નોંધ કરવા સમર્થ થશે .

3. માતૃભાષાના વિષયવસ્તુનું અધ્યાપન કૌશલ્ય કેળવશે.

4. માતૃભાષાના શિક્ષણમાં પાઠ આયોજન અને તેના હેતુઓ વિશે નોંધ કરવા સમર્થ થશે.

5. ગુજરાતી ભાષાના સાહિત્ય સ્વરૂપો વિશે નોંધ 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 ભાષાનો અર્થ,સ્વરૂપ અને વિકાસનું અધ્યયન:		8	25%	કથન ચર્ચા-,	લેખન ,	Reference No: 2
	1.1 ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ	2		6%			
	1.2 ગુજરાતી ભાષાનો ઉદ્ભવ અને વિકાસ	3		7%	જૂથચર્ચા ,	LCD Projector,	
	1.3 ભાષા અને ભાષા વિકાસ	1		6%			
	-ભાષાનાં ઘટકો						
	-ભાષાની વિવિધ લાક્ષણિકતાઓ			6%	પરિસંવાદ ,	OHP	
	1.4 માતૃભાષા શિક્ષણની પ્રયુક્તિઓ	2					
	-વાર્તા અને ગાન						
2	ગુજરાતી ભાષાનું મહત્વ,પોષક પરિબળો અને અધ્યયનના હેતુઓ:		8	25%	જૂથચર્ચા	સંદર્ભગ્રંથ ,	Reference No: 6
	2.1 માતૃભાષા શિક્ષણનું મહત્વ	1		6%			
	2.2 માતૃભાષા અધ્યયન માં પોષક પરિબળો	2		7%	કથનચર્ચા-	LCD Projector,	
	-કુદરતી શક્તિઓ , પેરણા, વાતાવરણ						
	2.3 માતૃભાષાશિક્ષણના હેતુઓ	2		6%	વ્યાખ્યાન		
	-સામાન્ય હેતુઓ, વિશિષ્ટ હેતુઓ					OHP	
	2.4 માતૃભાષાશિક્ષણની પધ્ધતિઓ:	3		6%			
	-વ્યાખ્યાન પદ્ધતિ,આગમન – નિગમન પદ્ધતિ						

3	ગુજરાતી ભાષામાં પાઠ આયોજન અને હેતુઓ:		8	25%		,	Reference No: 5
	3.1 પાઠ આયોજન ; સંકલ્પના,મહત્વ,અને તેની વિશિષ્ટતાઓ	2		6%	પેનલચર્ચા , આગમન- નિગમન,	LCD Projector, Computer, લેખન	
	3.2 ગદ્યપાઠ આયોજન	1		6%			
	3.3 ગદ્ય શિક્ષણના હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો	2		6%			
	3.૪ પદ્યપાઠ આયોજન, પદ્ય શિક્ષણના હેતુઓ અને ધ્યાનમાં રાખવાની બાબતો	3		7%	જૂથચર્ચા		
4	**માતૃભાષાના કૌશલ્યો :**		8	25%		LCD Projector, Computer,	Reference No: 7
	4.1 શ્રવણ કૌશલ્ય: અર્થ અને મહત્વ	2		6%	સ્વાધ્યાય ,		
	4. 2 શ્રવણ કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ	2		6%			
	4.3 કથન કૌશલ્ય: અર્થ અને મહત્વ	2		6%	કથન નિરિક્ષિત,,		
	4.4 કથન કૌશલ્ય વિકસાવવા માટેની પ્રવૃતિઓ	2		7%	કથનચર્ચા-		
	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. Mukalel, J.C.(1998), "Approaches to English Language Teaching", Discovery Publishing House, New Delhi.

2. કોઠારી જયંત અમદાવાદ , 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)

Credit : 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 of Computer Science teaching methods**

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

5.   **Apply various concepts of Computer Science in day to day life**

SCHEME OF TEACHING AND ASSESSMENT:

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching/ Learning Recourses	References
		Sub Units	Total Hours				
1	**Historical Knowledge about computer Science**		8	**25%**	Lecture Cum Discussion,	Handouts, PowerPoint presentation Computers LCD Projector,	Reference No: 1, 2
	1.1 Understand the historical development of Computer	3		9%			
	1.2 Contribution in invention of computers : Base Pascal, Charles Babbage	2		7%			
	1.3 Difference : Computer Education as a school subject in past and present situations	3		9%			
2	**Understanding of Pedagogical Approaches and Aims**		8	**25%**	Lecture Discussion Group Discussion	PowerPoint presentation Computers LCD Projector,	Reference No: 5
	2.1 Concept, aims, objectives and importance of teaching computer science	3		9%			
	2.2 Method of teaching of Computer science: • Problem Solving method • Demonstration method • Laboratory Method • CAI, CAL • Web based learning/ Teaching	4		13%			
	2.3 Teaching aids: Concept, types of teaching aids	1		3%			
3	**Disciplinary Knowledge & Basic Concept of Computer Science**		8	**25%**	Lecture Demonstrations	PowerPoint presentation CAI Computers	Reference No: 3, 4
	3.1 Computer : Definition, characteristics, Uses of computers in different areas in present situations	1		3%			
	3.2 Classifications of computers : Super, micro, mainframe, mini computers, personal computer,	1		3%			

					LCD
laptop					
3.3 Hardware and software : definition - hardware and software Types of software : • Application software : Microsoft Word, Power point, Excel • System Software : Operation System	2	6%	Discussion		OHP
3.4 Hardware Tools : • CPU- Control Unit, Arithmetic and Logic Unit • Memory Unit (Storage devices- CD,DVD, Pen drive, Floppy etc) • Input Devices • Output Devices	3	10%			
3.5 Internet : Definition, Uses, Disadvantages	1	3%			

4	**Practical Application of theories in relation to subject in its social context**		8	**25%**	Demonstrations	Computers	Reference No: 3
	4.1 PowerPoint Presentation	2		6.25%			
	4.2 Prepare mark sheet in excel	2		6.25%	Discussion		
	4.3 Preparation of any one digital teaching aids	2		6.25%			
	4.4 Project Work	2		6.25%			
	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.
8. Shukla Satish (2009), *Basics of Information Technology for Teacher Trainees,* Ahmedabad : Varishen Prakashan, 2005.
9. Sinha, (1997) *Computer Fundamentals,* New Delhi : BPB Publication.
10. Rajaraman, "Fundamentals of Computer", Prantice-Hall of India Pvt. Ltd, New Delhi.

Websites:

http://www.computerhope.com
http://www.computerhelpatoz.com
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 1.1 Engaging with various narrative and descriptive accounts 1.2 Engaging with subject based writing 1.3 Engaging with journalistic writing	2 2 3	7	**20%** 6% 5% 9%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference No: 5
2	**Unit – 2 Reflective reading and writing** 2.1 Conduct interactive group reading sessions 2.2 Reading strategies and reflective writing	3 4	7	**20%** 9% 11%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference No: 5
3	**Unit – 3 Forms of literature for enhancing reading** 3.1 Fiction: short stories, play, novel, poetry 3.2 Non- Fiction: biography, autobiography, essay, information books, articles, reference sources (encyclopedia, dictionaries, thesaurus, critiques (critical analysis/literary analysis)	4 5	9	**30%** 13% 17%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference No: 3, 6
4	**Unit – 4 Activities for strengthening reflective reading** 4.1 Reading comprehension 4.2 Book review 4.3 Review of prose/poetry 4.4 Summarizing 4.5 Translation	2 1 2 2 2	9	**30%** 7% 3% 7% 6% 7%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference No: 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. 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.
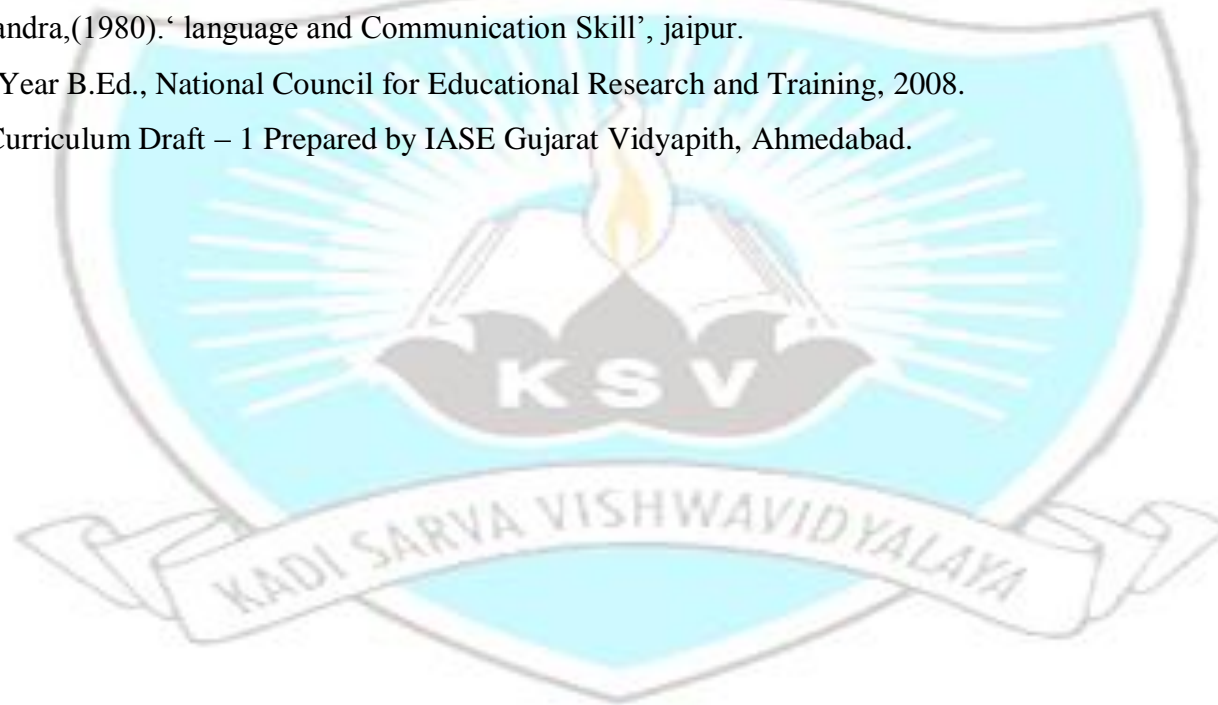
COURSE FOR SEMESTER – I
BASICS OF COMPUTER (EPC1B)

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%			Reference No: 10, 11
	1.1 History of development of Computer	1		3%	Lecture Cum Discussion, Presentation.	Handouts, PowerPoint presentation, Computers, LCD Projector.	
	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%			
	2.4 Types of Software : • Application software : Microsoft Word, Power point, Excel	1		3%			
	• System Software : Operation System	1		3%			
	2.5 Operating System: Definition, Functions and types of Operating System, BIOS	2		6%			

	2.6 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	PowerPoint presentation,	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%	Group Task, Project.	Computers, LCD Projector.		
	• Write an application for the job of a teacher	1		3%				
	• Preparation of C.V.	1		3%		Reference Books		
	• 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	Computers,		
	• Types of slides, Auto layout for slides	1		3%	Group Task,	LCD Projector		
	• Format on text, background or design in slides	1		3%	Project.			
	• 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.

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.

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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 – 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					
	1.3 Meaning & Concept of Environmental Education.	2					
	1.4 Importance of Environmental Education	2					
2	**UNIT: 2 Global issues on Environment,** 2.1 Types of Pollution: Meaning, Causes & Effects ➢ Air Pollution ➢ Water Pollution ➢ Soil Pollution ➢ Noise Pollution	4	8	**25%**	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4 ,5
	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** 3.1 Environmental Education & Role of School	2	8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.4,3
	3.2 Role of NGOs	1					
	3.3 Role of mass-media	1					
	3.4 Environmental Educational Programs	2					
	3.5 Environment management	2					

			8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.4,3
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	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.

6. Gurdeep Raj (1987), "Dictionary of Environment", Anmol Publication, New Delhi,

7. HimanshuVashist (2002), "Environmental Education-Problems and Solutions", Jaipur.

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9. Panneerselvam, A. (2002), "Environmental Science Education" New Delhi.

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11. Sharma, R.A. (2003), "Environmental Education", Meerut.

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16. Subramanim, V, "A Text book in Environmental Science", Narosa Publication House, Mumbai.

17. UNESCO (1981), "Environmental Education" in the light of the Tbilisi Conference, UNESCO.
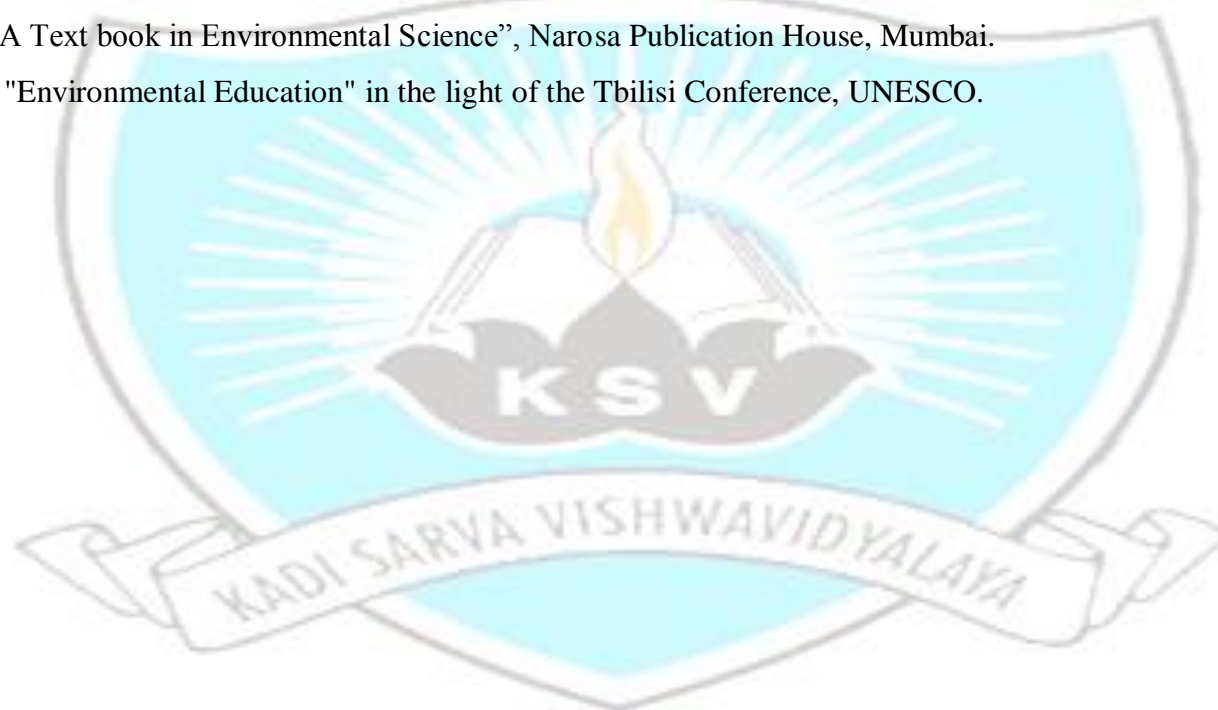
COURSE FOR SEMESTER – I

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

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	8	25%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.1,8

	Education.	2						
	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	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

REFERENCES:

1. Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
2. Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., NewYork.
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7. Dewey (1969). The school and Society, Chicago, Univ. of Chicago Press (Reprint).

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10. Machel, G. (1996). Promotion and protection of the rights of children: impact of armedconflict on children. United Nations, New York.

11. Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.

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14. Shah, I. (1971). Thinkers of the East. London: Penguin Books.

15. UNICEF(1994). I Dream of Peace. New York: Harper-Collins.

16. UNICEF (1996). The State of the World's Children Report 1996. Oxford University Press.

17. UNICEF Lebanon (1993). 'Learning for life programme'.

18. UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution,reconciliation, and peace.

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 std-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
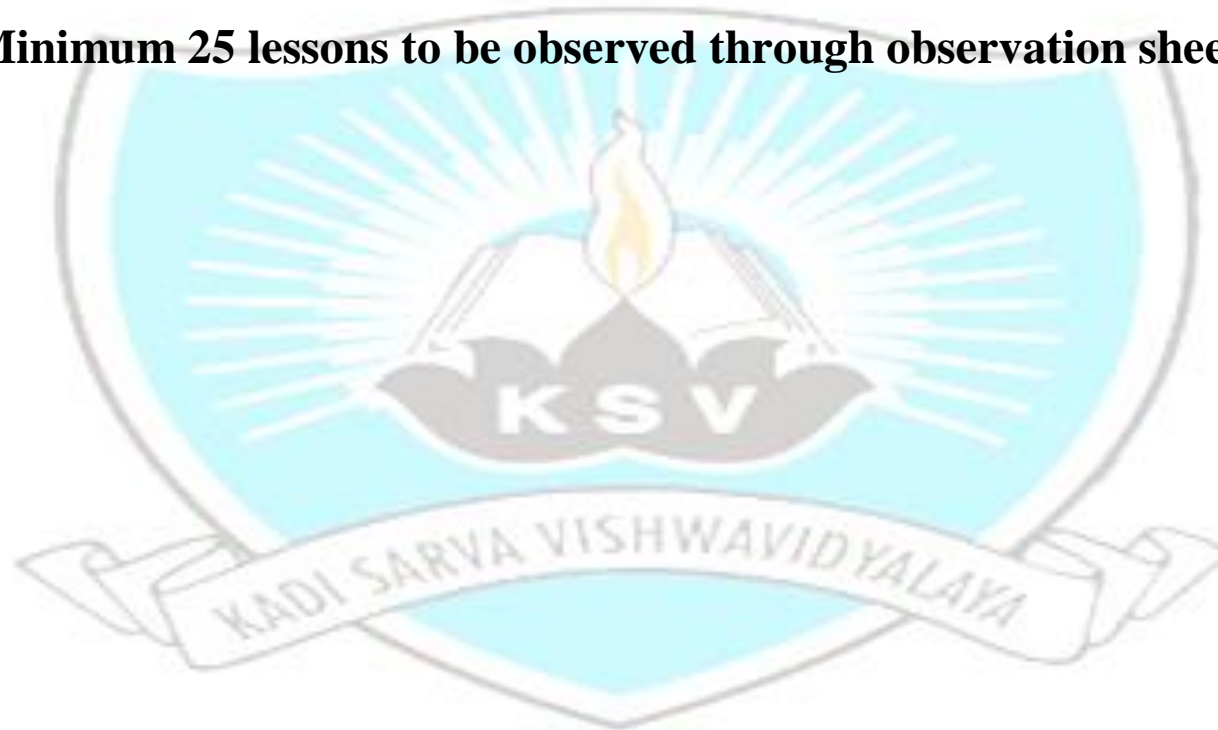
COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-1 THEORY PAPERS

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
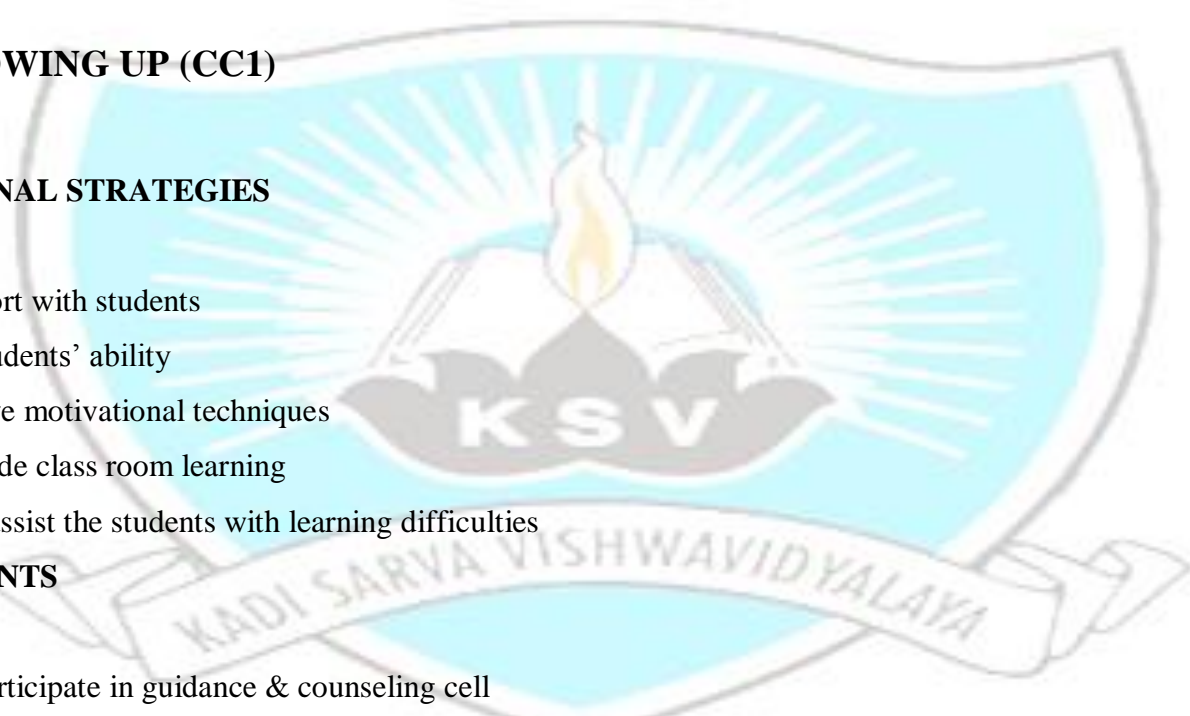
3. **OFFER TESTING & CONSULTING SERVICES**

   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
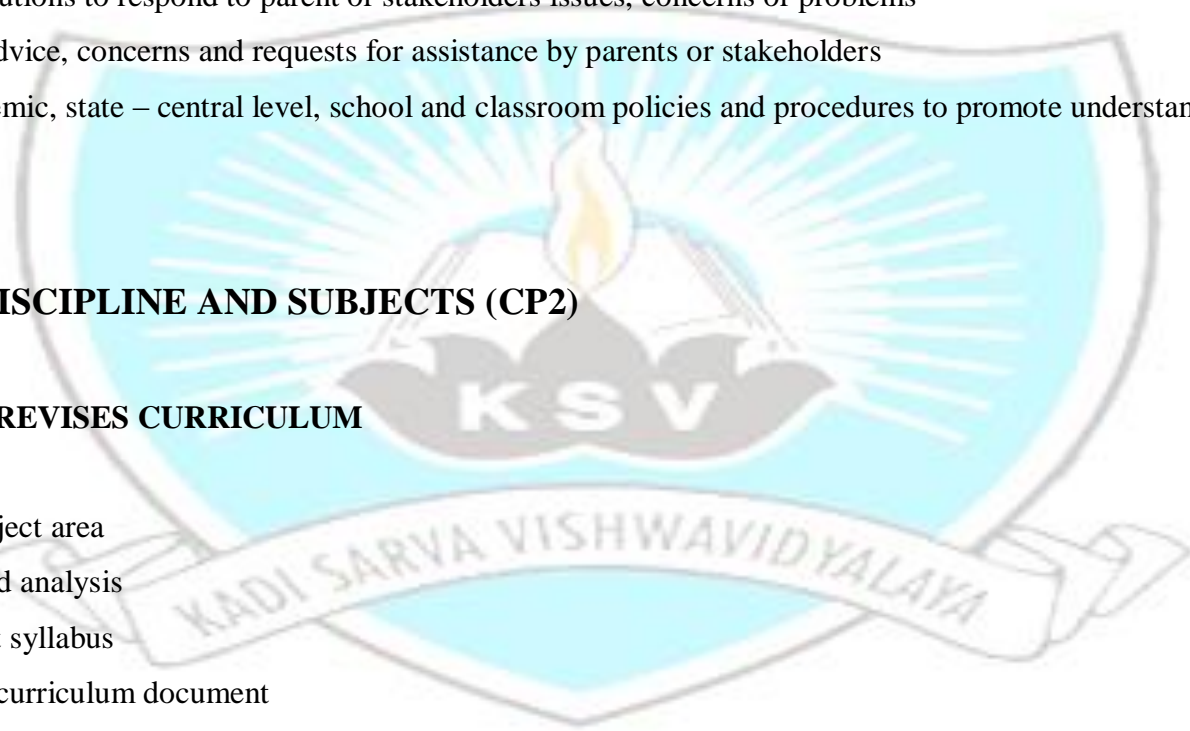
2. **PARTICIPATES IN THE UPLIFTMENT OF THE SOCIETY**

   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
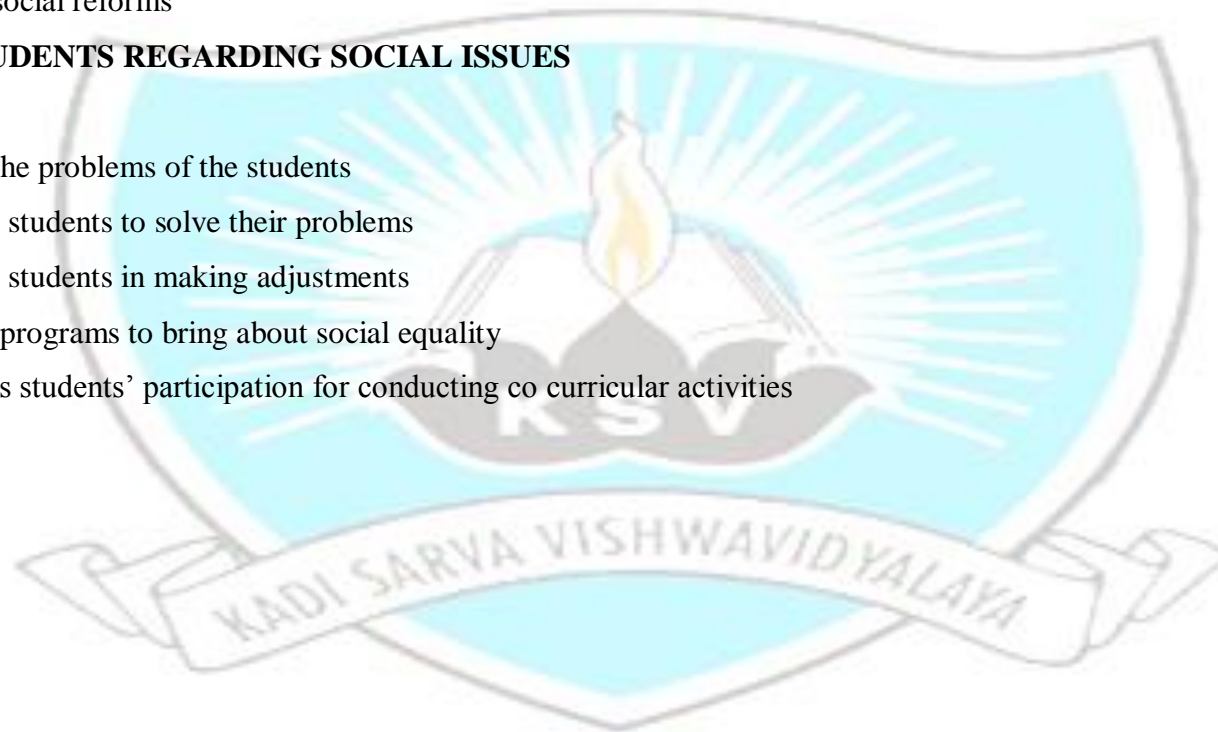
PEDAGOGY OF SCHOOL SUBJECT

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.
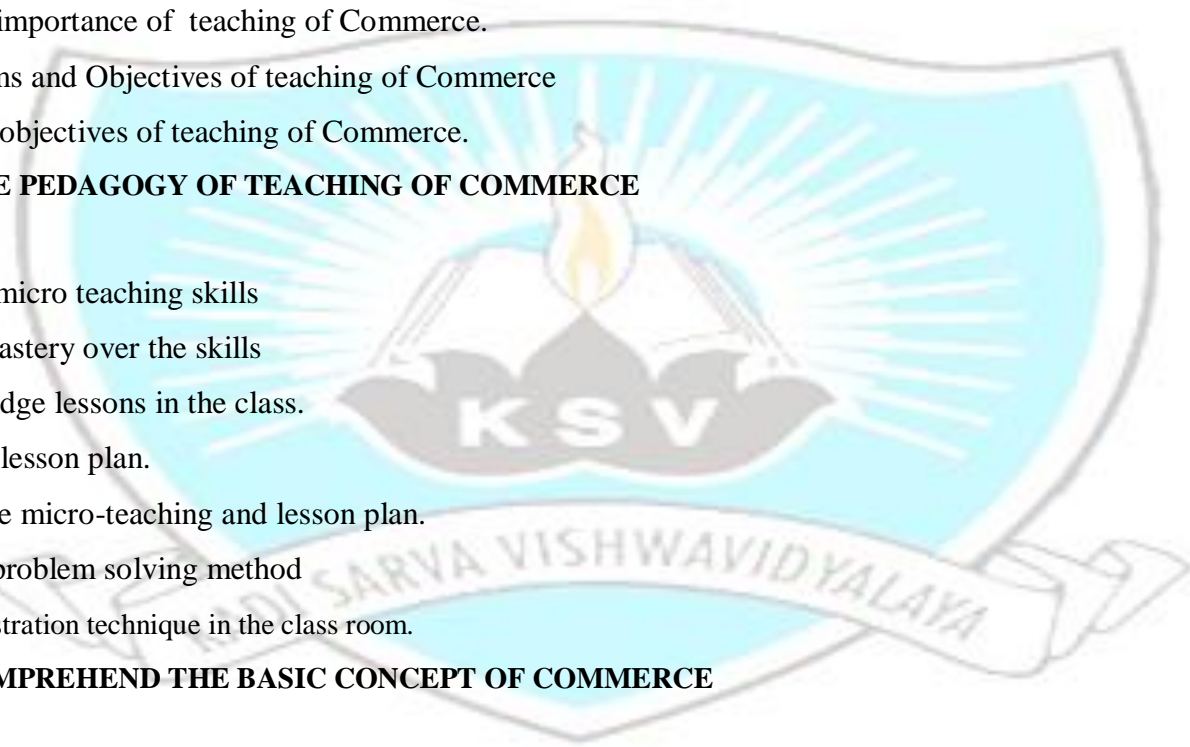
3. SCIENCE AND TECHNOLOGY (PS1/PS2)

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
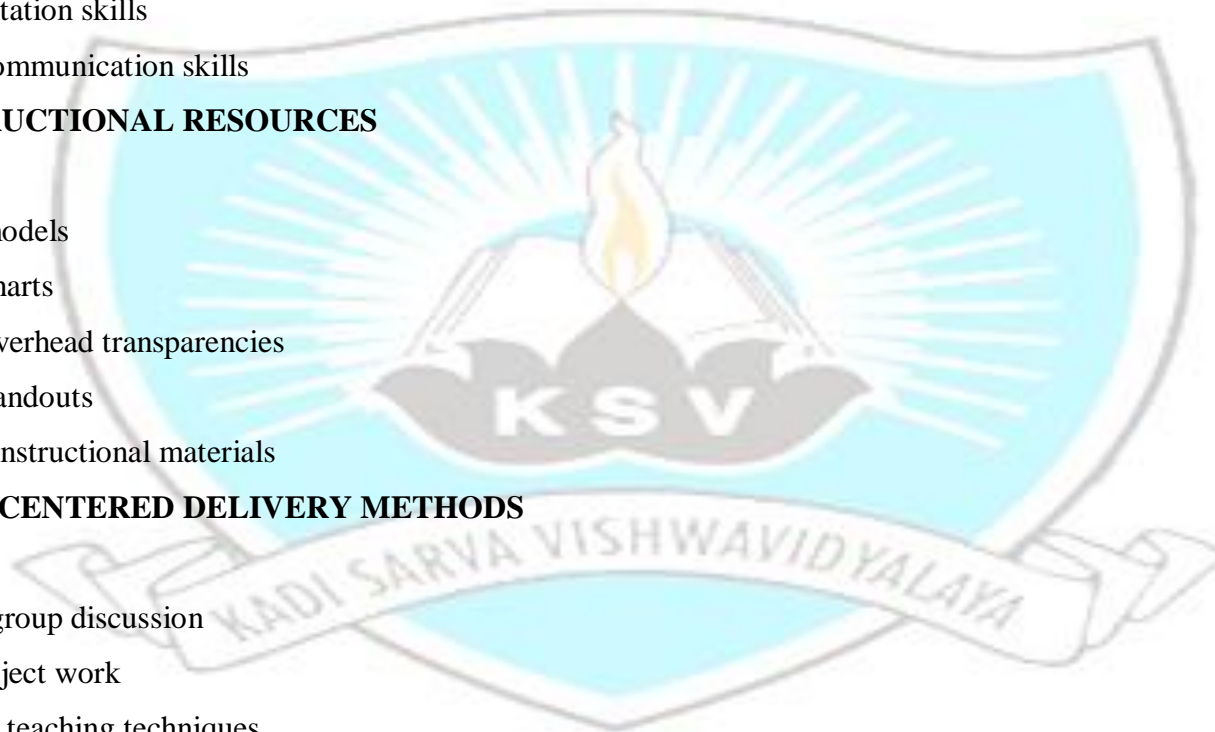
4. MATHEMATICS (PS1/PS2)

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
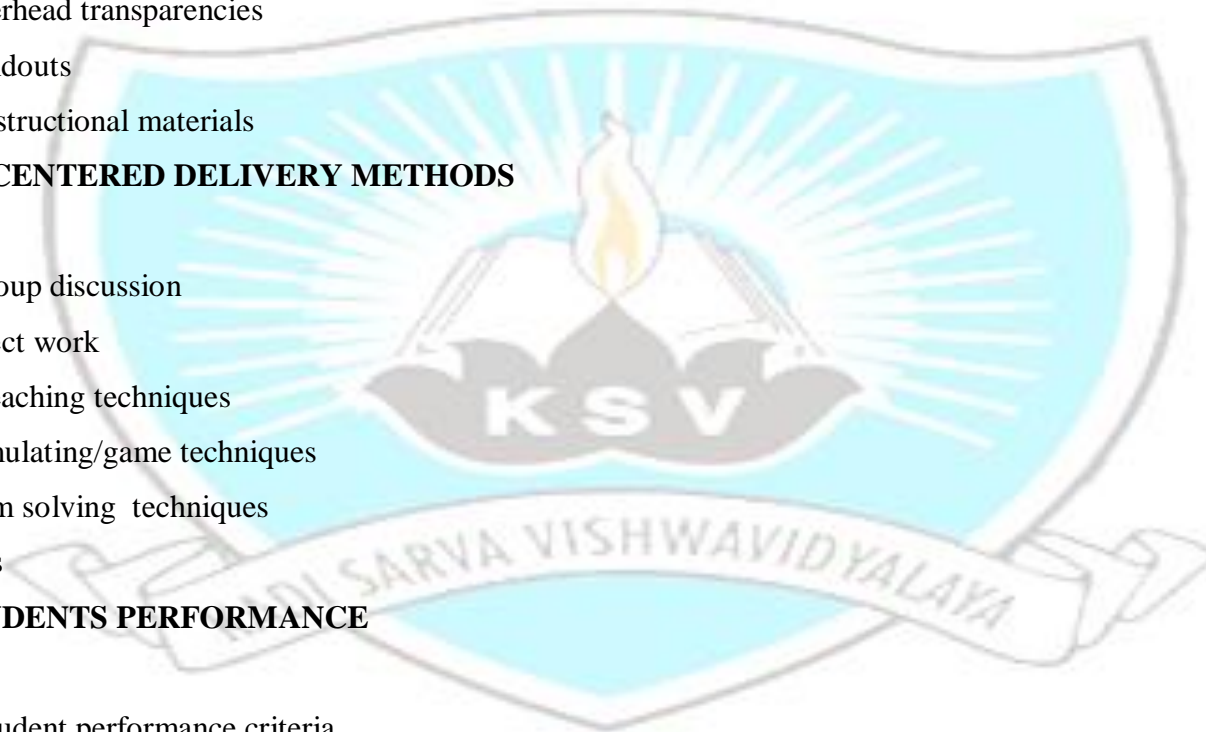
5. ECONOMICS (PS1/PS2)

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
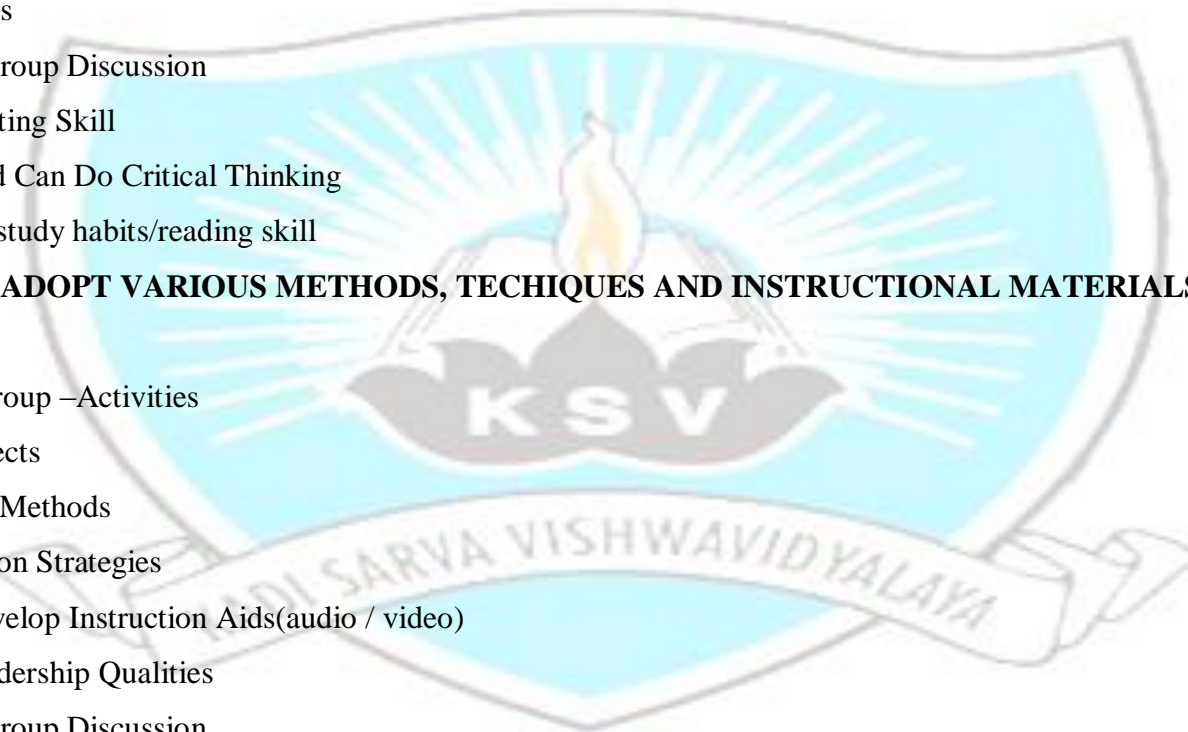
6. ENGLISH (PS1/PS2)

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

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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 स्त्रोतों 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 वृद्धी 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
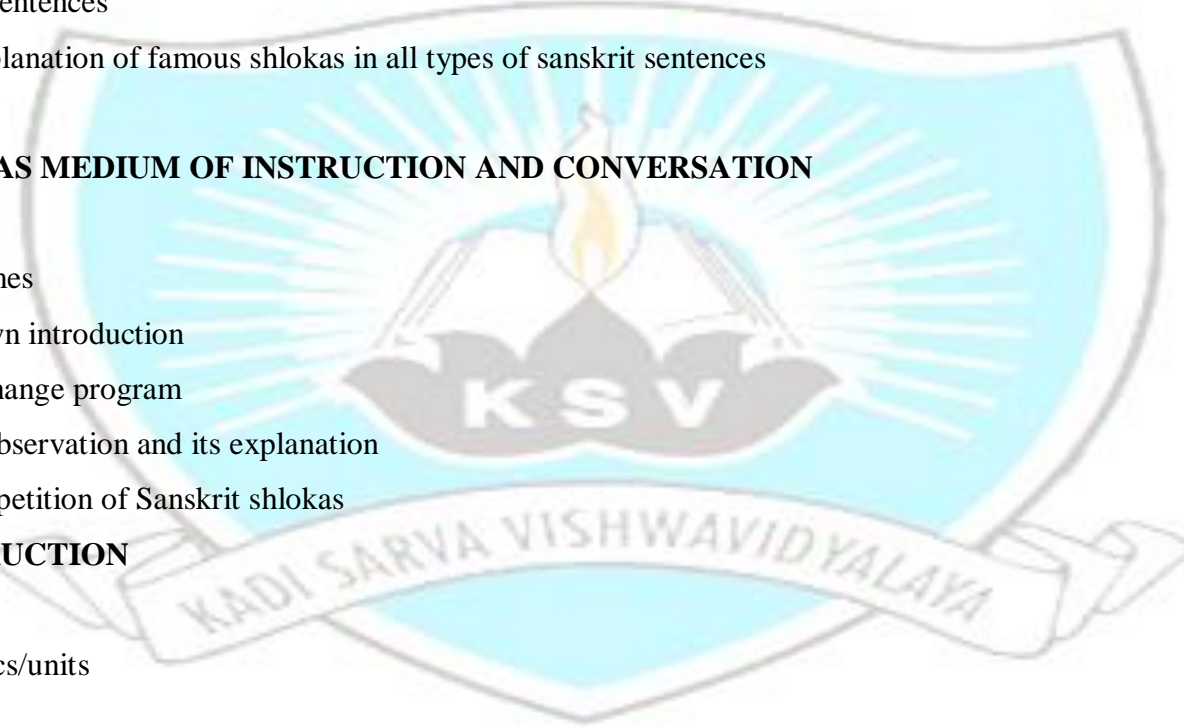
10. GUJARATI (PS1/PS2)

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

   Tasks :

   a) વિવિધ પ્રકારની નોધ તૈયાર કરે .

   b) કથન ચર્ચામાં ભાગ લેશે–

   c) લેખન કાર્ય કરશે .

   d) વાચન કરવાની ટેવનો વિકાસ કરે.

   e) વિવિધ સ્વરૂપોનું સર્જન કરે

1 વિષયવસ્તુના આધારે વિદ્યાર્થીઓની ક્ષમતા કેળવે.

   Tasks :

   a. મોડલ તૈયાર કરે .

   b. ચાર્ટ તૈયાર કરે.

   c. સ્વાધ્યાય કાર્ય કરે .

   d. શબ્દભંડોળ નો વ્યવહારમાં ઉપયોગ કરે .

   e. આદર્શ પ્રશ્ન પત્ર તૈયાર કરે .

   f. ભાષાસાહિત્ય મંડળની રચના કરે .

11. TEACHING OF COMPUTER SCIENCE (PS1/PS2)

1. Utilize Instructional Resources

Tasks :

a. Procure Print and non -print resources

b. Prepare Models

c. Prepare script for audio/visual material

d. Prepare Lab manuals / workbooks/worksheets

e. Operate computer equipment

2. Evaluate Students Performance :

Tasks:

a. Design computerized internal assessment scheme.

b. Prepare question paper or other tools in word

c. Utilize different formulas in excel

d. Prepare multimedia evaluation in power point

e. Design individualized homework assignments

3. Use learner centered delivery methods

Tasks :

a. Conduct group discussion

b. Guide project work

c. Use team teaching technique

d. Use problem solving technique in computer

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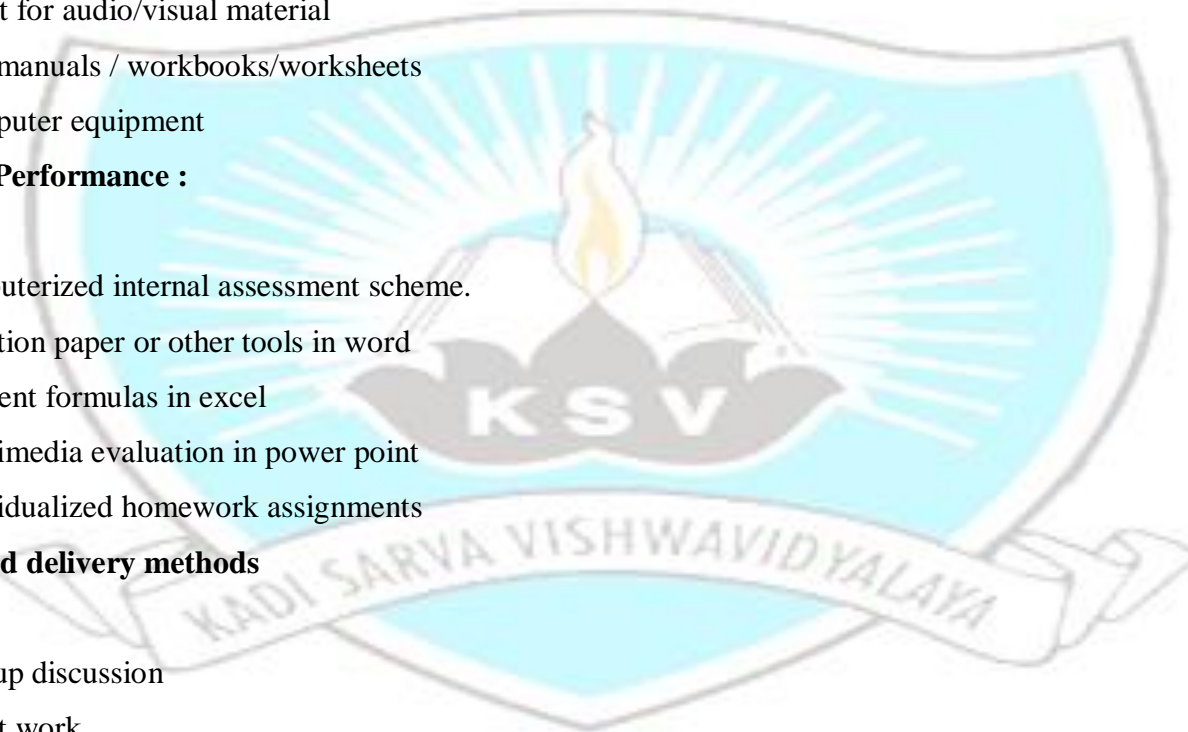
ENHANCING PROFESSIONAL CAPACITY (EPC)

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
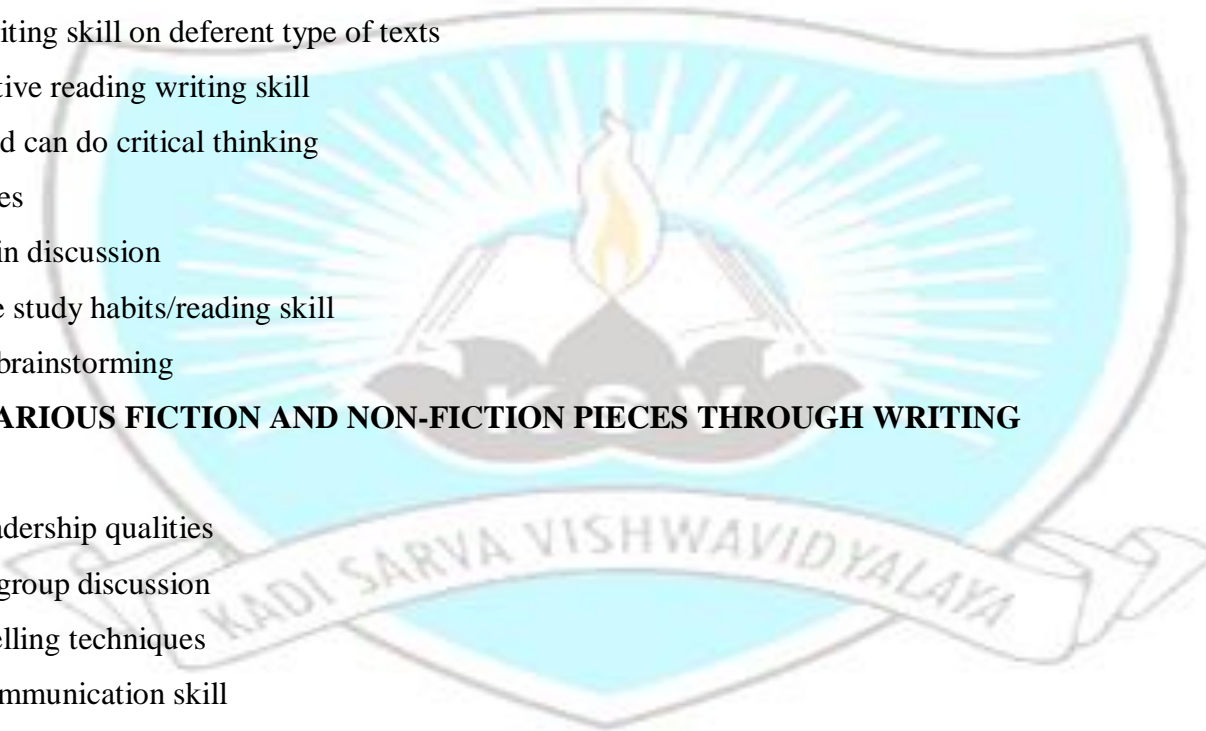
2. BASICS OF COMPUTER (EPC1B)

1. Utilize Instructional Resources.

Tasks:

f.   Identify different hardware and software

g.   Operate computer equipments

h.   Utilize operating System

i.   Utilize different functions in Word Program

j.   Utilize different functions in PowerPoint Program

2. Evaluate Students Performance.

Tasks:

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

g.   Prepare application for the job of a teacher

h.   Preparation of C.V.

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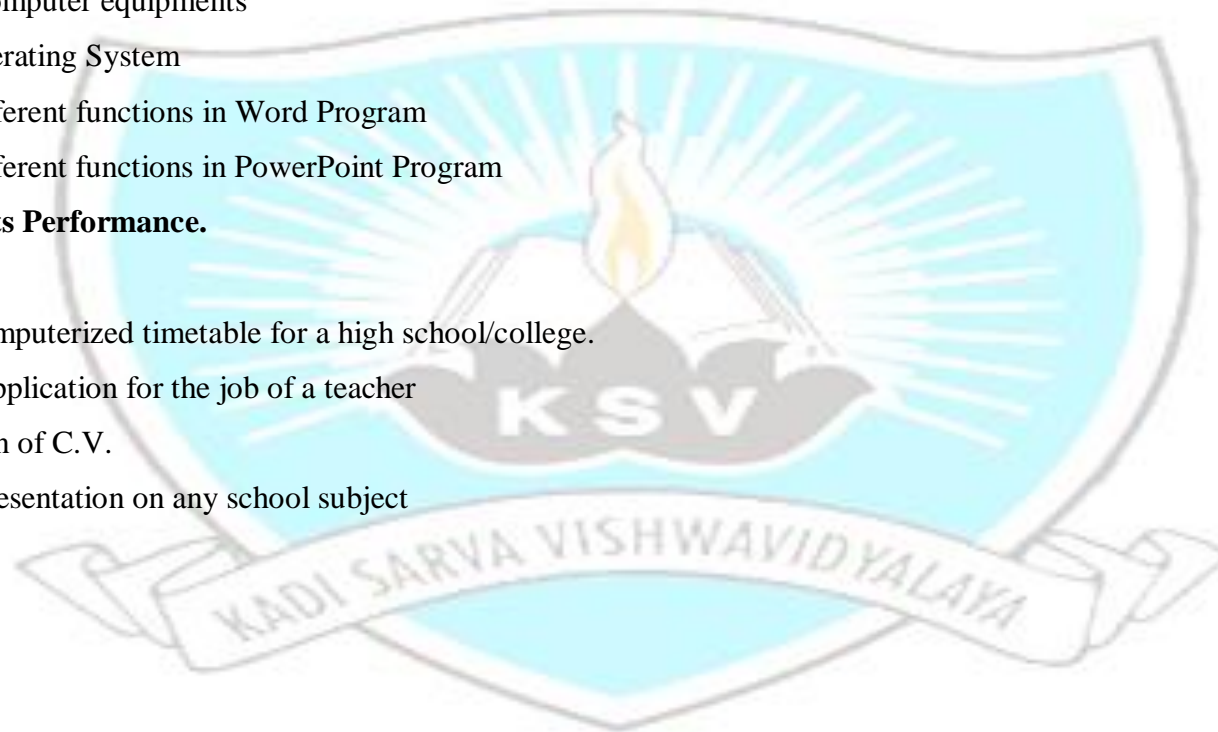
CHOICE BASED CREDIT SYSTEM (CBCS)

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.
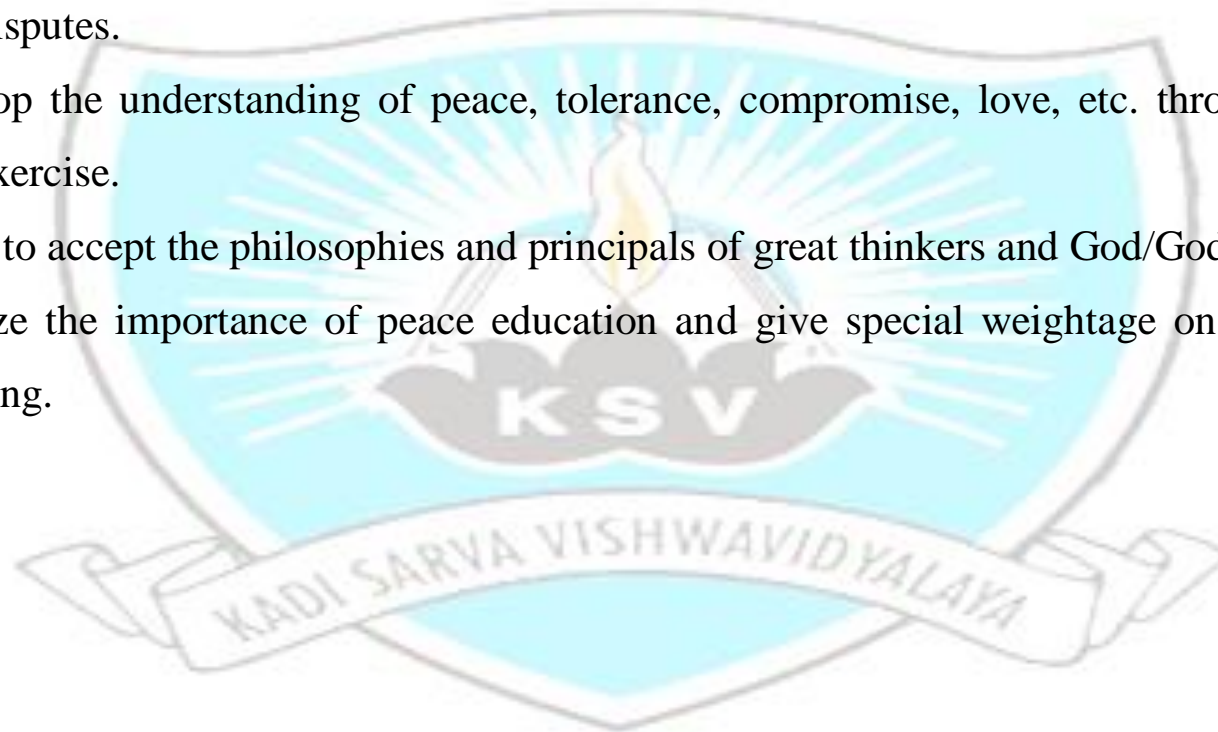
PRACTICAL

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,	Handouts, LCD Projector,	Reference
	3.1 Use of ICT in teaching – learning, E- learning, Multi-Media Approach: Meaning and concept	4		6.25%	Simulation,		

	3.2 Experience Cone of Edger Dale, Programmed Learning Material : Concept and Types, Nature of Each Type and Advantages		4		6.25%	Group Task, Project, Peer Group Teaching, PresentationAs signment, Seminar	Computer,	Book No. 25, 26, 27,8,9
	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%			
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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27. શુક્લા, સતીશપ્રકાશ(૨૦૧૩). અધ્યાપન અને અધ્યયન ના અધિનિયમો અને પ્રયુક્તિઓ, અગ્રવાલ પબ્લીકેશન, આગ્રા.
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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

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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

REFERENCES:

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COURSE FOR SEMESTER – II

TEACHING TECHNIQUES AND ASSESSMENT FOR LEARNING (CP3)

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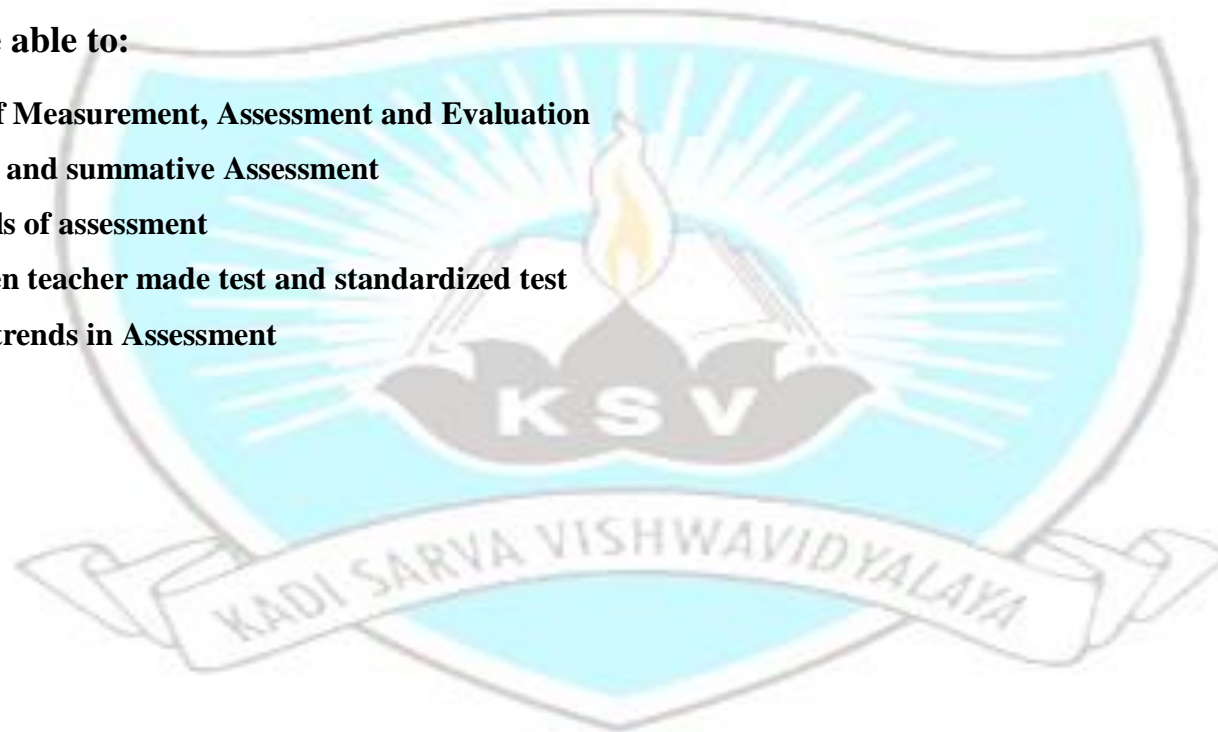
Learning Outcome:

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 : Meaning, Objectives, Difference between measurement and evaluation 1.2 Types of Evaluation : Formative and summative Evaluation 1.3 Continuous comprehensive Evaluation	2 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,	Referenc e Book
	4.1 Online exam and On Demand Exams: Meaning, objectives, advantages, limitations.	1				LCD	No. 3, 10
					Group Discussion,	Projector,	
	4.2 open book exams: Meaning, objectives, advantages, limitations	1			Assignment	Charts	
	4.3 CBCS: Meaning, objectives, advantages, limitations	1			Project work		
	4.4 Use of Computer in Evaluation	1					
	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: ડૉ 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)

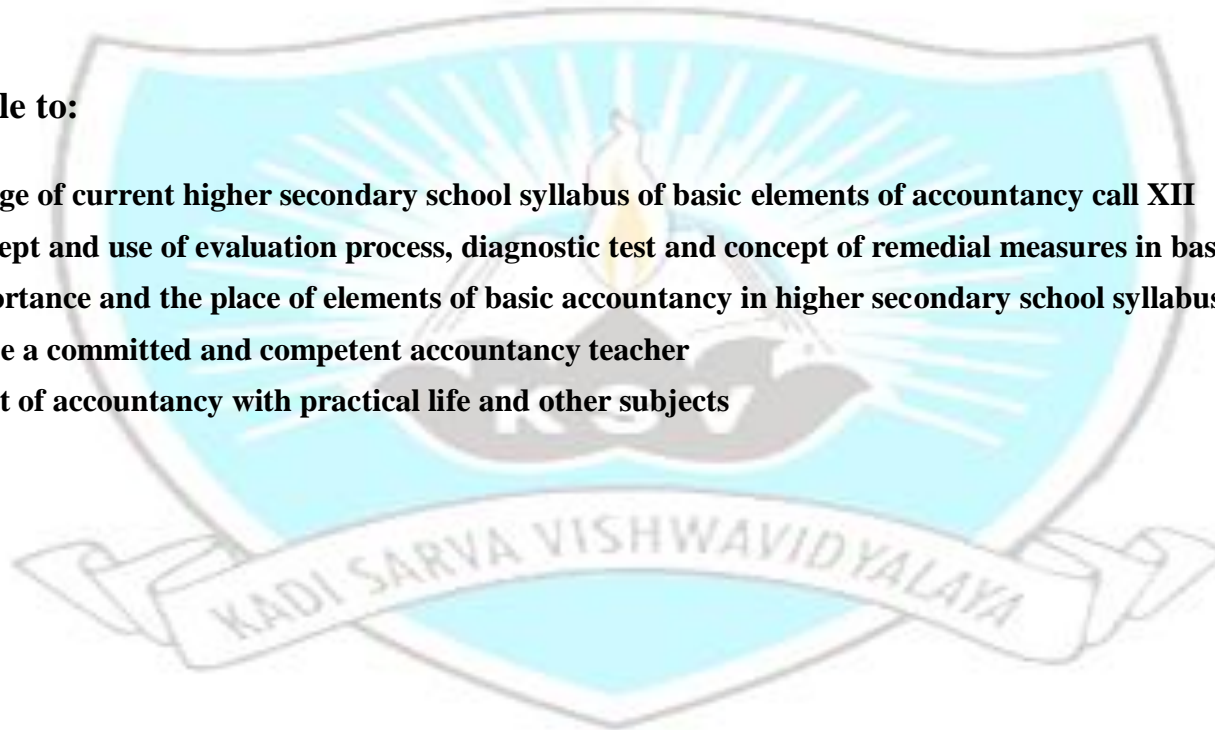**Credits – 2**   **Marks: 50**

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%			
	• Needs of Text Book				Assignment,	PPT	
	• Advantages and Limitations of Text Book						
	• Characteristics of Ideal Text Book				Group Discussion,	Transperencies	
	• Critical Analysis of Current Text Book				Presentations		
	1.2 Accountancy Club :						
	• Concept and Objectives						
	• Activities						
	• Role of Teacher	3.0		12%			
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,		
	• Teacher's Manual				Seminar		
	2.2 Correlation :	4.0		13%		Charts	
	• Concept of Correlation						
	• 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,	
	3.3 Written Test (Essay Type ,Short and Objective Questions)	2.0		6%			
	3.4 Characteristics of Ideal Question Paper	2.0		6%	Assignment	Charts	
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 Accountancy	2.0		6%	Assignment Project work	cies, Charts	
	4.4 Concept of Remedial work	1.0		3%			
	4.5 How to use Remedial work in Accountancy	2.0		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. 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.

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

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COURSE FOR SEMESTER – II
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE (PS3/PS4)

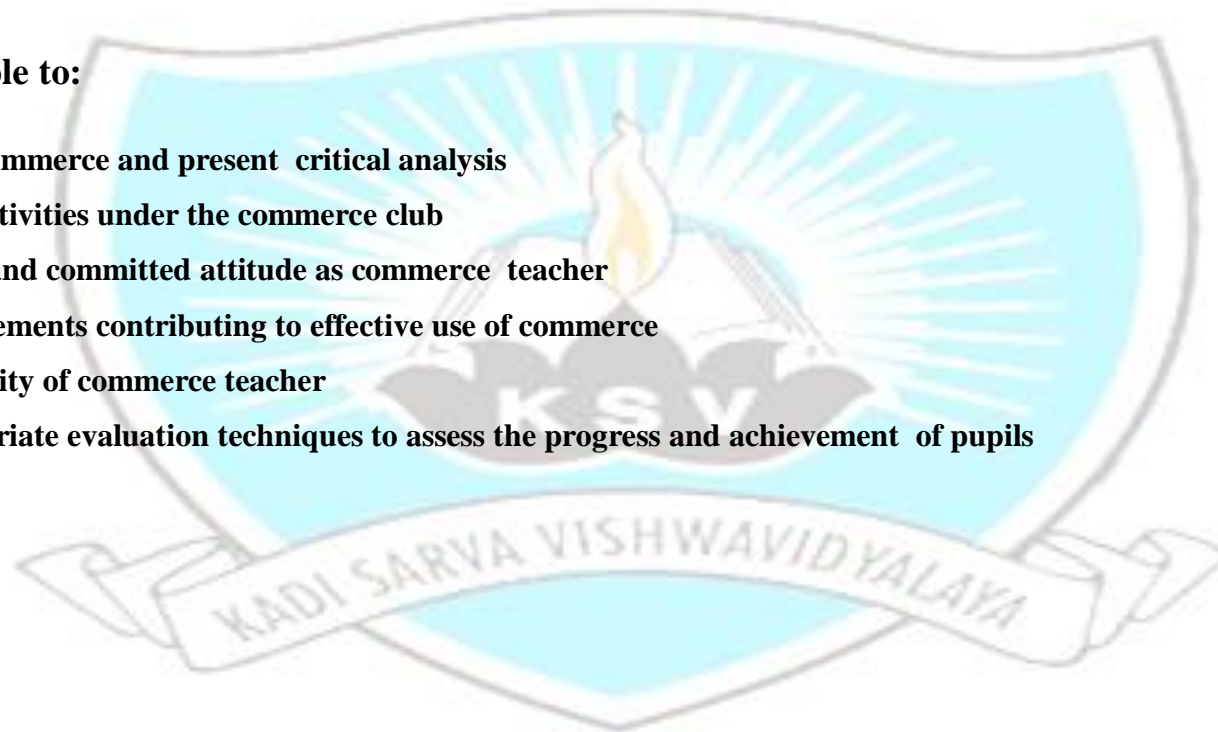**Credits – 2**   **Marks: 50**

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%		LCD,	
	• Needs of Text Book				Assignment,		
	• Advantages and Limitations of Text Book				Group Discussion,	Projector,	
	• Characteristics of Ideal Text Book of Commerce				Presentations		
	• 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	1		3%			
2	**Unit 2 Reference Material And Correlation in Commerce Teaching**		8.0	**25%**	Group Discussion,	Handouts,	Reference Book No 5,11&12
	2.1 Reference Material :	4.0		13%		PPT	
	• Reference Book						
	• News Papers				Transperencies		
	• Magazines				Assignment.	ncies	
	• Teacher's Manual						
	2.2 Correlation :	4.0		13%	Presentation, Seminar	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 of Evaluation 3.2 Importance of Evaluation 3.3 Objective of Evaluation 3.4 Tools of Evaluation 3.5 Blue Print and Construction of Question Paper. 3.6 Characteristics of Ideal question paper	 1.0 1.0 1.0 2.0 2.0 1.0	8.0	25% 3% 3% 3% 6% 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	 1.0 1.0 1.0 2.0 1.0 2.0	8.0	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.

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4. Geroge D. Trends in measurement and evaluation technique

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

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12. Sharma N.K. Accountancy Theory and Practice.

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

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

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

COURSE FOR SEMESTER-II

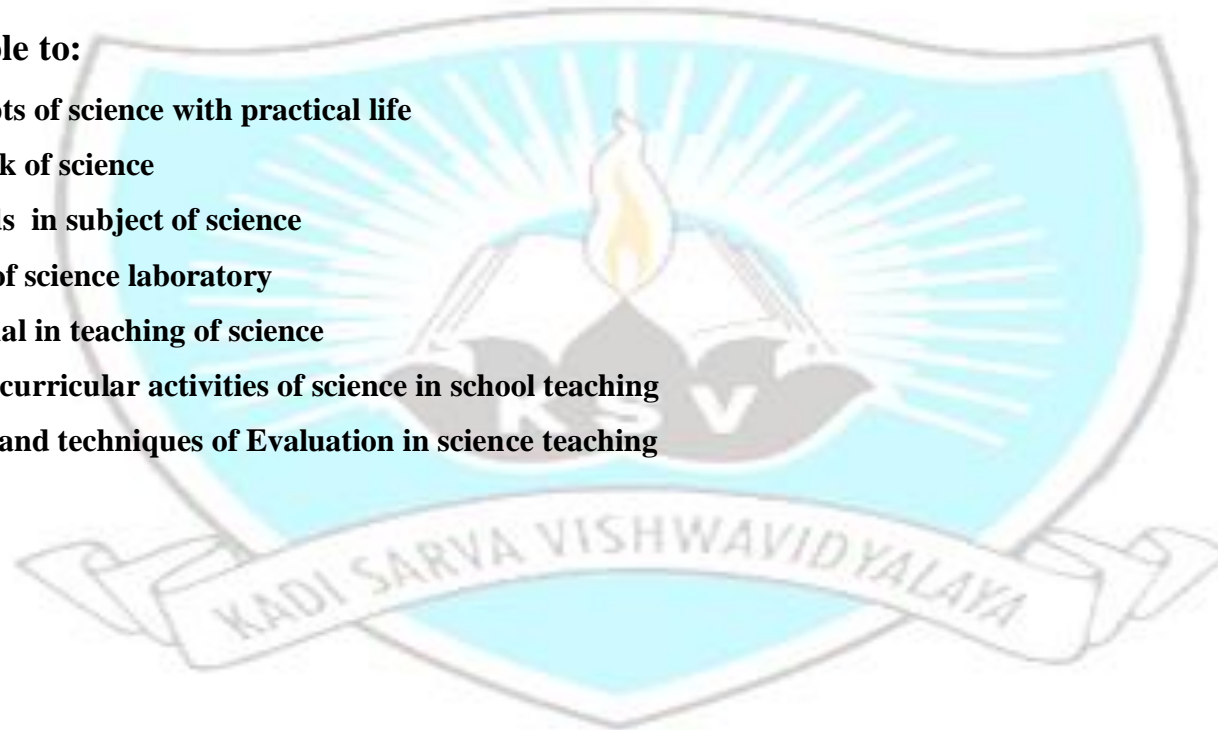# PEDAGOGY OF SCHOOL SUBJECT: SCIENCE AND TECHNOLOGY (PS3/PS4)

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. Topical
	   2. Logical
	   3. Integrated
	 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 **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 • Techniques and tools of evaluation • Oral, Written and Practical tests. • Written Test (Essay type, short and very short answer type questions) • Diagnostic and Remedial work Need and Importance	5 3			Group Discussion Assignment	LCD Presentation Projector, Charts	
4	**Co-curricular Activities and Correlation in Science Teaching** **4.1 Co-curricular activities :** • Science club, Science fair, Science exhibition, Botanical garden, • Field Study, Sky Observation, Concept of Olympiads **4.2 Correlation in Science teaching** • Correlation with daily life. • Correlation with other subjects	2.5 2.5 3	8	25%	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, LCD Projector, Charts	Reference Book No 4, 9, 10,5,4
	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

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11.   Raval D. S. (1981), "Vigyan Shikshan", Vinod Pustak Mandir, Agra.

12.   Sharma B. M. (2002), "Teaching of Science", Abhishek publication , New Delhi.

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14.   Textbooks of Science- Standard 9, 10th

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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:1 Mathematics Textbook and its Evaluation**		8	**25%**	Lecture Cum Discussion, Assignment, Group Discussion, Presentations	Handouts, Chart LCD, Projector,	Reference Book No. 7,9,6,8
	1.1 Need ,Advantages & Limitations of Textbook	2		7%			
	1.2 Characteristics of Textbook : External & Internal	2		6%			
	1.3 Mathematics teacher Handbook	2		6%			
	1.4 Reference material in Mathematics	2		s6%			
	• Importance						
	• Magazines in Mathematics						
2	**Unit:2 Evaluation in Mathematics**		8	**25%**	Group Discussion, Assignment. Presentation,	Handouts, Projector, Charts	Reference Book No. 3, 4,6,8
	2.1. Concept of Evaluation	1		4%			
	2.2. Tools and Techniques of Evaluation	2		6%			
	2.3. Written test (Essay type, Short and Objective type questions)	3		9%			
	2.4. Diagnostic and Remedial Work in mathematics	2		6%			
	• Concept						
	• Importance						
	• Preparation of diagnostic test						
	• Error analysis of diagnostic test result						
3	**Unit:3 Content Review and Correlation in mathematics teaching**		8.	**25%**	Lecture Cum Discussion, Group Discussion Assignment	Handouts, LCD Presentation Projector, Charts	Reference Book No 3, 11
	3.1 Review of GSEB textbooks from std 6th to 10th	2		6%			
	3.2. Correlation in mathematics teaching						
	• Concept	2		7%			
	• Importance						

	• Correlation with other school subject 3.3. Innovative evaluation practices • Online test to know basic knowledge in mathematics 3.4. Co-curricular activities in mathematics (concept, planning and importance) • Quiz competition • Problem solving competition		2 2	6% 6%			
4	**Unit:4 Personal and professional competencies of maths teacher** 4.1. Maths teacher: General qualities, professional qualities, specific qualities 4.2. Challenges of learners and teachers while studying Maths 4.3. Mathematic club: Concept, formation ,need, importance , activities and learning values 4.4. Significance of extension activities for maths teachers		8 2 2 2 2	**25%** 6% 6% 7% 6%	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, LCD Projector, Charts	Reference Book No 3, 11,6,8
	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.
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COURSE FOR SEMESTER - II
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS (PS3/PS4)

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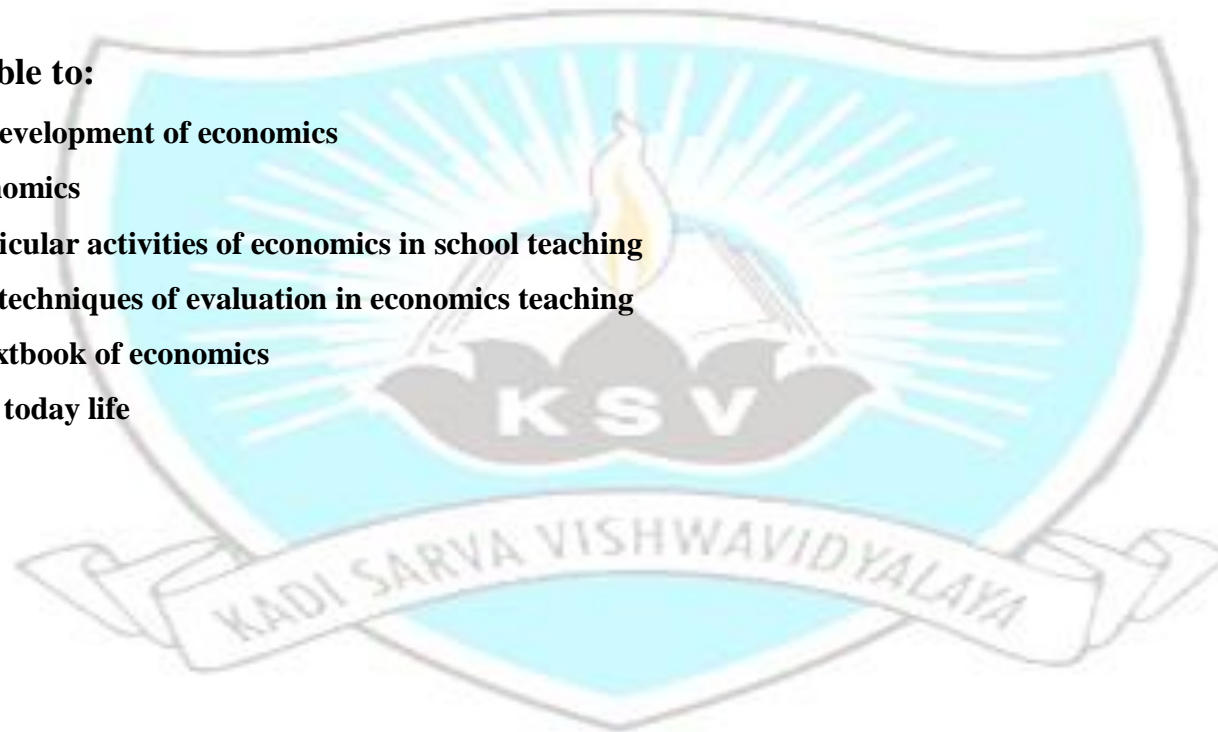
Learning Outcomes:

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 today 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%**			Reference No . 1
	1.1 Development of social, intellectual, cultural and Economical values of teaching of Economics from the historical perspective.	4		15%	Lecture, Group – Discussion assignment	Handouts, PPT, Computer with net facility, Charts	
	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%**			Reference No . 7
	2.1 Concept				Group Discussion, Assignment, project	Handouts, PPT , Reference Books	
	2.2 Importance of textbook of Class -12th of GSEB from teachers and students point of view	1 2		5% 5%			
	Criteria of a good textbook	2		5%			
	2.4 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, Group Task, Project, Field Visit	Handouts, PPT, Computer, Text- Print material	Reference No . 1,5
	4.1 Correlation of Economics with other subjects • Correlation with daily life. • Correlation with Commerce, Accountancy and Science	3		10%			
	4.2 Co-curricular activities : • Economics club, Economics room	1		5%			
	4.3 Conduct a Survey of any one of the Economical problems and prepare a report and present.	2		5%			
	4.4 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:

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

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

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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 Sub Units	Instructional Hours Total Hours	Weigh-tage (100%)	Suggested Methodology	Teaching Aids	References
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**		**8**	**25%**	Role play, Collaborative Learning, Presentation, Discussion, Brain storming	Books CDs Language games	Reference Book No. 7, 8 & 9
	2.1 Situational Approach	2		5%			
	2.2 Reading Method	2		7%			
	2.3 Structural Approach	2		6%			
	2.4 Substitution Method	2		7%			
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, Essays and Drama	4		12.5%			
	3.2 Aims and Lesson Planning for Teaching of Letter writing, Report writing and Composition	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, Scripts	Reference Book No. 6, 8 & 9
	4.1 Qualities of an Ideal English Teacher	2					
	4.2 Critical Study of English Text Book	2					
	4.3 Tools for evaluation and construction of question paper	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.

2. Doff, A. (1988), "Teach English-Training Course for Teachers", Cambridge University Press, Cambridge.

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4. Hubbard, P. and Hywel, J. et al. (1983), "A Training Course for TEFL", Oxford University Press.

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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		
	4.2 Correlation of Social Science with Economics, Science & Technology, Mathematics and Language	5		**15%**	Method P.P.T		
	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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18.   Sharma, S.R., (2002)." Teaching of Social Studies in Elementary School", Almol Publication, New Delhi.
19.   Shidhu, H.S., (2007). "Teaching of Social Studies", Tondan Publication.
20.   Shujaat.M.D., (2005). "Teaching of Social Studies", Almol publication, New Delhi.
21.   Singh, Y.K., (2004). "Teaching of Social Studies", Apit Publication,New Delhi.
22.   Taneja, V.R. Teaching of Social Studies, Vinod Pustak Mandir, Agra.
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25.   http://www.education.com/pdf/definitions-social-studies/
26.   http://www.sunypress.edu/pdf/52303.pdf
27.   Gujarat State Text Book Board Std: 6 to 10

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	5.0 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: 4.1गद्यशिक्षा का महत्व, गद्य के विविध रूपों का अध्यापन एवं गद्य शिक्षा के उद्देश्य 4.2पद्यशिक्षा का महत्व, उद्देश्य पद्य सीखाने की विविध पद्धतियाँ 4.3 व्याकरण शिक्षा के उद्देश्य, व्याकरण सीखाने की विविध पद्धतियाँ	2.0 3.0 3.0	8.0	25% 8% 9% 8%	Discussion, Problem Solving Method, Project work, Group Discussion	Reference Books Handouts, LCD Projector, Computer, Text- Print material	Reference Book No. 1
TOTAL		**32 HOURS**	**100%**			

OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

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

<u>संदर्भ सूची :(**REFERENCES**)</u>

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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 लेखनकार्यं, 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%			

3	तृतीयान्वितिः- संस्कृतभाषायां मूल्याङ्कनप्रक्रिया		8	**25%**	Discussion, Project work, Simulation, Group Task, Team teaching	Handouts, LCD Projector, Computer	Reference No : 5
	३.१ आदर्शपाठ्यपुस्तकस्य आन्तरिकबाह्यानि लक्षणानि (ग्रन्थसमीक्षा- कक्षा ९, कक्षा १०)	2		6%			
	३.२ संस्कृतशिक्षणे मूल्याङ्कनप्रक्रिया- मूल्याङ्कनस्य संकल्पना, महत्त्वं, मूल्याङ्कनपद्धतयः (मौखिकं मूल्याङ्कनं, लिखितं मूल्याङ्कनं, क्रियात्मकं मूल्याङ्कनम्)	2		7%			
	३.३ आदर्शप्रश्नपत्रस्य आयोजनम् (त्रिपरिमाणदर्शकं कोष्टकं- Blueprint) अर्थः, महत्त्वं, सोपानानि तथा च ध्याने नेतव्या अंशाः	2		6%			
	३.४ व्याकरणपाठायोजनस्य संकल्पना, सोपानानि, उद्देश्यानि पद्धतयश्च (आगमनपद्धतिः, निगमनपद्धतिः)	2		6%			
4	चतुर्थान्वितिः- संस्कृतभाषाशिक्षणे संशोधनकार्यम्		8	**25%**	Discussion, Dramatization, Simulation, Group Task, Project work, Group Discussion, Book Reviews and Presentation	Handouts, LCD Projector, Computer, Scripts	Reference No : 6, 7
	४.१ क्रियात्मकसंशोधनस्य संकल्पना, महत्त्वम्, उपयोगिता, सोपानानि च	2		6%			
	४.२ संस्कृते क्रियात्मकसंशोधनकार्यम्	2		6%			
	४.३ संस्कृते निदानकार्यम् उपचारकार्यं च	2		7%			
	४.४ संस्कृतशिक्षणस्य समस्याः तासां समस्यानां समाधाने शिक्षकस्य भूमिका	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.   Akuwala C. K. Sanskrit Abhinav Adhyapan, Ahmedabad, Bharat Prakashan, 1956

2.   Apte D. G., Teaching of Sanskrti, Bombay, Padma publication

3.   Bokil, V. P. and Parasnis, N. K. A. New approach to teaching of Sanskrit, Poona, Lakshagraha press

4.   Dr. Bhatt V. M. Sanskrit Vakya Samrachna, Saraswati pustak bhandar, Ahmedabad

5.   Dr. Mohini Aacharya, Sanskrit Vishay paddhati, Akshar Publication, Ahmedabad

6.   Raval Natubhai ane anya, "Sanskrit nu Abhinav Adhyapan", Nirav prakashan, Ahmedabad

7.   Vinubhai U Patel "Sanskrit Adarsh Adhyapan" Varishan Prakashan,Amdavad
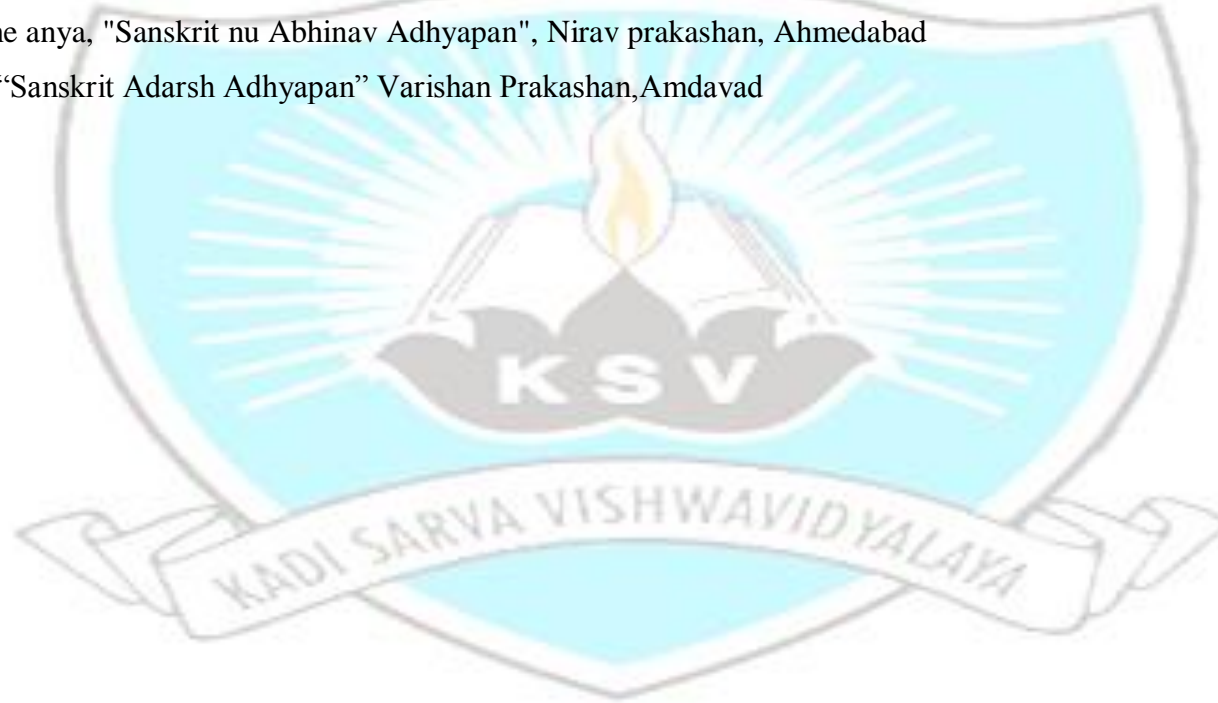
COURSE FOR SEMESTER – II
PEDAGOGY OF SCHOOL SUBJECTS: GUJARATI (PS3/PS4)

Credits – 2   **Marks : 50**

Learning Outcomes:

તાલીમાર્થીઓ -

1. માતૃભાષાના સિધાંતો,બોલીઓ અને પધ્ધતિઓનું જ્ઞાન મેળવશે.

2. માતૃભાષાના એકમ પાઠ આયોજન અને વ્યાકરણ પાઠ આયોજ નું 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		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	**ભાષાનાં** આદર્શ પાઠ્યપુસ્તકની લાક્ષણીકતાઓ, ગુજરાતની વિવિધ બોલીઓ અને પધ્ધતિઓનું **અધ્યયન:**		8	25%	કથન ચર્ચા-,	લેખન ,	Reference Book No. 1
	1.1 આદર્શ પાઠયપુસ્તકની લાક્ષણીકતાઓ	2		6	જૂથચર્ચા ,	P.P.T	
	1.2 ગુજરાતી ભાષાની બોલીઓ: ઉત્તર અને મધ્ય ગુજરાત	2		7	પરિસંવાદ ,	OHP	
	1.3 ભાષા શિક્ષણના સાધનો -ટેલીવીઝન,કમ્પ્યુટર	2		6			
	1.4 માતૃભાષાશિક્ષણની પધ્ધતિઓ: -નાટ્યકરણ પદ્ધતિ, સેમિનાર પદ્ધતિ	2		6			
2	**ગુજરાતી ભાષામાં** એકમ પાઠ આયોજન અને વ્યાકરણ પાઠ આયોજન:		8	25%	જૂથચર્ચા	સંદર્ભગ્રંથ ,	Reference Book No. 5
	2.1 શૈક્ષણિક પાઠ આયોજન અને એકમ પાઠ આયોજન	2		6	કથનચર્ચા- વ્યાખ્યાન	OHP P.P.T	
	2.2 વ્યાકરણ પાઠ આયોજન	2		7			
	2.3 વ્યાકરણ શિક્ષણના હેતુઓ	3		6			
	2.4 વ્યાકરણ શિક્ષણને રસિક બનાવવાના ઉપાયો	1		6			
3	માતૃભાષાનો શિક્ષક અને ભાષાની વિવિધ પ્રવૃત્તિઓ		8	25%	પેનલચર્ચા ,	P.P.T	Reference Book No. 4
	3.1 માતૃભાષાનો શિક્ષક અને તેની સજ્જતા	2		6	આગમન	Computer,	
	3.2 માતૃભાષાનો અન્ય વિષયો સાથેનો અનુબંધ	2		7	નિગમન ,	લેખન,	

					જૂથચર્ચા	સંદર્ભગ્રંથ	
	3.3 ભાષાસાહિત્ય મંડળની પ્રવૃત્તિઓ	2		6			
	3.4 નવા શબ્દો શીખવવાની પ્રવૃત્તિઓ	2		6			
4	**માતૃભાષાના કૌશલ્યો:**		8	25%			Reference Book No. 5
	4.1 વાંચન કૌશલ્ય: અર્થ અને મહત્વ	2		6	સ્વાધ્યાય ,	P.P.T,	
	4. 2 વાંચન કૌશલ્ય વિકસાવવા માટેની પ્રવૃત્તિઓ	2		7	કથન,	લેખન	
	4.3 લેખન કૌશલ્ય: અર્થ અને મહત્વ	2		6	નિરિક્ષિત	સંદર્ભગ્રંથ	
	4.4 લેખન કૌશલ્ય વિકસાવવા માટેની પ્રવૃત્તિઓ	2		6	કથનચર્ચા-		
	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. કોઠારી જયંત ,ભાષા પરિચય અને ગુજરાતી ભાષાનું સ્વરૂપ યુનિગ્રંથ નિર્માણ બોર્ડ , અમદાવાદ.

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.

5. રાવલ નટુભાઈ અને અન્ય , ગુજરાતી અભિનવ અધ્યાપન પદ્ધતિનીરવ પ્રકાશન , અમદાવાદ.

6. વાઘેલા ઈશ્વરભાઈ અને અન્ય ,ગુજરાતી વિષય પદ્ધતિઅક્ષર પ્રકાશન ,અમદાવાદ.

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

COURSE FOR SEMESTER - II

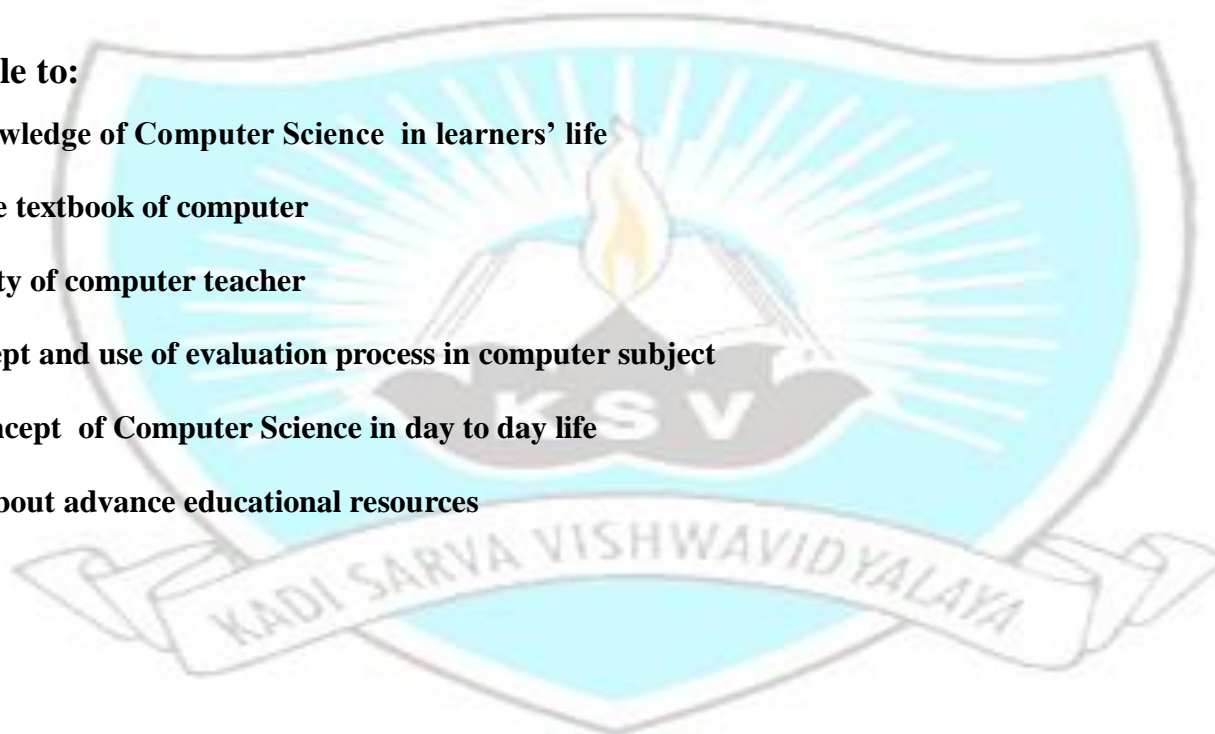# PEDAGOGY OF SCHOOL SUBJECT: TEACHING OF COMPUTER SCIENCE (PS3/PS4)

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
	1.1 Text Book of Computer Science	3		10%			
	1.1.1 Qualities of good text book for Computer subject at School Level						Dr. Y.K. Singh, Teaching of computer science
	1.1.2 Basic criteria for evaluation of computer science text book.						
	1.2 Computer Teacher :	3		9%			
	1.2.1 Qualification						
	1.2.2 Qualities						
	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
	2.1 Computer Laboratory:	4		12%			
	2.1.1 Layout of laboratory						
	2.1.2 Hardware and Software required for Computer Laboratory						Shukla Satish , Information Technology in Education
	2.1.3 Points to be kept in mind for arranging practical activities						
	2.2 Computer Club :	3		10%			
	2.2.1 Meaning						
	2.2.2 Objectives						
	2.2.3 Activities						
	2.3 Media : Meaning and Its Types – Personalized and Mass Media	1		3%			

			8	**25%**	Lecture	PowerPoint presentation	Patel Ashok., "Information Technology in Education"
3	**Advance Educational Resources :**						
	3.1 Virtual Classroom : Meaning, Advantages, Limitations	3		10%	Demonstrations Discussion	Computers Internet	
	3.2 Video Conferencing and Audio Conferencing, Social Networking Sites, E-mail, Blogs, Newsgroups	4		12%			Dave Saket., "Shikshanma Information Technology"
	3.3 Use of Mobile Phones in Education	1		3%			
4	**Evaluation in teaching of Computer Science**		8	**25%**	Demonstrations	Computer	Dr. Y.K. Singh, Teaching of computer science
	4.1 Evaluation :	3		9%			
	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
6) Raja Raman V. (1986), *Fundamentals of Computers,* Delhi, PHI Publications.
7) Shukla Satish (2009), *Information Technology in Education,* Ahmedabad, Varishen Prakashan, 2003.
8) Shukla Satish (2009), *Basics of Information Technology for Teacher Trainees,* Ahmedabad : Varishen Prakashan, 2005.
9) Sinha, (1997) *Computer Fundamentals,* New Delhi : BPB Publication.
10) Rajaraman, "Fundamentals of Computer", Prantice-Hall of India Pvt. Ltd, New Delhi.

Websites:

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

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 સમૃદ્ધ 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 %**		
	2.1 સામાજિક જાગૃતિના સંદર્ભમાં શેરી-નાટકો અને ચલચિત્રો: સંકલ્પના અને સામાજિક અસરની દૃષ્ટિએ શેરી નાટકોનું મહત્વ	3.0		8.0	Lecture Cum Discussion,	Handouts, Chart Art Clips Photogrops PPP Pictures	Reference Book No. 1
	2.2 ભારતમાં સાંસ્કૃતિક તહેવારો				Assignment, LCD Presentation		
	• સાંસ્કૃતિક તહેવારોની સંકલ્પના અને તેનું મહત્વ	4.0		12%		LCD Presentation	Reference Book No. 8,9
	• ગુજરાતની પ્રાદેશિક સંસ્કૃતિનો પરિચય તથા મહત્વ						
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	3.5		10%			Reference Book No. 6
	-ચિત્રકલા, બ્લોક પેઈન્ટીંગ, ગ્લાસ પેઈન્ટીંગ,, કોલાજ, કલેમોડેલિંગ, પોસ્ટર, રંગોલી, પેપર-કટિંગ, ફોલ્ડીંગ વગેરે				Guidance	Library	
	3.2 પ્રાદેશિક કલામાં સહભાગીદારી અને કામગીરી	3.5		10%			Reference Book No. 1, 2
	- લોકનૃત્ય, ભવાઈ, લોકગીત, ભજન, દૂહા-છંદ						
	-કઠપૂતળી બનાવવી (માસ્ક પપેટ, ફિંગર	3.0				Internet	

	પપેટ)					
	3.3 દૃશ્યકલાઓ અને ફાઈનઆર્ટ 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:

1. Belford and Michael (2012), The role of arts education in Enhancing School attractiveness.
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.
4. Devi Prasad, Shiksha ka Vahan: Kala National Book Trust Contractor & Creative Drama and Puppetry in Education. A Perspective National Book Trust.
5. Davis, J. H. (2008), why our schools need the arts, New York: Teachers College Press.
6. Renu (2011). Art education for the Development of the whole child. Kingston: Queens Uni.
7. રજની વ્યાસ(1998) 'ગુજરાતની અસ્મિતા', ગુર્જર પ્રકાશન, અમદાવાદ-01
8. ધરમશી શાહ(2007) 'નર્તન-દર્શન', શુભમ ગ્રાફિક્સ, ભાવનગર-02
9. જયદેવ વાસુદેવ ભોજક(2009) 'ગુજરાતમાં સુગમસંગીતની ઉત્ક્રાંતિ' સ્મૃતિ ઓફસેટ,સોનગઢ
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 Sub Units	Instructional Hours Total Hours	Weight age (100%)	Suggested Methodology	Teaching/ Learning Recourses	References
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 Inivitation 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.
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. 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.
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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**

S.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**

S.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**

S. 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:

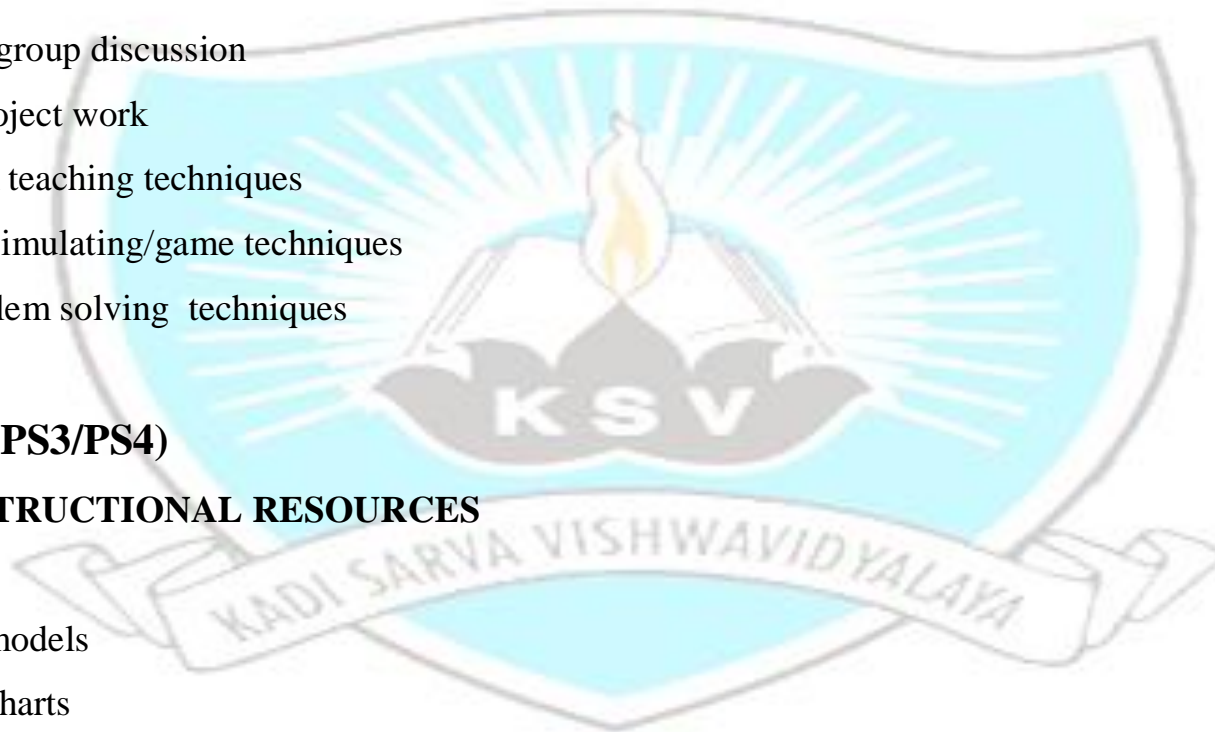   a. Conducts group discussion

      b. Guides project work

      c. Uses team teaching techniques

      d. Employs simulating/game techniques

      e. Uses problem solving techniques
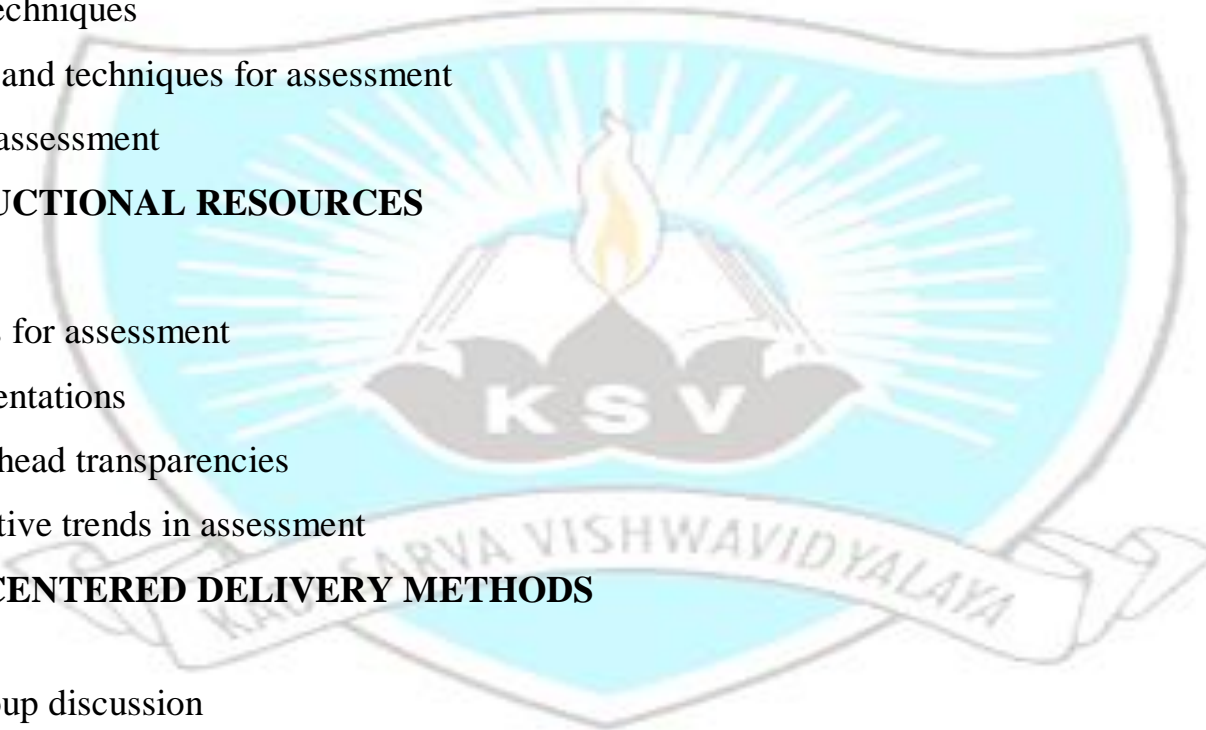
PEDAGOGY OF SCHOOL SUBJECT

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.

2 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
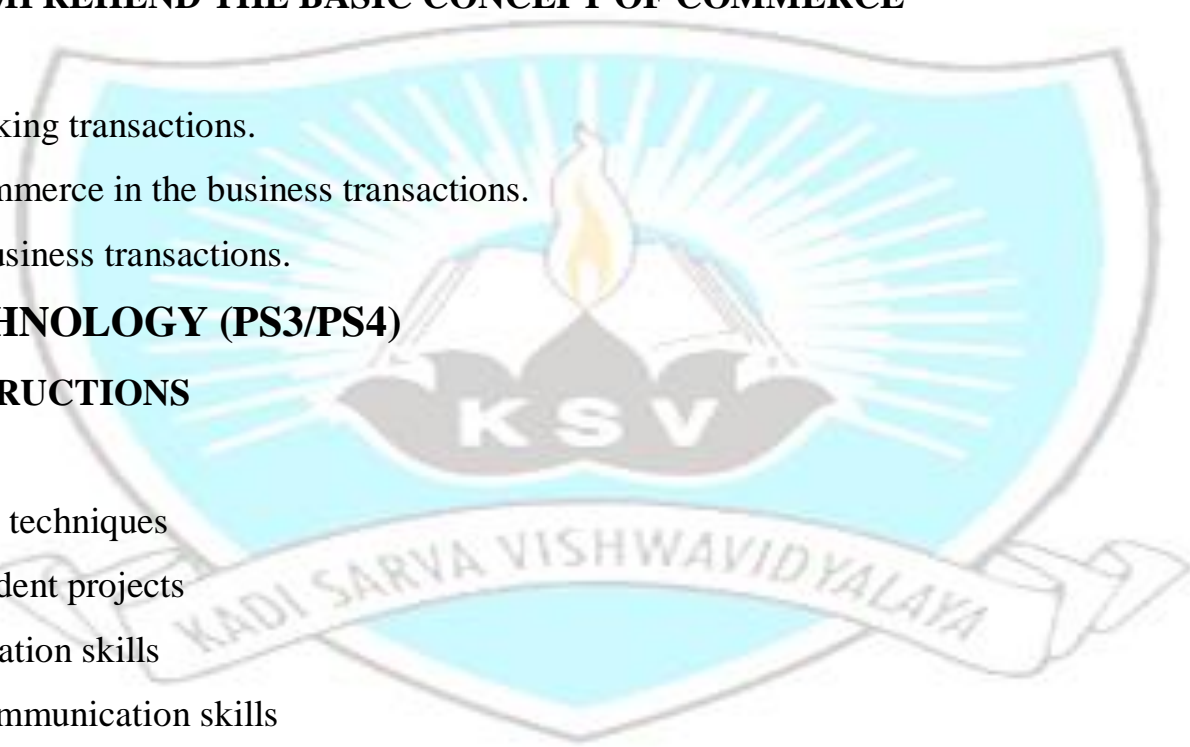
3.   Prepare overhead transparencies

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
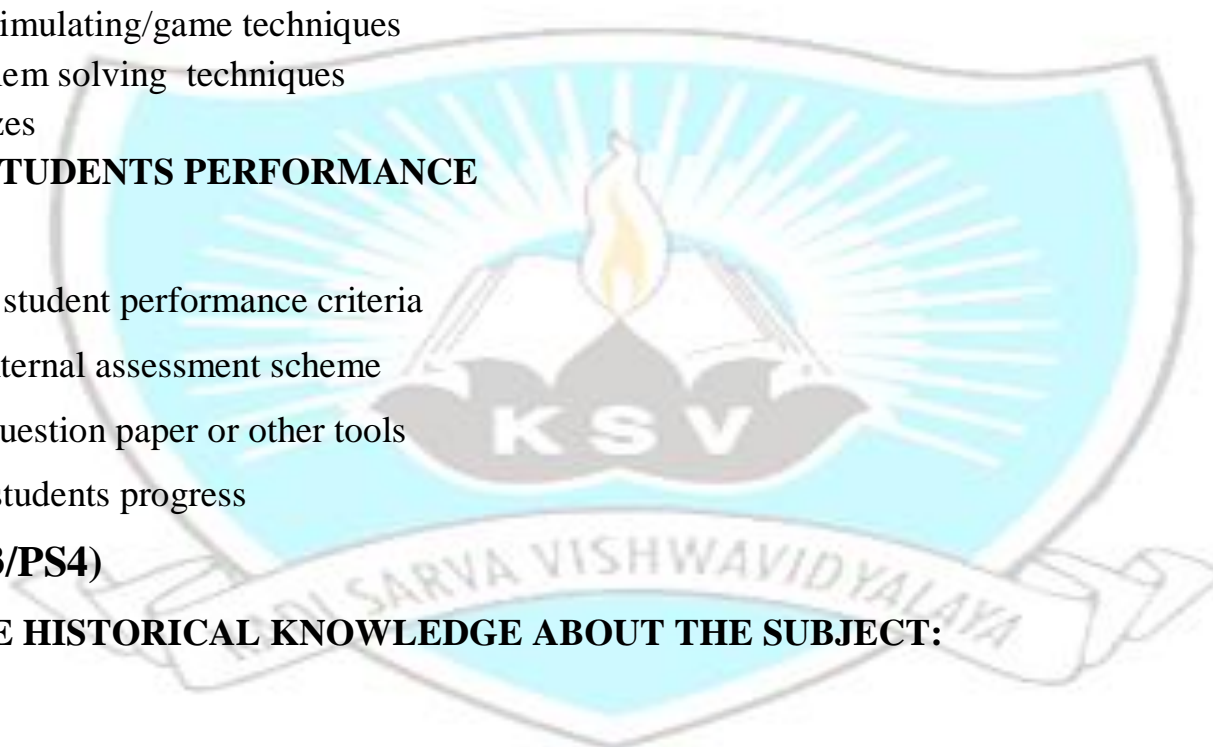
2. **COMPREHEND THE DISCIPLINARY KNOWLEDGE & BASIC CONCEPT OF ECONOMICS:**

   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)

- **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 विशेषताएॅ समझ सके

2. विषयवस्तु के आधारभूत ज्ञान का उपयोग

Tasks:

1 ज़ूथ 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
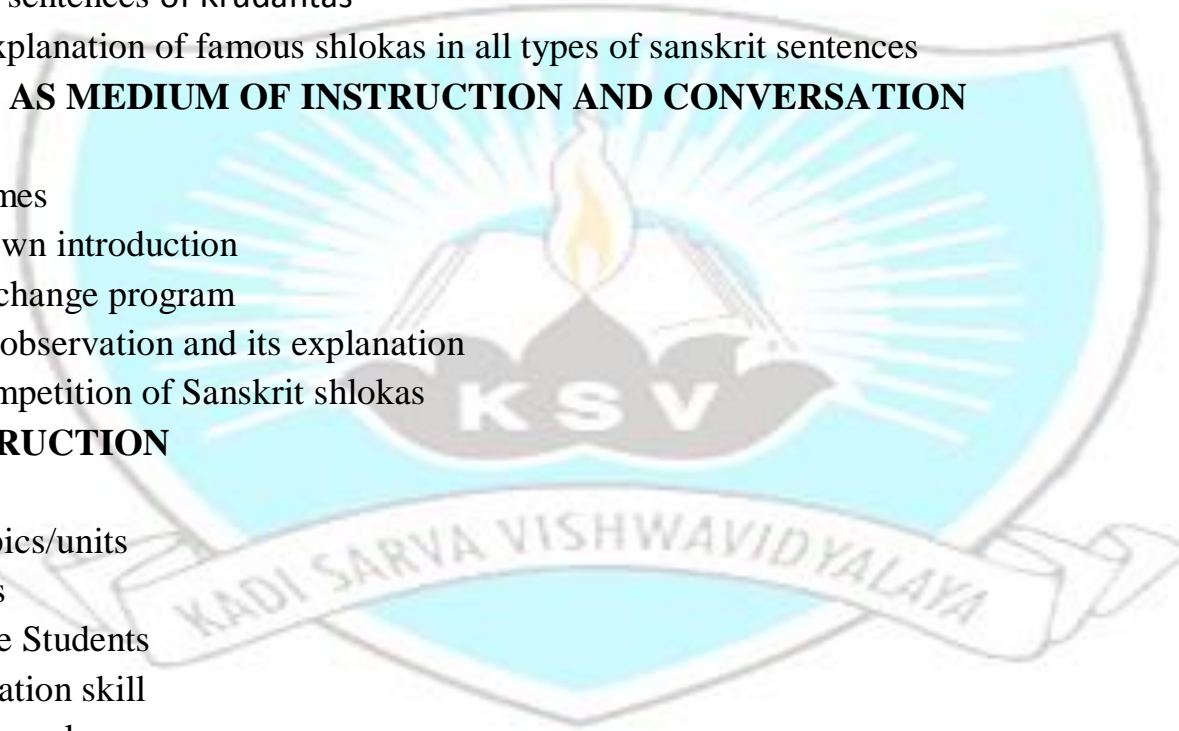
10. GUJARATI (PS3/PS4)

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

   Tasks :

   a) વિવિધ પ્રકારની નોધ તૈયાર કરે.

   b) કથન ચર્ચામાં ભાગ લે.

   c) લેખન કાર્ય કરશે .

   d) શ્રવણ કરવાની ટેવનો વિકાસ કરે.

   e) વિવિધ સ્વરૂપોનું સર્જન કરે

2 વિષયવસ્તુના આધારે વિદ્યાર્થીઓની ક્ષમતા કેળવે.

   Tasks :

   a. મોડલ તૈયાર કરે .

   b. ચાર્ટ તૈયાર કરે.

   c. સ્વાધ્યાય કાર્ય કરે .

   d. પત્ર લેખનનો વ્યવહારમાં ઉપયોગ કરે .

   e. આદર્શ પ્રશ્ન પત્ર તૈયાર કરે .

   f. ભાષાસાહિત્ય મંડળની રચના કરે .
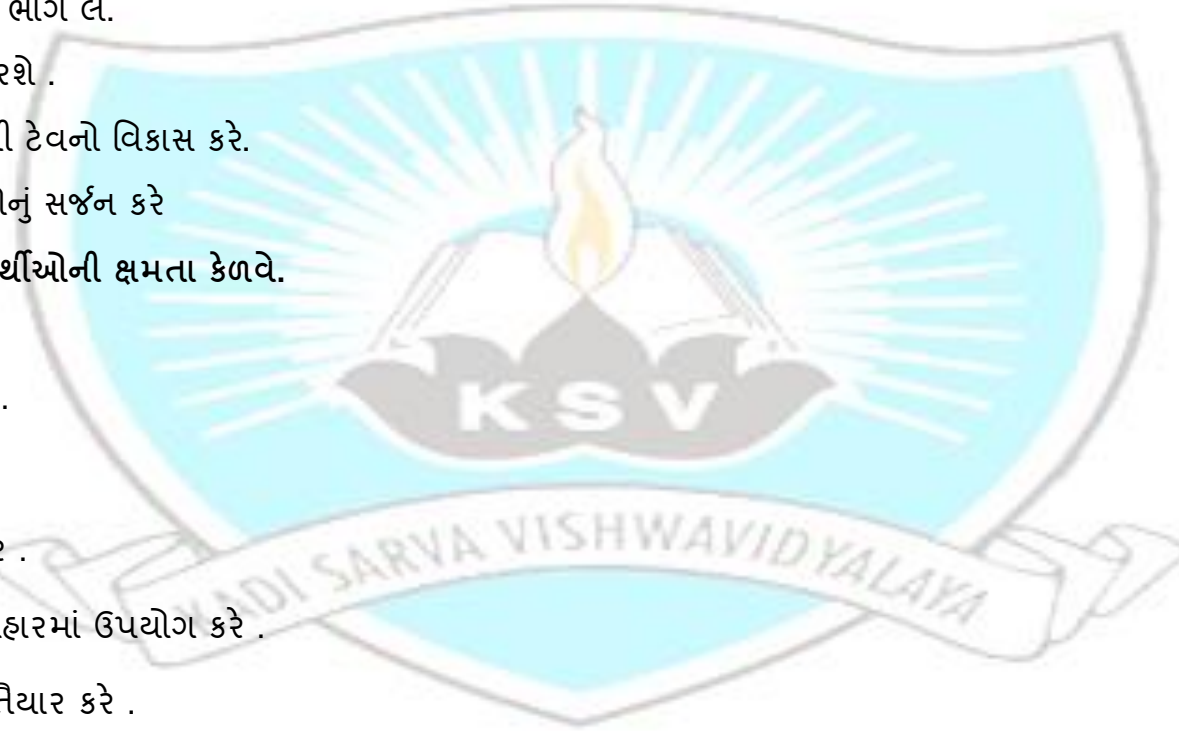
11. TEACHING OF COMPUTER SCIENCE (PS3/PS4)

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
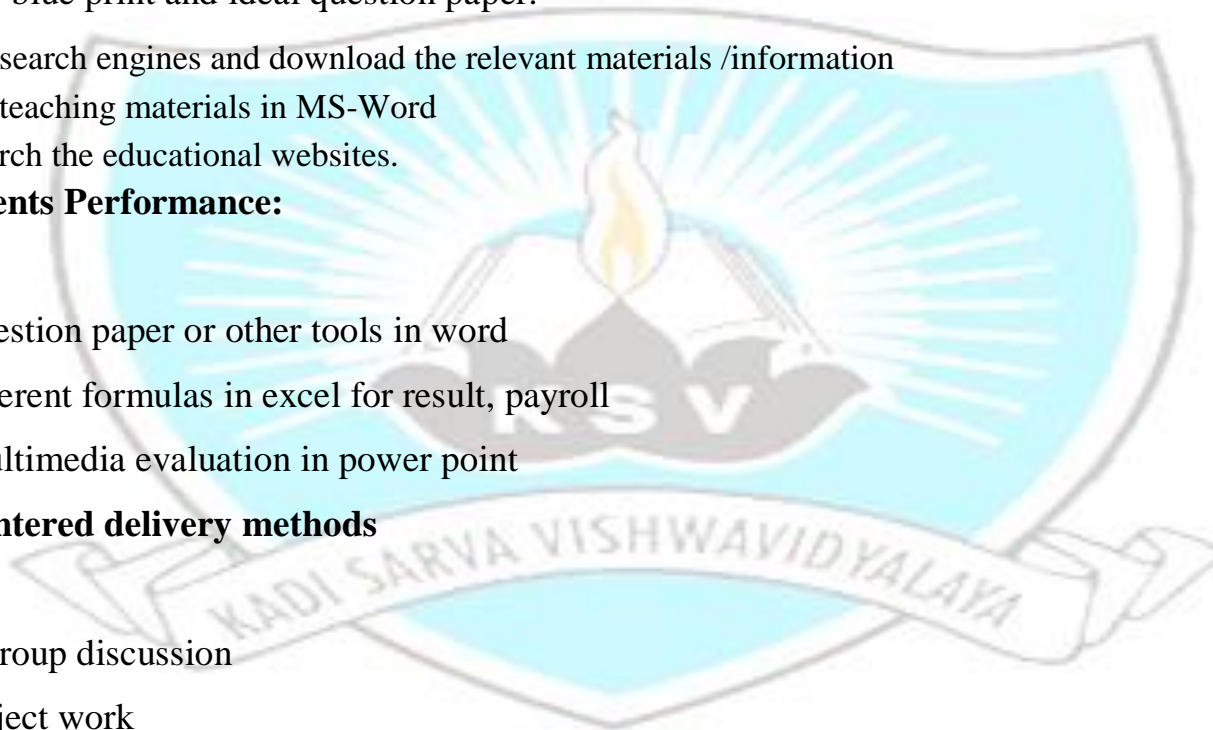
ENHANCING PROFESSIONAL CAPACITY (EPC)

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 હુન્નારકલાઓમાં જોડાતા થાય.

   e.શિક્ષણમાં કલાઓનું પ્રાયોગિક કાર્ય કરવા કલા સંસ્થાઓની **મુલાકાત કરે**.
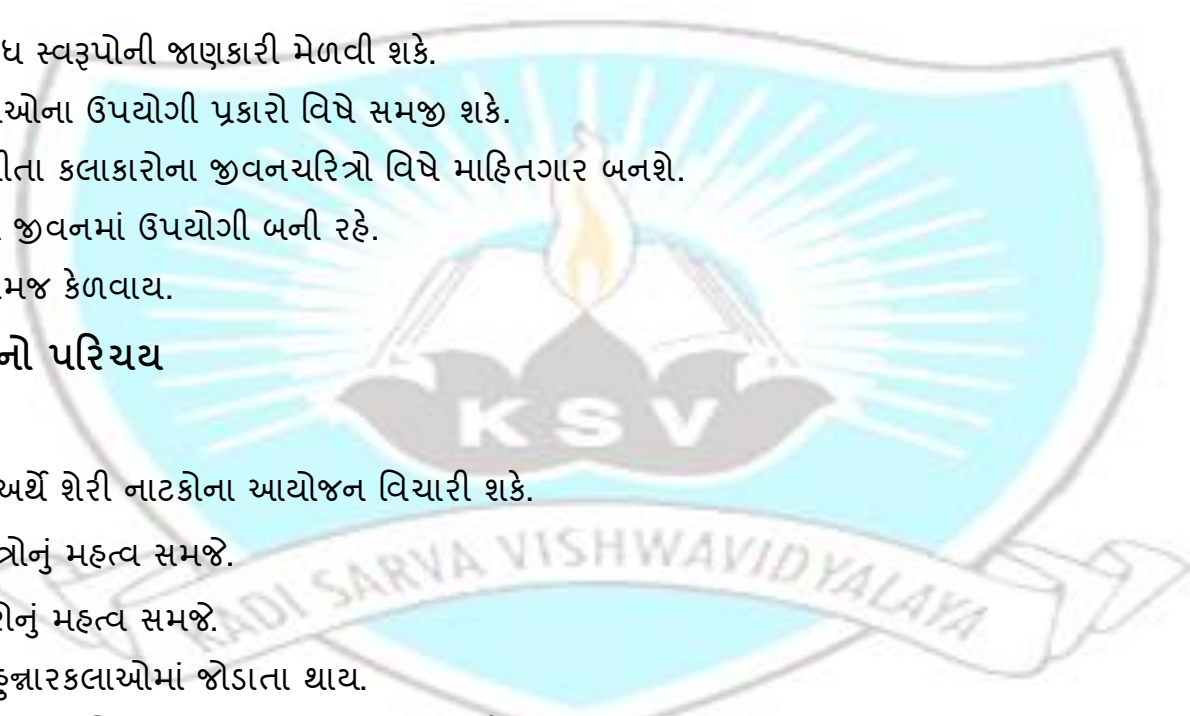
2. COMMUNICATION TECHNOLOGY AND MULTIMEDIA IN EDUCATION (EPC2B)

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.
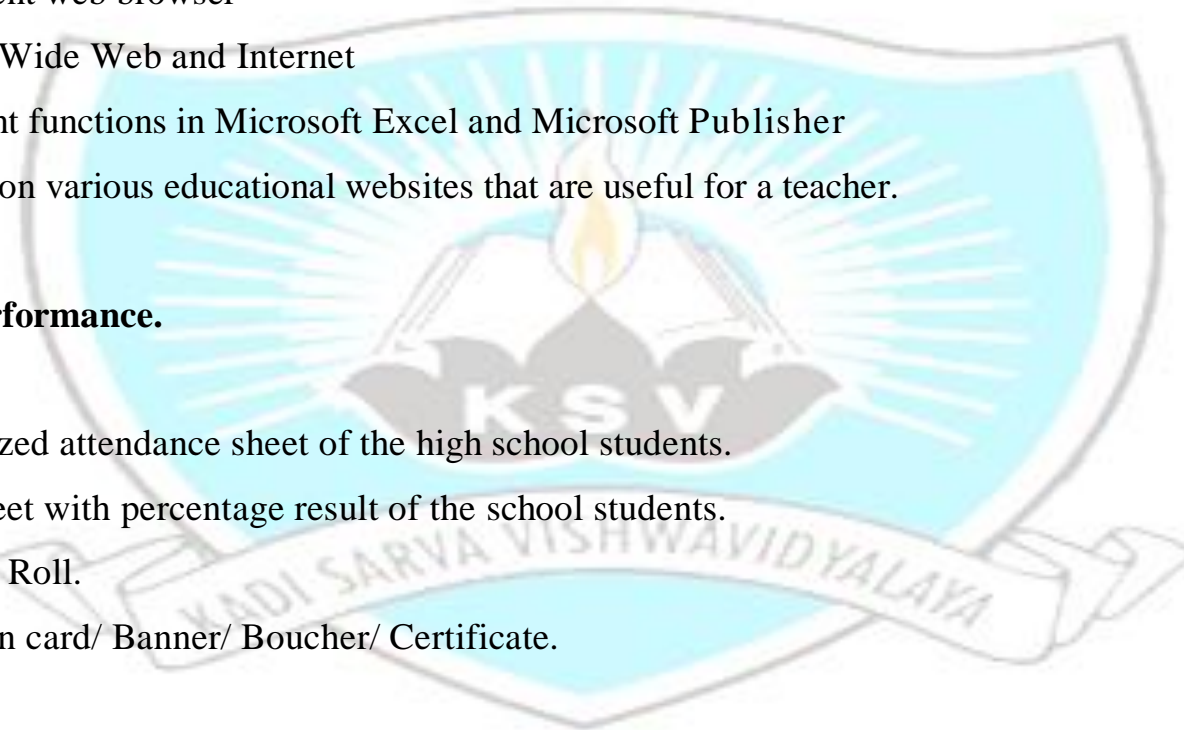
CHOICE BASED CREDIT SYSTEM (CBCS)

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
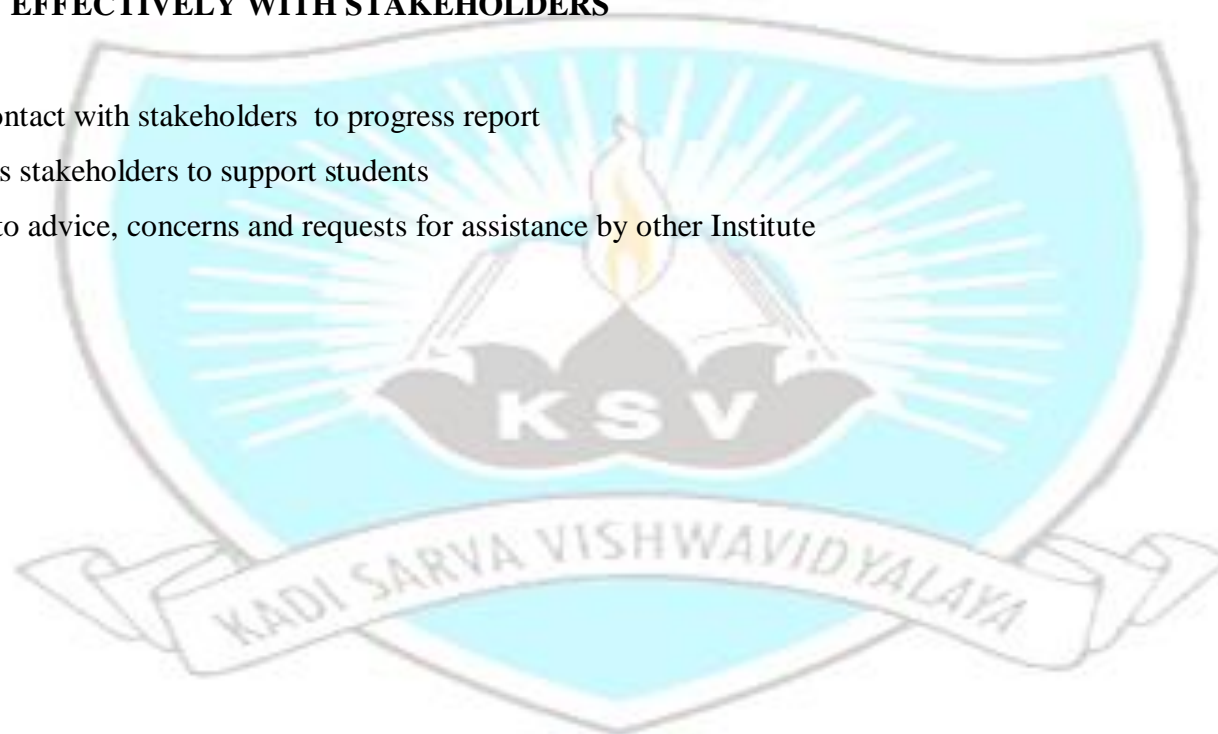
PRACTICAL

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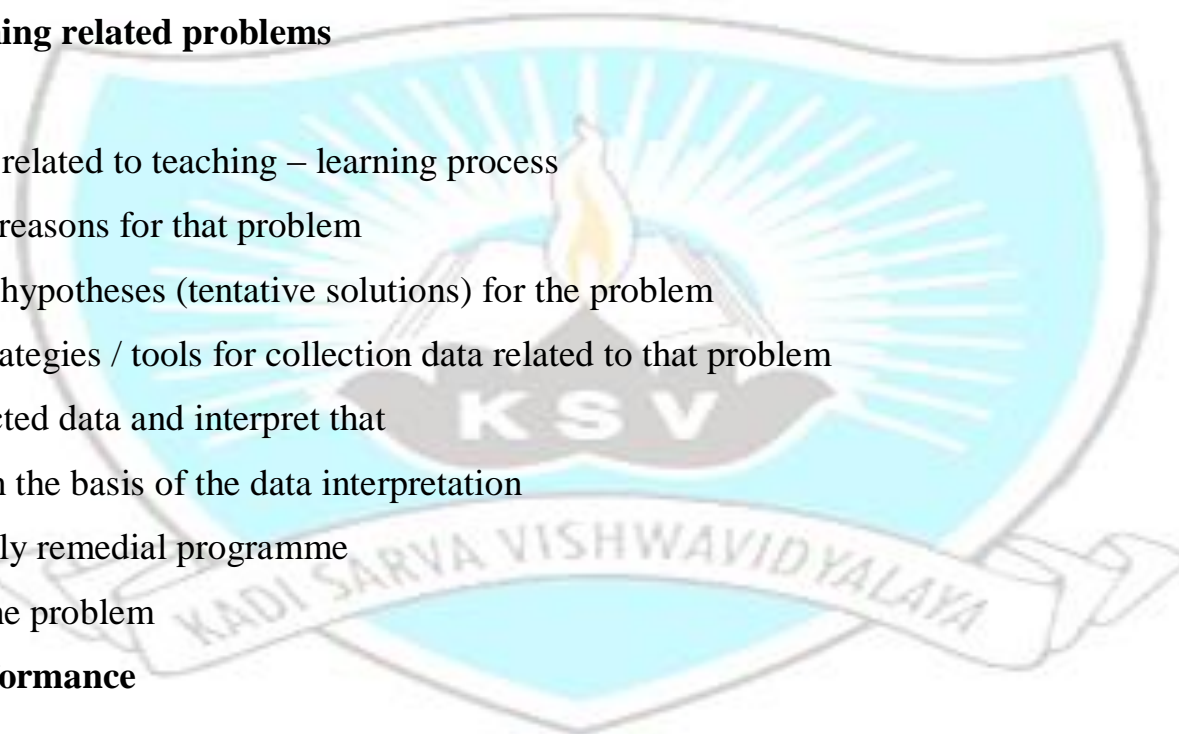
d. Prepare question paper or other evaluation tools using Blue Print

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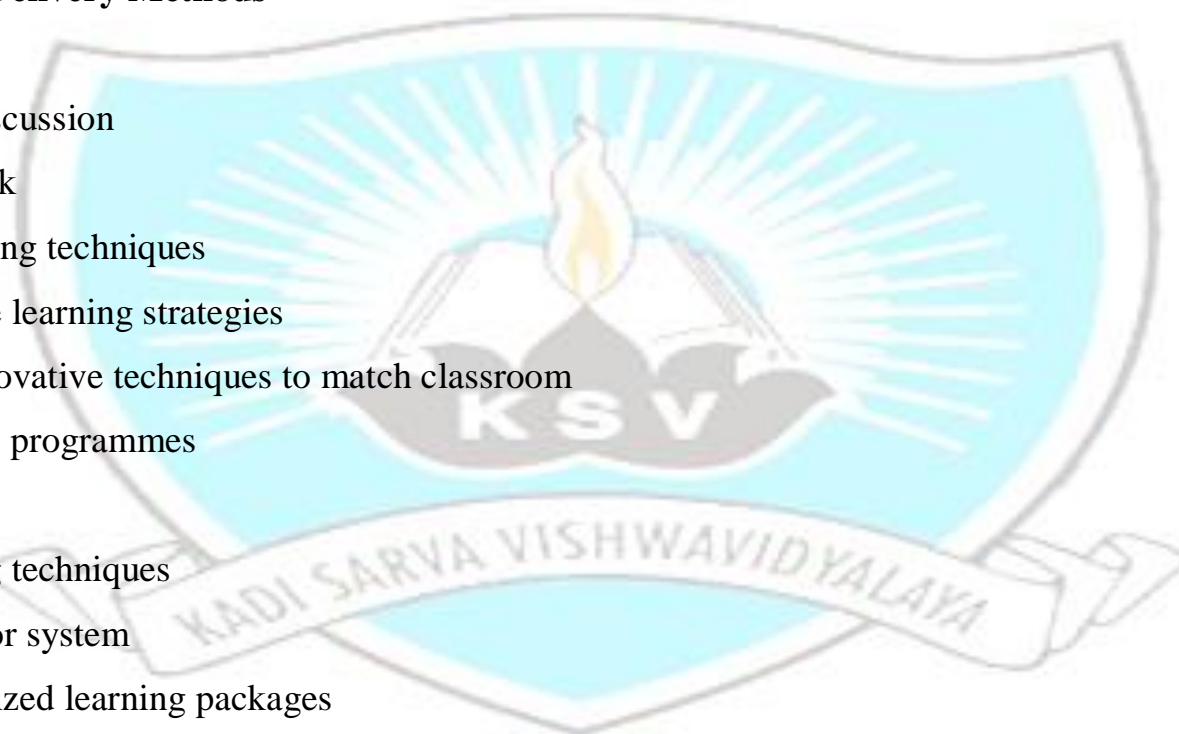
4. **Develop functional competency in English language**

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

		education						
		3.4 Role of education to remove the differences related to gender	2					
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:

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COURSE FOR SEMESTER – III

KNOWLEDGE AND CURRICULUM - 2 (CC6)

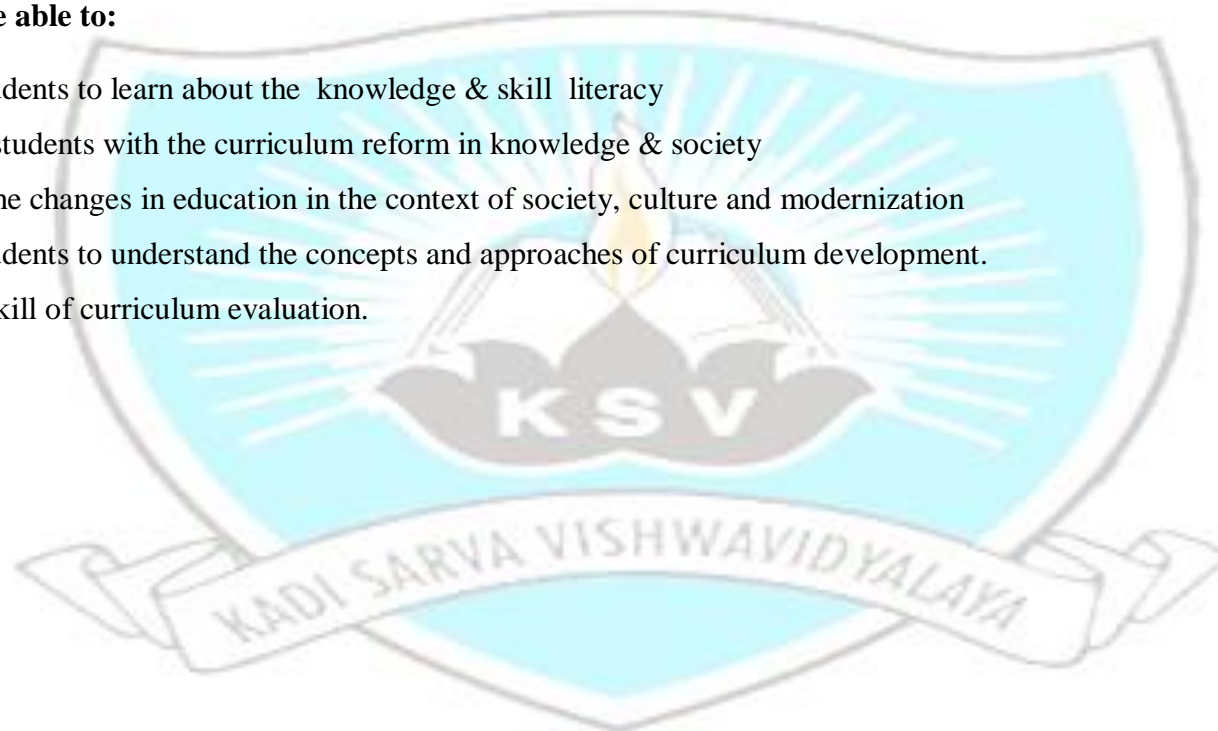**Credits – 2**   **Marks: 50**

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**		8	**25%**	Lecture	Transparencies	Reference Book No. – 2,11
	4.1 Various co-curricular activities and its impact on reconstruction of society.	2					
	4.2 Relationship between ideology and curriculum	2			Group Discussion	PowerPoint presentation	
	4.3 Process/Steps of critical analyses of textbook	2					
	4.4 Evaluation of curriculum	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. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.

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

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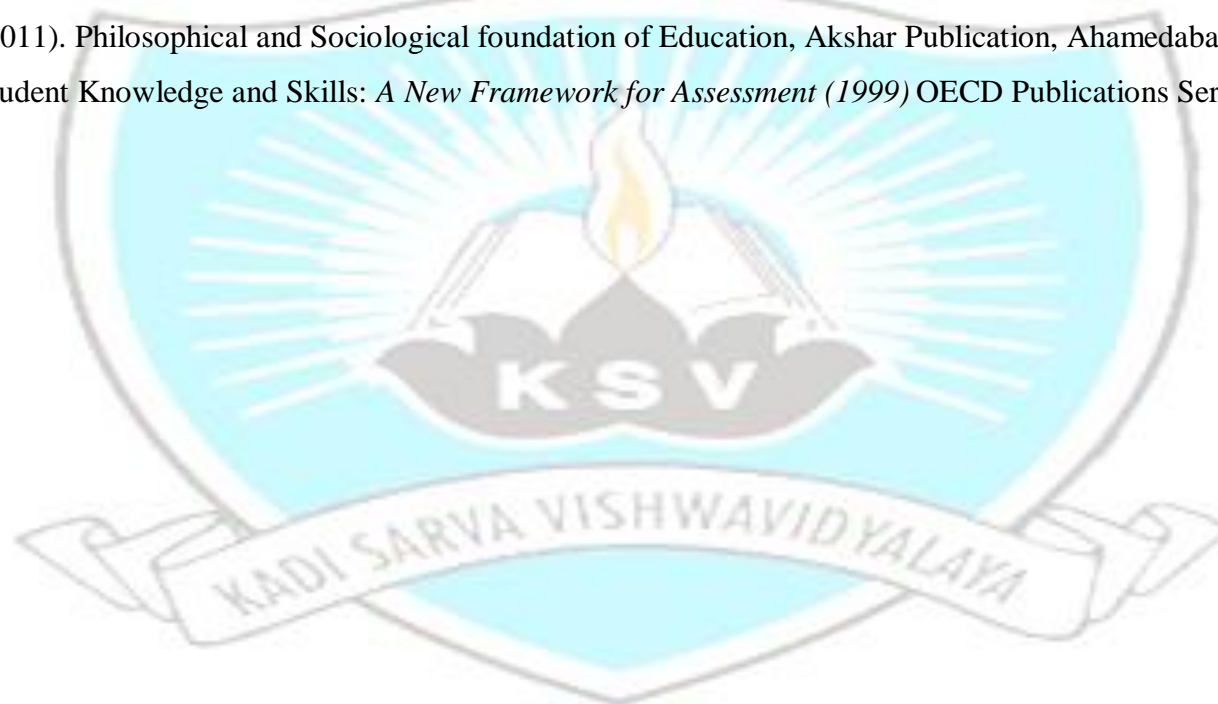
COURSE FOR SEMESTER – III

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

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

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COURSE FOR SEMESTER – III

CRITICAL UNDERSTANDING OF ICT (SOC1)

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 : 2 Application of ICT in Education** 2.1 Use of internet in Education 2.2 Computer Aided Learning ,Computer Aided Instruction 2.3 Educational Software : Meaning, Types, uses 2.4 Smart classroom / digital classroom 2.5 Mobile teaching / Mobile Learning (Use of Mobile in education), Use of Television in Education	1 2 1 2 2	8	25%	Lecture Discussion	PowerPoint presentation Computers LCD Projector	Reference Book No.7
3	**Unit 3 : Services and Media in ICT** 3.1 Video Conferencing, Audio Conferencing 3.2 Social Networking, Email, Blogs, Newsgroups 3.3 Virtual Classroom : Meaning, Advantages, Limitations 3.4 On line education, E-Learning 3.5 Media : Meaning, Types : Personalized and Mass Media	2 2 2 1 1	8	25%	Lecture Discussion	Computers LCD Projector	Reference Book No.9
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. 3. Preparation of PPT slides for classroom usage on any subject. 4. Browse the search engines and download the relevant materials /information	2 2 2 2	8	25%	Demonstration Project	Computers LCD Projector	Reference Book No.2,9
	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.
2. Dave Saket. (2003), "Shikshanma Information Technology", Anada Book Dipo, Ahmedabad.
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6. N.Sareen, "Information and Communication Technology", Anmol Publication.
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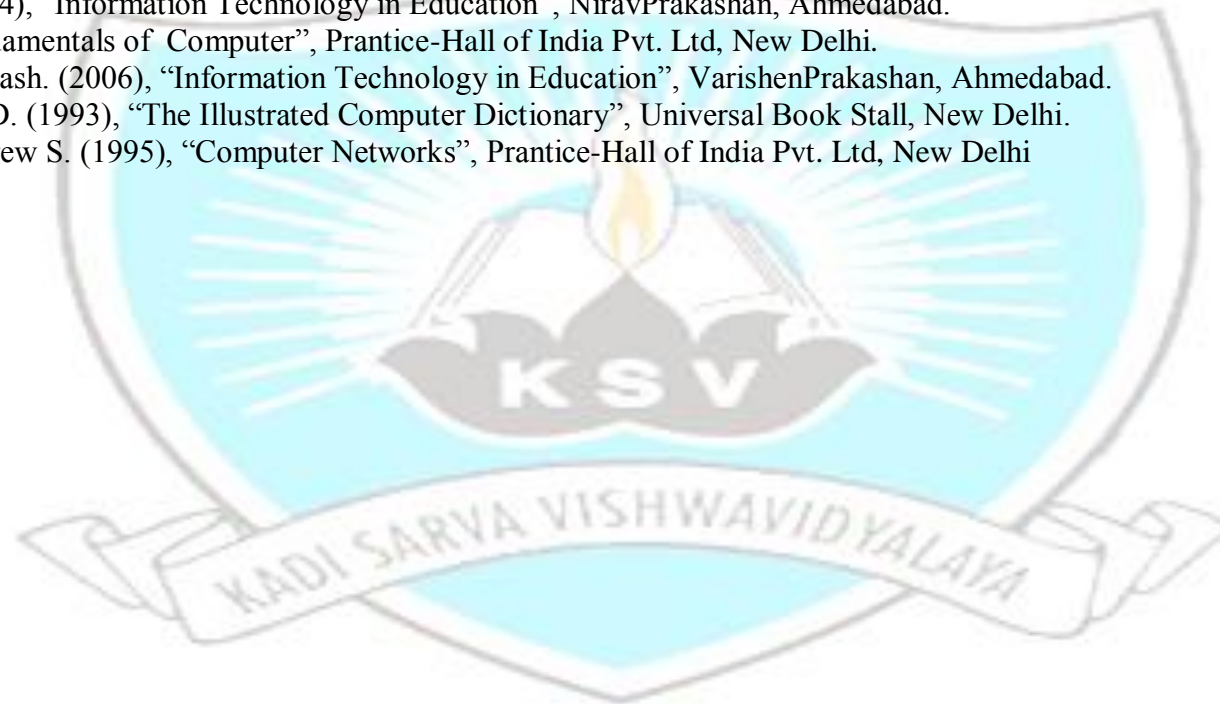
COURSE FOR SEMESTER – III
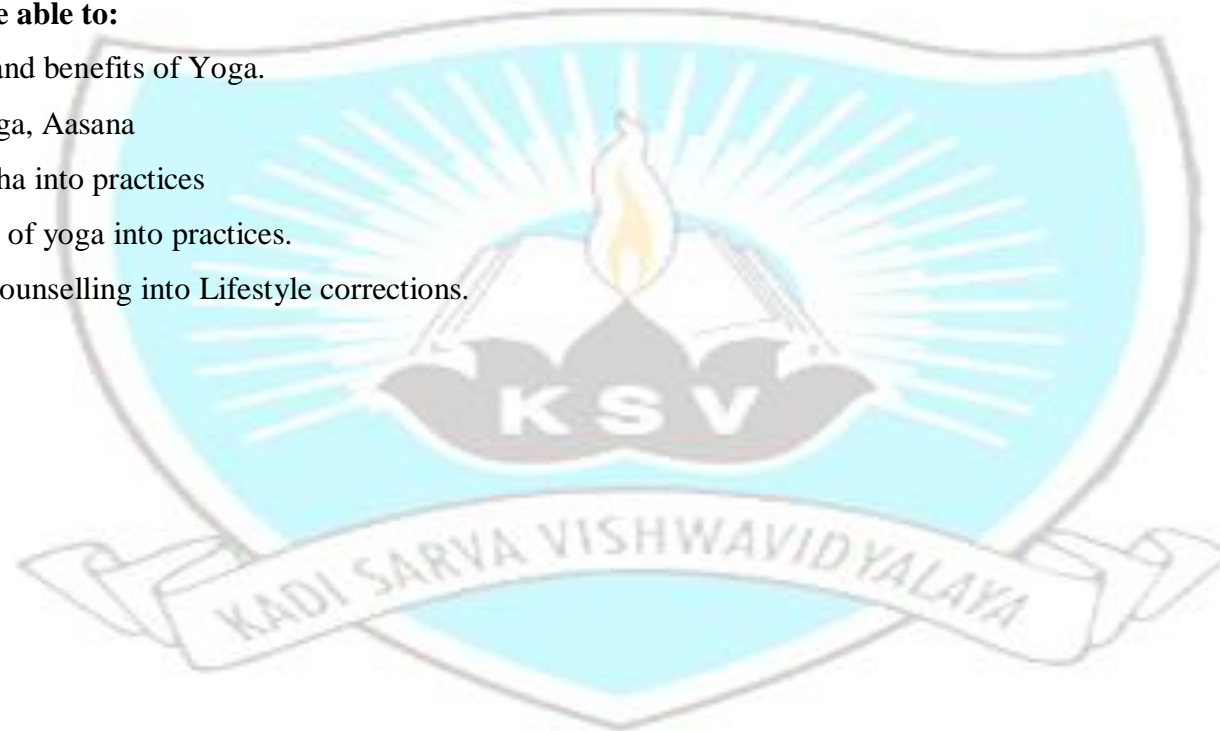
YOGA EDUCATION (SOC 2)

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%		Handouts, PPT, charts Computer with net facility	-Reference-8
	1.1 Yoga: Meaning and Definition	2		10%	Lecture,		
	1.2 Objectives and Misconception about yoga.	2		5%	Group –		
	1.3 Basis of yoga	2		5%	Discussion		
	1.4 History of yoga	2		5%	assignment		
2	**Unit II Introduction to Yogic texts:**		8	25%		Handouts, PPT , Reference Books	-Reference-1,2
	2.1 Classification of Yoga: Yogasutra and Hath yoga	2		5%	Group Discussion,		
	2.2 Role of mind in positive health.	2		5%	Assignment,		
	2.3 Concept of Panchkosha and health	2		5%	project		
	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	Handouts, PPT,	-Reference 5
	4.1 Stress and Yoga	4		15%	Solving	Computer,	
	4.2 How stress is alleviated through Yoga	2		5%	Method,	Text- Print	
	4.3 Rationale of Yogic diet	2		5%	Group Task, Project, Field Visit	material	
	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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COURSE FOR SEMESTER – III

DEVELOPING TEACHING APTITUDE (EPC3)

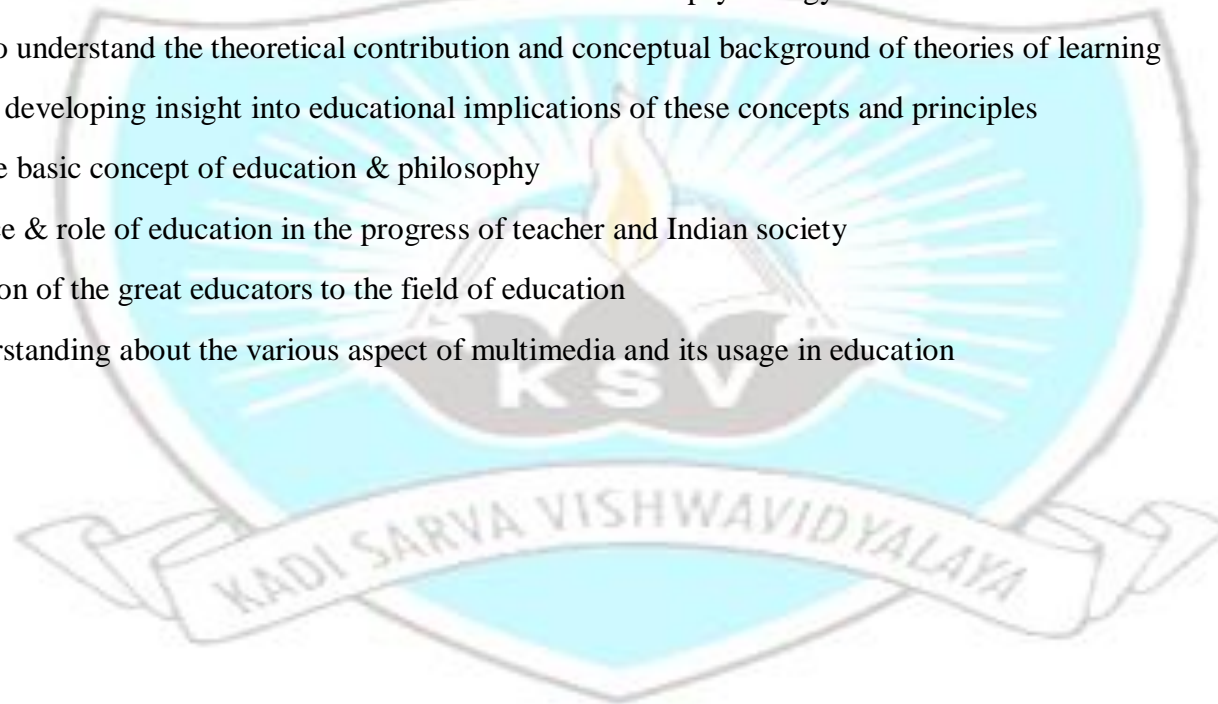**Credit: 2**   **Marks: 50**

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

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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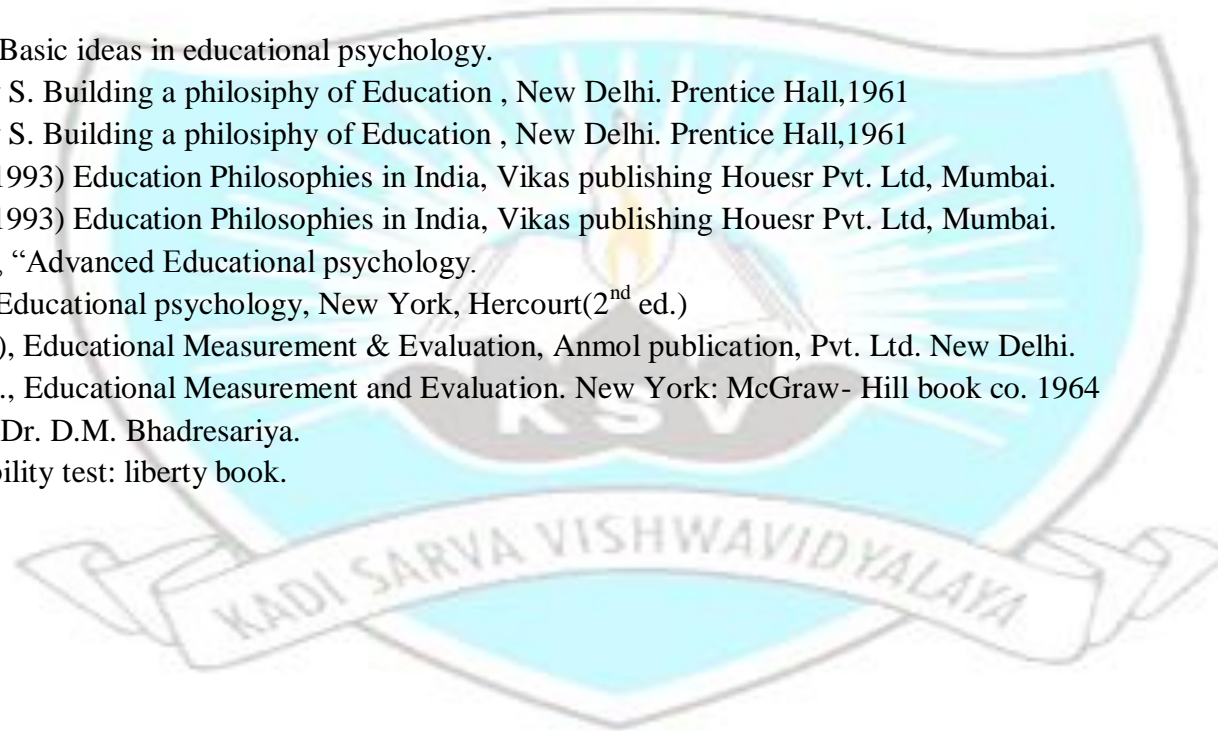
COURSE FOR SEMESTER- III
UNDERSTANDING OF SELF (EPC4)
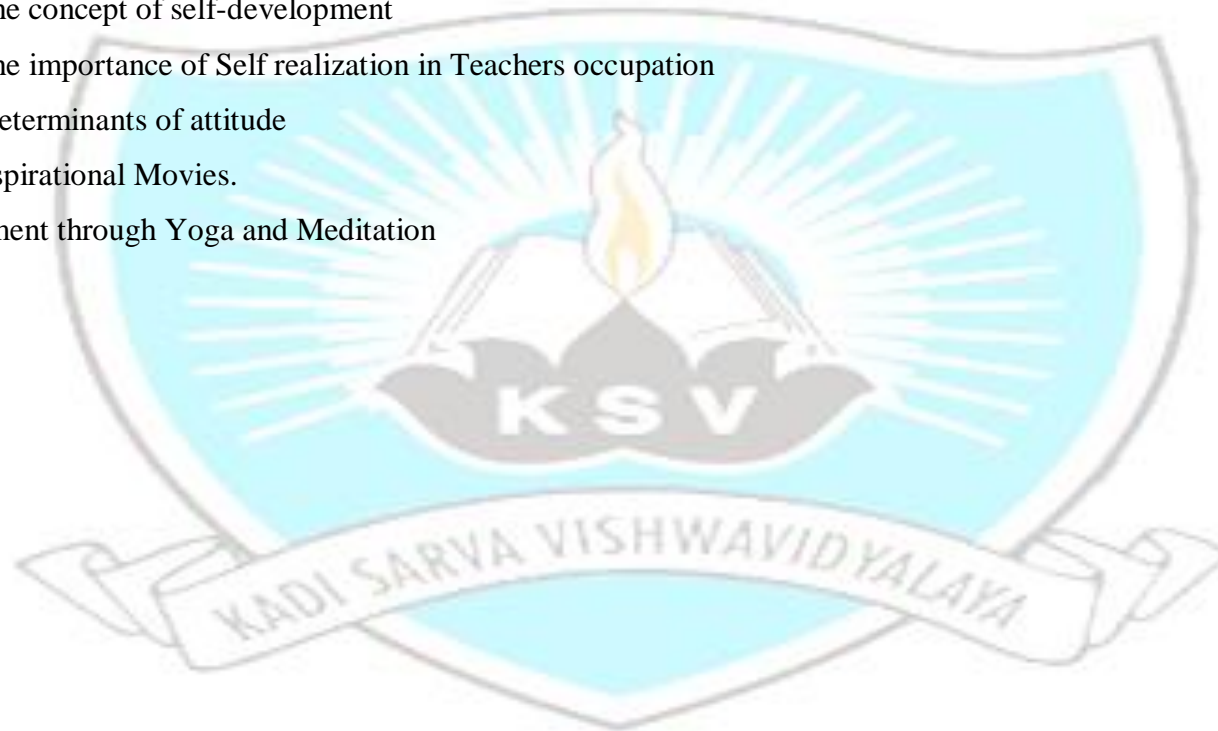
Credits – 2   **Marks: 50**

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 Demonstration	Presentation, Handouts, PPT-	
	4.2 Planning of workshop and seminar for stress management	2		6	Problem Solving	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)

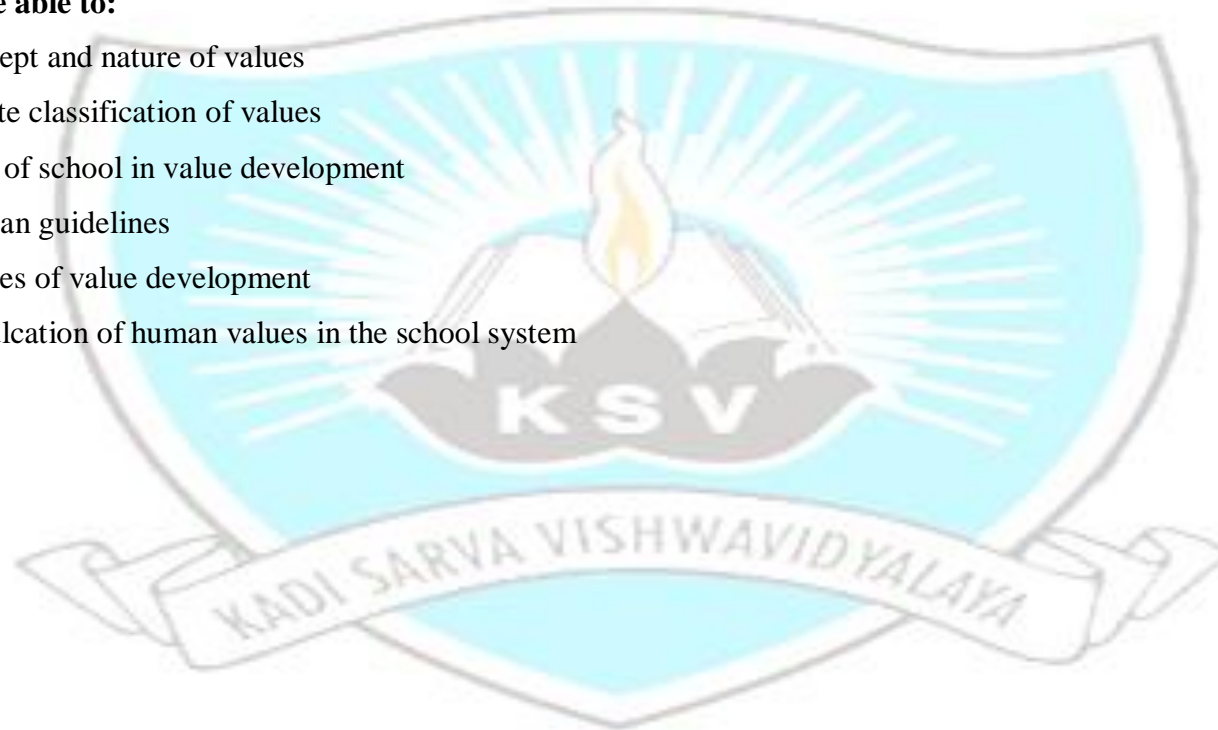**Credits – 2**   **Marks: 50**

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,

4. Joshi Daksha. (2004), "MulyonuShikshan", ManoramaPrakashan.

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

6. Pandey v. C. (2007), "Education Culture and Human Values", Isha Books Publication, Delhi.

7. Passi B.K. and Singh P (1991), "Value Education", National Psychological Corporation Agra.

8. Patel Haribhai. (1997), "MulyaShikshan", GurjarPrakashan, Ahmedabad.

9. Raths, L.E. Merrill Harmins and Sidney, S (1978), "Values and Teaching", Merrill.

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

11. Ruhela S P (1996), "The Emerging Concept of Education in Human Values", Regency Publications, New Delhi,

12. Sharma Shashiprabha (2006), "Education and Human Development", Kanishka publication, New Delhi.

13. Shreemad Bhagavad Geeta

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 a) Teaching Learning Process b) Publication c) Evaluation d) Research e) Administration	1					
	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** 2.1 Computer - Definition & structure 2.2 Hardware: 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	8	**25%**	Group Discussion, Assignment.	Handouts, PPT, Computer, Reference Books	Reference Book No.4 ,5

	2.3 Software 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						
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.

4. Patel Motibhai. (2000), "Shaikshanik Technology", B. S. Shah Prakashan, Ahmedabad.

5. Patel Ratilal Ane Anya. (2002), "Shaikshanik Proudhyogiki ane Prabandhana Avashyak Tatvo", Varishan Prakashan, Ahmedabad.

6. Pfeiffer, J. (1970), "New Look at Education, Systems Analysis in our School and Colleges", Odyssey Press, New York.

7. Raval Natubhai V. (2005), "Shaikshanik Prashashan Ane Vyavasthapan", Nirav Prakashan, Ahemdabad.

8. Shah Dipika. (1993), "Shaikshanik Proudhyogiki", University Granth Nirman Board, Ahmedabad.

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

10. Shah, G. B. And Dewal, O. S. (1970), "Technology Knocks at the Door of Education."

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

12. Shukla, Satish S. (2003), "Information Technology in Education", Vishwabharati Educational Foundation, Ahmedabad.

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

YOGA (P14)

Credit-1   **Marks-25**

S.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
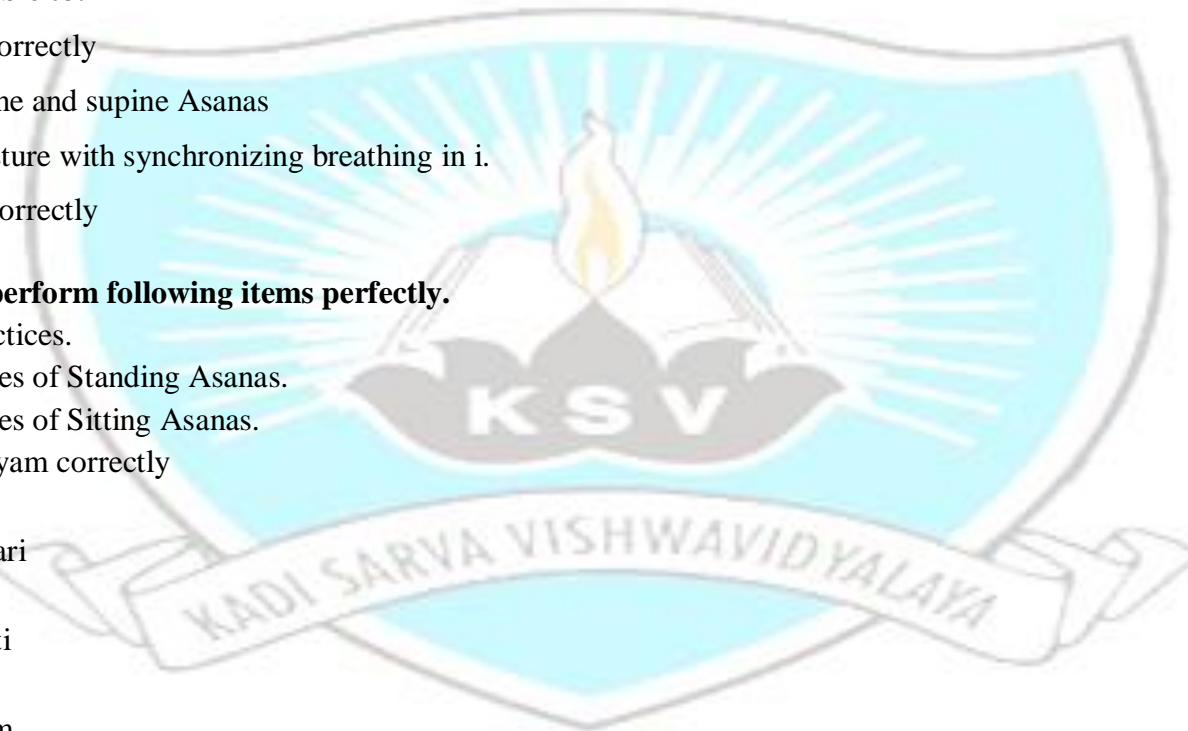
ACTION-RESEARCH (P15)

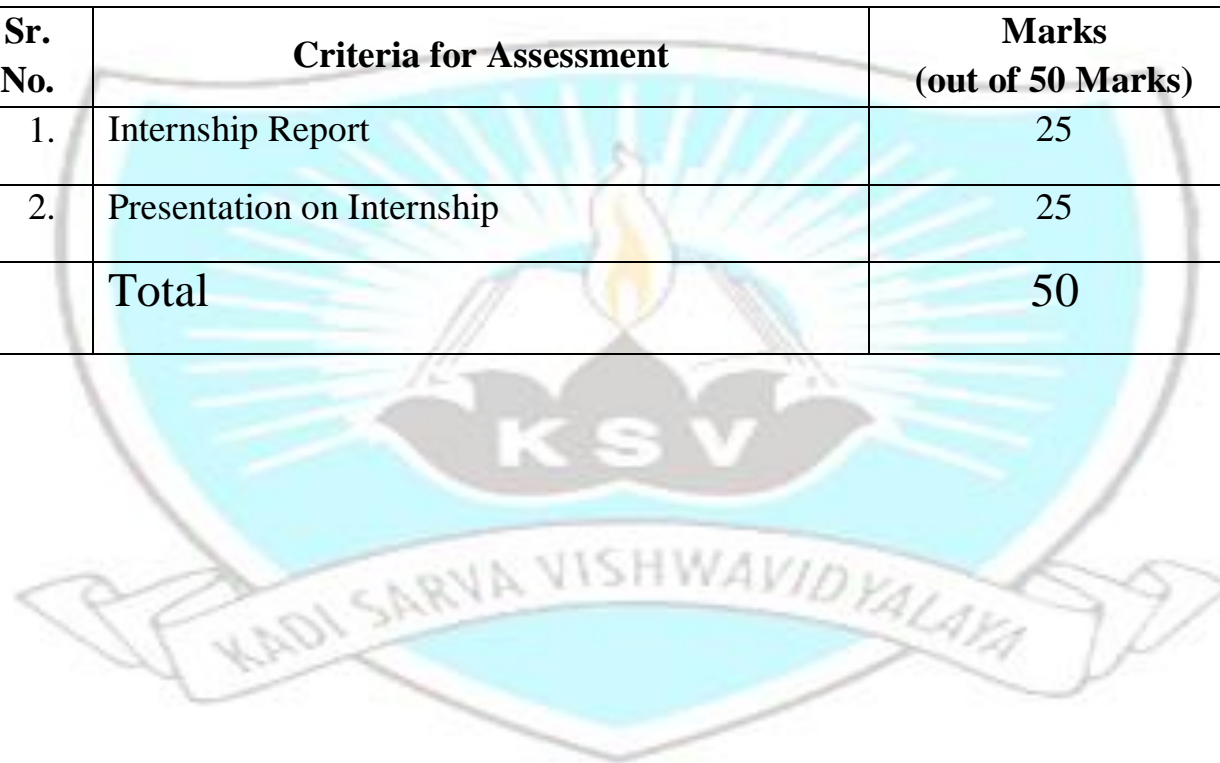**Credit-1**   **Marks-25**

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

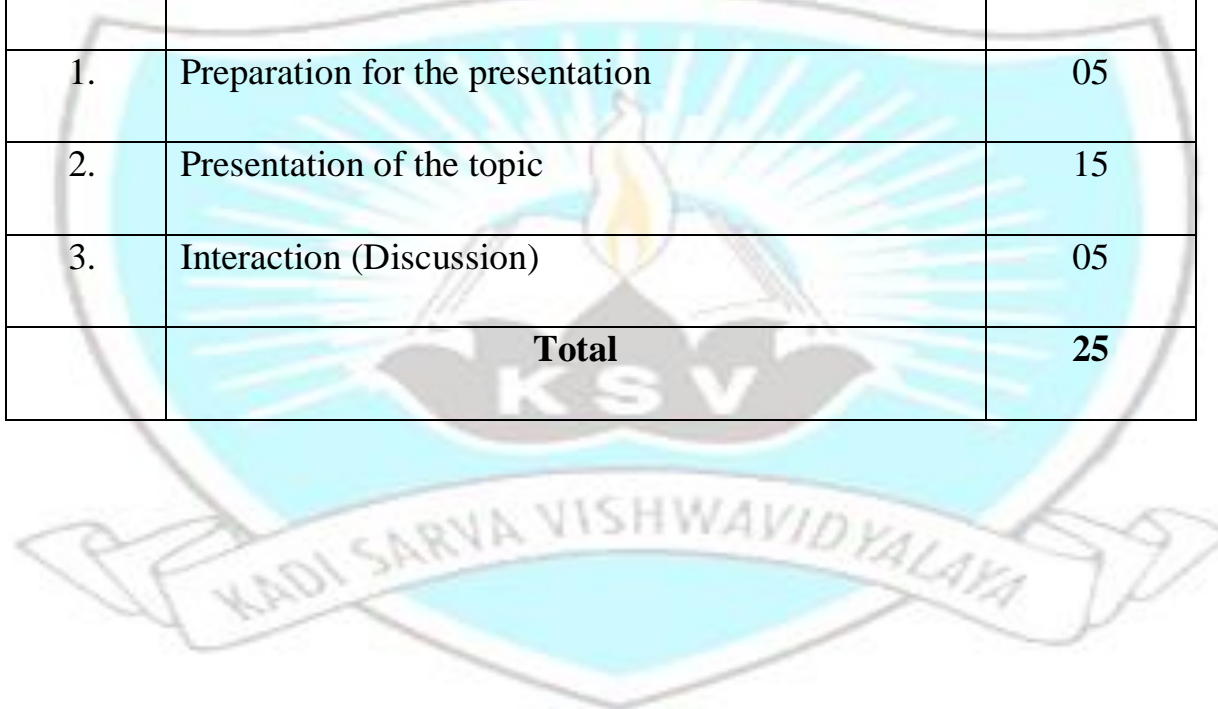   5) Disaster Management

EDUCATION FORUM (P18)

Credit-1   **Marks-25**

S.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

No	Criteria for Assessment	Marks
4.	Content Clarity	15
5.	Presentation	5
6.	Viva voce	5
	Total	25

PROJECT BASED LEARNING (P21)

Credit-1   **Marks-25**

S.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:

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

      h. implication of philosophical thoughts to educational planning

      i. 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
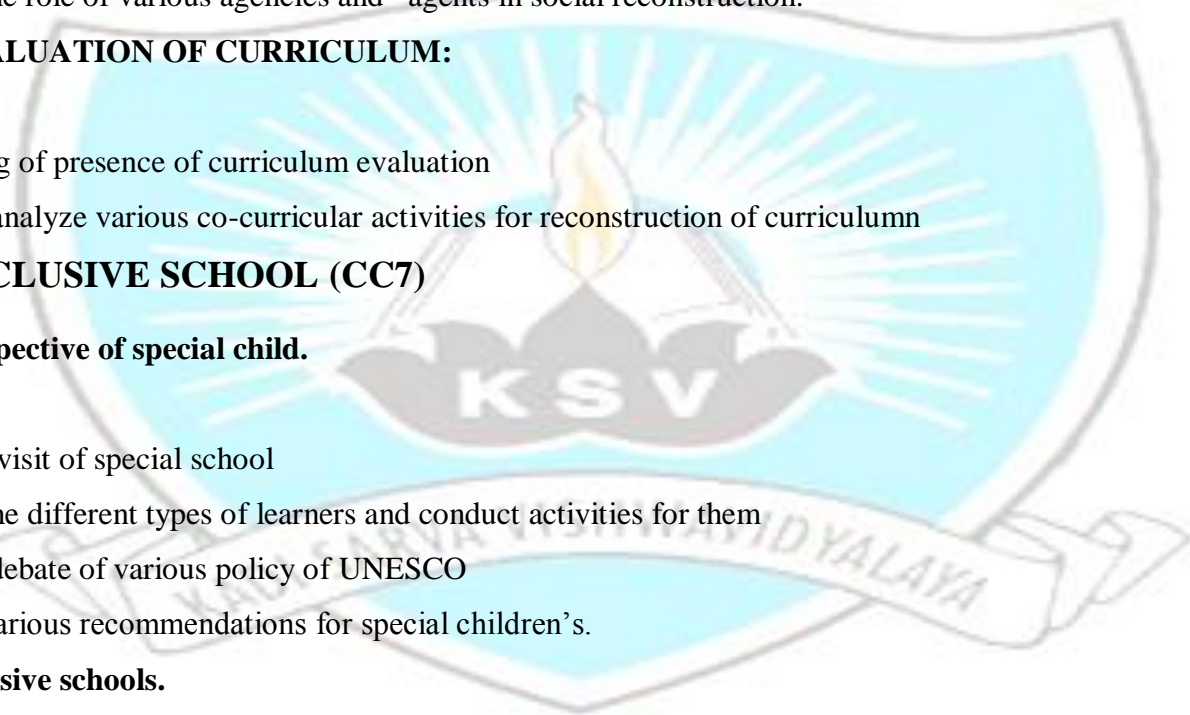
SKILL ORIENTED COURSE (COMPULSORY PAPER) (SOC)

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)**

   2. **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
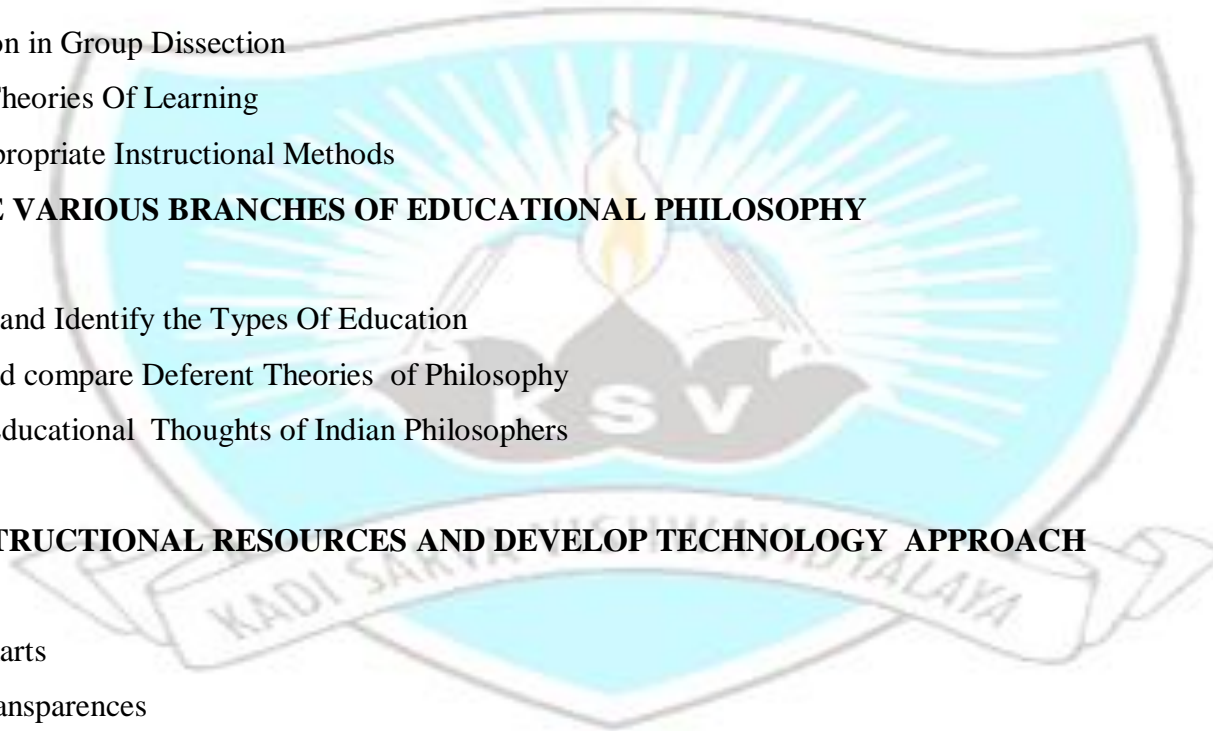
4. **RECOGNIZE STUDENT ABILITIES**

   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

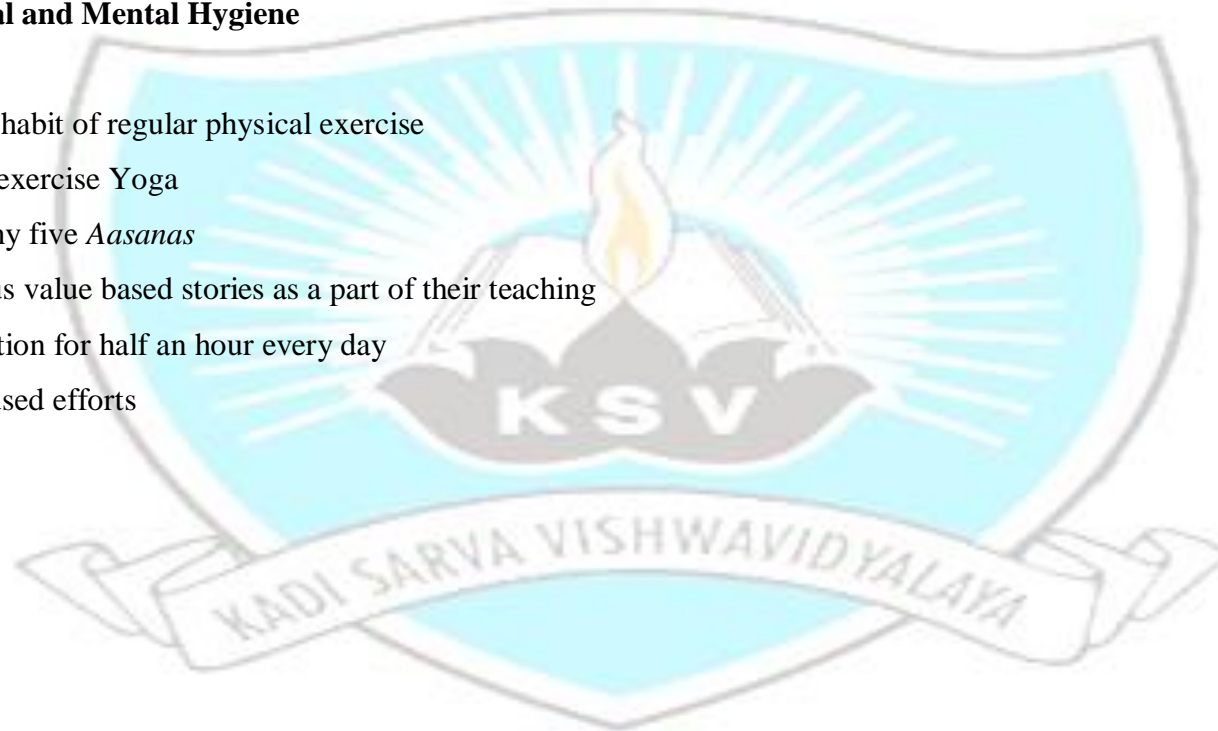   f. Develop presentation skill
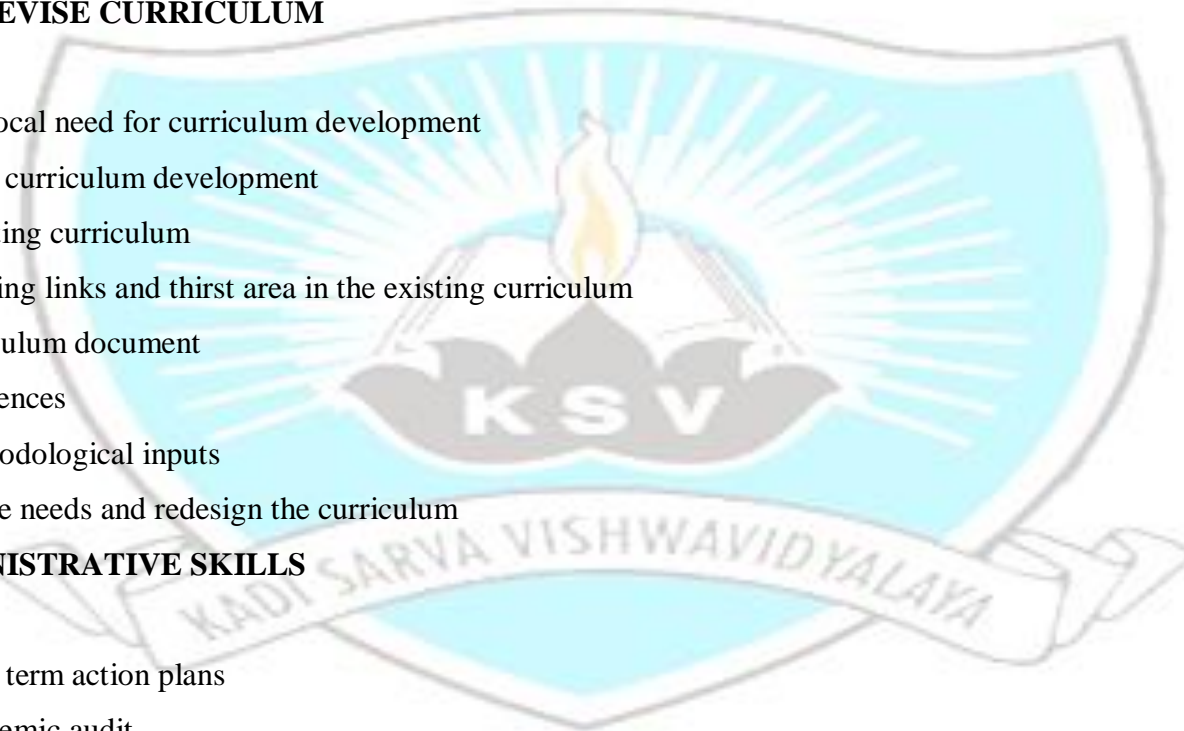
3. **DEVELOP TECHNO – SAVVY APPROACH**

   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).
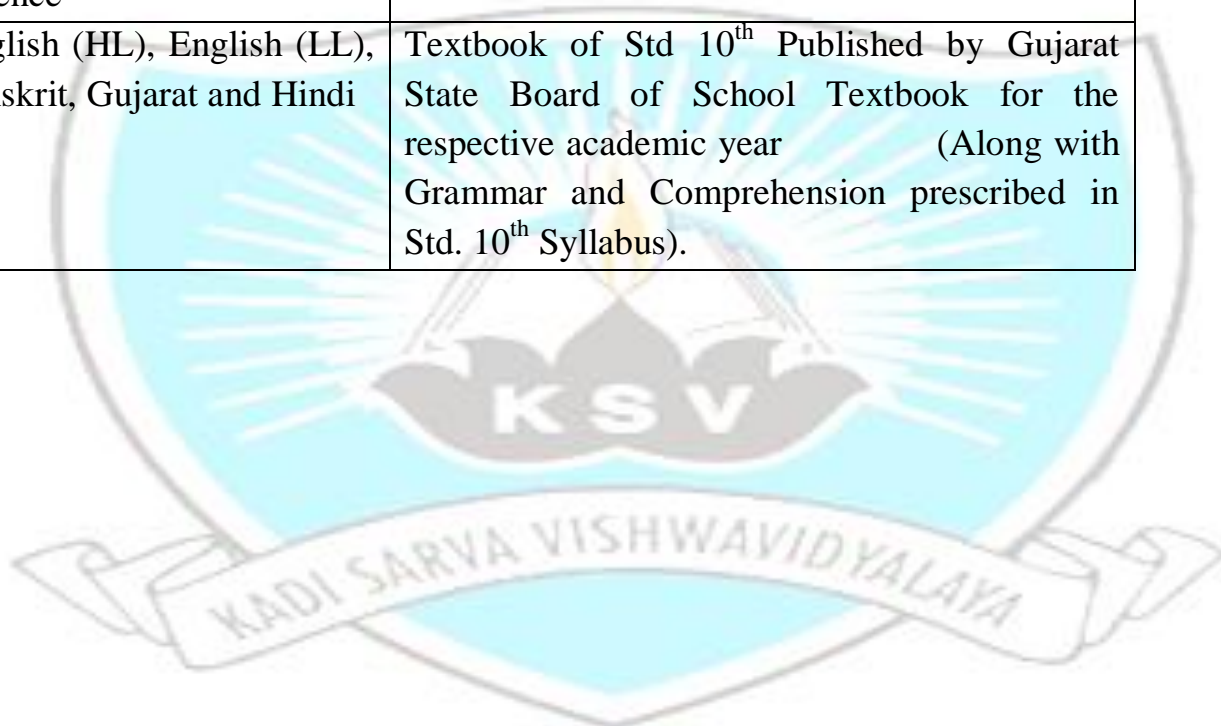
PRACTICAL WORK

INTERNSHIP (P22)

Credit-4   **Marks-100**

EXTERNAL (2 Credit) + INTERNAL (2 Credit)

EXTERNAL

Credit-2   **Marks-50**

Sr. No.	Criteria for Assessment	Marks (out of 50 M)
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 Marks)
3.	Internship Report	25
4.	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**
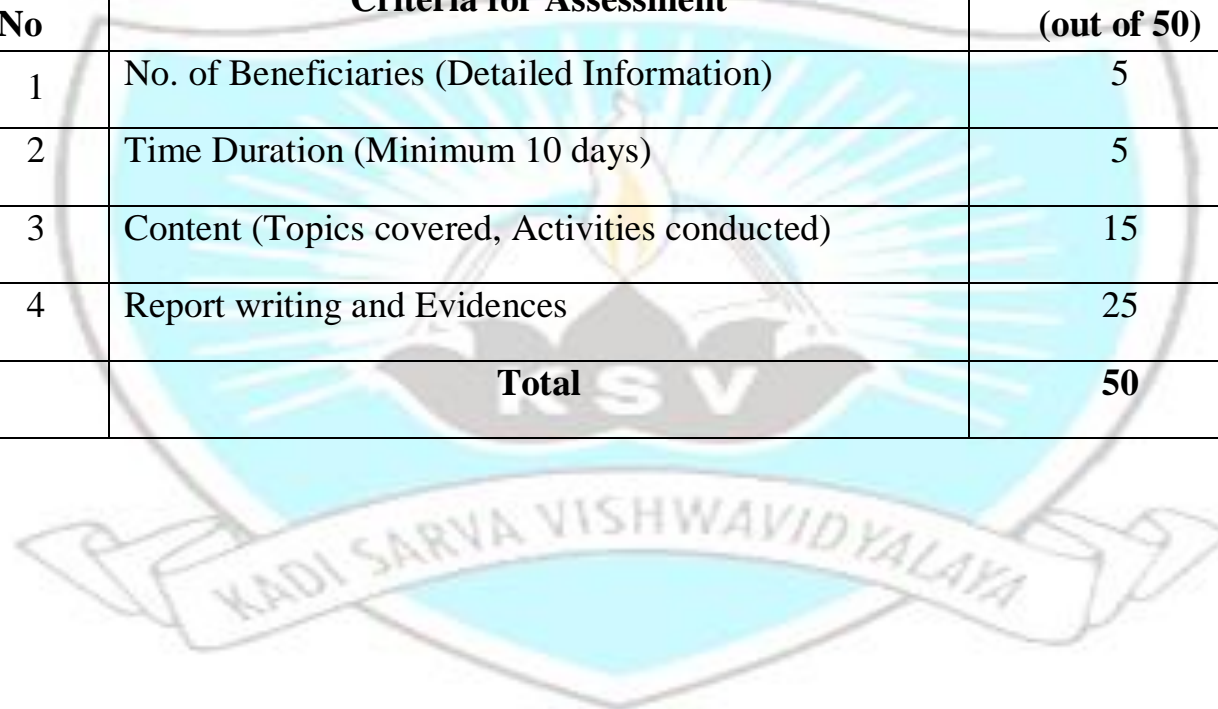
PARTICIPATION IN PARENTAL PROGRAM (P24)

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)
6.	Appropriate use of Skills	2
7.	Content Mastery, Presentation and Evaluation	2
8.	Blackboard work / Teaching aid	2
9.	Class management and Personality of teacher	2
10.	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)

Credit-1   **Marks-25**

Sr. No	Criteria for Assessment	Marks (out of 25)
1.	Identification of Case	5
2.	Methodology	5
3.	Report	15
	Total	**25**
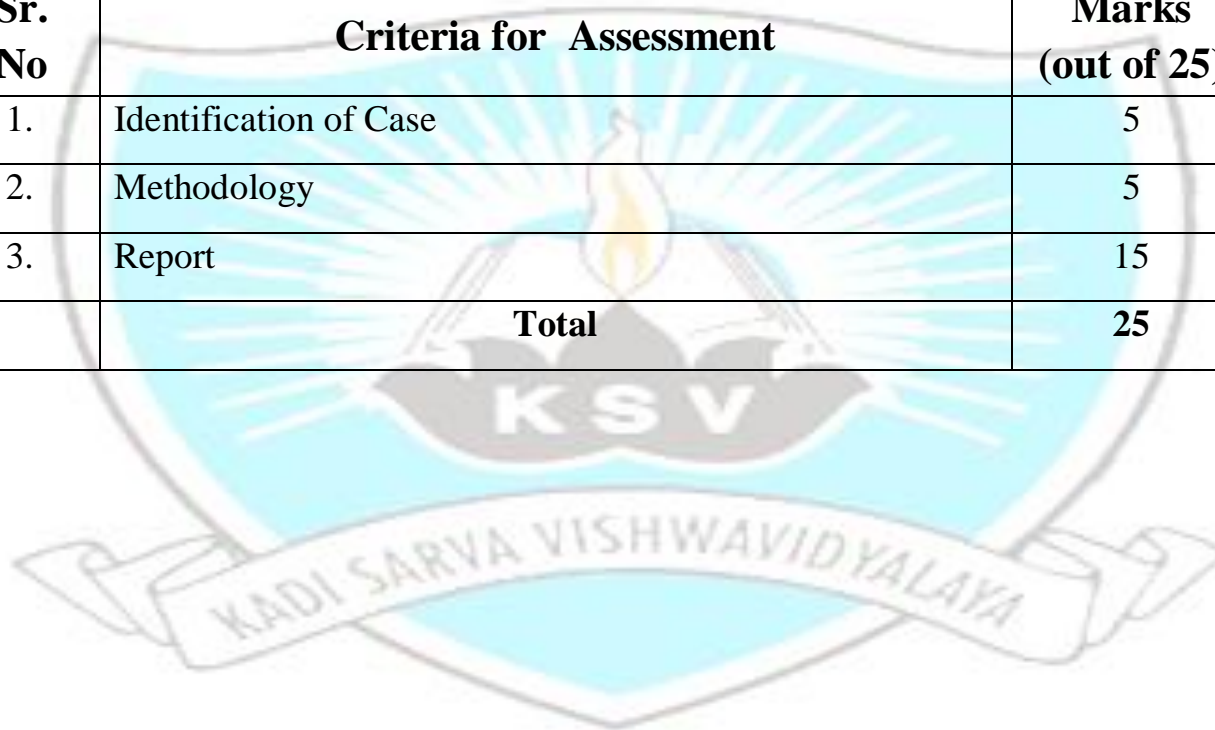
VIVA –VOCE (P30)

Credit-1   **Marks-25**

S.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**

S. 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**

S. 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