

**HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,
PATAN**



Curriculum for Two Year Bachelor of Education

(Implemented with effect from June 2015)

Prepared as per the Guidelines of NCTE Curriculum Framework – 2014

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Organized by L.N.K. College of Education (CTE)**

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EDUCATIONAL RULES AND GUIDELINES

B.Ed. Programme

Objectives:

The main objective of this programme is to prepare teachers for Upper Primary (Classes VI-VIII), Secondary (Classes IX-X) & Higher Secondary (Classes XI-XII) schools.

The B.Ed. programme enables student teacher to-

- Acquire competence to teach subjects of his/her specialization on the basis of accepted principles of learning and teaching in the context of NCF 2005 and NCFTE 2009.
- Develop skills, understanding, interests and attitude which enable him/her to foster all-round growth and development of the children under his/her care.
- Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
- Develop understanding of psychological principles of 'growth and development', 'individual differences and similarities' and 'cognitive and affective learning'.
- Develop skills in guiding and counseling the children in solving their personal as well as academic problems.
- Understand the role of the home, the peer group and the community in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.
- Understand the role of school and community in changing society.
- Understand the administrative structure of school education in Gujarat State.
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Acquire interactive processes of group reflection, critical thinking and concept formation.
- Understand the nature, purpose, influencing factors and problems of various levels of education in the context of diverse socio-cultural - political & Multilingual Indian Society and resolve them.
- Plan and organize classroom instruction through learner centered techniques for inclusive education.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and providing challenging learning to the gifted.

- Develop critical understanding of ICT in Education.
- Become self-regulated learner; develop professional commitment and work as responsible professional.
- Cultivate reflective teaching practices and interface with societal resources.

Edu. R-1: Admission

- (a) Eligibility:** Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities, Bachelor 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.
- (b) Eligibility criteria for admission to B.Ed. programme in Hemchandracharya North Gujarat University** will be according to the qualifications and norms laid down by NCTE/ UGC / Hemchandracharya North Gujarat University / Government of Gujarat from time to time.
- (c) Reservation:** Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Gujarat Govt. /Central Govt. /University rules.
- (d) Procedure:** Admission shall be made on merit. The merit will be considered on the basis of marks obtained in the qualifying Examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

Edu. R-2: Duration and Working Days

B.Ed. Programme is a **full time course** and consists of four semesters as shown in table-I to VI.

- (a) Duration:** The B.Ed. Programme shall be of a duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.
- (b) Working Days:** There shall be at least **Two Hundred Working Days each year** exclusive of the period of examination and admission. Institution shall work for a minimum of **thirty six hours a week**, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

Edu. R-3: Attendance

- (a) The minimum attendance of student teachers shall have to be 80% for all theory and supervised learning classes, and 90% for school internship.
- (b) It is mandatory for every student to keep 80% of attendance in the college. Principal may condone the attendance of any student not more than 10 % of total attendance to be kept by the student for a genuine and valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the principal, the executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports/cultural activities to represent the

college/the university at university/district/state/ national level the principal shall condone these days as attendance for want of completion of the required attendance by the institute.

Edu. R - 4: Course Design

The programme shall comprise three broad curricular areas – 'Perspectives in Education', 'Curriculum and Pedagogic Studies', and 'Engagement with the Field'. The courses under each of these areas are as follows

Perspectives in Education

1. Childhood and Growing Up
2. Contemporary India and Education
3. Learning and Teaching
4. Gender, School and Society
5. Knowledge and Curriculum
6. Creating an Inclusive School

Curriculum and Pedagogic Studies

1. Language across the Curriculum
2. Understanding Disciplines and Subjects
3. Pedagogy of a School Subject
4. Assessment for Learning
5. Optional Course
 - I. Peace Education
 - II. Vocational Guidance
 - III. Yoga for Holistic Health
 - IV. Environmental Education
 - V. Obligations of a Teacher

Engagement with the Field

1. Activities that run through all the courses indicated as Perspectives in Education and Curriculum and Pedagogic Studies
2. School Internships
3. Enhancing Professional Capacities (EPC)
 - a. Reading and Reflecting on Texts
 - b. Drama and Art in Education
 - c. Application of ICT in Education
 - d. Critical Understanding of ICT
 - e. Understanding the Self

Table – I : B.Ed. Programme Course Structure Semester- I							
Sr.	Course Code	Course Title	THEORY CREDIT (HOURS)	SUPERVISED LEARNING CREDIT (HOURS)	EXTERNAL EXAM (Marks)	INTERNAL EXAM (Marks)	TOTAL (Marks)
1	EDPE 1101	Childhood and Growing Up- A	2 (32 HOURS)	1 (32 HOURS)	35	15	50
2	EDPE 1103	Learning and Teaching - A	2 (32 HOURS)	1 (32 HOURS)	35	15	50
3	EDCP 1204	Language across Curriculum	2 (32 HOURS)	1 (32 HOURS)	35	15	50
4	EDCP 1205	Understanding Disciplines and Subjects	2 (32 HOURS)	1 (32 HOURS)	35	15	50
5	EDCP 1207.01 to 1207.12	Pedagogy of a School Subject –A	3 (48 HOURS)	1 (32 HOURS)	35	15	50
6	EDCP 1207.01 to 1207.12	Pedagogy of a School Subject –A	3 (48 HOURS)	1 (32 HOURS)	35	15	50
7	EDEPC 1301	Reading and Reflecting on Texts	1 (16 HOURS)	1.5 (48 HOURS)	35	15	50
8	EDEPC 1305	Application of ICT in Education	1 (16 HOURS)	1.5 (48 HOURS)	35	15	50
9	EDSI 1401	School Internship	---	1 (32 HOURS)	00	20	20
10		Internal Test			00	30	30
11		Viva			00	05	05
12		Attendance			00	05	05
Total			16 (256 HOURS)	10 (320 HOURS)	280	180	460

Table – II : B.Ed. Programme Course Structure Semester – II							
Sr.	Course Code	Course Title	THEORY CREDIT (HOURS)	SUPERVISED LEARNING CREDIT (HOURS)	EXTERNAL EXAM (Marks)	INTERNAL EXAM (Marks)	TOTAL (Marks)
1	EDPE 2101	Childhood and Growing Up – B	2 (32 HOURS)	1 (32 HOURS)	35	15	50
2	EDPE 2103	Learning and Teaching – B	2 (32 HOURS)	1 (32 HOURS)	35	15	50
3	EDPE 2108	Knowledge and Curriculum – A	2 (32 HOURS)	1 (32 HOURS)	35	15	50
4	EDCP 1207.01 to 1207.12	Pedagogy of a School Subject – B	3 (48 HOURS)	1 (32 HOURS)	35	15	50
5	EDCP 1207.01 to 1207.12	Pedagogy of a School Subject – B	3 (48 HOURS)	1 (32 HOURS)	35	15	50
6	EDCP 2209	Assessment for Learning–A	2 (32 HOURS)	1 (32 HOURS)	35	15	50
7	EDCP 2211.01 to 2211.05	Optional (Any One)	2 (32 HOURS)	1 (32 HOURS)	35	15	50
8	EDEPC 2303	Critical Understanding of ICT	1 (16 HOURS)	1.5 (48 HOURS)	35	15	50
9	EDSI 2402	School Internship	---	1.5 (48 HOURS)	00	40	40
10		Internal Test			00	30	30
11		Viva			00	05	05
12		Attendance			00	05	05
Total			17 (272 HOURS)	10 (320 HOURS)	280	200	480

Table – III : B.Ed. Programme Course Structure Semester – III							
Sr.	Course Code	Course Title	THEORY CREDIT (HOURS)	SUPERVISED LEARNING CREDIT(HOURS)	EXTERNAL EXAM (Marks)	INTERNAL EXAM (Marks)	TOTAL (Marks)
1	EDPE 3102	Contemporary India and Education –A	2 (32 HOURS)	1 (32 HOURS)	35	15	50
2	EDPE 3108	Knowledge and Curriculum – B	2 (32 HOURS)	1 (32 HOURS)	35	15	50
3	EDCP 3209	Assessment for Learning –B	2 (32 HOURS)	1 (32 HOURS)	35	15	50
4	EDEPC 3302	Drama and Art in Education	1 (16 HOURS)	1.5 (48 HOURS)	35	15	50
5	EDSI 3403	School Internship	1.5 (24 HOURS)	10 (320 HOURS)	00	170	170
6		Internal Test			00	20	20
7		Viva			00	05	05
8		Attendance			00	05	05
Total			8.5 (136 HOURS)	14.5 (464 HOURS)	140	260	400

Table – IV: B.Ed. Programme Course Structure Semester – IV							
Sr.	Course Code	Course Title	THEORY CREDIT (HOURS)	SUPERVISED LEARNING CREDIT (HOURS)	EXTERNAL EXAM (Marks)	INTERNAL EXAM (Marks)	TOTAL (Marks)
1	EDPE 4102	Contemporary India and Education–B	2 (32 HOURS)	1 (32 HOURS)	35	15	50
2	EDPE 4106	Gender, School and Society	2 (32 HOURS)	1 (32 HOURS)	35	15	50
3	EDPE 4110	Creating an Inclusive School	2 (32 HOURS)	1 (32 HOURS)	35	15	50
4	EDEPC 4304	Understanding the Self	1 (16 HOURS)	1.5 (48HOURS)	35	15	50
5	EDSI 4404	School Internship	1.5 (24 HOURS)	10 (320 HOURS)	00	170	170
6		Internal Test			00	20	20
7		Annual lesson	---	1 (32 HOURS)	60	00	60
8		Viva			00	05	05
9		Attendance			00	05	05
Total			8.5 (136 HOURS)	15.5 (496 HOURS)	200	260	460

Table – V :Summary of B.Ed. Programme									
Semester	Hours			Credit			Examination (Marks)		
	Theory	Supervised Learning	Total	Theory	Supervised Learning	Total	Internal	External	Total
Semester – 1	256	320	576	16	10	26	180	280	460
Semester – 2	272	320	592	17	10	27	200	280	480
Semester – 3	136	464	600	8.5	14.5	23	260	140	400
Semester – 4	136	496	632	8.5	15.5	24	260	200	460
Total	800	1600	2400	50	50	100	900	900	1800

Internal marks for each Course (EDPE, EDCP, EDEPC): - 4 Engagement with Field activities x 3 Marks =12 Marks; 3 Marks for viva of submissions in each course. More details are in Edu. R-7 (f).

Edu. R-5: School Internship

- (a) The student teachers will be actually placed in a school for a duration of four and sixteen weeks, in first and second year respectively.
- (b) Student teachers will function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching learning.
- (c) The institutes in liaison with school should prepare detail of the school placement programme for the internships.
- (d) Initially, student teachers will be attached to different Schools for four weeks (24 days) as 'school attachment'. These days will be utilized as the courses demand. This first phase will enable student teachers to complete their engagement with field activities related with schools. This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching- Learning. Student teacher will practice 12 lessons (6 lessons / Pedagogy of a School Subject) during the first year.
- (e) In the second year, they will go for 'school placement' of sixteen weeks in two slots. First slot will be in semester III and the second one will be in Semester-IV. It is desirable that student teacher be provided internships in both upper-primary and secondary/higher secondary schools. A student teacher will have maximum four months internship in one school or minimum two month's internship in a school. **The student teacher will not be permitted to get the experience of internship in more than two schools.** During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty. They will be engaged in the school functioning in all its aspects.
- (f) The theory credits provided for the internship will be utilized for pre-internship orientation, preparation and reflection.

Internship

Pre Internship activities:

- Orientation
- Preparation of lesson plans
- Preparation of TLM

Post Internship activities:

- Submissions
- Reflection of internship experiences
- Feedback

Table – VI		
During Internship activities		
Semester – I (EDSI 1401)		
Sr.	Activity	Marks
1	Practice Teaching 4 Stray Lessons (2 lessons per Pedagogy of a School Subject)	20

Semester – II (EDSI 2402)		
Sr.	Activity	Marks
1	Practice Teaching 8 Stray Lessons (4 lessons per Pedagogy of a School Subject)	40

Semester – III (EDSI 3403)		
Sr.	Activity at the school	Marks
1	Practice Teaching 30 Lessons (15 lessons per Pedagogy of a School Subject) Out of these 30 lessons, student teacher must practice following lessons <ul style="list-style-type: none"> • 2 ICT based Lesson (Digital Lesson) per Pedagogy of a School Subject • 1 lesson with self made teaching aid per Pedagogy of a School Subject • 2 lessons based on Constructivist approach per Pedagogy of a School Subject 	60
2	Observation <ul style="list-style-type: none"> • 10 Observations of a School Teacher (Same Pedagogy of the School Subjects opted) • 10 Peer Observations (Same Pedagogy of the School Subjects opted) • 20 Peer Observations (any other Pedagogy of the School Subjects opted) 	20
3	Organize any one of the following activity <ul style="list-style-type: none"> • Exhibition • Student Seminar • Group Discussion • Quiz • Field Trip • Science Fair 	10
4	Formative assessment: <ul style="list-style-type: none"> • Planning • Execution • Evaluation • Record keeping • Communicating scores to students 	10
5	Conduct any of the following co-curricular activities <ul style="list-style-type: none"> • Cultural activities • Games • Yoga • Organize prayer assembly • Guidance and Counselling • Gardening • Nature study • Cleanliness campaign in school • Any other activity suggested by school principal / Student 	10
6	Action Research	10
7	School Record Keeping: <ul style="list-style-type: none"> • Attendance • Results • Any other guided by school authority 	5
8	Self-made Teaching Aids	10
9	Reflective Journal	15
10	Presentation of internship activities at college	20
Total		170

Semester – IV (EDSI 4404)		
Sr.	Activity at the school	Marks
1	Practice Teaching 30 Lessons (15 lessons per Pedagogy of a School Subject) Out of these 30 lessons, student teacher must practice following lessons <ul style="list-style-type: none"> • 1 Block Lesson (Block of not less than 5 lessons) per Pedagogy of a School Subject • 1 ICT based Lesson (Digital Lesson) per Pedagogy of a School Subject • 1 lesson based on Constructivist approach per Pedagogy of a School Subject 	60
2	Observation <ul style="list-style-type: none"> • 10 Observations of a School Teacher (Same Pedagogy of the School Subject opted) • 10 Peer Observations (Same Pedagogy of the School Subjects opted) • 20 Peer Observations (any other Pedagogy of the School Subjects opted) 	20
3	Diagnostic Test and Remedial teaching in any one Pedagogy of a School Subject opted	10
4	Innovative Practice	10
5	Preparation of School Timetable and Annual Planner	5
6	Maintenance of School Library / Laboratory Science/Language/Computer/Psychology)	5
7	School Record Keeping : Attendance, results and any other record guided by school authority	5
8	Participation in any of the following meetings QDC / CRC / BRC / SVS / SMC / BISAG interaction / Parents Meeting/ Staff Meeting	5
9	Yoga	5
10	Subject Forum / Club	10
11	Reflective Journal	15
12	Presentation of internship activities at college	20
Total		170

Edu. R-6: Practice Teaching

- (a) Not more than two lessons per day by a student teacher will be allowed. All the practice teaching lessons should be given under the supervision of a member of the teaching staff of the college **OR** concerned visiting lecturers registered by the University **OR** Head Master of upper primary/secondary / higher secondary schools **OR** senior teacher of upper primary/secondary / higher secondary schools.
- (b) Student teacher should use all available audio-visual equipments in his / her lessons.
- (c) Science student teacher has to demonstrate two science experiments related to school syllabus during the practical lessons in the practicing schools.
- (d) A student teacher has to prepare and deliver six digital lessons during the programme.

Edu. R-7: Examination

- (a) The examination for Semester-I to IV of the B.Ed. programme shall consist of Written Examination and Annual Lesson (External), Engagement with field, Practice teaching, and other work in the college and school according to table I to VI (Internal).
- (b) Written Examination and Annual Lesson (External), Engagement with field, Practice teaching, and other work in the college and school will be carried out according to table I to VI (Internal).
- (c) Written Examination and Annual Lesson (External), will be taken after each semester's attendance at an Education college or a B.Ed. Department of Hemchandracharya North Gujarat University as required in EduR-2.
- (d) Student teacher will not be permitted to appear for Annual Lesson exam in Semester IV unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College or B.Ed. department of Hemchandracharya North Gujarat University.
- (e) In Annual Lesson examination, student teachers will be tested in their practical skill of class management and teaching the two subjects of their choices.
- (f) For Engagement with Field activities, student teacher **has to conduct one activity each from all four categories in each course** [i.e. (1) Seminar/ Workshop / Group Discussion / Quiz, (2) Library Engagement / Laboratory Engagement, (3) Social Engagement / Community Engagement, (4) Observation / Case Study/ Research / ICT / Resource Generation / Any Other]
- (g) The student teacher will be required to keep the following for the inspection of the examiner at the Annual Lesson Examination in semester IV.
 - a. A note-book containing the criticism on the demonstration lessons and of the lessons of other candidates. Minimum 92 observed by them during the Programme. [Minimum 2 observations of Faculty, Minimum 30 observations of a School Teacher, Minimum 60 observation of peer]
 - b. A journal/ journals containing notes of at least 72 lessons given during all four semesters and the criticism of the guide/mentor therein.
 - c. A list of audio-visual equipment which the student teacher has utilized during the programme in lessons given by him/her.
 - d. Completion certificates of internships from the school principal and internal submissions' completion certificate of practical work by the Head of the Education College or B.Ed. department of Hemchandracharya North Gujarat University.

Edu. R-8 : Term Grant

- (a) A candidate if has completed all the submissions and has attended required number of days, shall be eligible to join the next consecutive 2nd or 3rd semester even if he/she has not appeared or cleared the external examination of that semester.
- (b) A candidate should have cleared the external examination of Semester I for joining Sem. - IV.

Edu. R-9: Standard of Passing, Gold Medal, Rank and Grade distribution

- (a) To pass each Semester examination, a candidate must obtain at least 40 percent of the marks in each course and secure 50 percent in aggregate of the all courses. Candidate has to obtain 50 percent of Internal marks.
- (b) To pass the Semester-4 examination, a candidate must obtain at least 40 percent of the marks in each course and has to secure 50 percent in aggregate of the all courses. Candidate has to obtain 50 percentage in Annual Lessons and Internal marks.
- (c) If a candidate passes in the Practice Teaching and other Internals but fails in the aggregate of courses in external examination, the marks obtained by him in the Practice Teaching shall be carried over to the subsequent Semester to semesters.
- (d) If a candidate passes in the aggregate of courses external examination and fails in the Practice Teaching(internal) and/or Annual lessons only, he/she shall be at liability to complete all the Practice Teaching (internal) in next semester and college should send the newly obtained marks and candidate has to give Annual Lessons once again.
- (e) If a candidate fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he or she has secured minimum 50 percent marks.
- (f) Candidates who have failed semester-end exam will reappear for the semester-end examination when conducted by the university. The student will be finally declared as failed if she\he does not pass in all semesters within a total period of three years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
- (g) If a candidate fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he or she has secured minimum 50 percent marks.
- (h) Candidates whose marks are carried over under this regulation shall be declared to have passed the examination but shall not be eligible for any university awards/Rank/Gold Medal.
- (i) Candidate will be eligible for university awards, rank and Gold medal provided he/she clears the semesters in regular course and at first attempt.
- (j) University rank and gold medal will be awarded to a candidate on external marks excluding Annual Lesson Marks.
- (k) Criteria for getting class for the student passing the examination successfully are as under.

Grade Points	Description	% of Marks	Division / Grade
10	Outstanding	90 % → 99 %	First with Dist. / O
9	Excellent	80 % → 89 %	First with Dist. / A
8	Very Good	70 % → 79 %	First with Dist. /B
7	Good	60 % → 69 %	First / C
6	Fair	50 % → 59 %	Second /D
5	Average	40 % → 49 %	Pass / E
4	DROPPED	Below 40 %	F

- (l) Semester Grade Point Average (SGPA) Indicates the performance of a students in a given semester. SGPA is based on the total credit points earned by the student in all the course and the total number of credits assigned to each course in a semester.

Credit point for the Course = No. of credits assigned to the course X Grade point secured for the course

SGPA = Total credit points by a students in a Semester + Total credits for that semester.

Example: for Semester – 1

Course	Credit	Percentage obtained by students	Grade Letter	Grade Point	Credit Assigned Grade Point
EDPE 1101	3	60	C	7	$7 \times 3 = 21$
EDPE 1103	3	75	B	8	$8 \times 3 = 24$
EDCP1204	3	55	D	6	$6 \times 3 = 18$
EDCP 1205	3	69	C	7	$7 \times 3 = 21$
EDCP1207.01	4	78	B	8	$8 \times 4 = 32$
EDCP 1207.02	4	89	A	9	$9 \times 3 = 27$
EDEPC 1305	2.5	93	O	10	$10 \times 2.5 = 25$
EDEPC 1301	2.5	75	B	8	$8 \times 2.5 = 20$
Internship	1	95	O	10	$10 \times 1 = 10$
TOTAL	26				198

SGPA = $198 / 26 = 7.615$ Thus SGPA for Semester-I is 7.615

Percentage for semester-I is $7.615 \times 10 = 76.15$

Cumulative grade point average (CGPA) is obtained by dividing the total numbers of credit points earned in all the Semester by the total number of credits in all Semester.

The Percentage will be calculated in whole number. When the percentage is in fraction, is greater than or equal to 0.50 is considered as 1 (one). For example if percentage is 69.49 then it will be considered 69, if the percentage is 69.50 to 69.99, will be considered 70.

- (m) External, Internal and Whole SGPA will be computed
- (n) As a part of CBCS, Continuous Internal Evaluation (CIE) should be carried out by the colleges as mentioned in description of internal marks (Table I, to VI).
- (o) The internal marks and attendance should be declared on notice board within a week of completion of those activities.
- (p) The percentage score of a semester or for all the semesters together will be considered in general cases on the basis of the percentage calculated from the SGPA or CGPA in the CBCS pattern.
- (q) The percentage for any placement will be computed on the basis of the marks obtained in the courses of the programme as per the requirement of the employer.
- (r) Gold medals and University rank will be as per University rules.

Semester - I

Hemchandracharya North Gujarat University, Patan
B.Ed. Programme (2015 – 2016 onwards)

Course Title : Childhood and Growing Up - A

Course Code: EDPE - 1101

Semester - I

Credit: Theory Credit (TC):02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand concept of childhood, child development and adolescence.
- Understand different socio-economic, socio-political & socio-cultural realities of the learners.
- Understand child through observation and interactions.
- Understand healthy childhood and adolescence.
- Understand frame work to interpret & analyze observations & interactions.
- Understand adolescence & representation of gender and psychological differences among adolescents.

Unit	Content	Hour	Marks
1	Development of Child	20	18
(a)	Human Development: <ul style="list-style-type: none"> • Concept • Principles • Role of heredity and environment in development. Individual differences. • Cultural and Cognitive Psychology (Meaning; Concept; Importance; Domains and its relationship with learning and teaching.) Theories of Individual Development in Socio-Economic and Cultural Setting: <ul style="list-style-type: none"> • Vygotsky- Zone of Proximal Development • Kohlberg-Moral Development 	08	
(b)	Childhood: <ul style="list-style-type: none"> • Concept • Stages of childhood. Development of childhood <ul style="list-style-type: none"> • In the context of socio-economic, political and cultural contexts: family; school; neighborhood and community. • Social Development (Meaning; Importance; Social Process and its effect on teaching and learning theory of Social Construction.) • Emotional Development (Meaning; Process need to study and its effect on teaching and learning process) • Spiritual Development (Meaning; Concept; Importance; Domains and its relationship with learning & teaching.) 	08	

	Developmental Theories <ul style="list-style-type: none"> • Erikson-Psychological development • Piaget: Cognitive Development 		
(c)	Healthy Childhood: <ul style="list-style-type: none"> • Child health; nutritious food, exercise; play, traditional games and street culture; children's rights of development; child protection; role of parents, teachers and schools in child development. 	04	
Engagement with Field: <ul style="list-style-type: none"> • Conduct a discussion of healthy childhood for various age groups and conclude the discussion in writing. (Group Discussion) • Interact with learners using various activities to establish rapport with different age groups (i.e. regarding learning habits, their socio-economic background, their caring at home and school, their use of resource materials, their cultural differences, their problems in various contexts etc.) and write your observations. (Field Visit & Research) • Observe children at play for various age groups and review their activities in writing. (Observation) • Observe children within the community for various age groups and make a report with reference to their development. (Community Work & Research) 			
Unit -2	Development of Adolescent	12	17
(a)	Adolescent: <ul style="list-style-type: none"> • Concept • Stages of adolescence with reference to socio-economic, political and cultural contexts. Personality Development: <ul style="list-style-type: none"> • Quest for Independence • Adjustment • Ego Identity vs Role Diffusion • Defense Mechanism 	06	
(b)	<ul style="list-style-type: none"> • Experience of adolescents across different cultures. • Impact of urbanization and economic change on construct and experience of adolescents. 	03	
(c)	<ul style="list-style-type: none"> • Psychological Gender differences in cognitive abilities and social behavior. • Sex Education: Socio-Cultural Perspectives. 	03	
Engagement with Field: <ul style="list-style-type: none"> • Conduct a discussion on experience of adolescents across different cultures and criticize it. (Group Discussion) • Organize an Essay Writing Competition in school on different defense mechanism used by adolescents. (Community Engagement) • Prepare a Project on defense mechanism used by adolescents. (Research/ Library) • Identify and prepare a list of various defense mechanism used by adolescents. (Library) • Organize a workshop on sex education with reference to socio-cultural perspectives and summarize the outcomes. (Workshop) 			

References:

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Course Title : Learning and Teaching - A

Course Code: EDPE-1103	Semester - I
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Credit: Theory Credit (TC): 02	Supervised Study Credit (SSC): 01	Total: 03
Hours: Classroom Teaching: 32	Supervised Study: 32	Total: 64
Total Marks: 50	[External: 35 Marks; Internal (Engagement with Field): 15]	

Objectives: Student-Teacher will be able to:

- Understand the cognitive, social and cultural process of learning.
- Understand the nature of learners.
- Develop analytical understanding of learner.
- Understand teaching process of inside and outside the school.
- Develop scientific attitude for the process of teaching and learning.

Unit	Content	Hour	Marks
1	Learning Process	17	18
(a)	Learning <ul style="list-style-type: none"> • Meaning and Concept • Characteristics • Nature of learning • Factors affecting learning • Dimensions of learning. (Knowledge, Skills, Values, beliefs, attitudes and habits) • Centrality of curiosity, interest, active engagement and inquiry in learning. • Notion of learning as construction of knowledge • Difference and connections between learning in and learning outside schools • Socio cultural and cognitive processes in learning 	06	
(b)	Theories of Learning <ul style="list-style-type: none"> • Theory of Learning Through Insight • Theory of Learning Outcomes by Robert Gagne • Theory of Learning by E. R. Guthrie • Cognitive Theory of Learning by Jerome Brunner • Constructivist Theory of Learning by Jean Piaget • Social Constructivist theory of Learning by Vygotsky 	08	
(c)	Critical understanding of Behaviorist theories of learning <ul style="list-style-type: none"> • Operant Conditioning Theory of Skinner • Behavioral theory of Thorndike 	03	

Engagement with Field:

- Conduct a case study of student with reference to influential factors of learning.(Case Study)
- Compare any two theories of learning and review your observations. (Research)

	<ul style="list-style-type: none"> • Visit a school and prepare a report on different practices of a school that impacts learning. (Field Visit) • Conduct an interview of any one student and write a report of his/her learning patterns. (Case Study) • Administer any two psychological tests and analyse data. (Research) • Plan a lesson on any one unit of your subject using constructivist approach.(Resource Generation /Other) 		
2	Constructivism in Teaching Learning Process	15	17
(a)	Constructivism <ul style="list-style-type: none"> • Meaning • Types of Constructivism • Principles of Constructivism • Characteristics of Constructivist classroom • Difference between Constructivist classroom and traditional classroom • Role of teacher in Constructivist classroom • Role of learner in Constructivist classroom 	08	
(b)	Constructivist approach in Learning <ul style="list-style-type: none"> • Co-operative Learning • Collaborative Learning • Problem Based Learning • Scaffolding • Anchored Instruction • Cognitive Apprenticeship • Situated Learning 	07	
Engagement with Field: <ul style="list-style-type: none"> • Conduct a seminar on responsive teaching of teachers having different social background.(Seminar) • Prepare and present a report of teaching activities in classroom based on your observations. (Observation) • Make a project on teaching aids for effective teaching. (Project) • Conduct a debate on Teaching as Profession. (Debate) • Conduct any two psychological experiments of learning. (Research) • Plan a lesson on any one unit of your subject using constructivist approach. 			

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Course Title : Language Across the Curriculum

Course Code: EDCP - 1204

Semester - I

Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand language, its need, various roles and its various shades.
- Be familiar with theoretical issues of the language.
- Know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- Be familiar with theoretical issues of the language.
- Develop the language skills of the students and its strategies.

Unit	Content	Hour	Marks
1	Child's Language and Learning	16	18
1.1	Language and Learning		
(a)	<ul style="list-style-type: none"> • Dialect • Language • Standard Language • Deficit Theory • Discontinuity Theory 	02	
(b)	Language as a tool of communication and construction of reality in the classroom	02	
(c)	Concept Formation, Cognitive Development and Language	01	
(d)	Language and Experience	01	
(e)	Factors Affecting Language Development	01	
(f)	Language Development and Theories (behavioral and cognitive)	01	
1.2	Learner's language and the school		
(a)	Language Background of a Learner, Home Language (dialect) and School Language (Standard Language)	02	
(b)	Multilingualism in the classroom and its effect	01	
(c)	Language environment of school as well as classroom and its effects	01	
(d)	The nature of classroom discourse (describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing, evaluating) and oral language in the classroom	02	
(e)	<ul style="list-style-type: none"> • Language of textbook in different subjects • Cultural Reference in text 	02	

Engagement with Field:			
<ul style="list-style-type: none"> • Write a note on dialects interviewing two students from five classes. (Field Visit & Research) • Conduct a survey on problems faced by students while second language learning. (Research) • Study any one behavioural and cognitive theory of language learning and write your criticism. (Library / Laboratory) • Study the communication pattern during classroom teaching and write your reflections. (Observation) • Study a case of a student having multilingual background.(Case Study) • Observe five periods and write your observations regarding classroom discourse. (Observation) 			
2	Basic language competencies Required at school	16	17
2.1	Four basic Language competencies		
(a)	Listening : <ul style="list-style-type: none"> • Types • Its need • Strategies for enhancing listening skill 	03	
(b)	Speaking : <ul style="list-style-type: none"> • Its need • Strategies for enhancing speaking skill 	03	
(c)	Reading: <ul style="list-style-type: none"> • Types • Reading strategies • Text Structure • Nature of expository texts vs. narrative texts; transactional vs. reflexive texts 	05	
(d)	Writing: <ul style="list-style-type: none"> • Types • Analyzing Children’s writings to understand conceptions • Writing with a sense of purpose – writing to learn and understand • The concept of register and style (Note-making, summarizing; making reading-writing connections; process writing) 	05	
Engagement with Field:			
<ul style="list-style-type: none"> • Visit the library of the school and make a list of language books available. (Field Visit & Library) • Select a Text Book form standard V/ VII/ VII/ VIII/ IX or X and review it from linguistic / cultural point of view. (Book Review) • Review any two subject books and criticize the language components in concept formation. (Research) • Conduct a workshop on writing skill and write a report. (Workshop) • Conduct a Reading Workshop in the school and make a report. (Workshop) • Visit a Language Laboratory and make a brief note on is functioning. (Field Visit) 			

References:

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Course Title : Understanding Disciplines and Subjects

Course Code: EDCP - 1205

Semester - I

Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Reflect on nature and role of disciplinary knowledge in the school curriculum.
- Reflect on paradigm shift in the nature of disciplines.
- Understand the types of disciplinary knowledge.
- Understand the evolution of disciplines and subjects as a product of history and geography in social, political and intellectual context.
- Understand the disciplinary changes in social sciences, natural science and linguistic areas.
- Understand the notion of knowledge changes with the time.
- Redefine the school subject with concern for social justice.
- Differentiate the design of school subject in a discipline oriented manner or learner oriented.
- Understand the change in nature of school subject with focus on interdisciplinary.

Unit	Content	Hour	Marks
1		20	20
(a)	<p>Nature & Role of disciplinary knowledge</p> <ol style="list-style-type: none"> 1. Disciplines (Meaning and concepts) 2. Disciplinary knowledge (Meaning and concepts) 3. Types of Disciplines knowledge <ol style="list-style-type: none"> a. Multidisciplinary knowledge b. Inter disciplinary knowledge c. Trans disciplinary knowledge d. Cross disciplinary knowledge 4. Nature of disciplinary knowledge in the school curriculum. 5. Role of disciplinary knowledge in the school curriculum and overall schema of the school curriculum according to John Dewey. 6. Paradigm shifts in the nature of disciplines. 	06	
(b)	<p>Evolution of disciplines and subjects</p> <ol style="list-style-type: none"> 1. Disciplines and school subjects as Evolution vs. Given. 2. Evolution of Disciplines and subjects as a product of history and geography in social, political and intellectual contexts. 3. Disciplinary changes in social sciences, natural science and linguistic areas due to <ol style="list-style-type: none"> a. Changes in the questions that were asked b. Changes in Methods of study c. Changes in validation of knowledge 	08	

	<ol style="list-style-type: none"> 4. Notion of knowledge and change in that with time <ol style="list-style-type: none"> a. Firm and objective knowledge vs diverse and subjective knowledge b. Impersonal knowledge vs dialogical knowledge c. Coherent structure knowledge vs fluid and porous frame of knowledge d. 'Culture free' and 'Universal' knowledge vs socio-cultural perspectives of knowledge 5. Redefinitions of school subject with concern for social justice 		
(c)	<p>Social History of Subject area</p> <ol style="list-style-type: none"> 1. History of the teaching of subject areas in schools. 2. Social history of inclusion & exclusion of a subject area from the school curriculum and its impact on discipline. 3. View of Raja Ram Mohan Roy on curricular areas need to be included in curriculum. 4. Impact of colonization on the curriculum as a vehicle of indoctrination. 5. Curriculum in post-independence era emphasizing teaching of science & Maths as the vehicle of national development. 	06	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Seminar on the role of and nature of disciplinary knowledge.(Seminar) • Group assignment on the paradigm shifts in the nature of disciplines. (Library Engagement) • Discussion on the role of disciplinary knowledge in the school curriculum.(Discussion) • Debate on notion of knowledge.(Discussion) • Assignment on the evolution of the disciplines and subjects as a product of history and geography in social, political and intellectual contexts.(Library Engagement) • Debate on the evolution vs given disciplines and school subjects. (Discussion) • Group project on the disciplinary changes in social sciences, natural science and linguistic areas through comparison of past and present textbooks.(Library Engagement) • Team teaching on the history of teaching subject areas in schools.(Other) • Group assignment on the social history of subject area inclusion and exclusion in the school curriculum.(Library Engagement) 			
2		12	15
(a)	<p>Content of Disciplines</p> <ol style="list-style-type: none"> 1. Critical examination of the way curriculum, syllabus and textbooks are designed keeping in mind the subject, content and children. 2. Process of content selection (Whether the attention is paid to drawing upon the experiences of children, their communities, their natural curiosities, methods of study of the subjects) 3. Framing of content in the syllabus 4. Process of transmission of content in a way that learners construct their own knowledge through it 	06	
(b)	<p>Current practices of Design of school subjects and disciplines</p> <ol style="list-style-type: none"> 1. Challenges the Notion of the disciplinary doctrine. 2. In a discipline-oriented manner not learner-oriented. 3. Leaves out other kinds of knowledge, such as practical knowledge, 	06	

	<p>community knowledge, intuitive or tacit knowledge</p> <p>4. Does not address issues of social reconstruction.</p> <p>5. Need to be change and focus on interdisciplinary.</p> <p>6. Creatively developing work related subjects like Hospitality, Horticulture etc.</p>		
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Critical analysis of the way curriculum, syllabus and textbooks are designed keeping in the mind subject content and children. (Library Engagement) • Interview the member involved in the textbook preparation at the state or university level. (Interview) • Critical analysis of textbooks from the constructivist point of view. (Library Engagement) • Discussion on redefinition of school subject with concern for social justice.(Discussion) • Critical analysis of how practical knowledge, community knowledge intuitive and tacit knowledge are excluded from the school subjects.(Library Engagement) • Reflections on change in nature of school subject and focus on interdisciplinarity by interviewing with senior teachers in the schools.(Library Engagement) • Discussion on the work related subjects which can be creatively developed.(Discussion) • Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline. (Other) 			

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Course Title : Pedagogy of Gujarati - A**Course Code: EDCP - 1207.01****Semester - I****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****હેતુઓ :**

- ધોરણ – ૬ થી ૧૦ ના ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ વ્યાકરણનો પરિચય કેળવે
- ગુજરાતી સાહિત્યના વિભિન્ન સાહિત્ય સ્વરૂપોનો પરિચય કેળવે.
- ગુજરાતી સાહિત્યના નામાંકિત સાહિત્ય સર્જકોના જીવન કવનથી માહિતગાર થાય.
- ધોરણ – ૧૦ ના ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓનો પરિચય કેળવે.
- શાળાના અભ્યાસક્રમમાં માતૃભાષાનું મહત્વ અને અધ્યાયન ની સ્થિતિથી માહિતગાર થાય.
- માતૃભાષાનું જ્ઞાન અને સર્જનાત્મક અભિવ્યક્તિનું કૌશલ્ય કેળવે.
- ભાષાના વિવિધ કૌશલ્યોનો પરિચય મેળવે.
- ભાષાના પદ્ય – ગદ્ય વ્યાકરણ અને રચનાના શિક્ષણપાઠોનું આયોજન કરવાની સમજ કેળવે.
- ગુજરાતી વિષયના અધ્યાયન કાર્ય માટે ઉપયોગી શૈક્ષણિક સાધનો, સંદર્ભ સાહિત્ય જોડણીકોશ, જ્ઞાનકોશથી માહિતગાર થાય તે માટે ઉપગોગનું કૌશલ્ય કેળવે.
- અધ્યાયન કાર્ય માટે જરૂરી પ્રયુક્તિઓ અને પદ્ધતિઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના નૂતન પ્રવાહો જેવા કે ક્રિયાત્મક સંશોધન, નિદાન ઉપચાર પ્રશ્નપત્ર રચના અને મૂલ્યાંકન જેવી બાબતોથી પરિચિત થાય.
- ભાષા શિક્ષકની શૈક્ષણિક તથા વ્યાવસાયિક સજ્જતા અને વ્યક્તિત્વવિષયક બાબતોથી પરિચય થાય.

Unit	Content	Hour	Marks
1		20	15
(a)	વિષયવસ્તુ : <ul style="list-style-type: none"> – ધોરણ – ૬ થી ૧૦ ના ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ સૈદ્ધાંતિક વ્યાકરણ : – સ્વર વ્યંજન, જોડણી, સંધિ. – સમાસ, વાક્યના , પ્રકાર – વાક્ય પરિવર્તન, વાક્ય સંયોજન, – વાક્ય વિશ્લેષણ – સંજ્ઞા, વિશેષણ, સર્વનામ – ક્રિયાવિશેષણ – સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દો – ધોરણ – ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની કૃતિઓનો અભ્યાસ અને સાહિત્ય સ્વરૂપનો પરિચય 	10	

(b)	<p>પદ્ય કૃતિઓ :</p> <p>(૧) ઝઘડો લોચન મનનો (ગરબી) દયારામ</p> <p>(૨) તપાસીએ (ગઝલ) ચીનુ મોદી</p> <p>(૩) તીર્થોતમ (સોનેટ) બાલમુકુંદ દવે</p> <p>ગદ્ય કૃતિઓ :</p> <p>(૧) જક્ષણી – (નવલિકા) રા. વિ. પાઠક</p> <p>(૨) પૃથ્વીવલ્લભ (નવલકથાખંડ) ક.મા. મુનશી</p>	06	
(c)	<p>રચના શિક્ષણ :</p> <p>– પત્ર લેખન</p> <p>– આવેદન પત્ર</p> <p>– સાર લેખન</p> <p>– સંક્ષેપ લેખન</p>	04	
<p>ક્ષેત્ર સાથે વિનિયોગ :</p> <ul style="list-style-type: none"> • વ્યાકરણના સેધ્ધાતિક મુદ્દા પર પ્રોજેક્ટ તૈયાર કરો (લાઈબ્રેરી) • પ્રશિષ્ટ સાહિત્યકારોનીકૃતિનું વાચન અને સમીક્ષા કરવી. (વ્યક્તિઅભ્યાસ) • ભાષા શુદ્ધિકરણ માટે વક્તવ્યનું આયોજન કરવું. (સેમીનાર) • ધોરણ – ૮ ના ગુજરાતી પાઠ્યપુસ્તકમાંથી કોઈ એક એકમ શીખવવા માટે ડિજીટલ પાઠ તૈયાર કરી રજુઆત (ICT) • વિવિધ પત્રોના નમૂના તૈયાર કરવા. (પુસ્તકાલય) • ક.મા.મુનશી નું સામાજીક પ્રદાન લખો. (સામાજીક) 			
2	પદ્ધતિશાસ્ત્ર	28	20
(a)	<p>ભાષા શિક્ષણ :</p> <p>– માતૃભાષા : અર્થ, સંકલ્પના મહત્વ.</p> <p>– શાળામાં માતૃભાષા શિક્ષણનું મહત્વ.</p> <p>– ભાષાનું સ્વરૂપ અને અધ્યયન પ્રક્રિયા .</p> <p>– ભાષા વિકાસ પર અસર કરતા પરિબળો</p> <p>– શિક્ષણમાં ભાષા પરત્વે સેવાતી ઉપેક્ષા અને તેને દૂર કરવાના ઉપાયો.</p>	07	
(b)	<p>માતૃભાષા કૌશલ્યો :</p> <p>– શ્રવણ, કથન, વાચન અને લેખનની સમજ.</p> <p>– દરેક કૌશલ્ય પ્રાપ્ત કરવા માટેની પ્રયુક્તિઓ.</p> <p>– ભાષા શિક્ષણના હેતુઓ અને વિશિષ્ટ હેતુઓ.</p> <p>– ભાષા વ્યાકરણ શિક્ષણનું મહત્વ.</p>	06	

(c)	પાઠ આયોજન : – તાસ પાઠનું આયોજન. – એકમ આયોજન – ગદ્ય, પદ્ય, વ્યાકરણ અને રચનાના શિક્ષણ માટે આયોજન	06	
(d)	વિવિધ પાઠોના આયોજન માટેની અધ્યાપન પ્રયુક્તિઓ અને પદ્ધતિઓ : – ગાન પ્રયુક્તિ – વાર્તા પ્રયુક્તિ – પ્રશ્ન પ્રયુક્તિ – સ્વાધ્યાય પદ્ધતિ – નિદર્શન પદ્ધતિ – પરિસંવાદ પદ્ધતિ – પ્રોજેક્ટ પદ્ધતિ – ચર્ચા પ્રયુક્તિ – લેખન પ્રયુક્તિ – વ્યાખ્યાન પદ્ધતિ – જૂથ ચર્ચા પદ્ધતિ – આગમન – નિગમન પદ્ધતિ – નિરીક્ષિત અભ્યાસ પદ્ધતિ – મોડેલ્સ ઓફ ટીચીંગ (પ્રતિમાન શિક્ષણ)	09	
ક્ષેત્ર સાથે વિનિયોગ : <ul style="list-style-type: none"> ● ગુજરાતી શિક્ષણ માટે આપ દ્વારા ઉપયોગ થયેલ પદ્ધતિ અને પ્રયુક્તિનો અહેવાલ તૈયાર કરો. (સંશોધન) ● કથન કૌશલ્ય ને અસરકારક બનાવવા કોઈ એક પ્રવૃત્તિનું આયોજન કરો. (વર્કશોપ) ● ગુજરાતી ભાષાના સંવર્ધન માટે લાઈબ્રેરીની મુલાકાત લઈ તેનું મહત્વ જણાવો. (સામાજિક-પુસ્તકાલય) ● શ્રવણ કૌશલ્યના વિકાસ માટે સેમિનારનું આયોજન તૈયાર કરો. (સેમીનાર) ● વ્યાકરણનો ડીઝીટલ પાઠ તૈયાર કરવો. (ICT) 			

સંદર્ભ સૂચિ :

- આકુલાલા સી. કે – " જોડણી શિક્ષણ" ભારત પ્રકાશન, અમદાવાદ.
- પ્રિ. નટુભાઈ રાવલ – " ગુજરાતી વિષયવસ્તુ" નિરવ પ્રકાશન, અમદાવાદ.
- ડૉ. ધનવંત દેસાઈ અને ડૉ. મોતીભાઈ પટેલ
 - " ગુજરાતી વિષયવસ્તુ નું અધ્યયન" બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
 - " ગુજરાતી વ્યાકરણ વિચાર" બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
 - " ગુજરાતી વિષયવસ્તુના નવિન પ્રવાહો " બી.એસ.શાહ, પ્રકાશન, અમદાવાદ.
- જોષી સુરેશ : " ગુજરાતી કવિતાનોઆસ્વાદ" ચૈતન પ્રકાશન, અમદાવાદ.
- નાયક રતિલાલ. સી. : " ગુજરાતી વિષયવસ્તુ અને શિક્ષણ પદ્ધતિ " , અનડા બુકુક ડીપો, ગાંધીમાર્ગ, અમદાવાદ.
- પ્રિ. અકુલાલા, કલ્યાણી અને વ્યાસ : " ગુજરાતીનું અભિનવઅધ્યાયન" બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
- શ્રી ગુણવંત ત્રિવેદી : " ભાષા શિક્ષણની પ્રક્રિયા" રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
- ડૉ. હરિકૃષ્ણ જોષી અને ડૉ ધનવંત દેસાઈ : "ગુજરાતી શિક્ષણમાં નવીન દષ્ટિ"
- ડૉ. મોતીભાઈ પટેલ ડૉ. શાસ્ત્રી અને જયેન્દ્ર દવે : " ગુજરાતી ભાષાના અધ્યાયનનું પરિશીલન" બી. એસ શાહ પ્રકાશન, અમદાવાદ.
- ત્રિવેદી રમણલાલ : " માતૃભાષાનું અધ્યાયન વાણી" પ્રકાશન ગ્રુપ, અમદાવાદ.

Course Title : Pedagogy of Hindi - A**Course Code: EDCP - 1207.02****Semester - I****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: पाठ्यक्रम के अंत में विद्यार्थी...**

- हिन्दी भाषा के सैद्धान्तिक एवं व्यावहारिक व्याकरण को जाने।
- हिन्दी की विविध विधाओं को जाने।
- राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत हो सके।
- कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण, रचनाशिक्षण के स्वरूप को जाने।
- श्रवण, कथन, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को जाने एवं उनका प्रयोग करे।
- हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का करे।
- दैनिक एवं इकाई, पाठ योजनाओं के महत्व से अवगत हो सके व निर्माण करे।

Unit	Content	Hour	Marks
१		18	15
	<ul style="list-style-type: none"> • कक्षा ६ से ८ में समाविष्ट सैद्धान्तिक एवं व्यावहारिक व्याकरण - (पर्यायवाची शब्द, विलोमशब्द, अनेकार्थक शब्द, भाववाचक, कर्तृवाचक, मुहावरे एवं कहावते, शब्द समुह के लिए एक शब्द) • गद्य की विविध विधाओं (साहित्य प्रकारों) का अध्ययन (उपन्यास, निबंध, एकांकी, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र, यात्रावृत्तांत एवं डायरी आदि) • अभ्यासक्रम में समाविष्ट कक्षा ७ से १० की हिन्दी गद्य-पद्य कृतियों का समीक्षात्मक अध्ययन। ➤ सेमेस्टर -I कक्षा ७ : <ol style="list-style-type: none"> 1. हिन्द देश के निवासी (कविता) 2. डॉ. विक्रम साराभाई (जीवनी) ➤ सेमेस्टर -I कक्षा ८ : <ol style="list-style-type: none"> 3. तेरी है जमीं (कविता) 4. भरत (एकांकी) ➤ सेमेस्टर -II कक्षा ९ : <ol style="list-style-type: none"> 5. पथ की पहचान (कविता) 6. नदी बहती रहे (निबंध) ➤ सेमेस्टर -II कक्षा १० : <ol style="list-style-type: none"> 7. हमारा देश (कविता) 	18	

	<p>8. बूँद टपकी एक नभ से (कविता)</p> <p>9. वापसी (कहानी)</p> <p>10. स्कूल में गाँधी (आत्मकथांश)</p> <ul style="list-style-type: none"> अभ्यासक्रम में समाविष्ट कक्षा ७ से १० गद्य-पद्य कृतियों के लेखकों/कवियों का साहित्यिक एवं परिचयात्मक अभ्यास करना। 		
Engagement with Field:			
	<ul style="list-style-type: none"> हिन्दी शिक्षा के वाचन में उच्चारण दोष होने वाले शब्दों की सूची बनाना एवं उच्चारण दोषों को दूर करने के लिए प्रवृत्ति का आयोजन कर प्रतिवेदन तैयार करना। (Community Engagement) माध्यमिक कक्षाओं के हिन्दी पाठ्यक्रम में से किन्ही दो पाठों (दो विधाएँ) का शास्त्रिय विश्लेषण करना। (Research) उच्च प्राथमिक स्तर पर कक्षा शिक्षा में हिन्दी सीखाने की समस्याएँ जानकर उनका निराकरण प्रस्तुत करना। (Observation & Interview) तुम्हारे आसपास के क्षेत्र के किसी समुदाय के लोगो की भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन कर प्रतिवेदन तैयार करना। (Research) गुजरात राज्य के हिन्दी साहित्यकारों के परिचय का चित्रात्मक प्रतिवेदन तैयार करना। (Library Engagement) 		
२		30	20
(अ)	<p>भाषा की भूमिका :</p> <ul style="list-style-type: none"> हिन्दी भाषा शिक्षण का अर्थ, स्वरूप एवं महत्व। स्वतन्त्रता के पहले और बाद हिन्दी, हिन्दी के विविध रूप, अन्तराष्ट्रीय स्तर पर हिन्दी, हिन्दी पढने पढाने की चुनौतियाँ। संविधान एवं शिक्षा समितियों के रिपोर्ट में भाषा – हिन्दी भाषा की स्थिति (धारा ३४३-३५१, ३५०१); राष्ट्रीय शिक्षण नीति (१९८६); पी.ओ.ए. (प्लान ऑफ़ एक्शन) (१९९२); राष्ट्रीय पाठ्यचर्या (२००५) एवं गुजरात में हिन्दी भाषा शिक्षा नीति। 	05	
(ब)	<p>हिन्दी शिक्षा के उद्देश्य, विधियाँ एवं दृष्टियाँ :</p> <ul style="list-style-type: none"> हिन्दी भाषा शिक्षा के उच्च प्राथमिक एवं माध्यमिक स्तर पर सामान्य एवं विशिष्ट उद्देश्य (ब्लूम के संशोधित उद्देश्यों (Texonomy) का अनुदेशनात्मक लेखन) भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण : प्रत्यक्ष, परोक्ष एवं डॉ. वेस्ट विधि आदि। भाषा शिक्षा की रचनावादी (Constructivist) विधियाँ/प्रयुक्तियाँ भाषा सीखने सीखाने की विभिन्न दृष्टियाँ – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखाने की बहुभाषिक दृष्टि आदि (जॉन ड्युई, ब्रुनर, जे. प्याजे) भारतीय दृष्टि (पाणिनी, कामताप्रसाद गुरु, किशोरीदास वाजपेयी) 	06	
(स)	<p>हिन्दी भाषा के विविध स्वरूपों की शिक्षा :</p> <ul style="list-style-type: none"> गद्य शिक्षा : महत्व, उद्देश्य, गद्य अध्यापन के सोपान एवं पाठ योजना। पद्य शिक्षा : महत्व, उद्देश्य, पद्य अध्यापन के सोपान, पद्य शिक्षा की विधियाँ, पद्य शिक्षक एवं पाठ योजना। व्याकरण शिक्षा : महत्व, उद्देश्य, व्याकरण शिक्षा की पद्धतिया एवं पाठ योजना। रचना शिक्षा : महत्व, उद्देश्य, रचना शिक्षा की पद्धतिया एवं पाठ योजना। 	05	

(द)	हिन्दी की पाठ योजना : <ul style="list-style-type: none"> अर्थ, महत्व एवं रूपरेखा, दैनिक पाठ योजना एवं ईकाई पाठ योजना का निर्माण। मासिक एवं वार्षिक पाठ योजना की रूपरेखा। 	05	
(य)	भाषाई कौशलों का अध्ययन : <ul style="list-style-type: none"> श्रवण कौशल : अर्थ एवं संकल्पना, उद्देश्य, प्रकार, महत्व, प्रोत्साहक प्रवृत्तियाँ एवं गुण-दोष। कथन कौशल : अर्थ एवं संकल्पना, उद्देश्य, प्रकार, महत्व, प्रोत्साहक प्रवृत्तियाँ एवं गुण-दोष। वाचन कौशल : अर्थ एवं संकल्पना, उद्देश्य, प्रकार, महत्व, उच्चारण दोष के कारण, उपाय, प्रोत्साहक प्रवृत्तियाँ एवं गुण-दोष। लेखन कौशल : अर्थ एवं संकल्पना, उद्देश्य, प्रकार, महत्व, सुलेखन की विशेषताएँ, प्रोत्साहक प्रवृत्तियाँ एवं गुण-दोष। 	05	
(र)	शैक्षिक प्रतिमान : संकल्पना प्राप्ति प्रतिमान (Concept Attainment Model), प्रेरक सोच प्रतिमान (Inductive thinking/Inquiry training Model), अग्रिम आयोजक प्रतिमान (Advance Organiser Model) भाषा के संदर्भ में	04	

Engagement with Field:

- भाषा सीखने सीखाने की विभिन्न दृष्टियों में से किसी एक दृष्टि पर विषय निर्धारित कर सेमिनार का आयोजन कीजिए। (Seminar)
- भारतीय संविधान में हिन्दी भाषा संबंधित अनुसंधानों तथा विभिन्न शिक्षा आयोगों द्वारा संस्तुत भाषा संबंधी सिफारिशों पर प्रतिवेदन तैयार करना। (Library Engagement)
- हिन्दी शिक्षण की वर्तमान स्थिति को जानने के लिए २० व्यक्तियों से साक्षात्कार लेकर प्रतिवेदन तैयार करना। (Research)
- हिन्दी भाषा के किन्हीं दो अध्यापकों के शिक्षण कार्य का अवलोकन कर तुलनात्मक समीक्षा करना। (Observation)
- विधार्थियों के वाचन कौशल के विकास के लिए सहभ्यासिक प्रवृत्ति का आयोजन कर प्रतिवेदन तैयार करना। (Community Engagement)

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Course Title : Pedagogy of English - A**Course Code: EDCP - 1207.03****Semester - I****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- To consolidate core content of the English language.
- To acquaint the student teachers with genesis of English language teaching in Indian subcontinent as well as importance of English in global local, national and global perspective.
- To understand nature of English language in socio-cultural and psychological perspectives.
- Identify techniques, methods, approaches and materials of teaching English at various levels in the Indian context.
- Learn and master four skills (LSRW) to integrate in classroom practices.
- Learn and adapt study skills during teaching learning processes.

Unit	Content	Hour	Marks
1	Fundamental of English	15	15
(a)	Textual Grammar Points from Standard VI to X	10	
(b)	Familiarity with Textual Materials <ul style="list-style-type: none"> • Language materials from standard VI to X • Lessons from Text (Standard: X) Prose Lessons: 2,3,5,7,11,13,14,15 Poetry Lessons: 5 & 6 	05	
Engagement with Field: <ul style="list-style-type: none"> • Conduct a critical study of content and different activities incorporated in the text book. (Research: Book Review) • Visit a school library and prepare report regarding list of books, categories books as per their literary forms (drama, novel, tragedy, comedy etc.). (Library) • Conduct a survey of five schools with reference to materials (other than Textbooks) used in the classroom. (Research) • Collect ten examples of grammar in the context from English Textbooks of Class V to VIII and have a group discussion and prepare a summary of discussion. 			
2	English Language (Historical and Psychological Perspectives)	33	20
(a)	Historical Perspective: <ul style="list-style-type: none"> • Status of English (National and Global Context). • Position of English Language in India: Articles 343-351 • POA:1992 • NCF: 2005 (Language Education) 	09	
(b)	Psychological Perspective: <ul style="list-style-type: none"> • Principles of English language teaching. • Aims and objectives of teaching English (Primary & Secondary School). 	09	

	<ul style="list-style-type: none"> • Bloom’s Taxonomy, Revised Bloom’s Taxonomy • Indian Thoughts of Language Learning: (a) Panini (b) Kamta Prasad. • Theories of Language Learning : (a) Chomsky (b) Krashen 		
(c)	<p>Acquisition of Skills, Methods and Approaches:</p> <p>Language Skills:</p> <ul style="list-style-type: none"> • Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures • Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc. • Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills. <p>Methods and Approaches: Direct Method; Bilingual Method; Structural Approach; Communicative Approach; Thematic Approach (Interdisciplinary).</p> <p>Lesson planning : Scope and need; structure of a lesson plan; its importance; objectives- its parts and rationale; planning lessons for secondary schools – prose, poetry, non-detail, composition lesson plans.</p> <p>Models of Teaching:</p> <ul style="list-style-type: none"> • Concept Attainment Model • Advance Organizer Model • Inquiry Training Model 	15	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Search information about Indian or foreign linguists and prepare project work. (Project Work) • Arrange debate on “should English be a medium of instruction at school level?” (At school or at college.) (Debate) • Observe a two periods of any one English teacher in school and critically analyze the techniques and methods he / she use during classroom interaction. (Observation) • Prepare a note on different strategies you use while obtaining and storing information during classroom teaching as well as learning. (Research) • Write a brief review on constructivist approach with reference to English language acquisition and learning as a foreign language. (Library) • Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom. (Community) • Prepare activities for listening/ speaking/ reading or writing. (Library & Laboratory) • Prepare three activities to develop the reading skills of class VI students. (Library and Laboratory) 			

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Course Title : Pedagogy of Sanskrit - A

Course Code: EDCP - 1207.04

Semester - I

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- To understand the use of language in context, such as grammar and vocabulary in context.
- To understand the importance of Sanskrit language in curriculum and in life.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To familiarize the student teacher with different methods and techniques of teaching and its application in the class room.
- To understand and prepare various kinds of lesson plans.

Unit	Content	Hour	Marks
1	Content of Sanskrit Language	20	15
(a)	<p>Theoretical Grammar :</p> <ul style="list-style-type: none"> • वर्णमाला : Distribution of vowels and consonants with their pronunciations places • Sandhi: Vowel Sandhi, Consonant Sandhi and Visarg Sandhi with their laws as per types. • Samas: Dwandwa, Tatpuruṣ, Karṁdharay, Dwigu and Bahuvrihi Samas with laws. • Ganaparichay: 1) Names of 10 Gana with their Vikarṁ prataya 2) First and second Gana Samuh 3) Understanding of 1st, 4th, 6th, 10th Gana. • काल and अर्थ: वर्तमान; हयस्त भूतकाल; भविष्य and आजार्थ-विध्यर्थ • Pronouns: Personal Pronouns:its types and utility in Sanskrit language. • कृदंत : कर्मणी भूतकृदंत; कर्तरी भूतकृदंत, हेत्वर्थ, संबधक भूतकृदंत, their utility in Sanskrit language. • Introduction of विभक्तिरूपाणि of Sanskrit language. • Cardinals: Understanding and Speaking 1 to 100. 	15	
(b)	<p>Contribution of Prominent authors and Ratnakanika, Shubhashitani and lessons from textbooks.</p> <ul style="list-style-type: none"> • Maharshi Valmiki; Mahrashi Vedvyas and Mahakavi Kalidas : Their contribution to Sanskrit language. • रत्नकणिका, सुभाषितानि : Explain main thoughts of रत्नकणिका and सुभाषितानि from Textbook of Standard: 6 to 8. • Textbook (Std:10) : Deep learning of chosen prose and poetry of the textbook of standard:10. <ol style="list-style-type: none"> 1. Lesson No: 3 स्वस्थवृतं समाचार (Poetry) 2. Lesson No: 7 : सुभाषित कुसुमानि (Poetry) 3. Lesson: 5 : गुणवती कन्या (Prose) 4. Lesson:8 साक्षिभूतः मनुष्यः (Prose) 	5	

Engagement with Field:			
<ul style="list-style-type: none"> Conduct a Sanskrit class using play way method For e.g. make various play cards about personal pronoun and verb forms. For e.g. अहम्, आवाम्, वयम्, -पठामि, पठावः, पठामः ❖ त्वम्- युवाम्-युयम् - पठसि, पठसि, पठथः, पठथ ❖ सः, सा, तौ, ते - ते -ता, पठति, पठतः - पठन्ति (any five verbs) (Activity) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Conduct a seminar on How make more and more interesting with help of various teaching methods and audio visual teaching aids (Seminar) Find out a small Sanskrit incident or drama from Sanskrit literature. (Library) Collect Sanskrit slokas from parent and various stakeholders and translate them. (Social) Find out similarities and differences between textbook of standard 6th and 7th. (Research) 			
2	Method of Teaching Sanskrit	28	20
(a)	Importance of Sanskrit Language. <ul style="list-style-type: none"> Utilization of Sanskrit Language in human life Contribution of Sanskrit Language in National Integration Correlation of Sanskrit Language with other school subjects 	5	
(b)	Sanskrit language Learning. <ul style="list-style-type: none"> Aims of Sanskrit language Principles of Sanskrit language Bloom's Taxonomy , Revised Bloom's Taxonomy Writing instructional objectives using Action verbs Concept of Skills of Sanskrit language- Listening, Speaking, Reading, and Writing 	8	
(c)	Methods of Sanskrit language and Lesson Planning <ul style="list-style-type: none"> Methods of teaching Prose Lesson: Pathshala Method, Direct Method, Translation Method –concept, characteristics, merits and limitations of each. Methods of teaching poetry lesson :song-play-action, गीत अभिनव and Anvay method - concept and importance. Methods of teaching Grammar: Inductive & Deductive -Importance and difference in both. Lesson planning: Stray Lesson, Unit Lesson, Monthly Planning, Annual Planning. Models of language Teaching: Advance Organizer Model; Concept-attainment Model and Inquiry Training Model 	15	
Engagement with Field:			
<ul style="list-style-type: none"> Present a topic on 'How to make Sanskrit learning more interesting with the help of various teaching methods' in a seminar. Collect information about Sanskrit authors given in first year and make scrap book and prepare about seminar on it in class. Conduct a survey on 'Challenges faced by the teacher in present context'. Organize quiz /antakshari on Sanskrit Language among students in the presence of their parents. 			

References:

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- સંસ્કૃત વિષયવસ્તુ : શ્રી સી.કે. આકુવાલા – શ્રી નીરવ પ્રકાશન, બીજી આવૃત્તિ – ૧૯૭૬-૭૭, અમદાવાદ
- સંસ્કૃત વ્યાકરણ વિચાર – જય ભારત પ્રકાશન, અમદાવાદ, હ.જી.જી. નકુમ, બી.એસ. શાહ પ્રકાશન, પ્રથમ આવૃત્તિ – ૨૦૦૨-૦૩
- ધોરણ – ૬ થી ૧૦ ના વર્તમાન અભ્યાસ સત્રના સંસ્કૃત વિષયના પાઠ્યપુસ્તકો – ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
- ધોરણ – ૬ થી ૧૦ ના અગાઉના વર્ષના સંસ્કૃત વિષયના પાઠ્યપુસ્તકો – ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
- સંસ્કૃત અધ્યાપન પરિશીલન : સંયુક્ત (છ. લેખકો), બી.એસ. શાહ પ્રકાશન, અમદાવાદ
- A Rapid Sanskrit Method – George L. Hart Motilal Banarasidass Banglow Road, Delhi (ISBN – 0-89581-681-4)
- અનુવાદ ચન્દ્રિકા ; પ્રિ. ડૉ. સી. એલ. શાસ્ત્રી, પાર્શ્વ પ્રકાશન, અમદાવાદ
- સંસ્કૃત શિક્ષણ : ડૉ. રામશકલ પાંડેય, વિનોદ પુસ્તક મન્દિર, આગરા
- સંસ્કૃત વ્યાકરણ - ડૉ. કવિપ્રભા ગોયલ, રાજસ્થાની ગ્રન્થસાર, જોધપુર, પ્રથમ સંસ્કરણ – ૨૦૦૦

Course Title : Pedagogy of Social Science - A
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Course Code : EDCP - 1207.05	Semester - I
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Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand concept of social science according to broad concepts included in it.
- Apply the knowledge of Social Science to transform as a citizen.
- Use various planning, methods, techniques, attitudes and evaluation in classroom.
- Develop skills of Social Science.

Unit	Content	Hour	Marks
1		18	15
	<p>Content Topic</p> <p>Std : 8 1, 3, 5</p> <p>Std : 9 3, 8, 9</p> <p>Std : 10 8, 9</p>	18	
<p>Engagement with Field :</p> <ul style="list-style-type: none"> • Prepare an assignment on suggested content topic from 8 to 10. (Library Engagement) • Prepare a Project on any one content topic. (Library Engagement) • Plan & conduct an awareness programme on any one current issue. (Social Engagement) • Conduct a seminar on any one Economical, Social, Political and Educational themes. (Seminar) 			
2		30	20
(a)	<p>NATURE OF SOCIAL SCIENCE</p> <ul style="list-style-type: none"> • Integration/fusion of different subjects of Social Meaning, concept and nature of Social Science. • Science – History, Geography, Political Science, Economics, Sociology, Anthropology in Social Science at School stage. • An analysis of the existing high school syllabus of social science education with special reference to national goals, individual and social needs • Approaches and underlying principles of curriculum construction of social science curriculum • Importance of Social Science. • Scope of Social Science 	06	
(b)	<p>Aims and objectives</p> <ul style="list-style-type: none"> • General objectives, Specific objectives of Social Science at Upper Primary and Secondary level using revised Bloom’s Taxonomy • Writing instructional objectives for Cognitive, Affective and Psychomotor Domains using action verbs 	06	
(c)	<p>Lesson Planning</p> <ul style="list-style-type: none"> • Teaching Skills • Stray Lesson • Unit Lesson. 	06	

	<ul style="list-style-type: none"> Monthly, Annual and Digital Planning. (in reference to Constructivist Approach) 		
(d)	Methods & Techniques of Teaching <ul style="list-style-type: none"> Learning styles and learning strategies Methods: (Teacher centric and student centric) Source, Project, Biographical, Problem Solving, Supervised study. (Procedure , Advantages, Disadvantages, Ways to make methods) Techniques(Procedure , Advantages, Disadvantages, Ways to make methods): <ul style="list-style-type: none"> Brain storming Simulation Role play Discussion Inductive and Deductive Using Computers and Internet 	06	
(e)	PSYCHOLOGICAL BASES AND TEACHING MODELS OF SOCIAL SCIENCE <ul style="list-style-type: none"> Psychological approach in social science education Implications of psychological and constructivist (contribution of Piaget, Bruner, Vygotsky, Ausubel) Concept attainment Model Advance organizer Jurisprudential social situation and social inquiry models 	06	
Engagement with Field : <ul style="list-style-type: none"> Draw a Stray Lesson on any one unit. (Library Engagement) Frame different types of questions based on types of questions. (Library Engagement) Debate on constraints of National Quality. (Social Engagement) Conduct a comparative study of two teaching methods. (Research) Find out specification of teaching model. (Research) Prepare a lesson plan on any one specific method of S.S. (Library Engagement) 			

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Course Title : Pedagogy of Mathematics - A

Course Code: EDCP - 1207.06	Semester - I
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Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the basic concepts in teaching and learning Mathematics.
- Get a clear perspective of values of learning Mathematics and correlation in Mathematics.
- Develop the ability to write proper instructional objectives with special reference to Blooms taxonomy for teaching Mathematics.
- Compare various methods, approaches, techniques and gain competence in using modern psychological theories in teaching.
- Acquire knowledge of the basic skills needed for effective teaching.
- Understand the various techniques for teaching Mathematics and apply it into mathematics teaching.
- Understand and use the methods for teaching Mathematics with constructivist approach.

Unit	Content	Hour	Marks
1		18	15
	Content from following textbooks published by Gujarat State Textbook Board Std. : 8 Sem I: Chapter: 3,5,6,7 Std. : 9 Sem I: Chapter: 1,2,3,7, 9 Std. : 10 Chapter: 2,4,5,7	18	
<p>Engagement with Field</p> <ul style="list-style-type: none"> • Organize a seminar/Group Discussion on any of the topic mentioned in unit 1[Seminar / Group Discussion] • Organize a quiz of content mentioned in unit 1 at college / school. [Quiz] • Exhibition of pictures and contributions of Indian and International Mathematicians [Exhibition] • Conduct a critical review of various activities incorporated in the textbook for content mentioned in unit 1. [Library] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Prepare a study report on biography of any Mathematician [Library] 			
2		30	20
(A)	<p>Meaning and Nature of Mathematics</p> <ul style="list-style-type: none"> • Value of Mathematics in modern life : Utilitarian value, Disciplinary 	3	

	<p>value and Cultural value</p> <ul style="list-style-type: none"> • Need and importance of Maths in daily life • Correlation of Mathematics with other subjects • Building blocks of mathematics 		
(B)	<p>Aims and Objectives of teaching of mathematics</p> <ul style="list-style-type: none"> • Mathematics Curriculum in India at different Stages • Professional efficiency of effective mathematics teachers • Aims of Mathematics Education • Blooms taxonomy of educational objectives- : Cognitive domain, Affective domain, and Psychomotor domain • A conceptual overview of revised Bloom’s taxonomy of objectives of teaching/ learning mathematics • Writing instructional objectives for Cognitive, Affective, and Psychomotor Domains using Action Verbs 	5	
(C)	<ul style="list-style-type: none"> • Application of psychological theories for learning Mathematics: Piaget, Bruner, Gagne, Vygotsky & Ausubel • Motivating learners to bring their previous knowledge in mathematics gained through classroom and outside classroom environment. • Concept Map • Lesson Planning: Basic elements, Characteristics and Significance • Unit Planning: Basic elements, Characteristics and Significance • Monthly Planning : Classroom instruction, co-curricular activity • Yearly Planning: Classroom instruction, co-curricular activity 	7	
(D)	<p>Skills, Methods and Techniques of Teaching Mathematics</p> <p>Components of following skills:</p> <ul style="list-style-type: none"> • Set Induction, • Questioning • Blackboard Work • Illustration • Explaining <p>Teacher Centric Methods: (Procedure, Advantages, Disadvantages, Ways to make method effective)</p> <ul style="list-style-type: none"> • Lecture Method • Demonstration Method • Inductive – Deductive Method • Analytical – Synthetic Method <p>Learner Centric Methods: (Procedure, Advantages, Disadvantages, Ways to make method effective)</p> <ul style="list-style-type: none"> • Project Method • Problem Solving Method • Laboratory Method 	11	

	<ul style="list-style-type: none"> • Logical Approach Method • Heuristic Method <p>Techniques (Procedure, Advantages, Disadvantages, Ways to make method effective)</p> <ul style="list-style-type: none"> • Oral Work • Assignment Work • Drill Work • Supervised Study • Vedic Technique • Homogeneous Grouping • Using Computer and Internet 		
(E)	<p>Models of Teaching Mathematics</p> <ul style="list-style-type: none"> • Concept Attainment Model • Inquiry Training Model, • Mastery Learning Model, • Discovery Learning Model, 	4	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Visit the mathematical lab/club/institution and prepare a report on it. (Field Visit) • Assignment/ Peer tutoring in enhancing skill of teaching of Mathematics • Organize a study tour of a community Mathematical center /Mathematician and submit your study report mentioning major activities, educational and social importance. [Social Engagement / Community Engagement] • Organize a seminar/Group Discussion on merits and demerits of learner centric methods of teaching Mathematics. [Seminar / Group Discussion] • Interview with Eminent Mathematician or Experienced Mathematics teacher (By keeping merits and demerits of various methods and techniques of teaching mathematics in mind). (Interview) • Talk to the students and find out their opinion about mathematics curriculum transaction. Prepare a reflective report [Research] • Team teaching with use of various method and teaching techniques in classroom.(Team teaching) • Preparation of Power-point presentation with reference to Mathematics education in the Modern Era. (Presentation) • Conduct a case study on Problems related to Mathematical Education(Case study) • Group Discussion/ debate on the topic of Mathematical education • Classify topics suitable for different learner centered methods from the content and plan two lessons for different methods [Research/Library] 			

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- NCERT, A Textbook of Content – cum - Methodology of Teaching Mathematics, New Delhi.
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- પટેલ, આર. એસ., (૨૦૦૩). ગણિતનું અધ્યાપન : વિષયવસ્તુ અને પદ્ધતિ, અમદાવાદ; નીરવ પ્રકાશન
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Course Title : Pedagogy of Science - A

Course Code: EDCP - 1207.07	Semester - I
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Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Comprehend the nature and structure of science.
- Understand the basic principles of curriculum organization
- Acquire knowledge and understanding of aims and objectives of science teaching
- Acquaint themselves with the basics of lesson planning and prepare lesson plans for instruction.
- Explain Models, Methods and Approaches of science teaching

Unit	Content	Hour	Marks
Unit -1		18	15
	Content from following textbooks published by Gujarat State Textbook Board Std- 8 (Sem-1): Chapter 4,8,9 Std- 9 (Sem -1) : Chapter 2,3,4,7,8 Std-10 : Chapter 1,3,4,10,12	18	
Engagement with Field			
<ul style="list-style-type: none"> • Organize a seminar/Group Discussion on any of the topic mentioned in unit 1 [Seminar / Group Discussion] • Organize a quiz of content mentioned in unit 1 at college / school. [Quiz] • Classify Facts, Concepts, Principles from the content mentioned in unit 1 [Library] • Conduct a critical review of various activities incorporated in the textbook for content mentioned in unit 1. [Library] • Collect videos, pictures, audio and other reference materials for content mentioned in unit 1[Resource Generation] • Collect links of videos, pictures, audio and other reference materials for content mentioned in unit 1 and share it with your teacher by email [Resource Generation] • Prepare ten concept maps from the content mentioned in unit 1 [Library / Laboratory] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Make a list of experiments from the content mentioned in unit 1 and prepare a handbook for any 5 practicals. [Library / Laboratory] • Record two experiments perform by individual or group in school/college laboratory. [Resource Generation] • Prepare a presentation on any two topics for content mentioned in unit 1. Presentation should 			

<p>have appropriate images, video and audio. (minimum 20 slides) (Resource Generation, ICT)</p> <ul style="list-style-type: none"> Organize an awareness programme in group (rally/ exhibition/ street play/ film show etc.) on solar energy/health and hygiene at school/college. Invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement] 			
Unit-2		30	20
(A)	<p>Nature and Structure of Science</p> <ul style="list-style-type: none"> Meaning and Nature of Science: as product and process Constructivist view on nature of science Science as an interdisciplinary area of learning (Thermodynamics, Biochemistry, Surface Chemistry, etc.) Correlation of Science with other subjects Structure of Science: Facts, Concepts, Principles, Hypothesis, Theory, Law Values of Science : (Practical, disciplinary, social, moral, intellectual, and recreational values) 	03	
(B)	<p>Aims and objectives of teaching science</p> <ul style="list-style-type: none"> Science Curriculum in India at different stages: Primary, Upper Primary, Secondary and Higher Secondary Science Teacher – essential qualities, duties and responsibilities Aims of Science Education: Cognitive, Content, Process, Historical, Environmental and Ethical Taxonomy: <ul style="list-style-type: none"> Blooms taxonomy Introduction of revised Bloom’s taxonomy of educational objectives (Anderson and Krathwohl) Introduction of Mc Cormack & Yager’s Taxonomy of Science Education Writing instructional objectives for Cognitive, Affective and Psychomotor Domains using action verbs 	05	
(C)	<p>Planning for instruction</p> <ul style="list-style-type: none"> Application of psychological theories for learning Science: Piaget, Bruner, Gagne, Vygotsky & Ausubel, Gardner’s Multiple Intelligences theory Motivating learners to bring their previous knowledge in science gained through classroom and outside classroom environment. Concept Map Lesson Planning: Basic elements, Characteristics and Significance Unit Planning: Basic elements, Characteristics and Significance Monthly Planning : Classroom instruction, Practical, co-curricular activity Yearly Planning: Classroom instruction, Practical, co-curricular activity 	07	
(D)	<p>Skills, Methods and Techniques of Teaching Science</p> <ul style="list-style-type: none"> Components of following Skills <ul style="list-style-type: none"> Set Induction Questioning Explaining Black board work 	11	

	<ul style="list-style-type: none"> ○ illustration ● Teacher Centric Methods (Procedure , Advantages, Disadvantages, Ways to make methods): <ul style="list-style-type: none"> ○ Lecture Method ○ Demonstration Method ● Learner Centric Methods(Procedure , Advantages, Disadvantages, Ways to make methods): <ul style="list-style-type: none"> ○ Laboratory Method/ Experimental Method ○ Project Method ○ Problem Solving Method ○ Guided Discovery Method ● Techniques(Procedure , Advantages, Disadvantages, Ways to make methods): <ul style="list-style-type: none"> ○ Brain storming ○ Simulation ○ Role play ○ Discussion ○ Inductive and Deductive ○ Using Computers and Internet 		
	<p>(E) Models of Teaching science</p> <ul style="list-style-type: none"> ● Concept attainment Model ● Inquiry Training Model ● Advance organizer 	04	
<p>Field engagement</p> <ul style="list-style-type: none"> ● Organize a seminar/Group Discussion on any of the following topics <ul style="list-style-type: none"> ▪ Merits and demerits of learner centric methods of teaching science. ▪ Values of science ▪ Relationship between science and society [Seminar / Group Discussion] ▪ Conduct a comparative study of Bloom’s taxonomy and Revised Bloom’s taxonomy and critically reflect on your observations. [Research] ● Prepare a study report on any one Psychological theories for learning Science [other than mentioned in unit 2(b)] using Internet and library [Library / ICT] ● Record an Interview with a science teacher about their experience, views, and expectations related with Methods and techniques of science teaching. [Observation] ● Observe three periods of any one Science teacher in school and critically analyze the techniques and methods he / she use during classroom interaction. (Observation) ● Prepare three lesson plans according to models of teaching. [Library] ● Critical analysis of academic calendar provided by State Education Board, GCERT and SVS and submit the report. [Case Study] ● Organize a study tour of a community science center / Science city / Solar Plant / and submit your study report mentioning major activities, educational and social importance. [Social Engagement / Community Engagement] ● Classify topics suitable for different learner centered methods from the content and plan two lessons for different methods [Research/Library] ● Talk to the students and find out their opinion about science curriculum transaction. Prepare a reflective report [Research] ● Download two video of science teaching lesson from other country and critically evaluate it for methods and techniques used. [Case Study] 			

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Course Title : Pedagogy of Computer Science - A

Course Code: EDCP - 1207.08

Semester - I

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the basic principles of curriculum organization
- To acquaint with the knowledge of latest computer technology and its uses in education.
- To prepare, select and utilize different teaching aids.
- Acquire knowledge and understanding of aims and objectives of Computer Science teaching
- Acquaint themselves with the basics of lesson planning and prepare lesson plans for instruction.
- Explain Models, Methods and Approaches of Computer Science teaching
- Effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Acquire, organize and create their own digital resources
- Explore the internet for personal enrichment, professional learning, teaching-learning ideas and creation of multiple learning resources.

Unit	Content	Hour	Marks
1		18	15
	As per prescribed syllabus by Gujarat State Higher Secondary Board for Computer Science content from textbooks of standard 6 to 10 <ul style="list-style-type: none"> • Mathematics Textbook of Std -6 (Sem.-II) , Chapter -8 • Mathematics Textbook of Std -7 (Sem.-II) , Chapter -7 • Mathematics Textbook of Std -8 (Sem.-II) , Chapter -8 • Comp. Science Textbook of Std -9, Chapter – 1 to 8 • Comp. Science Textbook of Std -10 , Chapter – 1 to 9 	18	
Engagement with Field: <ul style="list-style-type: none"> • Organize a seminar/Group Discussion on any of the topic mentioned in unit 1[Seminar / Group Discussion] • Exhibition of pictures and models of any topic from unit 1 [Exhibition] • Collect links of videos, pictures, audio and other reference materials for content mentioned in unit 1 and share it with your teacher by email [Resource Generation] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Prepare a presentation on any two topics for content mentioned in unit 1. Presentation should have appropriate images, video and audio. (minimum 20 slides) [Resource Generation, ICT] 			
2		30	20
(A)	Computer Education as a Subject <ul style="list-style-type: none"> • Place of Computer Science in School Curriculum • Correlation of Mathematics with other subjects 	03	

	<ul style="list-style-type: none"> • Values of Computer Science : (Practical, disciplinary, social, moral, intellectual, and recreational values) 		
(B)	<p>Aims and Objectives of teaching Computer Science</p> <ul style="list-style-type: none"> • Computer Science curriculum in India at different stages : Primary, Upper Primary, Secondary and Higher Secondary • Computer Science Teacher – essential qualities, duties and responsibilities • Aims of Teaching Computer Science • Taxonomy: <ul style="list-style-type: none"> ○ Blooms taxonomy ○ Introduction of revised Bloom’s taxonomy of educational objectives (Anderson and Krathwohl) • Writing instructional objectives for Cognitive, Affective and Psychomotor Domains using action verbs 	05	
(C)	<p>Planning for Instruction</p> <ul style="list-style-type: none"> • Application of psychological theories for learning Computer Science: Piaget, Bruner, Gagne, Vygotsky&Ausubel • Motivating learners to bring their previous knowledge in Computer Science. • Lesson Planning: Basic elements, Characteristics and Significance • Unit Planning: Basic elements, Characteristics and Significance • Monthly Planning : Classroom instruction, Practical, co-curricular activity • Yearly Planning: Classroom instruction, Practical, co-curricular activity • Critical analysis of academic calendar provided by State Education Board, GCERT and SVS 	07	
(D)	<p>Skills, Methods and Techniques</p> <p>Skills</p> <p>Components of following skills: Set Induction, Questioning, Blackboard Work, Illustration, Explaining</p> <p>Teacher Centric Methods: (Procedure, Advantages, Disadvantages, Ways to make method effective)</p> <ul style="list-style-type: none"> • Lecture Method • Demonstration Method • Inductive – Deductive Method • Analytical – Synthetic Method <p>Learner Centric Methods: (Procedure, Advantages, Disadvantages, Ways to make method effective)</p> <ul style="list-style-type: none"> • Project Method • Problem Solving Method • Laboratory Method • Web Based Learning 	11	

	Techniques (Procedure, Advantages, Disadvantages, Ways to make method effective) <ul style="list-style-type: none"> • Oral Work • Assignment Work • Drill Work • Supervised Study • Homogeneous Grouping 		
(E)	Models of Teaching Concept Attainment Model, Mastery Learning Model	04	
Engagement with Field <ul style="list-style-type: none"> • Observe three periods of any one Computer Science teacher in school and critically analyze the techniques and methods he / she use during classroom interaction. (Observation) • Prepare three lesson plans according to models of teaching (Library) • Give two lessons using two different methods for same content at two different class at school and prepare a report about your experience (Case Study) • Organize a study tour of a CBSE school and prepare a report of teaching learning process for computer science (Community Engagement) • Talk to the students and find out their opinion about Computer Science curriculum transaction. Prepare a reflective report [Research] • Prepare a presentation on any two topics for content mentioned in unit 2. Presentation should have appropriate images, video and audio. (minimum 20 slides) [Resource Generation, ICT] 			

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- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
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- Agarwal J. C. (2006). Essential of educational technology. Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.

Course Title : Pedagogy of Elements of Book Keeping - A

Course Code: EDCP - 1207.09

Semester - I

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Clarify Concept of Elements of Book Keeping
- Acquire knowledge about aims and objectives of teaching Elements of Book Keeping at Higher Secondary Level.
- Understand methods of teaching Elements of Book Keeping.
- Use methods of teaching Elements of Book Keeping.
- Know in practice the application of Elements of Book Keeping.
- Identify the role of IT in elements of Book Keeping Education.
- Understand about computerized accounting software

Unit	Content	Hour	Marks
1	Content of Elements of Book Keeping	20	15
(a)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-11 th Part-I : Chapter-1, 4, 5, 6, 7 and 9	10	
(b)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-12 th Part-I : Chapter-1, 3,4,5 and 6	10	
Engagement with Field:			
<ul style="list-style-type: none"> • Prepare a MCQ type Quiz on Elements of Book Keeping Content(Standart-11th or Standard-12th Part-I) and take quiz in School. (Quiz) • Prepare a report on Elements of Book Keeping club with pictures, videos and documents. (Laboratory) • Prepare a multimedia presentation on any computerized accounting software of Elements of Book Keeping (minimum 20 slides) (Laboratory) 			
2		28	20
(a)	Concept and Taxonomy of Elements of Book Keeping : <ul style="list-style-type: none"> • Meaning and Concept • Aims & Objectives • Bloom's Taxonomy • Introduction to Revised Bloom's Taxonomy • Defining Instructional Objectives using action verbs • Need and Scope of teaching of Elements of Book Keeping 	06	
(b)	Teaching Methods, Techniques & Correlation with Other Subjects <ul style="list-style-type: none"> ❖ Teaching Methods <ul style="list-style-type: none"> (i) Inductive Deductive Method (ii) Project Method (iii) Analytic–Synthetic method (iv) Demonstration Method (v) Group Discussion 	10	

	<ul style="list-style-type: none"> ❖ Techniques of Teaching Elements of Book Keeping <ul style="list-style-type: none"> • Assignments , Survey, Interview ❖ Correlation with Other Subjects Meaning, Types, internal co-relation with subjects Business mathematics, Economics, commerce, Social Science. 		
(c)	<p>Lesson Planning:</p> <ul style="list-style-type: none"> • Meaning • Concept <p>Types of Lesson Planning:</p> <ul style="list-style-type: none"> • Stray Lesson • Unit Lesson • Monthly Planning • Annual Planning 	10	
(d)	<p>Models of Teaching:</p> <ul style="list-style-type: none"> • Concept Attainment Model • Advance Organizer Model 	02	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Conduct a seminar on TEACHING METHODS of by using presentation Software. (Seminar) • Collect elements of Book Keeping E-literature through Internet.(Laboratory) • Give Demonstration and Prepare report on Social Responsibility of Company/Business Unit in school. (Library / Laboratory) • Make a survey on facilities given by Bank in your area and discussed with teachers/students about the facilities & prepare brief report with documents of bank facilities. (Field Visit) • Plan a visit and prepare a brief report of any educational institute, business unit, company or organization and observe an account of that institution (Field Visit) 			

References:

- Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
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- Singh Y. K. (2005). Teaching of Commerce :New Delhi : APH Publication (http://Book.google.co.in/Book?id=jIYaD4JMp5cC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
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Course Title : Pedagogy of Commerce - A**Course Code: EDCP - 1207.10****Semester - I****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Clarify Concept of Commerce
- Acquire knowledge about aims and objectives of teaching Commerce at Higher Secondary Level.
- Learn and adapt teaching learning processes.
- Understand methods of teaching Commerce.
- Use methods of teaching Commerce.
- Know in practical work the application of Commerce
- Identify the role of IT in Commerce Education.

Unit	Content	Hour	Marks
1	Content of Commerce	20	15
(a)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-11 th : Chapter-1 to 7	10	
(b)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-12 th : Chapter-1 to 8	10	
Engagement with Field:			
<ul style="list-style-type: none"> • Prepare a multimedia presentation on any one topic of Standard-XI or Standard-XII of Commerce Textbook (minimum 20 slides) (Laboratory) • Collect of Commerce E-literature through Internet. (Laboratory) • Review the book of Commerce of Standard XI or Standard XII. (Book Review) • Write two assignments on as given by the teacher educators. (Assignment) 			
2			20
(a)	Concept and Taxonomy of Commerce : <ul style="list-style-type: none"> • Meaning and Concept of Commerce • Development of Commerce • Aims & Objectives of Commerce • Bloom's Taxonomy • Introduction to Revised Bloom's Taxonomy • Defining Instructional Objectives using action verbs • Need and Scope of Teaching of Commerce • Nature of Commerce as a Discipline • Modern trends in Commerce, Banking, Insurance, Trade 	06	
(b)	Teaching methods, Techniques & Correlation with other Subjects <ul style="list-style-type: none"> ❖ Teaching Methods <ul style="list-style-type: none"> (i) Lecture Method (ii) Inductive Deductive Method 	10	

	(iii) Project Method (iv) Demonstration Method (v) Group Discussion (vi) Programme Learning ❖ Techniques of Teaching Commerce Supervised study, Assignments , Survey, Interview ❖ Commerce Club <ul style="list-style-type: none"> • Meaning of Commerce club • Importance & Its Activities ❖ Correlation Meaning, Types, Internal Co-relation with Subjects like Business Mathematics, Economics, Accountancy, Social Science.		
(c)	IT and Commerce <ul style="list-style-type: none"> • It enabled education • E-resources for Commerce teaching learning • Difference teaching techniques : CAI, CMI, Classroom presentations 	02	
(d)	Lesson Planning: <ul style="list-style-type: none"> • Meaning • Concept Types of Lessons <ul style="list-style-type: none"> • Stray Lesson • Unit Lesson • Monthly Planning • Annual Planning Models of Teaching <ul style="list-style-type: none"> • Advance Organizer Model • Inductive Thinking Model 	10	
Engagement with Field: <ul style="list-style-type: none"> • Visit a Bank, Insurance Company or Industrial Unit; observe their work and prepare a report. (Field Visit) • Prepare a report on Commerce Club with pictures, videos and documents. (Library) • Plan an exhibition on commercial companies work or documents in schools. (Exhibition) • Plan and Implement Project Based Learning. (Project) • Collect commerce E-literature through Internet. (Laboratory) 			

References:

- Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
- Rao, Seema (1995). Teaching of Commerce. New Delhi : Anmol Publications Pvt. Ltd.
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Course Title : Pedagogy of Economics - A

Course Code: EDCP - 1207.11

Semester - I

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand concept of Economics according to broad concepts included in it.
- Apply the evaluation procedure to assess the achievements of the pupils in economics.
- Use various plannings, methods, techniques, attitudes and evaluation in classroom.
- Develop skills of Economics.

Unit	Content	Hour	Marks
1		20	15
	Content Topic Std - 11th : 2,3,4,9,10,11 Std - 12th : 1, 3, 5, 6, 7, 8	20	
Engagement with Field : <ul style="list-style-type: none"> • Prepare an assignment on suggested content topic from 11 to 12. • Prepare a Project on any one content topic. • Plan & conduct an awareness programme on any one current issue. • Conduct a seminar on any one Economical, Social, Political and Educational themes. 			
2		28	20
(a)	Modern Concept of Economics <ul style="list-style-type: none"> • Concept, Scope and Importance of Teaching. • Economics of Higher Secondary Level • Aims & Objectives of teaching Economics. • Bloom's Taxonomy • Introduction to Revised Bloom's Taxonomy • Defining Instructional Objectives using action verbs • Values of Economics Teaching. 	06	
(b)	Lesson Planning . <ul style="list-style-type: none"> • Teaching Skill of Economics. • Stray Lesson • Unit Lesson. • Monthly, Annual and Digital Planning. 	10	
(c)	Methods & Techniques of Teaching. <ul style="list-style-type: none"> • Methods : Assignment, Project, Comparative, Problem Solving, Supervised study. • Techniques : Narration, Question, Illustration. 	10	
(d)	Models of Teaching <ul style="list-style-type: none"> • Inquiry Training model • Advance Organizer Model 	02	
Engagement with Field : <ul style="list-style-type: none"> • Draw a Stray Lesson on any one unit. • Frame different types of questions based on types of questions. 			

- Socio Economic Survey.
- Conduct a comparative study of two teaching methods.
- Prepare a Scrape-book.

References:

- Strauss, A. and Corbin, J. (1990). Basics of Qualitative Research: Grounded Theory Procedures and Techniques, Beverly Hills, CA: Sage Publications.
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- પ્રભાકરણ એન.દવે. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, અમદાવાદ:ગુજરાત યુનિવર્સિટી.
- ઉપેન્દ્રભાઈ બી.પાઠક. અર્થશાસ્ત્રઅભ્યાસનું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.

Course Title : Pedagogy of Home Science - A

Course Code: EDCP - 1207.12

Semester - I

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

External: 35 Marks; Internal (Engagement with Field): 15]

Objectives:

- Student teacher will be familiar with the subject of home science
- Students teachers could make relation between education subject and Home Science
- Student teacher can understand the use of Home Science in the contexture health and daily life
- Student teacher can gate knowledge of knowledge of home science in daily life

Unit	Content	Hour	Marks
1		21	15
(a)	Food & Nutrition <ul style="list-style-type: none"> • Necessity ,functions and sources of food • Methods of cooking • Diseases occurring due to lack of food & nutrients during various stages • Importance of preserving food and its remedies • Importance of Home-Science and its use in Daily life • Various responsibilities of teacher of Home-Science 	04	
(b)	Home –Management <ul style="list-style-type: none"> • Choosing a house and types of kitchens • Various responsibilities of a home-maker / house-wife • Importance of cloth-choice and purchase 	04	
(c)	Textiles and Clothing	04	
(d)	Content From School Textbook of Home science Std : 9 th Chapter No. 1, 2, 3, 13, 21 and 22	09	
Engagement with Field: <ul style="list-style-type: none"> • Preparation of assignment of topics of the text book of standard 9th • Arrange project on any one topic of standard 9th • Preparation of good nutritious food products(national & international food) • Watching T.V. programme of food preparation • Visit to the food production unit and hotels(3stars and 5 star) 			
2	Introduction of home science in education	27	20
(a)	Meaning, importance, scope and use of home science. Home science and educational implementation. Correlation of Home Science with other subjects and school activities.	06	
(b)	Aims and objectives of teaching Home Science (Revised Bloom’s taxonomy), Writing Instructional objectives of Teaching Home Science.	05	
(c)	Lesson Planning in Home Science: Stray Lesson, Unit Lesson, Monthly planning and Annual planning in reference to constructivist approach.	05	
(d)	Methods of Teaching Home Science Assignment, Project, Practical, Group Discussion, exhibition, laboratory,	06	

	Market survey and Problem solving Method. Techniques of teaching Home Science: Narration, Questioning, Illustration.		
(e)	Models of teaching in Home Science: Inquiry Training Model Advance organizer Model	05	
Engagement with Field: <ul style="list-style-type: none"> • Workshop on health and life style (Workshop) • Use of first Aid box (Laboratory) • Visit to a hospital (Field Trip) • Survey of malnutrition in poor areas (Research/Social engagement) • Kitchen cleanliness (Community engagement) 			

References:

- Das, R.R. and Ray, B.: Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd., 1983.
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- Rajlami "Food and Nutrition"
- Robert L., Linn, Norman, E.G.: Measurement and Assessment in Teaching, 7th Edition. London : Merrill an Imprint of Prentice Hall, 1994.
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- Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
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- Yadav, Seema: Teaching of Home science. Anmol Publication, New Delhi, 1994.

Course Title : Reading and Reflecting on Texts

Course Code: EDEPC - 1301

Semester - I

Credit: Theory Credit (TC): 1

Supervised Study Credit (SSC): 1.5

Total: 2.5

Hours: Classroom Teaching: 16

Supervised Study: 48

Total: 64

Total Marks: 50

External: 35 Marks: Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Develop Reading and reflecting on texts awareness to thinking processes and they grapple with diverse texts.
- Enhance their capacities as reader and writer by becoming participants in the process of reading.
- Read interactively – individually and in small groups.
- Write with a sense of purpose of tasks and responding to the text with own opinions or writing within the context of other’s ideas.

Unit	Content	Hour	Marks
1		07	17
(a)	Concept and importance of Reading	01	
(b)	Variety of texts: Narrative Text, Expository Text, Textbooks, Reference Materials, empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning	03	
(c)	<ul style="list-style-type: none"> • Reading comprehension: components, levels of reading comprehension, rate of reading, cognitive and meta-cognitive processes involved in reading comprehension • Relationship between various text structures and comprehension 	03	
Engagement with Field:			
<ul style="list-style-type: none"> • Conduct a workshop on Reading and reflecting the Text (Workshop). • Observe the students of the practicing school and write a report on their reading habits and comprehension. (Observation) • Collect five editorials from the prominent newspaper and critically review them. (Library) • Make a project on writings of prominent writers. (Library) 			
2		09	18
	Reflective Reading: Previewing, Contextualizing, Questioning to understand and remember, Reflecting on challenges to own’s beliefs and values, Outlining and summarizing, Evaluating an argument, Comparing and contrasting related readings	06	
	<ul style="list-style-type: none"> • Combining Reading with Writing • Writing with a sense of purpose and audience • Writing within the context of others’ ideas 	03	
Engagement with Field:			
<ul style="list-style-type: none"> • Write an article on the bases of your reading and take written opinions of three peer student teachers(Library) • Organize a seminar by inviting any eminent writer (Seminar) • Organize a reading programme near your residence/college/school and prepare a report. (Social Engagement) 			

- Make a list of five websites useful for reading in Gujarati language. Prepare a report on the content and usability of the websites. (ICT)

References:

- Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
- Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene

Course Title : Application of ICT in Education

Course Code: EDEPC - 1305

Semester - I

Credit: Theory Credit (TC): 1

Supervised Study Credit (SSC): 1.5

Total: 2.5

Hours: Classroom Teaching: 16

Supervised Study: 48

Total: 64

Total Marks: 50

[External: 35 Marks: Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Acquire, organize and create their own digital resources
- Explore the internet for personal enrichment, professional learning, teaching-learning ideas and creation of multiple learning resources
- Identify appropriate resources for specific learning needs in the above areas

Unit	Content	Hour	Marks
1		06	14
(a)	Overview of ICT <ul style="list-style-type: none"> • Brief introduction of ICT (Except history) • Use of various ICTs in Education 	01	
(b)	Functional Knowledge of Computers [Both Windows and Linux (preferably Ubuntu)] <ul style="list-style-type: none"> • Computer on-off • Function of Operating System and Identification of input and output devices • File management (organizing files and folders i.e. Create, Cut, Copy, Paste, Rename and arrange) • Installing and uninstalling softwares and fonts • Typing in regional languages using Google input tools/Microsoft Indic Language Input Tool (for windows only) • Handling C.D., D.V.D. ,Pendrive, Projector and Digital White board (SmartBoard) 	01	
(c)	Internet as an Educational Resource <ul style="list-style-type: none"> • Internet: Concept, Use and Importance in Education (Except history) • Brief introduction of concepts related with internet: www, modem, browsing, Hyperlink, website, homepage, E-mail, chat, http, FTP, Blog, Social Media, Web 2.0, Cloud Computing • Search techniques for effective use of search engines to find text, images, audio, video, and interactivity for teaching learning • Effective use of Browser (understanding of url path, Tab browsing, bookmarking, Browsing history, save page, security, popup setting) • Exploring Online Encyclopedia (Encyclopedia Britannica, Wikipedia) • Use of Online Translation services to translate information available from internet to regional language • Functional Knowledge of E-mail : Create an email account, send mail, attachment, receive mail, reply and forward 	04	

Engagement with Field:			
<ul style="list-style-type: none"> Organize a Group Discussion/Seminar on Advantages and Disadvantages of any of the following: (a) ICT in education (b) Internet as an educational resource. [Seminar/ Group Discussion] Take an online quiz and submit score sheet. Prepare a report on Advantages and Disadvantages of online assessment. [Quiz] Organize an exhibition of any one topic from your curriculum and invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement] Prepare a report on use of ICT in your internship school on the basis of data collected from students, teachers and administrative staff. [Observation / Case Study/ Research] Evaluate "ICT @ School" Project and prepare a report mentioning History, Current status, benefits and limitations of the scheme. [Observation / Case Study/ Research] 			
2		10	21
(a)	Application of Word Processor and Spreadsheet softwares in Education <ul style="list-style-type: none"> Application of Word Processor softwares in teaching learning process, assessment and administration. Functional knowledge of preparing various documents in M.S. Word (Microsoft Office 2007 or latest): Word Processing, Page Formatting, Text Formatting, Spell-Check, Find & Replace, WordArt, Images, Tables, Mail Merge, Creating and Editing Styles, Page Setup and Printing. Theoretical overview of OpenOffice Writer/ LibreOffice Writer Application of Spreadsheet softwares in teaching learning process, assessment and administration. Functional knowledge of preparing various documents in M.S. Excel (Microsoft Office 2007 or latest): Familiar with Cell, Row and Column, Data Entry, Using Functions (SUM, AVERAGE, IF, MIN, MAX, COUNT, COUNTIF), Creating Formulas for assessment and administration, Creating Graph, Sorting, Filtering, Page Setup and Printing. Theoretical overview of OpenOffice Calc/ LibreOffice Calc 	04	
(b)	Application of Presentation softwares in Education <ul style="list-style-type: none"> Characteristics of effective presentation for teaching and learning Application of Presentation softwares in teaching learning process Functional knowledge of combining text, graphic and audio - visuals to create an effective presentation in M.S. PowerPoint (Microsoft Office 2007 or latest): Slide Layout, Insert Different Slides, Slide Design, slider number, date and time, Effective Animations (slide & Content), Use of images, charts, tables, videos, sound, hyperlink, Slide Presentation and Timing, Recording Narration, Editing Master Slide, Exporting presentation for CD and Web, Save as PPS, Printing Theoretical overview of OpenOffice Impress/ LibreOffice Impress 	06	
Engagement with Field:			
<ul style="list-style-type: none"> Prepare following document and spreadsheet. Share the documents with your teacher via email. Documents: Curriculum Vite (Biodata) OR Question paper (50 Marks having questions with image) 			

Spreadsheet

Class Attendance Register (for 20 Students, One Month) OR Prepare marksheet using formula-sum for total marks and if for status of result. Make bar chart of percentage of students.

[Library Engagement / Laboratory Engagement]

- Prepare following documents and spreadsheets. Share the documents with your teacher via email.

Documents: Application for the post of a Teacher OR Lecture note of any one topic (Must have image, table, hyperlink)

Spreadsheet: Prepare a student record of Name, Gender, Age, Category, Hight and Weight (for 20 Students). Find Average Age, Hight and Weight. Arrange this data by using sort function and filter data as per Category. OR Prepare a Salary sheet and enter data Name, Designation, Basic Salary, D.A., H.R.A., I. Tax, Net Salary of 10 employees arrange this data by using sort function and filter data as per Designation. [Library Engagement / Laboratory Engagement]

- Prepare a Powerpoint Presentation for effective use of Search Engine (Minimum 14 Slides, with image and video/Audio, one slide for the references of images, content, etc). Submit the slide. [Library Engagement / Laboratory Engagement]

References:

- Bucki, Lisa & et.al.(2013). Microsoft Office 2013 Bible. New Delhi: Wiley India Private Limited.
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- Microsoft Tutorial for OneDrive: <http://windows.microsoft.com/en-in/windows-8/getting-started-onedrive-tutorial>
- List of Books for Open Office: <https://www.openoffice.org/support/books.html>
- <http://learn.googleapps.com/drive>
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- <https://www.oercommons.org>
- <http://nroer.gov.in>
- <http://www.youtube.com/>

Semester - II

Course Title : Childhood and Growing Up - B
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Course Code: EDPE - 2101	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks ; Internal (Engagement With Field): 15]

Objectives: Student-Teacher will be able to:

- Understand issues of child labour and various disorders developing in child.
- Understand importance of mental health of child and teacher for quality learning and teaching.
- Understand impact of various issues on childhood and perspective building.
- Understand factors affecting personality of adolescents and assessment of personality.
- Understand frame work to interpret & analyze observations & interactions.
- Understand adolescent's personality adjustment, frustration and adjustment at school and home.

Unit	Content	Hour	Marks
1	Childhood Related Issues	16	18
(a)	Child labour: <ul style="list-style-type: none"> • Meaning • Concept • Different activities performed by children in odd situations for various age groups. 	04	
(b)	Child and Disorders: <ul style="list-style-type: none"> • Types • Characteristics of disorders and its Impact on child development. Impact of various issues on childhood and perspective building (marginalization, differences, diversities and stereotyping) on them: <ul style="list-style-type: none"> • Socially Disadvantaged Children • Impact of Broken Homes • Immoral Practices • Malpractices • Social Conditions 	08	
(c)	Mental Health of Children and Teachers : <ul style="list-style-type: none"> • Characteristics of mentally healthy child and teachers. • Factors affecting their mental health. • Importance of Mental health of children and teachers. 	04	
Engagement with Field: <ul style="list-style-type: none"> • Make a project on healthy childhood and food requirements for various age groups. (Community Engagement / Research) • Conduct a workshop on Children's Right to Education. (Workshop) 			

	<ul style="list-style-type: none"> • Prepare PPT on disorders among children. (Laboratory/ Resource Generation) • Observe children at work doing labor for various age groups and draft your observations. (Observation) 		
2	Adolescents and Related Issues	16	17
(a)	Personality: <ul style="list-style-type: none"> • Concept • Nature • Types • Traits • Factors Affecting Personality of Adolescents • Personality disorders. • Assessment of Personality (a) Projective Techniques (b) Non-projective Technique. 	06	
(b)	Adolescent and Adjustment: <ul style="list-style-type: none"> • Adjustment, • Maladjustment • Causes of Maladjustment. • Adjustment in school and Home: Psychological coping mechanism: (i) In-built (ii) Conscious (iii) Un-conscious. • Factors affecting adjustment at school and home. 	06	
(c)	Stress Management: Concept of Stress ; Nature of Stress ; Types of Stress ; Causes of Stress ; Coping Strategies Conflict: Concept of Conflict; Types of Conflict	04	
Engagement with Field: <ul style="list-style-type: none"> • Organize seminar on topic Personality Development of Adolescents. (Seminar) • Organize debate for Perspective Building among Adolescents and summarize it. (Debate) • Observe activities of adolescents in school and community and reflect on observations. (Observation) • Identify various creative activities conducted by adolescents in schools and community and make a report. (Field Visit) • Make a Power-Point Presentation on Personality Development among Adolescents. (Resource Generation/ICT) 			

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- Rao s. Narayan (1990), Educational Psychology, Wiley Eastern Ltd., New Delhi.
- Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.

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- Kakkar, S. B. (1989), Educational Psychology & Guidance, The Indian Publication, Hill Road, Ambala, Cantt.
- Mangal, S. K., Educational Psychology.
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- Dandekar, W. N. Psychological Foundations of Education
- Crow & Crow, Educational Psychology.
- Soch& Gupta, Educational Psychology.
- Simpson, R. C., Fundamentals of Educational Psychology.

Course Title : Learning and Teaching - B

Course Cod : EDPE - 2103	Semester - II
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Credit: Theory Credit (TC): 02**Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Understand teaching and learning processes from socio-cultural perspective.
- Relate various Psychological domains of teaching and learning.
- Orient them with teaching skill, components and parameters of effective teaching.
- Use ICT in teaching–learning process effectively.
- Understand teacher’s role and effective teacher behavior.

Unit	Content	Hour	Marks
1	Psychological Domains of Teaching	17	18
(a)	Teaching: <ul style="list-style-type: none"> • Concepts and Nature • Characteristics • Principles • Social-Constructivist Perspective (also Ausubel's Perspective) and applications of Vygotky's ideas in teaching. • Shaping of Values, Personal Relationship between teacher and learner, Relationship among the learner themselves, Self-esteem and Freedom of Experience by learner through teaching. 	09	
(b)	Levels of Teaching: <ul style="list-style-type: none"> • Memory level of teaching • Understanding level of teaching • Reflective level of teaching 	05	
(c)	Reflection on Teaching with Respect To: <ul style="list-style-type: none"> • Teaching as a complex activity • Analyzing teaching in diverse classroom • Teaching as a profession 	03	
Engagement with Field: <ul style="list-style-type: none"> • Interview any five students in the class and draft your observations regarding autonomy of learning. (Observation) • Study any one theory of teaching and make comparison with real practices in the classroom. (Research) • Draft a report on the teaching practices that has been carried out by the teacher educators in your college or the school teachers in the school. (Research) • Study different dimensions of teaching as a profession and compare it with other professions to 			

justify teaching as a profession. (Library)			
<ul style="list-style-type: none"> Plan a lesson on any one unit of your subject using constructivist approach. (Resource Generation) 			
2	Approaches and Model of Teaching	15	17
(a)	Culturally Responsive Teaching approach <ul style="list-style-type: none"> Concept principles Teacher's Role Effective teacher behavior Learning Theory of Chomsky Role of Hemispherecity in thinking, learning and teaching style. Effective Classroom Management. ICT & Teaching. 	07	
(b)	Relationship of Teaching and Learning <ul style="list-style-type: none"> Concept Conditions Foundations of Learning and Teaching Theories 	02	
(c)	Models of Teaching <ul style="list-style-type: none"> Self Concept Model Self Control Model Concept Attainment Model Constructivist 5 'E' Model 	06	
Engagement with Field: <ul style="list-style-type: none"> Prepare a learner's profile based on cognitive and non-cognitive characteristics.(Case Study) Conduct a seminar on social development of students of different communities. (Seminar) Conduct an awareness programme of social development of students in the school. (Community Engagement) Conduct a workshop on emotional and spiritual development of students. (Workshop) Conduct any two psychological tests. (Research) Plan a lesson on any one unit of your subject using constructivist approach. (Resource Generation) 			

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- सेवानी डॉ. अशोक, उमासिंह, 2008, शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा

Course Title : Knowledge and Curriculum - A
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Course Code: EDPE - 2108	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the Epistemological based education.
- Know about modern child-centered education.
- Use Activity, Discovery and Dialogue in education.

Unit	Content	Hour	Marks
1	Epistemological basis of Education	12	15
	1. Meaning, Concept and nature of Epistemology	01	
	2. Difference between Knowledge and Skills, Teaching and Training, Knowledge and Information, Reason (logic) and Belief.	04	
	3. Meaning and importance of child-centered education with reference to : Activity (Gandhiji & Tagore) Discovery (Dewey) Dialogue (Plato & Freire)	07	
Engagement with Field			
<ul style="list-style-type: none"> • Debate on epistemological difference between knowledge & Skill, Teaching & Training, Knowledge and Information reason and belief (Group Discussion) • Group assignment and presentation on modern child centered education with reference to Activity – Gandhiji & Tagore, Discovery – Dewey & Dialogue – Plato & Freire (Library Engagement) 			
2	Social bases of Education	20	20
	1. Concept and nature of society	01	
	2. Historical changes introduced by industrialization, democracy and ideas of individual autonomy & reason in society, culture and modernity	03	
	3. Education in relation to modern values like equity and equality, individual opportunity and social justice and dignity with reference to Ambedkar	03	
	4. Concept and nature of culture	01	
	5. Prevention and conservation of culture and factors affecting culture.	02	
	6. Inter- Dependency of culture and society	01	
	7. - Multiculturalism and Democratic Education (Concept & Origin) - Conceptions of learning rooted in <ul style="list-style-type: none"> • Conventional School vs Critical Multiculturalism • Conventional School vs Democratic education 	06	
	8. Concept of nationalism, Universalism and Secularism	01	
	9. Interrelationship between Nationalism, Universalism, Secularism and	02	

Education with reference to Tagore and Krishnamurti		
Engagement with Field: <ul style="list-style-type: none"> • Seminar on Historical changes introduced by industrialization in society & cultural (Seminar) • Observe the community with reference to modern values (Community Engagement) • Assignment on the view of Ambedkar of Modern values (Library Engagement) • Debate on Conventional School vs Critical Multiculturalism and democratic education (Group Discussion) • Group Discussion on interrelationship between Nationalism, universalism, secularism and Education (Group Discussion) 		

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Course Title : Pedagogy of Gujarati - B**Course Code: EDCP - 2207.01****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****હેતુઓ :**

- ધોરણ – ૬ થી ૧૦ ના ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ વ્યાકરણનો પરિચય કેળવે
- ગુજરાતી સાહિત્યના વિભિન્ન સાહિત્ય સ્વરૂપોનો પરિચય કેળવે.
- ગુજરાતી સાહિત્યના નામાંકિત સાહિત્ય સર્જકોના જીવન કવનથી માહિતગાર થાય.
- ધોરણ – ૧૦ ના ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓનો પરિચય કેળવે.
- શાળાના અભ્યાસક્રમમાં માતૃભાષાનું મહત્વ અને અધ્યાયન ની સ્થિતિથી માહિતગાર થાય.
- માતૃભાષાનું જ્ઞાન અને સર્જનાત્મક અભિવ્યક્તિનું કૌશલ્ય કેળવે.
- ભાષાના વિવિધ કૌશલ્યોનો પરિચય મેળવે.
- ભાષાના પદ્ય – ગદ્ય વ્યાકરણ અને રચનાના શિક્ષણપાઠોનું આયોજન કરવાની સમજ કેળવે.
- ગુજરાતી વિષયના અધ્યાયન કાર્ય માટે ઉપયોગી શૈક્ષણિક સાધનો, સંદર્ભ સાહિત્ય જોડણીકોશ, જ્ઞાનકોશથી માહિતગાર થાય તે માટે ઉપગોગનું કૌશલ્ય કેળવે.
- અધ્યાયન કાર્ય માટે જરૂરી પ્રયુક્તિઓ અને પદ્ધતિઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના નૂતન પ્રવાહો જેવા કે ક્રિયાત્મક સંશોધન, નિદાન ઉપચાર પ્રશ્નપત્ર રચના અને મૂલ્યાંકન જેવી બાબતોથી પરિચિત થાય.
- ભાષા શિક્ષકની શૈક્ષણિક તથા વ્યાવસાયિક સજ્જતા અને વ્યક્તિત્વવિષયક બાબતોથી પરિચય થાય.

Unit	Content	Hour	Marks
1		20	15
(a)	વિષયવસ્તુ : <ul style="list-style-type: none"> – ધોરણ – ૬ થી ૧૦ ના ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ સૈદ્ધાંતિક વ્યાકરણ : – સ્વર વ્યંજન, જોડણી, સંધિ. – સમાસ, વાક્યના , પ્રકાર – વાક્ય પરિવર્તન, વાક્ય સંયોજન, – વાક્ય વિશ્લેષણ – સંજ્ઞા, વિશેષણ, સર્વનામ – ક્રિયાવિશેષણ – સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દો – ધોરણ – ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની કૃતિઓનો અભ્યાસ અને સાહિત્ય સ્વરૂપનો પરિચય 	10	

(b)	<p>પદ્ય કૃતિઓ :</p> <p>(૧) ઝઘડો લોચન મનનો (ગરબી) દયારામ</p> <p>(૨) તપાસીએ (ગઝલ) ચીનુ મોદી</p> <p>(૩) તીર્થોતમ (સોનેટ) બાલમુકુંદ દવે</p> <p>ગદ્ય કૃતિઓ :</p> <p>(૧) જક્ષણી – (નવલિકા) રા. વિ. પાઠક</p> <p>(૨) પૃથ્વીવલ્લભ (નવલકથાખંડ) ક.મા. મુનશી</p>	06	
(c)	<p>રચના શિક્ષણ :</p> <p>– પત્ર લેખન</p> <p>– આવેદન પત્ર</p> <p>– સાર લેખન</p> <p>– સંક્ષેપ લેખન</p>	04	
<p>ક્ષેત્ર સાથે વિનિયોગ :</p> <ul style="list-style-type: none"> • વ્યાકરણના સેધ્ધાતિક મુદ્દા પર પ્રોજેક્ટ તૈયાર કરો (લાઈબ્રેરી) • પ્રશિષ્ટ સાહિત્યકારોનીકૃતિનું વાચન અને સમીક્ષા કરવી. (વ્યક્તિઅભ્યાસ) • ભાષા શુદ્ધિકરણ માટે વક્તવ્યનું આયોજન કરવું. (સેમીનાર) • ધોરણ – ૯ ના ગુજરાતી પાઠ્યપુસ્તકમાંથી કોઈ એક એકમ શીખવવા માટે ડિજીટલ પાઠ તૈયાર કરી રજુઆત (ICT) • વિવિધ પત્રોના નમૂના તૈયાર કરવા. (પુસ્તકાલય) • ક.મા.મુનશી નું સામાજીક પ્રદાન લખો. (સામાજીક) 			
2	પદ્ધતિશાસ્ત્ર	28	20
(a)	<p>ભાષા શિક્ષણ :</p> <p>– માતૃભાષા : અર્થ, સંકલ્પના મહત્વ.</p> <p>– શાળામાં માતૃભાષા શિક્ષણનું મહત્વ.</p> <p>– ભાષાનું સ્વરૂપ અને અધ્યયન પ્રક્રિયા .</p> <p>– ભાષા વિકાસ પર અસર કરતા પરિબળો</p> <p>– શિક્ષણમાં ભાષા પરત્વે સેવાતી ઉપેક્ષા અને તેને દૂર કરવાના ઉપાયો.</p>	07	
(b)	<p>માતૃભાષા કૌશલ્યો :</p> <p>– શ્રવણ, કથન, વાચન અને લેખનની સમજ.</p> <p>– દરેક કૌશલ્ય પ્રાપ્ત કરવા માટેની પ્રયુક્તિઓ.</p> <p>– ભાષા શિક્ષણના હેતુઓ અને વિશિષ્ટ હેતુઓ.</p> <p>– ભાષા વ્યાકરણ શિક્ષણનું મહત્વ.</p>	06	

(c)	પાઠ આયોજન : – તાસ પાઠનું આયોજન. – એકમ આયોજન – ગદ્ય, પદ્ય, વ્યાકરણ અને રચનાના શિક્ષણ માટે આયોજન	06	
(d)	વિવિધ પાઠોના આયોજન માટેની અધ્યાપન પ્રયુક્તિઓ અને પદ્ધતિઓ : – ગાન પ્રયુક્તિ – વાર્તા પ્રયુક્તિ – પ્રશ્ન પ્રયુક્તિ – સ્વાધ્યાય પદ્ધતિ – નિદર્શન પદ્ધતિ – પરિસંવાદ પદ્ધતિ – પ્રોજેક્ટ પદ્ધતિ – ચર્ચા પ્રયુક્તિ – લેખન પ્રયુક્તિ – વ્યાખ્યાન પદ્ધતિ – જૂથ ચર્ચા પદ્ધતિ – આગમન – નિગમન પદ્ધતિ – નિરીક્ષિત અભ્યાસ પદ્ધતિ – મોડેલ્સ ઓફ ટીચીંગ (પ્રતિમાન શિક્ષણ)	09	
ક્ષેત્ર સાથે વિનિયોગ : <ul style="list-style-type: none"> ● ગુજરાતી શિક્ષણ માટે આપ દ્વારા ઉપયોગ થયેલ પદ્ધતિ અને પ્રયુક્તિનો અહેવાલ તૈયાર કરો. (સંશોધન) ● કથન કૌશલ્ય ને અસરકારક બનાવવા કોઈ એક પ્રવૃત્તિનું આયોજન કરો. (વર્કશોપ) ● ગુજરાતી ભાષાના સંવર્ધન માટે લાઈબ્રેરીની મુલાકાત લઈ તેનું મહત્વ જણાવો. (સામાજિક-પુસ્તકાલય) ● શ્રવણ કૌશલ્યના વિકાસ માટે સેમિનારનું આયોજન તૈયાર કરો. (સેમીનાર) ● વ્યાકરણનો ડીઝીટલ પાઠ તૈયાર કરવો. (ICT) 			

સંદર્ભ સૂચિ :

- આક્રુવાલા સી. કે – " જોડણી શિક્ષણ" ભારત પ્રકાશન, અમદાવાદ.
- પ્રિ. નટુભાઈ રાવલ – " ગુજરાતી વિષયવસ્તુ" નિરવ પ્રકાશન, અમદાવાદ.
- ડૉ. ધનવંત દેસાઈ અને ડૉ. મોતીભાઈ પટેલ
 - " ગુજરાતી વિષયવસ્તુ નું અધ્યયન" બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
 - " ગુજરાતી વ્યાકરણ વિચાર" બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
 - " ગુજરાતી વિષયવસ્તુના નવિન પ્રવાહો " બી.એસ.શાહ, પ્રકાશન, અમદાવાદ.
- જોષી સુરેશ : " ગુજરાતી કવિતાનોઆસ્વાદ" ચૈતન પ્રકાશન, અમદાવાદ.
- નાયક રતિલાલ. સી. : "ગુજરાતી વિષયવસ્તુ અને શિક્ષણ પદ્ધતિ", અનડા બકુક ડીપો, ગાંધીમાર્ગ, અમદાવાદ.
- પ્રિ. અક્રુવાલા, કલ્યાણી અને વ્યાસ : "ગુજરાતીનું અભિનવઅધ્યાયન" બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
- શ્રી ગુણવંત ત્રિવેદી : " ભાષા શિક્ષણની પ્રક્રિયા" રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
- ડૉ. હરિકૃષ્ણ જોષી અને ડૉ ધનવંત દેસાઈ : "ગુજરાતી શિક્ષણમાં નવીન દષ્ટિ"
- ડૉ. મોતીભાઈ પટેલ ડૉ. શાસ્ત્રી અને જયેન્દ્ર દવે : " ગુજરાતી ભાષાના અધ્યાયનનું પરિશીલન" બી. એસ શાહ પ્રકાશન, અમદાવાદ.
- ત્રિવેદી રમણલાલ : " માતૃભાષાનું અધ્યાયન વાણી" પ્રકાશન ગ્રુપ, અમદાવાદ.

Course Title : Pedagogy of Hindi - B**Course Code: EDCP - 2207.02****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: पाठ्यक्रम के अंत में विद्यार्थी...**

- हिन्दी भाषा की लेखन के बारे में जाने।
- हिन्दी शिक्षा में मूल्यांकन के प्रक्रिया, महत्व एवं मूल्यांकन के की संस्थितियों व विधाओं को जाने।
- हिन्दी भाषा के प्रश्नपत्र एवं नीलपत्र के निर्माण के बारे में जाने।
- निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग जाने।
- हिन्दी भाषा शिक्षण में पाठ्य पुस्तक, सहायक पुस्तक, शब्द कोष, संदर्भ ग्रंथ, दृश्य श्राव्य उपकरणों के व्यावहारिक उपयोग करे।
- हिन्दी भाषा के शिक्षक की योग्यताओं एवं अध्ययन- अध्यापन में भाषायी क्षमताओं एवं प्रभावशिलता को जाने।

Unit	Content	Hour	Marks
१	हिन्दी विषयवस्तु	18	15
	रचना शिक्षा : <ul style="list-style-type: none"> • कहानी लेखन • निबंध लेखन • संवाद लेखन • पत्र लेखन (प्रार्थना पत्र, आवेदन पत्र, कार्यालयी पत्र, शिकायत पत्र, सरकारी पत्र आदि) • प्रतिवेदन/ रिपोर्टार्ज (Report Writing) • विचार विस्तार • संक्षिप्तिकरण • अनुवाद लेखन 	18	

Engagement with Field:

- पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त समकालीन पत्र-पत्रिकाएँ से अधिगम सहायक पूरक सामग्री का चयन करना। (Library Engagement)
- छात्रों की भाषा सीखने संबंधी समस्याओं का अध्ययन कर इन समस्याओं को दूर करने के लिए एक कार्यक्रम तैयार करना। (Research)
- समूह में उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर पर हिन्दी शिक्षक के पद हेतु आवेदन पत्र (With Biodata) तैयार करना। (Workshop)
- पत्रों के एक-एक प्रकार लिखना। (सभी प्रकार के पत्र) (Library Engagement)
- वर्तमान समय की हिन्दी भाषा शिक्षण की समस्या पर वाद-विवाद प्रतियोगिता का आयोजन कर प्रतिवेदन तैयार

करना। (Community Engagement)			
२	हिन्दी पद्धतिशास्त्र	30	20
(अ)	हिन्दी शिक्षा का विकास एवं प्रचार : <ul style="list-style-type: none"> • पुस्तकालय एवं वाचनालय का हिन्दी भाषा के विकास में उपयोग • हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग • गुजरात में हिन्दी भाषा की प्रचार प्रसार की संस्थाएँ • हिन्दी भाषा का अन्य विषयों से अनुबंध 	06	
(ब)	हिन्दी शिक्षण के स्रोत : <p>पाठ्य पुस्तक, कार्य पुस्तिका, शिक्षक मार्गदर्शिका, संदर्भ पुस्तकें, दृश्य साधन - श्यामपट्ट, चुम्बकीय पट्ट, फ्लैनेल बोर्ड; चित्र - रेखाचित्र, छायाचित्र, मानचित्र; प्रक्षेपक (प्रॉजेक्टर) - OHP (Over Head Projector), स्मार्ट बोर्ड; श्राव्य साधन - टेपरिकॉर्डर, रेडियो, आईपॉड, मोबाईल, ; दृश्य-श्राव्य साधन - दूरदर्शन, विडीयो, कम्प्यूटर, स्मार्ट फोन, CD/DVD विडीयो पाठ; समूह माध्यम - समाचार पत्र, इंटरनेट, सामयिक, शोध पत्रिकाएँ; आदि।</p>	06	
(स)	हिन्दी भाषा का मूल्यांकन : <ul style="list-style-type: none"> • मूल्यांकन की नई दिशाएँ (परीक्षण सूची, मूल्यांकन एवं प्रगति अभिलेख) • सतत एवं सर्वग्राही मूल्यांकन • निदानात्मक एवं उपचारात्मक मूल्यांकन • स्वमूल्यांकन एवं स्वशोधन अभ्यास • नील पत्र (Blue Print) एवं प्रश्न पत्र की रचना। • प्रश्न प्रकार (निबन्धात्मक प्रश्न, लघुतरात्मक प्रश्न, वस्तुनिष्ठ प्रश्न, ज्ञान आधारित प्रश्न, समझ आधारित प्रश्न, उपयोग आधारित प्रश्न एवं कौशल आधारित प्रश्न)। • प्रतिभाव और रीपोर्ट (विद्यार्थी, अभिभावक एवं शिक्षक) • हिन्दी भाषा के शिक्षण में व्यक्तिगत भिन्नताओं की पहचान (प्रतिभावन छात्र, मंद गति छात्र एवं निम्न उपलब्धि छात्र), उनकी समस्याएँ तथा उपाय 	07	
(द)	हिन्दी पाठ्यक्रम : <p>पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, हिन्दी पाठ्यक्रम निर्माण के सिद्धांत, हिन्दी पाठ्यपुस्तक की विशेषताएँ, हिन्दी पाठ्यक्रम एवं पाठ्यपुस्तक की समीक्षा।</p>	06	
(य)	हिन्दी शिक्षक : व्यवसायिक योग्यता, शैक्षिक योग्यता, जिम्मेदारी एवं कर्तव्य, शोधकर्ता के रूप में शिक्षक, शैक्षिक सज्जता के आयाम।	05	
Engagement with Field: <ul style="list-style-type: none"> • OMR आधारित ५० अंको के प्रश्नपत्र की रचना। (Library Engagement) • हिन्दी भाषा के मूल्यांकन के लिए विद्यालय में आयोजित विभिन्न मूल्यांकन पद्धतियों अध्ययन कर प्रतिवेदन तैयार कीजिए। (Research) • भाषायी दृष्टि से मंद छात्र को भाषा सीखने की समस्याओं एवं कठिनाइयों का निदानात्मक उपचार करना। (Case Study) • किसी पुस्तकालय की मुलाकात लेकर हिन्दी भाषा में आने वाले सामयिकों की सूची बनाईये, तथा किन्ही दो सामयिकों की तुलनात्मक समीक्षा कीजिए। (Library Engagement) • हिन्दी सीखने के लिए उपयोगी सॉफ्टवेयर का परिचय देते हुए सॉफ्टवेयर द्वारा हिन्दी सीखने के सोपान लिखना। (ICT) 			

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Course Title : Pedagogy of English - B**Course Code: EDCP - 2207.03****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- To consolidate core content of the English language.
- To acquaint the student teachers with genesis of English language teaching in Indian subcontinent as well as importance of English in global local, national and global perspective.
- To understand nature of English language in socio-cultural and psychological perspectives.
- Identify techniques, methods, approaches and materials of teaching English at various levels in the Indian context.
- Learn and master four skills (LSRW) to integrate in classroom practices.
- Learn and adapt study skills during teaching learning processes.

Unit	Content	Hour	Marks
1	Fundamental of English	16	15
(a)	Composition Essay; Application; Letter; Translation; Report; Dialogue; Story & Comprehension	16	
Engagement with Field:			
<ul style="list-style-type: none"> • Visit the library and find out different types of compositions. (Library) • Study different forms of applications and make a note on it. (Library) • Conduct a workshop for development of skill to write job application (Workshop) • Prepare your Curriculum Vitae (C.V.). (Laboratory) • Respond to E-mail you have received. (Laboratory) 			
2	English Language (Historical and Psychological Perspectives)	32	20
(a)	Teacher and Professional Growth <ul style="list-style-type: none"> • English Language Teacher- Essential Qualities, Duties and Responsibilities. • Professional Growth – Ways and Means of Developing Professional Competency –in-service training – Roles of SCERT and NCERT. 	08	
(b)	Challenges in Teaching and Learning English <ul style="list-style-type: none"> • Problems in teaching English and the solutions • Influence and interference of mother tongue 	04	
(c)	Instructional Planning and Support <ul style="list-style-type: none"> • English Language Curriculum: Curriculum design - Scope and nature; Principles of curriculum construction; Characteristics of an ideal English language text book. • Resource materials in teaching English: Syllabus, Textbooks, Teacher's Handbook, Journals, Magazines, Periodicals, Supplementary Readers. 	12	

	<ul style="list-style-type: none"> • Audio Visual Aids- Computer, Authentic materials and Multimedia resources (C.D. Rom such as Encarta; Video Lessons etc.) 		
(d)	Evaluation : Concept and process of evaluation; tools of evaluation; blue print; question papers.	08	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Visit a school and conduct an interview with an English Teacher to know the difficulties encountered by the English Teacher. Draft an evaluative report on it. (Interview) • Visit a language laboratory and prepare a critical report on utility of language learning. (Field Visit) • Prepare a Blue Print of 100 marks of any one standard of English Text Book. (Library) • Visit British Library and prepare report regarding your visit. (Field Visit) • Study different types of evaluations conducted in the schools. (Research) 			

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Course Title : Pedagogy of Sanskrit - B**Course Code: EDCP - 2207.04****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- To understand the use of language in context, such as grammar and vocabulary in context.
- To familiarize the student teachers with characteristics and to make them able to analyze Sanskrit textbooks critically.
- To facilitate the effective use of learning resources.
- To understand the process of language assessment.
- To familiarize the student teacher with different methods and techniques of teaching and its application in the class room.

Unit	Content	Hour	Marks
1	Content of Sanskrit Language	18	15
(a)	Theoretical Grammar: <ul style="list-style-type: none"> • Special ...14 Maheshwari Sutra of 'सिद्धान्त कौमुदी'. • Types of 'अव्यय'; 'सर्वनाम' and 'उपसर्ग' with its utilization in Sanskrit language. • Active and Passive 'रचना' in Sanskrit with their laws. • Construction of 'अनादरार्थषष्ठी' and 'सतिसप्तमी'. • Cardinal- Speaking, Writing and use in sentence. 	13	
(b)	Contribution of Prominent authors and Ratnakanika, Shubhashitani and lessons from textbooks. <ul style="list-style-type: none"> • Authors: Mahakavi Bhan, Bhas, Bhavbhuti: Their contribution to Sanskrit language. • Explanation: Sanskrit <i>रत्नकणीका</i>, <i>सुभाषितानि</i> from text book of standard 9-10 • Deep learning of chosen prose and poetry of the text book of standard-10 <ol style="list-style-type: none"> 1. Lesson No: 13 <i>गीतामृतम</i> (Poetry) 2. Lesson No: 16 : <i>अद्भुत युद्धम</i> (Poetry) 3. Lesson: 11 : <i>यस्य जनन तस्य मरणम</i> ((Prose) 4. Lesson:12 <i>कलिकाल सर्वज्ञ हेमचन्द्रः</i> (Prose) 	05	
Engagement with Field:			
<ul style="list-style-type: none"> • Make a fruitful note on '14 Maheshwari Sutras' in your notebook and arrange group discussion on them. <p style="text-align: center;">or</p>			

	<ul style="list-style-type: none"> • Prepare four activities keeping in view 'Constructivism in a Language Classroom' . For e.g.Prepare Role Play On यस्य जननः तस्य मरणं • Prepare notes about Sanskrit authors given in second years with their photographs and photographs of their krutis main page and arrange seminar about their contribution. • Visit Sanskrit teachers and students and collect information about 'suktis', 'subhashits' and some special words like body parts, daily useful things. • Conduct a survey pronunciations mistakes during reading, speaking and singing from the lessons and note down remedial activities to improve them and make report.. 		
2	Method of Teaching Sanskrit	30	20
(a)	Sanskrit Teacher, Teaching and Textbook <ul style="list-style-type: none"> • Characteristics and critical analysis of Textbook of standard 9 & 10. • Prose lesson teaching- Bhandarkar method, Psychological method and group discussion - concept, importance and limitations. • Poetry lesson teaching- Comparison and explanation method - importance. • Skills of Sanskrit language- Speaking:Pronunciations; Oral Work and Memorization- concept forms, and importance in Sanskrit teaching. • Remedies for improving pronunciation and handwriting mistakes • Sanskrit teacher: Qualities, Professional development: Need and Ways 	13	
(b)	Resource Material, Assessment and Feedback <ul style="list-style-type: none"> • Utilization of teaching aids (various) and Digital Resources to make Sanskrit teaching more easy and interesting. • Evaluation: Meaning, Needs on various stages. • Types of tests. • Blue Print • Construction of papers • Feedback 	17	
Engagement with Field:			
<ul style="list-style-type: none"> • Tell Five stories from Pachtantra or Hitopadesha in Sanskrit with the help of resource material and evaluate students by assigning a test to them. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Arrange seminar on various useful topics from Vidyaprashansa; Udhyaamahima like importance of tress; Save environment; Importance of water and नारी एवं नारायणी. • Make explanatory note of Sanskrit रत्नकणिका and Shubhashitani from various useful books of Sanskrit and express it in classroom of school and also in B.Ed. class. • Arrange a group discussion on how to develop values and build up our society as 'वसुधैव कुटुम्बकम्' with the help of Sanskrit education in the presence of school teachers, student and parents in school or in society during internship. • Find out problems and challenges faced by a Sanskrit Teacher in the present context. • Critical analysis of textbook of Sanskrit textbook of standard IX or X as per internal and external characteristics in deep with examples. 			

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- સંસ્કૃત વિષયવસ્તુ : ઉપરોક્ત
- સંસ્કૃત વિષયવસ્તુ : શ્રી સી.કે. આક્રવાલા – શ્રી નીરવ પ્રકાશન, બીજી આવૃત્તિ – ૧૯૭૬-૭૭, અમદાવાદ
- સંસ્કૃત વ્યાકરણ વિચાર – જય ભારત પ્રકાશન, અમદાવાદ, હ.જી.જી. નકુમ, બી.એસ. શાહ પ્રકાશન, પ્રથમ આવૃત્તિ – ૨૦૦૨-૦૩
- ધોરણ – ૬ થી ૧૦ ના વર્તમાન અભ્યાસ સત્રના સંસ્કૃત વિષયના પાઠ્યપુસ્તકો – ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
- ધોરણ – ૬ થી ૧૦ ના અગાઉના વર્ષના સંસ્કૃત વિષયના પાઠ્યપુસ્તકો – ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
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Course Title: Pedagogy of Social Science - B

Course Code: EDCP - 2207.05

Semester - II

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand concept of Social Science according to broader concept included in it.
- Knowledge of Social Science transfer in to citizen.
- Use various plannings , methods, techniques, attitudes and evaluation in classroom.
- Develops skills of Social Science.

Unit	Content	Hour	Marks
Unit:1		18	15
1	<p>Content Topic</p> <p>Std : 8 2, 4, 8</p> <p>Std : 9 11, 12, 16</p> <p>Std : 10 6, 7</p>	18	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Prepare an assignment on suggested content topic from 8 to 10. (Library Engagement) • Prepare a Project on any one content topic. (Library Engagement) • Plan & conduct an awareness programme on any one current issue. (Social Engagement) • Conduct a seminar on any one Economical, Social, Political and Educational themes. (Seminar) 			
2	Method of Teaching Social Science	30	20
(a)	<p>Social Science teacher.</p> <ul style="list-style-type: none"> • Qualities and characteristics. • Training and Professional Competence 	04	
(b)	<p>Teaching-Learning Resources in Social Science</p> <ul style="list-style-type: none"> • People as resource • Data from field, textual materials, journals, magazines, newspapers, etc. • Using the library and reference material as resource, such as dictionaries and encyclopedias. • Various teaching aids: Atlas, maps, globe, charts, models, graphs, visuals. • Audio-visual aids, CD-Rom, multimedia, internet. 	07	
(c)	<p>Social Science Textbook and Curriculum</p> <ul style="list-style-type: none"> • Analysis of textbooks in Social Science in the light of the syllabus and from the perspective of the child • Curriculum development: Principles of selecting the content and learning experiences, organisation of subject matter – discipline centred, activity cantered, core curriculums concentric v/s spiral and separate v/s integrated curriculum 	06	
(d)	<p>Programmes and Social Science Room</p> <ul style="list-style-type: none"> • Programmes : Social Science Club, Exhibition, Tour, CAI & CAL. 	06	

	<ul style="list-style-type: none"> • Social Study Room : Importance, Equipment and Design 		
(e)	<p>Evaluation in Social Science</p> <ul style="list-style-type: none"> • Construction of a Blue Print and a good Question Paper • Types of questions and test items. • Question for quantitative and qualitative testing. • Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations • Diagnosis and Remedial teaching • Continuous and Comprehensive Evaluation (CCE) in Social Science. 	07	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Conduct a social awareness programme on present social issue. (Social Engagement) • Visit any one cultural heritage place and prepare a report. (Field Visit) • Prepare a Blue-Print & Question Paper. (Library Engagement) • Organize a workshop and prepare a teaching aid. (Workshop) • Organize an exhibition in your school on particular theme. (Exhibition) • Visit any one teacher of Social Science Subject and identify his/her merits and characteristics. (Case Study) 			

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Course Title : Pedagogy of Mathematics - B

Course Code: EDCP - 2207.06

Semester - II

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand Use of Teaching aids in teaching of mathematics
- Develop Teaching aids for mathematics teaching.
- Formulate question paper according to blue print and evaluate.
- Conduct remedial teaching.
- Understand use of mathematics for various recreational activities.
- Understand the professional efficiency required in mathematics teachers & importance of mathematics laboratory & mathematics club, mathematics textbook & its evaluation.
- Develop attitude & interest in teaching and learning of mathematics.

Unit	Content	Hour	Marks
1		18	15
	Content of Mathematics: (Text book Published by Gujarat State Text Book Board) Std. : 8 Sem II: Chapter: 2,3,4,5 Std. : 9 Sem II: Chapter: 10,11,14, Std. : 10 Chapter: 9,10,11,14,15,16	18	
Engagement with Field: <ul style="list-style-type: none"> • Make a Project on various topic of Mathematics.(Project) • Meaningful Verbal presentation/ Interactive/ Collaborative/Co-operative learning on the topic of Mathematics education (other) • Organize a quiz of content mentioned in unit 1 at college / school. [Quiz] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Prepare a presentation on any two topics for content mentioned in unit 1. Presentation should have appropriate images, video and audio. (minimum 20 slides) (Resource Generation, ICT). 			
2		30	20
(a)	Professional Development of Mathematics Teacher <ul style="list-style-type: none"> • Need for continuous professional development • Professional Development through: In-Service Training Programme, Self-directed development, Internet 	04	
(b)	Resources – Materials <ul style="list-style-type: none"> • Textbook: Qualities of a good textbook, Teacher’s Handbook • Audio-Visual Materials: Charts, Models, Transparency, 	10	

	<p>Pictures, Geo Board, Geometrical equipment, audio tape, films)</p> <ul style="list-style-type: none"> • Developing and preparing low cost improvised teaching aids • Library: Periodicals, Journal, Reference Book, Practice Book • Digital Resources: CD, DVD, Websites • Skills of using various resources and materials effectively 		
(c)	<p>Mathematics Laboratory, Mathematics Club, Study Circle and Recreational Activities</p> <ul style="list-style-type: none"> • Significance, layout, and activities of Mathematics Laboratory • Meaning, need and organization of Mathematics Club / Study Circle • Activities of Mathematics Club / Study Circle • Teaching Mathematics through recreational activities: Puzzle, Quiz, Magic Square, Question – Box 	08	
(d)	<p>Evaluation in Mathematics</p> <ul style="list-style-type: none"> • Types of Questions • Blueprint • Construction of achievement test , its merits and demerits • Concept, need and importance of diagnostic and remedial work in Mathematics • Feedback and Reflection 	08	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Organize a seminar/Group Discussion on any topic from unit 2. [Seminar / Group Discussion] • Evaluation (External and Internal) of Text Book [Library] • Visit to Science/ Mathematics fair or institutions engage with Mathematics and submit a report. [Community engagement] • Construction and Planning of Mathematics Club with help of students and community resources(Community Engagement) • Organization of workshop on recreational activities of Mathematics [workshop] • Record an Interview with a Mathematics teacher about their use of resources and materials [Observation] • Prepare a blueprint and a question paper as per school assessment system of standard 10 [Library] • Development and preparation of low cost improvised teaching aids/digital teaching aids.(Workshop) • Preparation of audio visual and digitalized teaching aids, slides using Computer or models.(Digital Material preparation) • Exhibition cum Book fair of Mathematics with demonstration with the help of students and community resources (Community Engagement). 			

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Course Title : Pedagogy of Science - B**Course Code: EDCP - 2207.07****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Develop an understanding of the need and opportunities of professional development of a Science teacher.
- Familiarize with various resources and materials for science curriculum transaction.
- Develop competency to utilize various resources and materials for science curriculum transaction.
- Familiarize with various informal learning contexts for science curriculum transaction.
- Develop competency to use various informal learning contexts for science curriculum transaction.
- Familiarize with continuous comprehensive evaluation.
- Construct achievement test and diagnostic test.
- Familiarize with various talent search examinations

Unit	Content	Hour	Marks
1		18	15
	Content from following textbooks published by Gujarat State Textbook Board Std- 8 (Sem-1): Chapter 2, 3,9 Std- 9 (Sem -1) : Chapter 2,4,6,7 Std-10 : Chapter 6,7, 11, 13, 15, 16	18	
Engagement with Field:			
<ul style="list-style-type: none"> • Organize a quiz of content mentioned in unit 1 at college / school. [Quiz] • Classify Facts, Concepts, Principles from the content mentioned in unit 1 [Library] • Conduct a critical review of various activities incorporated in the text book for content mentioned in unit 1. [Library] • Collect videos, pictures, audio and other reference materials for content mentioned in unit 1[Resource Generation] • Collect links of videos, pictures, audio and other reference materials for content mentioned in unit 1 and share it with your teacher by email [Resource Generation] • Prepare ten concept maps from the content mentioned in unit 1 [Library / Laboratory] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Make a list of experiments from the content mentioned in unit 1 and prepare a handbook for any 5 practicals. [Library / Laboratory] • Record two experiments perform by individual or group in school/college laboratory. [Resource Generation] • Prepare a presentation on any two topics for content mentioned in unit 1. Presentation should have appropriate images, video and audio. (minimum 20 slides) (Resource Generation, ICT) 			

	<ul style="list-style-type: none"> Organize an awareness programme in group (rally/ exhibition/ street play/ film show etc..)at school/college. Invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement] 		
2		30	20
(a)	<p>Professional Development of Science Teacher</p> <ul style="list-style-type: none"> Need for continuous professional development Professional development through <ul style="list-style-type: none"> Principles of Pedagogical Content Knowledge (PCK) In-Service Training programmes Internet (Blogs, Groups and other websites) 	04	
(b)	<p>Resources- Materials for Science Curriculum Transaction</p> <ul style="list-style-type: none"> Textbook <ul style="list-style-type: none"> Qualities of a good science text Book Teacher's Handbook Audio-Visual materials (Charts, Models, Transparency, Pictures, audio tape, Films) Science Laboratory <ul style="list-style-type: none"> importance and its organization Registers-purchase and maintenance Safety Library <ul style="list-style-type: none"> Encyclopedia, Journals, Magazines, Periodicals, Reference Books Digital Resources <ul style="list-style-type: none"> Educational CD /DVDs Websites Mobile Apps Skills of using various resources and materials for effective curriculum transaction Self-made educational resources and materials 	10	
(c)	<p>Informal Context of science learning</p> <ul style="list-style-type: none"> Science fairs and exhibitions (Significance , Agencies associated with,) Field Trip (Significance, how to organize) Science Club (Significance, Structure, Activities) School botanical garden(Significance, Maintenance) Observation of Sky (Significance, Planetarium, Virtual Planetarium software) 	08	
(d)	<p>Evaluation</p> <ul style="list-style-type: none"> Types of questions Blue Print Construction of Achievement Test and Diagnostic Test, Their Merits and Demerits Remedial Work Practical Examinations (Planning , Assessment) Feedback and Reflection Talent Search Exams (Introduction) <ul style="list-style-type: none"> National Talent Search Exam National Science Olympiad National Level Science Talent Search Examination 	08	

Engagement with Field:

- Organize a seminar/Group Discussion on any topic from unit 2.[Seminar / Group Discussion]
- Make a list and brief introduction of Web resources for professional development of a science teacher [ICT]
- Collect opinions about In-service trainings from school teachers. [Research]
- Conduct a book review of school textbook of any standard [Library]
- Compare any one textbook from Gujarat State Textbook Board with NCERT textbook . [Observation]
- Give two lessons on the bases of teacher's Handbook (other)
- Prepare any two Audio Visual Tools . [Laboratory]
- Visit to a school laboratory and prepare a Critical analysis report. [Case Study]
- Organize a study tour and submit your study report. [Social Engagement / Community Engagement]
- Organize a practical at school and prepare a report mentioning your experiences, difficulties and how you solve them[Laboratory]
- Prepare a Dead-stock register of your college laboratory [Laboratory]
- Develop and maintain a botanical garden at your college. [Community Engagement]
- Make a list of ten educational websites for science and mention key elements, information and use of the websites [ICT]
- Make a list of ten educational mobile apps for science and mention key elements, information and use of them [ICT]
- Collect clippings from a science magazine/journal/newspaper on a topic (minimum 30) [Library]
- Visit to a school library and make a list of science related books and classify them. [Library]
- Organize a science fair at your college/school [Social Engagement]
- Visit to a science exhibition and prepare a reports and evaluate [Social Engagement]
- Demonstrate any Virtual Planetarium software at school / your college [ICT]
- Prepare a blueprint and a question paper as per school assessment system of standard 10 [Library]
- Give a unit lesson including remedial lesson [Other]
- Establish a science club at school/college and plan activities. [Other]
- Take part in any 3 science club activities at school/college [Other]

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Course Title : Pedagogy of Computer Science - B**Course Code: EDCP - 2207.08****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Understand the basic principles of curriculum organization
- To acquaint with the knowledge of latest computer technology and its uses in education.
- To prepare, select and utilize different teaching aids.
- Acquire knowledge and understanding of aims and objectives of Computer Science teaching
- Acquaint themselves with the basics of lesson planning and prepare lesson plans for instruction.
- Explain Models, Methods and Approaches of Computer Science teaching
- Effectively use ICT tools, software applications and digital resources
- Integrate ICT into teaching-learning and its evaluation
- Acquire, organize and create their own digital resources
- Explore the internet for personal enrichment, professional learning, teaching-learning ideas and creation of multiple learning resources.

Unit	Content	Hour	Marks
1		18	15
	<p>As per prescribed syllabus by Gujarat State Higher Secondary Board for Computer Science content from textbooks of standard 9 to 10</p> <ul style="list-style-type: none"> • Comp. Science Textbook of Std -9, Chapter – 9 TO 14 • Comp. Science Textbook of Std -10 , Chapter – 10 To 16 	18	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Organize a quiz of content mentioned in unit 1 at college / school. [Quiz] • Collect videos, pictures, audio and other reference materials for content mentioned in unit 1 [Resource Generation] • Visit to a secondary school and make a list of difficult content topics by interacting with students and teachers [Research] • Prepare a presentation on any two topics for content mentioned in unit 1. Presentation should have appropriate images, video and audio. (minimum 20 slides) (Resource Generation, ICT) • Organize an awareness programme in group (rally/ exhibition/ street play/ film show etc..) at school/college. Invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement]. 			
2	Method of Teaching Computer Science	30	20
(a)	<p>Professional Development of Computer Science Teacher</p> <ul style="list-style-type: none"> • Professional competency of a computer science teacher • Need for continuous professional development • Professional development through 	05	

	<ul style="list-style-type: none"> ○ In-Service Training programmes ○ Internet 		
(b)	<p>Computer Text book , Aids & Laboratory :</p> <ul style="list-style-type: none"> • Qualities of good computer science text book –criteria for evaluation of computer science text book • Teaching Aids – Types, advantages and disadvantages of various teaching aids, effective use of various teaching aids • Mass media and its advantages • Computer science club – Significance, advantages, Disadvantages, activities • Computer Laboratory - Special features of computer lab , Setting a computer lab , Laboratory management , Arranging practical for pupils • Library :value of the computer science library • Exhibitions and field visits : importance, organization 	17	
(c)	<p>Evaluation</p> <ul style="list-style-type: none"> • Concept of evaluation – Need and importance – types – formative – summative -objective based evaluation • Types of questions • Blue Print • Construction of Achievement Test and Diagnostic Test, Their Merits and Demerits • Remedial Work • Practical Examinations (Planning , Assessment) • Computer Aided Evaluation - On line examination • Feedback and Reflection 	08	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Organize a seminar/Group Discussion on any topic from unit. • [Seminar / Group Discussion] • Prepare a blueprint and a question paper as per school assessment system of standard 10 [Library] • Conduct a book review of school textbook of any standard [Library] • Give a unit lesson including remedial lesson [Other] • Prepare any three Audio Visual Tools . [Laboratory] • Organize a practical at school and prepare a report mentioning your experiences, difficulties and how you solve them[Laboratory] • Visit to a school laboratory and prepare a Critical analysis report. [Case Study] • Organize a study tour and submit your study report. [Social Engagement / Community Engagement] 			

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Course Title : Pedagogy of Element of Book Keeping - B

Course Code: EDCP - 2207.09

Semester - II

Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the essential qualities of a Element of Book Keeping teacher.
- Know the curriculum and tools of Element of Book Keeping
- Analyze the text book prescribed for Higher Secondary level
- Know and use different techniques of evaluations gain competence in instructional planning.

Unit	Content	Hour	Marks
1	Content of Elements of Book Keeping	18	15
(a)	As prescribed is syllabus by Gujarat State Higher Secondary Board for Standard-11 th Part-II : Chapter-1, 4, 5 and 6	10	
(b)	As prescribed is syllabus by Gujarat State Higher Secondary Board for Standard-12 th Part-II : Chapter-1,4 and 5	08	
Engagement with Field:			
<ul style="list-style-type: none"> • Prepare a MCQ type Quiz on Element of Book keeping Content (Standart-11th or Standard-12th Part-I) and take quiz in School. (Quiz) • Review of standard-XI or standard-XII of Element of Book Keeping reference book. (Book Review) • Write two assignments on the units given by the teacher educator. (Library Engagement) • Study the difficulties faced by the students while learning advanced accountancy. (Research) 			
2		30	20
(a)	Teacher and Professional Growth	05	
	(i) Element of Book Keeping Teacher- Essential Qualities, Skills, Duties and Responsibilities.		
	(ii) Professional Growth –Developing Professional Competency –In-Service Training – Roles of GCERT and NCERT.		
(b)	Instructional Planning and Support	08	
	(i) Resource materials in teaching – Syllabus, Textbooks- Teacher’s Handbook, Journals, Magazines, Periodicals.		
	(ii) Teaching Aids: Audio, Visual, Audio-Visual Aids- Samples, Different Documents, OHP, Computer, LCD Projector, C.D. Rom such as Video Lessons and Improvised Aids		
(c)	Evaluation	08	
	(i) Meaning and Concept		
	(ii) Types and Tools of Evaluation		
	(iii) Blue Print		
	(iv) Evaluation of Textbook		

(d)	IT and Elements of Book Keeping <ul style="list-style-type: none"> ❖ IT enabled education ❖ Computerized Accounting software (Theoretical Overview) <ul style="list-style-type: none"> • Tally (Latest Version) • BUSY • MARG • Quick Book • And other accounting software ❖ Different teaching techniques: CAI, CMI, Classroom presentations 	07	
(e)	Book Keeping Club	02	
Engagement with Field: <ul style="list-style-type: none"> • Conduct a seminar on effective use of teaching aids for Element of Book Keeping Education. (Seminar) • Plan a workshop on how to prepare creative and effective teaching aids for Element of Book Keeping Education. (Workshop) • Prepare a Blue Print of 100 marks of standard-XI or standard-XII of Element of Book Keeping textbook. (Library) • Plan an Exhibition of teaching aids useful for teaching of Element of Book Keeping subject in practice teaching school inviting principal, students and teachers. Submit a brief report & teaching aids to your college. (Exhibition) • Make a rally on Rights of Consumers in your area submit a photograph of rally with brief report to your college (Community) • Conduct an interview with an Element of Book Keeping Teacher to know the difficulties encountered by the Teacher. Draft an evaluative report on it.(Field Visit) 			

References:

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Course Title : Pedagogy of Commerce - B
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Course Code: EDCP - 2207.10	Semester - II
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Credit: Theory Credit (TC): 03

Supervised Study Credit (SSC): 01

Total: 04

Hours: Classroom Teaching: 48

Supervised Study: 32

Total: 80

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the essential qualities of a Commerce teacher.
- Know the curriculum and tools of Commerce.
- Analyse the text book prescribed for Higher Secondary Level.
- Know and use different techniques of evaluations.
- Evaluate the Text Book of students.
- Gain competence in Instructional Planning.

Unit	Content	Hour	Marks
1	Content of Commerce	18	15
(a)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-11 th : Chapter-8 to 17	10	
(b)	As prescribed in syllabus by Gujarat State Higher Secondary Board for Standard-12 th : Chapter-9 to 16	08	
Engagement with Field:			
<ul style="list-style-type: none"> • Review of standard-XI or standard-XII of Commerce reference book. • Write two assignments as assigned by the teacher educators. 			
2	Teacher, Evaluation, Text-book, Instructional planning and support	30	20
(a)	Teacher and Professional Growth (iii) Commerce Teacher- Essential Qualities, Skills, Duties and Responsibilities. (iv) Professional Growth –Developing Professional Competency –In-Service Training – Roles of GCERT and NCERT.	08	
(b)	Instructional Planning and Support (iii) Resource materials in teaching – Syllabus, Textbooks- Teacher’s Handbook, Journals, Magazines, Periodicals. (iv) Teaching Aids: Audio, Visual, Audio-Visual Aids- Samples, Different Documents, OHP, Computer, LCD Projector, C.D. Rom such as Video Lessons and Improvised Aids	10	
(c)	Evaluation (v) Meaning and Concept (vi) Types and Tools of Evaluation (vii) Continuous and Comprehensive Evaluation – Grading System (viii) Blue Print (ix) Evaluation of Textbook	12	
Engagement with Field:			
<ul style="list-style-type: none"> • Prepare a Blue Print of 100 marks of standard-XI and standard-XII of Commerce textbook. (Library) • Prepare a anyone teaching aid for classroom teaching with the use of multimedia. 			

(Library/Laboratory)

- Conduct an interview with an Commerce Teacher to know the difficulties encountered by the Teacher. Draft an evaluative report on it. (Field Visit)
- Take a Action Research and prepare a report on schools problem and students problem. (Research)

References:

- Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
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Course Title : Pedagogy of Economics - B**Course Code: EDCP - 2207.11****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Understand concept of Economics according to broader concept included in it.
- Knowledge of Economics transfer in to citizen.
- Use various plannings , methods, techniques, attitudes and evaluation in classroom.
- Develops skills of Economics.

Unit	Content	Hour	Marks
1		18	15
	Content Topic Std : 11 th : 1,5,6,7,8,12 Std : 12 th : 2,4,9,10,11,12	18	
Engagement with Field:			
<ul style="list-style-type: none"> • Prepare an assignment on suggested content topic from 11 to 12. (Library) • Prepare a Project on any one content topic. (Reserach) • Plan & conduct an awareness programme on any one current issue. (Social Engagement) • Conduct a seminar on any one Economical , Social, Political and Educational themes. (Seminar) 			
2	Teaching Devices, Programmes & Economics teacher	30	20
(a)	Economics teacher. <ul style="list-style-type: none"> • Qualities and characteristics. • Training and Professional Competence • Information of current issues at National and International level. • Information about SEZ. 	06	
(b)	Teaching-Learning Resources <ul style="list-style-type: none"> • textual materials, journals, magazines, newspapers, Encyclopedia etc. • Using the library and reference material as resource • Various teaching aids: charts, models, graphs, etc... • Audio-visual aids, CD-Rom, multimedia, internet. 	06	
(c)	Textbook and Curriculum <ul style="list-style-type: none"> • Analysis of textbooks of economics in the light of the syllabus and from the perspective of the child • Curriculum development: Principles of selecting the content and learning experiences, organisation of subject matter – discipline centred, activity cantered, core curriculums concentric v/s spiral and separate v/s integrated curriculum 	06	
(d)	<ul style="list-style-type: none"> • Economic Club, • Exhibition, Field Trip, • CAI & CAL. • Economics Class Room : Importance, Equipment and Design 	05	

(e)	Evaluation in Economics <ul style="list-style-type: none"> • Construction of a Blue Print and a good Question Paper • Types of questions and test items. • Question for quantitative and qualitative testing. • Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations • Diagnosis and Remedial teaching • Continuous and Comprehensive Evaluation (CCE) 	07	
Engagement with Field: <ul style="list-style-type: none"> • Prepare a Blue-Print & Question Paper (Library engagement) • Develop the level of education by organizing Educational Programmes. (Social Commitment) • Organise a workshop and prepare a teaching aid. (Workshop) • Organise an exhibition in your school on particular theme. (Community Engagement) • Organize Expert Lectures . (Case Study) 			

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Course Title : Pedagogy of Home Science - B**Course Code : EDCP - 2207.12****Semester - II****Credit: Theory Credit (TC): 03****Supervised Study Credit (SSC): 01****Total: 04****Hours: Classroom Teaching: 48****Supervised Study: 32****Total: 80****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Student teacher will be familiar with the subject of home science
- Student teachers could make relation between education subject and home science
- Student teacher can understand the use of home science in the context of health and daily life
- Student teacher can get knowledge of home science in daily life

Unit	Content	Hour	Marks
1		21	15
(A)	Vegetables & Agriculture : <ul style="list-style-type: none"> • Various ways of cultivating vegetables • Seasonal vegetables and various factors affecting them • Importance of fertilizers • Information and importance of live agriculture 	04	
(B)	First Aid : <ul style="list-style-type: none"> • Meaning, Importance and necessity • First aid for different accidents, types of bandages • Measures to prevent and treatment of diseases which can spread easily and other diseases • Artificial respiration –Meaning, importance and necessity 	04	
(C)	Motherhood and childcare : <ul style="list-style-type: none"> • Importance of mother's milk • Family planning-information • Child health – care and vaccination • Various children diseases and treatment 	04	
(D)	Content From School Textbook of Home science : Std : 10 th Chapter No. 1, 2, 6 and 15	09	
Engagement with Field: <ul style="list-style-type: none"> • Workshops on Breast-feeding and parenthood. (Workshop / Social Engagement) • Preparation of assignment of topics of the text book of standard 10th (Library) • Arrange project on any one topic of standard 10th (Project) • Planning of seminar on the specific subject of text book (Seminar) • Perform Drama and skits on the subject of text book (Social Engagement) • Book review of the text book/ reference book of Home Science. (Library) • Group discussion between the student-teachers on the topics of text book. (Group Discussion) 			
2		27	20
(a)	Teacher of Home Science: Competencies associated with success in teaching – Maintaining optimum physical and mental health – Acquiring breadth and depth in knowledge – Teaching effectively – Accepting the professional ethics and growth – Personality traits. Duties and	05	

	Responsibilities of a Home science teacher – Teacher’s contribution to the school and community.		
(b)	Curriculum of Home Science: Curriculum Development – Meaning – Concept – principles of curriculum construction – Curriculum development – Organization of curriculum and syllabus. Textbook of Home Science : Meaning Concept, Textbook of Home Science: Review and evaluation of textbook.	06	
(c)	Teaching Aids Of Home Science : Preparation of Teaching aids. Need, importance of teaching aids, classification of teaching aids, selection and use of teaching aids. Use of mass media and multimedia, Audio-Visual Aids, Teacher-Made Teaching Aids, Digital Resources of Home Science.	05	
(d)	Evaluation of home science : Achievement tests, Diagnostic testing, remedial teaching, Types of Questions, Preparation of Blue-Print, Construction of Paper and Construction and uses of tests	06	
(E)	Home Science Laboratory Bases of instruction – Home Science Laboratory – organization of the laboratory – Laboratory equipments and their maintenance - Planning, organization and maintenance– Maintenance of records and registers, stock books and accounts books.	05	
Engagement with Field:			
<ul style="list-style-type: none"> • Demonstration of various dishes. Prepare report on it. (Workshop) • Seminar on text-book Evaluation. (Seminar) • Observation of teacher of home science and prepare report on it (Case Study) • Make a plan of food and nutrition for various people. (Research) • Prepare a blue-print of text-book of standard 10th. (Library) • Make various types of “Bandhani”, Rangoli, Teaching aids and Digital lesson. (Resource Generation) 			

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Course Title : Assessment for Learning - A**Course Code: EDCP - 2209****Semester - II****Credit: Theory Credit (TC): 02 Supervised Study Credit (SSC): 01 Total: 03****Hours: Classroom Teaching: 32 Supervised Study: 32 Total: 64****Total Marks: 50 [External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Develop an understanding of the how and why of assessment from a constructivist point of view.
- Develop an understanding of Assessment modes in line with learning objectives.
- Develop an understanding of the flexibility and dynamicity of assessment for learning.
- Develop an understanding of discussion and usage of assessment results in improving learning.
- Emphasize formative assessment keeping in view the participative experiences as well as field-based activities indicated within the courses.
- Make the student teachers to evolve appropriate criteria and rating suited to the needs and level of students of their class.
- Evaluate assessment needs, present scenario and actual need critically.

Unit	Content	Hour	Marks
1	Conceptual understanding of Assessment for Learning	14	15
(a)	Nature, Concept, objectives and perspectives of traditional assessment and Constructivist assessment for learning	03	
(b)	History of assessment and Principles of assessment.	01	
(c)	Understanding of Terminology- Test, Evaluation, Measurement, Examination, C.G.P.A., Task, Learning Outcomes, Achievement criteria or success criteria and Context	02	
(d)	Concept of <ul style="list-style-type: none"> • Formative and Summative assessment • Continuous and comprehensive assessment • Qualitative and Quantitative assessment • Curricular and program assessment • Course and Learner – centered assessment • Participatory assessment • Community Monitoring • Culturally responsive assessment 	06	
(e)	Dimension of assessment – Social, Psychological and Political	02	

Engagement with Field:			
<ul style="list-style-type: none"> Analyze a question paper (teacher made test) (Library Engagement) Prepare a review report of present formative and/ or summative assessment system of secondary school of a subject(Description of present system, its merits, demerits, opinions of students, teachers and principal, your own suggestions to improve the system) (Laboratory Engagement) Prepare an assessment report of a presentation/seminar of yourself. (ICT) Seminar on contemporary issue of assessment and measurement. (Seminar) Prepare a annual plan for continuous and comprehensive evaluation at upper primary to higher secondary level in your any method. (Resource Generation) Case Studies of participatory assessment and community monitoring. (Case Study) 			
2	Tools & Techniques of assessment for learning	18	20
(a)	Assessment Tools – Teacher made test, Standardized test, Diagnostic test, Checklist, Rubric, Portfolio, OMR, Sociogram and Anecdotal Record (Concept, Characteristics & Use)	05	
(b)	Qualities of a good evaluation tool- validity , reliability, objectivity and practicability	01	
(c)	Techniques of assessment – Written Composition (paper, thesis), Observation, Project (including group {collaborative learning}), Interview & Comprehensive exam (Concept & Use), Performance, Exhibition, Community-based experience (service learning), Oral Exam or Presentation, Interview & Comprehensive exam (Concept & Use, Case study / Critical incident	06	
(d)	Feedback mechanism	02	
(e)	Reflective assessment with Self and peers	02	
(f)	Relationship of assessment with self esteem, motivation and identify as learners assessment of fixed and growth mindsets.	02	
Engagement with Field:			
<ul style="list-style-type: none"> Prepare a rubric/sociogram to assess student seminar and assess two peers during their Student seminar presentation for the course. (ICT) Conduct a case study of assessment process and prepare a report. (Case Study) Collect feedback from stakeholders for assessment process. (Social Engagement) Observe a teaching learning process in classroom and prepare a report and feedback on it. (Observation) Assignment of Make different between teacher made test and standardized test with examples. (Library Engagement) Draft a report in group on variation among assessment. (Workshop) 			

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Course Title : Peace Education

Course Code: 2211.01	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the importance of peace education.
- Analyze the factors responsible for disturbing peace.
- Familiarize them with the pedagogy of peace.
- Develop Understanding about Strategies for peace education.
- Appreciate the role of peace in life.

Unit	Content	Hour	Marks
1	Importance of Peace	16	17
(a)	<ul style="list-style-type: none"> • Aims, objectives and importance of Peace Education • Barriers – Psychological, Cultural, Political and Economical 	07	
(b)	Empowerment for Peace <ul style="list-style-type: none"> • Justice – Social Economic, Cultural and Religious. • Equality – Egalitarianism, education for all and equal opportunity • Critical thinking – Reasoning and applying wisdom • Co-operation • Learning to be and learning to live together 	09	
Engagement with Field: <ul style="list-style-type: none"> • Collect views of Gandhiji on peace from his literary works (Library) • Compare the Marxist and Capitalist view on Social Justice (Library) • Seminar on the Economic disparity and Culture lag in India (Seminar) • Write self report on meaning of 'learning to be' (Other) • Observation of activities in schools which promotes 'learning to live together' (Observation) 			
2	Pedagogy and Strategies for Peace	16	18
(a)	<ul style="list-style-type: none"> • Conflict resolution • Brain Storming • Problem Solving Model • Activity Performance 	08	
(b)	Emotional Integration – Rapprochement, Storytelling, Narration of Scenario with test <ul style="list-style-type: none"> • Understanding background, violence in school, home and society, survey and action research • Negotiation Persuasion, rapprochement, coexistence. • Peace Ambassadors and agencies 	08	

Engagement with Field:

- Preparation of a report on school programme for promoting of peace (Case Study)
- Observation of classroom situation / school, situation / home situation and identification of factors promoting peace. (Observation)
- Case study of a Peace Ambassador an institution working for peace. (Social Engagement)
- Seminar about 'Role of School in Peace Development'. (Seminar)
- Find out five types of disturbances and the attempts to bring peace from 1950 to 2000. (Research)

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Course Title : Vocational Guidance

Course Code: 2211.02	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- To develop an understanding of the need and important of career guidance of pupils.
- To develop an understanding of related to record of work.
- To know about the importance of right attitudes at every stage of education.
- To develop skills and competencies in guiding and counseling the students with regard to their personal problems and requirements.

Unit	Content	Hour	Marks
1	Guidance & Counseling	16	18
(a)	Guidance <ul style="list-style-type: none"> • meaning • Types • Role of educational and vocational guidance • objectives and functions of vocational guidance • Principles of Guidance 	06	
(b)	Techniques used in Guidance <ul style="list-style-type: none"> • Questionnaire • Interview Schedule • Case Study • Diary and Auto Biography 	05	
(c)	Counseling and Group Guidance <ul style="list-style-type: none"> • Counseling – concept, objectives • Approaches of counseling – directive, nondirective and Elective • Process of Counseling • Skills required for the Counseling • Group guidance – Meaning, Objectives, Merits 	05	

Engagement with Field:

- Organize workshop on the Group Guidance related to problems of adolescents (Observation)
- Identify two problematic child from school and provide counseling to them (Case Study)
- Organize seminar in school for 10th or 12th standard student on the career guidance (Seminar)
- Administer two psychological text on students of school and guide them accordingly (Laboratory Engagement)
- Visit the psychiatrist and observe how he counsels the patient. (Field Visit)

2	Guidance Services and Contemporary Issues	16	17
(a)	Organization of guidance services <ul style="list-style-type: none"> • Individual inventory service • Occupational service • Counseling service • Placement service • Follow-up service • Role of principal, teachers, career matter & parents. • Qualities and functions of career Master. 	06	
(b)	Contemporary Issues and Guidance <ul style="list-style-type: none"> • Dealing with depression and academic stress • Sex issues in adolescents and need of guidance • Emotional disability and Guidance 	05	
(c)	Opportunities for occupations related the group such as. <ul style="list-style-type: none"> • Science • Computer • Technical • Agriculture 	05	
Engagement with Field: <ul style="list-style-type: none"> • Prepare a report after visiting any one industrial unit. (Field visit) • Prepare a report after visiting a social institution. (Observation) • Visit to an employment office. (Field Visit) • Prepare PowerPoint presentation on various types of occupation.(ICT) • Conduct activities of stress buster (Social Engagement) 			

References:

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Course Title : Yoga for Holistic Health
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Course Code: 2211.03	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study : 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand concept & scope and need of Holistic Health.
- Apply their knowledge in daily life.
- Compare the education of holistic health between Indian and Western context.
- Appreciate the role of yoga in life.

Unit	Content	Hour	Marks
1	HOLISTIC HEALTH AND HEALTH EDUCATION	16	18
(a)	Holistic Health : <ul style="list-style-type: none"> • Concept and function of Holistic Health • Meaning of physical fitness :(Strength, Speed, Endurance , flexibility, Coordinative Abilities) • Importance of Health • Balance Diet, its elements and sources, Malnutrition and adulteration • Health and Human Development Index 	08	
(b)	Health Education : <ul style="list-style-type: none"> • School Health Programme: <ul style="list-style-type: none"> - The Western Context - The Indian Context • Measures to improve health. • Games for holistic health-athletics, games, rhythmic activities, gymnastics and their impact on health 	08	
Engagement with Field: <ul style="list-style-type: none"> • Discussion on Human development index and health (Discussion) • Visit the Hospital and observe the Malnutrition child and record their symptoms (Social Engagement) • Conduct test of food adulteration (Laboratory Engagement) • Make a diary of food consume during a day with calorie and nutrition (Observation) • Debate on view on Health from Indian and Western Context (Debate) 			
2	YOGA EDUCATION	16	17
(a)	Yoga : <ul style="list-style-type: none"> • Concept, objectives and importance of yoga. • Perspectives of Yoga : <ul style="list-style-type: none"> • way of living • way of upliftment • way of Spiritual Enlightenment • Atmanubhuti • Pratykshanubhuti 	06	

(b)	Different yoga systems and characteristics of Yoga Practitioner: <ul style="list-style-type: none"> • Ashtang yoga of Patanjali • Gyan –Bhakti- Karma yoga of Bhagvad Gita • Integral yoga of Aurbindo and modern school of yoga • Characteristic of a yoga practitioner 	05	
(c)	Yoga Education : Instruments of yoga <ul style="list-style-type: none"> • Different Asanas and Pranayam to promote a sound physical and mental health • Selected ways of dhyana • Precautions in teaching yoga • Barriers to Yoga Education 	05	
Engagement with Field: <ul style="list-style-type: none"> • Organize six days shivir on Holistic Health. (Workshop) • Comparative study of the concept of holistic health in Indian context and western context. (Library Engagement) • Attend morning assembly or prayer of a school/college for Integrates Ashtanh Yogasan in it. (Other) • Case study of a child suffering from bad habits. (Case Study) • Practice Dhyana for five minute to school students before class-room teaching. (Workshop) 			

References:

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Course Title : Environmental Education

Course Code: EDCP – 2211.04	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study : 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the concept of environment and ecology.
- Understand the nature and scope of Environmental Education.
- Understand the causes of Environmental Degradation.
- Apply the remedial ways to protect the environment in daily life.
- Understand the need for conservation of natural resources.
- Acquire knowledge of population growth and its impact on environment.
- Acquire knowledge about the technological system.
- Acquire the knowledge of tools and techniques for the evaluation of environmental education.

Unit	Content	Hour	Marks
1		16	17
(a)	<p>Meaning, Concept and Importance of Environment and Environmental Science:</p> <ul style="list-style-type: none"> • History of Ecology • Ecology and Economic Development • Socio-Economic Impacts of Degradation of Environment and Importance of Environmental Education • Nature and Scope of Environmental Education • Guiding Principles of Environmental Education and Major Constraints for its Implementation at School Level <p>Environmental Pollution:</p> <ul style="list-style-type: none"> • Physical and Chemical: Land, Air, Water, Noise, Radiation Extinction of Flora and Fauna, Deforestation, Soil erosion • Need for Management of Environment, Protection of the Environmental Heritage • Ways of Protecting, Preserving and Restoring the Environment 	08	
(b)	<p>Curriculum and Methods in Environmental Education</p> <ul style="list-style-type: none"> • Dimensions of Curriculum in Environmental Education Natural resources (forests -Development, wild-life, fisheries biodiversity) 	08	

	<p>Human Ecology :</p> <ul style="list-style-type: none"> • Human beings as part of environment, • human adaptations to environment • population and its effect on environment • Effect of Electronics and Digital equipments waste on environment • Effect of Mobile Radiation on environment • Effect of Medical waste on environment <p>Science and Technology :</p> <ul style="list-style-type: none"> • Industrial growth and technological inventions and their impact on the environment • Degradation of resources • Methods - discussion, seminar, workshop, dialogues, problem-solving, field surveys, projects, exhibitions, role of media - print, films, T.V 		
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Collect the information of institutions that operates for protection of environment. (Library / Laboratory) • Visit the school and make study of different activities that are conducted to bring awareness regarding environmental protection. (Field Visit) • Make a project on environmental impact on wild life. (Project) • Survey the different pollution around your city or village and make a report. (Survey) 			
2		16	18
(a)	<p>Environmental issues, policies and awareness programmes :</p> <ul style="list-style-type: none"> • Environment Problems of India • Environment Protection and Policies in India • Environment Movements in India : Chipko Movement, Narmadha Valley Movement • The Stockholm Conference 1972, The Nairobi Conference 1982, The RIO Summit1992, The RIO Declaration. 	08	
(b)	<p>Sustainable Development</p> <ul style="list-style-type: none"> • Definition and Dimensions • Depletion of Natural Resources • Symptoms of Non-Sustainability • Conditions for achieving the Goals of Sustainable Development 	08	
<p>Engagement With Field:</p> <ul style="list-style-type: none"> • Visit any one natural place and make project on environment conservation (Social Engagement) • Conduct a seminar on Issues and challenges for Environmental Conservation (Seminar) • Prepare a project on outcomes of different movements for environmental protection (Library) • Arrange a workshop in the school regarding Environmental Laws. (Workshop) 			

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Course Title : Obligations of a Teacher
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Course Code: EDCP – 2211.05	Semester - II
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Recognize broad functions of education and role of teacher as a leader
- Understand the social obligations of education
- Synthesize the role of teachers as a change agent and nation builder
- Synthesize the role of education in promoting national integration and peaceful coexistence
- Develop an understanding of management in education
- Create an awareness of various levels of Educational Management
- Sensitize towards effective management of human and material management
- Appreciate the role of administrative authorities in maintaining the quality of Institutions
- Familiarize with the concept of Total Quality Management in Education
- Create an awareness about educational laws and rights

Unit	Content	Hour	Marks
1		12	15
(a)	Teacher as a Change agent and Nation builder: <ul style="list-style-type: none"> • Education for all and nation building • Role of a teacher to - <ul style="list-style-type: none"> ○ foster cultural change ○ curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug-tobacco abuse, Child Labor and Alcoholism, violation of human rights etc. ○ create awareness against dogma • Impact made by a teacher in women empowerment, adult education, and secularism. 	06	
(b)	Societal Obligations of a Teacher <ul style="list-style-type: none"> • Responsibilities of a teacher as a member of the society: <ul style="list-style-type: none"> ○ Parents and Student Councilor ○ Members of Social Groups and NGOs ○ Member of SMC (School Management Committee) • Agent for implementing Government programmes, policies, and schemes. 	06	
Engagement with Field: <ul style="list-style-type: none"> • Organize a Group Discussion/Seminar/Quiz on any of the topic mentioned in unit 1[Seminar/ Workshop/ Quiz] • Collection of news clippings regarding social evils and impact of education to fight 			

	<p>against them [Library]</p> <ul style="list-style-type: none"> Organize a rally / Street play / Film Show or any social awareness activity on any of the social evils. Invite parents, students, teachers and other stakeholders to take part in it. Submit photographs, materials, video recordings, and news reporting (not compulsory) and opinion book. [Social Engagement / Community Engagement] Organize a women or adult literacy programme [Social Engagement / Community Engagement] Prepare a report on any case study on impact of a teacher or education to curb Social evils [Case Study/ Research / ICT] Conduct an interview with a teacher (member of SMC) and prepare a report mentioning their role, responsibilities, problems and opportunities. (Observation / Case Study) Collect 10 videos regarding women empowerment or any other topic related with the content [Resource Generation] Visit to a NGO and prepare a report about role of a teacher in societal responsibilities. (Field Trip) Conduct a survey about expectation from a teacher by various members of society (Research) 		
2		20	20
(a)	<p>Managerial obligations of a teacher :</p> <ul style="list-style-type: none"> Educational management – meaning and difference with industrial management Different components of management of educational system Time management : effect of local climate, festivals and government programmes on school Time table and Annual Planning Resources in education: <ul style="list-style-type: none"> Material and resource management: School building, Equipment, school records and registers. Human Resource Management : Role of teacher and Principal as a leader and a manager application of Total Quality Management (TQM) and SWOT analysis 	14	
(b)	<p>Legal obligations of a teacher</p> <ul style="list-style-type: none"> Right to Information Code of conduct for teachers (Gujarat State) Rights and duties of student, Teacher, Principal and Other stakeholders 	06	
<p>Engagement With Field:</p> <ul style="list-style-type: none"> Organize a Group Discussion/Seminar/Quiz on any of the topic mentioned in unit 2[Seminar/ Workshop/ Quiz] Organize a series of three lectures on legal obligations of a teacher by inviting lawyer/principal / Education Inspector/DEO [Community Engagement/ Social Engagement] Prepare a critical report on effect of Government programmes on school Time table and 			

Annual Planning (Research)

- Conduct a SWOT analysis of a school or your college. (Research)
- Study any register maintained by the school and prepare a report from your observation and reflection (Research)
- Prepare a model/Drawing of an ideal school building (Resource Generation)

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- Naib, S. (2011). *The Right to Information Act 2005 a handbook*. New Delhi: Oxford University Press.
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Course Title : Critical Understanding of ICT

Course Code: EDEPC 2303	Semester - II
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Credit: Theory Credit (TC): 1

Supervised Study Credit (SSC): 1.5

Total: 2.5

Hours: Classroom Teaching: 16

Supervised Study: 48

Total: 64

Total Marks: 50

[External: 35 Marks: Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Enhance teaching-learning skills through drama and art.
- Understand the relationship between the head, heart and hand through drama and art.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in teaching learning process.
- Use Drama process and art to assess students in holistic way.
- Develop aesthetic sensibilities.
- Be creative and enlightened teacher

Unit	Content	Hour	Marks
1		09	19
(A)	<p>Constructivist Approaches to ICT in education</p> <ul style="list-style-type: none"> • Teacher in a digital era- Changing role and competencies • Meaning, principles and 5 E's of constructivism (Engage, Explore, Explain, Elaborate and Evaluate) • Problem Based Learning (Meaning, Characteristics, Process) • Instructional Design : Meaning and characteristics • ADDIE model of Instructional Design: Steps and application • Preparation of Learning - Instructional Materials : Audio, Video, Images, Presentation, Documents 	04	
(B)	<p>Classroom Communication and Interaction</p> <ul style="list-style-type: none"> • Communication: Concept, Process, Types and Barriers • Role of ICT for effective communication 	02	
(C)	<p>ICT for Anytime, Anywhere, and Anyones' Education</p> <ul style="list-style-type: none"> • Meaning and Characteristics of Online Learning • Modes of Online Learning: Meaning, Characteristics, Applications, Advantages, Disadvantages <ul style="list-style-type: none"> ○ Synchronous ○ Asynchronous ○ Blended learning • Course Management Systems : Meaning, Characteristics and Application • M-Learning (Mobile Learning): Meaning, Characteristics and Application • MOOC (Massive Open Online Course) : Meaning, Characteristics and Application 	03	

Engagement with Field:

- Organize a Group Discussion/Seminar on Advantages and Disadvantages of any of the following: (a) Constructivist approach for ICT in Education (b) Classroom Communication (c) Mobile Learning [Seminar/ Group Discussion]
- Organize an exhibition of “Mobile Learning Tools” or any one topic from your curriculum and invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement]
- Prepare an Educational Video (Maximum 10 minute) related with any one Pedagogy of a School Subjects opted. Submit the video. (Preferably upload it on youtube and share its link) [Resource Generation]
- Record an Educational audio (Maximum 20 minute) related with any one Pedagogy of a School Subjects opted. Submit the audio. [Resource Generation]
- Prepare a report of any two instructional design models other than ADDIE. [Library Engagement]
- Take a short period online course from www.alison.com and submit your completion certificate. [Laboratory Engagement]

2		07	16
(A)	Enriching Learning Situations using ICT <ul style="list-style-type: none"> • Enriching Learning Situations using: <ul style="list-style-type: none"> ○ Flipped Classroom ○ Concept Map ○ Virtual classrooms ○ Teleconferencing ○ Classroom Websites ○ Wiki ○ educational podcasting ○ E- Publications (e-content, e-journals and e-books) ○ Improvised Aids like Interactive boards, Tablets, Personal Digital Assistant, Digital Podium ○ Open Educational Resources (OER) • Role of Mass Media to enhance learning: Television, DTH (BISAG), radio, newspapers and Films • Legal and ethical issues - Copyright, Hacking, Netiquette. 	04	
(B)	Social Media and Cloud Computing <ul style="list-style-type: none"> • Effective and Safe Use of Social Media applications in classrooms <ul style="list-style-type: none"> ○ Social Network Applications (Like Facebook, Google +, Linkdin) ○ Blogs ○ Micro Blogs (Like Twitter, tumblr) ○ Video Sharing Services (Like Youtube, TeacherTube, Vimeo) ○ Instant Messanging Apps (Like WhatsApp, Telegram, Line, Hike, Viber) • Functional Knowledge(Create, Edit and Share) of Cloud Storage, Sharing and Creation tools <ul style="list-style-type: none"> ○ Google Drive ○ One Drive ○ Dropbox • SlideShare 	03	

Engagement with Field:

- Organize a Group Discussion/Seminar on Advantages and Disadvantages of any of the following: (a) Flipped Classroom (b) Role of Mass media in Education (c) Legal and ethical issue: Copyright [Seminar/Group Discussion]
- Organize an exhibition of “Use of Blog, Social Media, Web 2.0 in education” or any one topic from your curriculum and invite parents, stakeholders, and students. Submit the opinion register, soft copy of photographs and video, news clippings (Not compulsory) and materials used during the exhibition. [Social Engagement / Community Engagement]
- Download 20 different Open Educational Resources (i.e. Images, Videos, Audio, learning materials) related with any one Pedagogy of a School Subjects opted using Wikimedia (<https://www.wikimedia.org>), OER Commons(<https://www.oercommons.org>), NROER (<http://nroer.gov.in>), Google OCW/OER search and submit them with their links. [Library Engagement / Laboratory Engagement]
- Download 10 Presentationson any topics from any Pedagogy of a School Subjects opted using Slideshare/ Authorstream or any other site [OER only]. Submit the slides. [Library Engagement / Laboratory Engagement]
- Prepare a Presentation on Google Drive/ One Drive on any topic from any Pedagogy of a School Subjects opted (Minimum 10 Slides, having images, link of video). [Resource Generation]
- Create an educational Website/Blog having at least 10 Pages/Posts. [Resource Generation]
- Evaluate Lessons telecasted through BISAG or any other educational telecast and prepare a report mentioning benefits and limitations of the programme. [Observation / Case Study/ Research]
- Prepare a report on Critical analysis of use of social media in education.[Observation / Case Study/ Research]

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- <https://www.wikimedia.org>
- <https://www.oercommons.org>
- <http://nroer.gov.in>
- <http://www.youtube.com/>

Semester – III

Course Title : Contemporary India and Education – A**Course Code : EDPE - 3102****Semester - III****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Know about Current diversity and characteristics of contemporary Indian society.
- Familiar with current fundamental Rights and educational policy frame work recommended in Indian Constitution.
- Compare current public educational policy of contemporary India With reference to universal level.
- Familiar with current Educational policy framework at various state level.
- Learn about policies and actual shaping of school education in Contemporary India.

Unit	Content	Hour	Marks
1	Diversity in contemporary society & Education	12	18
	<ul style="list-style-type: none"> • Diversity in contemporary Indian Society; Meaning , concept & characteristics • Levels of diversity in Indian Society (Individuals, regional, language, religious, castes, tribes etc.) • The role of Educational institutions for creating respect diversity and establish framework for collective living • Diversity of knowledge and experience according to diverse community and individuals and their different sets demand from education • Role of education to respect diversity, collective living and resolution of tensions. 	12	
Engagement with Field:			
<ul style="list-style-type: none"> • Project on diversity of Indian society (Library Engagement) • Survey on students learning in different type of schools like self finance school, government school etc. (Research) • Celebration of Indian festivals for fraternity. (Social Engagement) • Arrange seminar on diversity of contemporary Indian society. (Seminar) 			
2	Issues of contemporary Indian society	20	17
	<ol style="list-style-type: none"> 1. Indian Constitution <ul style="list-style-type: none"> • Preamble • Fundamental rights and duties of citizens • Directive principles of state policies • Constitutional values (Freedom, justice, equality and fraternity) 2. Constitutional provisions on human & child rights, values & education. 3. Meaning & concept of Pluralistic culture, identity, gender equality, poverty & Diverse communities. 	20	

	4. Meaning & concept of inequality, discrimination, marginalization and their impact on education and society.		
	5. National integration, National security and its educational implication.		
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Prepare a report after studying the major characteristics of India's pluralistic society, which select in or out school. (Library Engagement) • Organize cultural activities like Garba, Rajasthaani Nrutya and regional dance . (Social Engagement) • Teach in the poor areas. (Social Engagement) • Group discussion on Diversity of contemporary Indian society. (Group Discussion) • Case study on a special institute works for tribe or other marginalized peoples. (Case Study) 			

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Course Title : Knowledge and Curriculum - B
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Course Code: EDPE - 3108	Semester - III
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the Epistemological based education.
- Know about modern child-centered education.
- Use Activity, Discovery and Dialogue in education.

Unit	Content	Hour	Marks
1	Dimensions of the Curriculum	16	20
(a)	Curriculum and Syllabus(Meaning and Importance)	01	
(b)	Difference between curriculum and syllabus	01	
(c)	Dimension of curriculum and its relation with aims of education	02	
(d)	Agencies of curriculum development	01	
(e)	Purpose of curriculum development	02	
(f)	Stakeholders in making of curriculum	01	
(g)	Curriculum as enact and curriculum as process and product	03	
(h)	Notion of the curriculum as 'given' vs evolution	02	
(i)	Relationship between curriculum framework and syllabus	01	
(j)	Translation of syllabus into textbooks	02	
Engagement with Field:			
<ul style="list-style-type: none"> • Conduct a workshop on "Curriculum and Its Dimension" and make a report. (Workshop) • Conduct a debate on similarities and differences on curriculum and syllabus. • Make a project on agencies and stakeholder of curriculum development. • Conduct a book review of text book of any one subject and critically analyze the book. • Observe teaching-learning and co-curricular activities of the school and make a report on how syllabus is transacted in everyday practices. 			
2	Curriculum and Society	16	15
(a)	Role of state in the curriculum	02	
(b)	Linkages between the power embedded in various structure of society (Meritocracy) and knowledge.	03	
(c)	Relationship between Power, Ideology and Curriculum	03	

(d)	Commonplace ritual(rules, discipline and time-table) of school and the reproduction of norms in society	03	
(e)	Role of hidden curriculum and children resilience.	02	
(f)	Driving forces of curriculum-Assessment, market interest etc.	03	

Engagement with Field:

- Critically analysis various textbooks, children literature and teachers handbook. (Library Engagement)
- Debate an how curriculum is driven by assessment and market. (Group Discussion)
- Discussion on representation and non – representation of various social groups in curriculum making. (Social Engagement)
- Interview the person involved in curriculum development. (Any other)
- Compare the curriculum of two states in one standard and subject. (Library Engagement)
- Get community view on the new curriculum. (Community Engagement)
- Compare the curriculum of three years of one subject and standard. (Library Engagement)
- Seminar on role of state and ideology in the curriculum. (Seminar)

References:

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- શર્મા રામનાથ અને શર્મા રાજેન્દ્રકુમાર. (૧૯૯૬) શૈક્ષિક સમાજશાસ્ત્ર. એટલાન્ટિકા પબ્લિશર્સ અને ડિસ્ટ્રીબ્યૂટર્સ
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Course Title : Assessment for Learning - B**Course Code: EDCP - 3209****Semester - III****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Develop an understanding of the how and why of assessment from a constructivist point of view.
- Develop an understanding of Assessment modes in line with learning objectives.
- Develop an understanding of the flexibility and dynamicity of assessment for learning.
- Develop an understanding of discussion and usage of assessment results in improving learning.
- Emphasize formative assessment keeping in view the participative experiences as well as field-based activities indicated within the courses.
- Make the student teachers to evolve appropriate criteria and rating suited to the needs and level of students of their class.
- Evaluate assessment needs, present scenario and actual need critically.

Unit	Content	Hour	Marks
1	Procedure of assessment	18	20
	Procedure	02	
	Recording and reporting progress of forum for engagement with community work	02	
	Diversity of assessment in the context of disciplines	02	
	Interpreting student's performance <ul style="list-style-type: none"> • Descriptive statistics : frequency distribution, measures of central tendency & measures of variability, percentages, percentilerank • -Graphical Presentation of Data: 1)Pie Graph 2) Bar Graph 3) Histogram 	10	
	Issues of assessment – Growing commercialization of assessment, High stake testing, competitive ranking of schools	02	
Engagement with Field:			
<ul style="list-style-type: none"> • Plan a procedure of assessing a student based on your pedagogy. (Any other) • Prepare a CRC of a student. (Library Engagement) • Count measurement of central tendency and S.D. of a result of a class by making frequency distribution. (Research) • Make pie graph, Bar graph and Histogram using data. (Research) • Presentation of paper on examination and evaluation policy. (Seminar) 			

2	Trends of Assessment	14	15
	Blending experiences of learners	01	
	Assessment for Equal Opportunities and to cater Diversity (to meet the individual learning needs of the student)	02	
	Assessment practices - Open book exam, Online exam, On demand exam, Mentors' report, Teacher's committee review (collective assessment) and Assessment using mobile	06	
	Assessment practices of external agencies	02	
	No selection through competitive means	01	
	Non-detention policy in RTE act (2009) and its relationship with curriculum, pedagogy and teachers	02	
Engagement with Field:			
<ul style="list-style-type: none"> • Use a software for on-line and off-line assessment. (ICT) • Arrange three assessment activities that help students individually in learning a subject. (for any five students) (Resource Generation) • Debate on merit and demerits of manual and electronic scoring procedure. (Group Discussion) • Conduct a community work with involvement of children, students, teachers and society and evaluate the work. (Social Engagement) • Organize a group discussion to assess thinking skills of students. (Group Discussion) • Organize a seminar on experiences of any two countries which have enhance quality of learning of all children and abolished competitive exam with grade retention. (Seminar) 			

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Course Title : Drama and Art in Education
Course Code: EDEPC - 3302 Semester - III

Credit: Theory Credit (TC): 1	Supervised Study Credit (SSC): 1.5	Total: 2.5
Hours: Classroom Teaching: 16	Supervised Study: 48	Total: 64
Total Marks: 50	[External: 35 Marks: Internal (Engagement with Field): 15]	

Objectives: Student-Teacher will be able to:

- Enhance teaching-learning skills through drama and art.
- Understand the relationship between the head, heart and hand through drama and art.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in teaching learning process.
- Use Drama process and art to assess students in holistic way.
- Develop aesthetic sensibilities.
- Be creative and enlightened teacher

Unit	Content	Hour	Marks
1		08	20
(A)	Art in Education <ul style="list-style-type: none"> • Concept, Meaning and significance of arts in school education • Relation between art and education. • Art as an activating agent of head, heart and hand. • Significance of different Art forms 	02	
(B)	Performing art and education <ul style="list-style-type: none"> • Concept, Meaning and Types of performing arts. • Drama: Types of drama (Only Introduction) One act play, Musical drama, Mime, Role • Drama as a mode of teaching and learning • Dramatic pressure as a problem solving process. • Drama as a social activity • Drama as 'critical pedagogy' 	06	

Engagement with Field:

- Study dramas available in the library and perform them. (Library / Laboratory)
- Give the students to prepare script of their learning material and perform it (Library / Laboratory)
- Visit educational institutions teaching drama, music and dance. (Field Visit)
- Observe drama, music and dance performance of peer team and prepare a report. (Observation)
- Participate in the workshops of dance and drama and prepare a report (Community)
- Participate in the cultural programmes and prepare a report (Field Visit)

2		08	15
(A)	<p>Visual Art and Education</p> <ul style="list-style-type: none"> • Concept, meaning types and significance of visual art in school Education • Drawing and Paintings <ul style="list-style-type: none"> ○ Concept and types of drawing and painting ○ Drawing for enhancing children’s ability of perception, reflection and expression ○ Calligraphy: Introduction • Photography, Rangoli and handicrafts <ul style="list-style-type: none"> ○ Concept ,forms and importance 	06	
(B)	<p>Indian customs and their artistic significance</p> <ul style="list-style-type: none"> • Art as a tool of assessment. • Indian customs and its artistic significance 	02	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Draw some pictures related to syllabus (Library / Laboratory) • Prepare calligraphy writing. (Library / Laboratory) • Visit Institutions of fine art and art gallery draft your observation. (Field Visit) • Observe paintings, collages and prepare report. (Observation) • Prepare an album of pictures related to a chapter (Resource Generation) • Discuss the uses of visual arts (Seminar) • Draw rangoli on special occasions like Holi, Diwali and others. (Community) • Observe and critically analyze peer team performance (Observation). 			

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Semester - IV

Course Title : Contemporary India and Education – B
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Course Code: EDPE - 4102	Semester - IV
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Know about Current diversity and characteristics of contemporary Indian society.
- Familiar with current fundamental Rights and educational policy frame work recommended in Indian Constitution.
- Compare current public educational policy of contemporary India With reference to universal level.
- Familiar with current Educational policy framework at various state level.
- Learn about policies and actual shaping of school education in Contemporary India.

Unit	Content	Hour	Marks
1	Policy Frameworks for Public Education in India	16	18
(a)	Contemporary issues and policies <ul style="list-style-type: none"> a. Right to Education (Policy Imperatives) b. Sarva Shiksha Abhiyan (Objectives and financial allocations) c. SSA and the thrust towards enrolling and retaining hitherto marginalized children d. The role and agency of teachers in the context of universal and inclusive education 	03	
(b)	Past Policies and their issues <ul style="list-style-type: none"> a. Universal Elementary Education (Objectives) b. Naye Taleem to integrate life, work and education in the context of community participation and development c. The response of diverse social groups of India to the spread of modern education in the colonial and post-independence periods 	04	
(c)	Education of marginalized groups like women, dalits and tribal people	03	
(d)	National critique of colonial education and experiments with alternatives like, Gandhiji, Dayanand Saraswati	03	
(e)	Language Policies <ul style="list-style-type: none"> a. Medium of schooling b. Present and preceding developments of the Three Language Formula c. Constitutional Provisions on school language policies d. Colonial views on school language policies e. Current research on multilingual education 	03	

Engagement with Field:			
<ul style="list-style-type: none"> • Debate on the language policies (Debate) • Review of researches on multilingual education (Research) • Seminar on contemporary policies and their issues (Seminar) • Group assignment on the past policies(Library Engagement) • Comparative views of Gandhiji and Dayanand Saraswati on colonial education and their alternatives(Library Engagement) 			
2	Educational Policies and their educational implications :	16	17
	<ol style="list-style-type: none"> 1. Kothari Commission recommendations and their implementation in the context of planned industrialization. 2. National Policy on Education-1986 (Objectives and Major recommendations) 3. POA-1992 (Objectives and Major recommendations) 4. The subsequent context of liberalization and globalization of the Indian economy. 5. Pedagogic and curricular shifts of 1990s and 2000s. 6. Review of Mid Day Meal programme 7. The role of legislative action to ensure nutrition 8. Order of the Supreme Court regarding right to food 9. Meaning, Concept and impact of liberalization, globalization, Plebianisation, Privatization and stratification on education. 	16	
Engagement with Field:			
<ul style="list-style-type: none"> • Visit to the Global Institutions and prepare a report. (Case Study and Observation) • Group discussion on Plebianisation. (Discussion) • Debate on Impact of Privatization. (Discussion) • Seminar on national policy of education and subsequent policies. (Discussion) • Group assignment on the Pedagogic and curricular shifts of 1990s and 2000s. (Library Engagement) 			

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Course Title : Gender, School and Society
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Course Code: EDPE - 4106	Semester - IV
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Develop the understanding of equity and equality of gender with reference to social and cultural perspectives.
- Become familiar with the status of gender during the ancient period, medieval period and modern period.
- Become familiar with the role of government, law and non-government agencies with reference to gender.
- Obtain the information regarding different kinds of gender exploitation and become aware of gender exploitations.
- Cultivate the understanding of role of education in eradicating the gender differences.

Unit	Content	Hour	Marks
1		22	24
(a)	<p>Gender: Identity, Equity and Equality</p> <p>Gender: Meaning, Concept and Nature (With Reference to Social and Cultural Perspectives)</p> <p>Gender Identity with Reference to Socialization Process:</p> <ul style="list-style-type: none"> • Emergence of gender specific roles in cross cultural perspectives (Family; Caste; Religion; Culture; School & Different Media) <p>Gender - Equity and Equality: (Caste; Class; Religion and Ethnicity; Disability; Region)</p>	10	
(b)	<p>Gender Related Status (Economic, Social, Familial, Religious, Professional and Educational) in Ancient Period, Medieval Period and Modern Period i.e. (Independence Period (1855 to 1947) and Post Independence Period (1948 to Continue).</p>	06	
(c)	<p>Gender: Role of State and Law (21st Century)</p> <ul style="list-style-type: none"> • Gender Related Government Policy Provision, Implementation and Effectiveness • Legislative Provisions to Eradicate Gender Differences. • Role of Non-government Agencies and Media to Eradicate Gender Differences. 	06	

Engagement with Field:			
<ul style="list-style-type: none"> • Visit Co-education Institutions/ Children Remand Home/ Hostels / Old Age Home / Orphanages etc. and make a report regarding gender equality practices. (Field Visit) • Conduct a case study on one social reformer with reference to gender (Case Study) • Visit the library; collect the cuttings from news papers addressing gender issue and critically review your observations. (Library) • Make a project collecting data by interviewing peers regarding their observations of gender differences. (Laboratory) • Review any five government policies on gender equity and equality. (Library or Laboratory). • Conduct an awareness programme in college or in practicing school with reference to laws and government policies (State and Central Government) (Social Engagement) 			
2		10	11
(a)	Gender Related Exploitation, Education and Security at Different Areas: (Social, Cultural, Economic, Professional , Educational, Political and Sexual)	06	
(b)	Role of Education in Eradicating Gender Differences: <ul style="list-style-type: none"> • Curriculum and Gender Related Equity and Equality • Institutional Role and Processes • Role of Teacher • Mass Media Literacy 	04	
Engagement with Field:			
<ul style="list-style-type: none"> • Conduct a case study of institutions or NGOs operating for gender welfare. (Case Study) • Visit a school and critically review the activities conducted by the schools for the development of life skill among students. (Field Visit) • Make a project on gender inequality in schools with reference to structure of knowledge. (Field Visit and Laboratory) • Select any one Text Book from Standard VIII; IX or X and critically review it with reference to gender equity and equality. (Library) • Conduct an awareness programme in the practicing school related to social / cultural / educational / sexual exploitations. (Social Engagement) 			

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Course Title : Creating an Inclusive School

Course Code: EDPE - 4110

Semester - IV

Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the inclusion and disability in socio-cultural perspectives.
- Understand contemporary framework for promoting social inclusion.
- Understand inclusive educational policy framework and policy reforms.
- Understand the nature of inclusive society and role of education to create inclusive society.

Unit	Content	Hour	Marks
1		18	18
(a)	Mapping the Groundwork for Inclusion <ul style="list-style-type: none"> • Inclusion and Disability: Definition and Concept. • Key areas for social inclusion and exclusion • Key Groups to be included: Who is marginalized 	02	
(b)	Framework for Promoting Social Inclusion <ul style="list-style-type: none"> • Difference between Normal Education and Inclusive Education. • Removing the obstacles to social inclusion 	02	
(c)	Inclusive educational policy framework: <ul style="list-style-type: none"> • RTE – 2009, RMSA, Education of disadvantaged groups (Girls, SC, ST, Physically disabled, minority groups) • Skills and competences of teachers for education in inclusive school. • Inclusive education strategies such as mixed ability grouping, multilevel teaching, co-operative learning and peer tutoring. • Challenges in Inclusive Education from the school and teacher point of view. 	08	
(d)	Policy Guidelines on Inclusion in Education, UNESCO, 2009 <ol style="list-style-type: none"> a) The conviction that all children can learn and grow. b) A firm belief in positive and varied outcomes. c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners. d) An assessment policy that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames. e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers. 	06	

Engagement with Field:			
<ul style="list-style-type: none"> • Study the popular narratives of ‘disability’ and ‘ability’ so as to track the changing definitions. (Library / Laboratory) • Track how learning/achievement is perceived and understood in policy/state documents. What power equations exist between the different notions? and submit your observations. (Library / Laboratory) • Visit educational institutions to attempt an identification of the ‘barriers to learning and participation’ and to help schools move towards positive practices, cultures and policies. (Field Visit) • Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning and reflect over your experience. (Observation) • Identify the disabled children and display their achievement. (Community) • Make unified sports arrangement in school and make a report.(Field Visit) 			
2		14	17
(a)	Inclusive Society: Overview <ul style="list-style-type: none"> • Meaning and Concept of inclusive society • Elements necessary for creating an inclusive society • Exclusion and Inclusion in Education: Conceptual overview • Understanding social inclusion: role of education 	04	
(b)	Inclusive Education for Inclusive Society <ul style="list-style-type: none"> • • Meaning and Concept of inclusive education • Challenges in implementing inclusive education • Achieving inclusive education: community involvement, structural reform, professional development, interactive strategy and system wide learning 	05	
(c)	Educational Reforms for Inclusive Society <ul style="list-style-type: none"> • Building an Inclusive school: desired changes in System, Structure, Practice and Culture • Education for a multicultural society • Principles of teaching and learning in a multicultural society • Education for peaceful co-existence 	05	
Engagement with Field:			
<ul style="list-style-type: none"> • Conduct a Case Study of Disabled Children. (Case Study) • Visit the Special Education School and prepare a report on it. (Field Visit) • Conduct a workshop on peace education in school or college and make a report. (Workshop) • Make a project on educational reforms for inclusive society. (Project) • Arrange an awareness programme regarding gender biases in the school with help of students and their guardians. (Community Engagement) • Arrange a mock court in school addressing the issue of inclusion in society. (Community Engagement) 			

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Course Title : Understanding the Self

Course Code: EDEPC - 4304

Semester - IV

Credit: Theory Credit (TC): 1

Supervised Study Credit (SSC): 1.5

Total: 2.5

Hours: Classroom Teaching: 16

Supervised Study: 48

Total: 64

Total Marks: 50

[External: 35 Marks: Internal (Engagement with Field): 15]

Objectives: Student-Teacher will be able to:

- Understand the development of self.
- Critically analyze the professional identity of teacher.
- Understand the social identity of the self.
- Use varied form of self expressions.
- Appreciate the relation between self and yoga.
- Revisit the childhood experiences and understand the influences on the self.
- Interact with the self through different media

Unit	Content	Hour	Marks
1		08	18
(a)	<p>Development of the Self</p> <ul style="list-style-type: none"> • Nature of Self (Who am I?) • Development of the inner self • Professional identity of a teacher. • Development of sensibilities, dispositions and skills in facilitating the personal growth • Development of socio-relational sensitivity • Effective communication skills including the ability to listen and observe • Holistic and Integrated understanding of the human self and personality • Resilience within to deal with conflicts at different level • Creating teams to draw upon collective strengths 	03	
(b)	<p>Social self</p> <ul style="list-style-type: none"> • Social Identities- Gender, Relational, Cultural • One's implicit beliefs, stereotypes and prejudices resulting from these identities • Political, Historical and Social forces that shape identities 	03	
(c)	<p>Self Expression</p> <p>1. Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns Varied forms of self expression including poetry & humor, creative movement, aesthetic representations</p>	02	
<p>Engagement with Field:</p> <ul style="list-style-type: none"> • Conduct two days' workshop on who am I? (Workshop) • Workshop on stress management(Workshop) • Workshop on soft skills development(Workshop) 			

<ul style="list-style-type: none"> • Self report writing on strength and weaknesses of the self (Library Engagement) • Organize an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. (Workshop) • Reflection on how political, historical and social forces shape one's identities. (Social Engagement) • Self reflections on one's implicit beliefs, stereotypes and prejudices(Social Engagement) • Write personal narratives in the form of auto biography exploring one's dreams, aspirations and concerns (Other) • Write one life stories which has influence the life most. (Other) • Make a record of students through the narration of their life stories and group interactions. (Other) • Conduct one film reviews. (Other) 			
2		08	17
(a)	Self and Yoga <ul style="list-style-type: none"> • Yoga and meditation to enhance abilities of body and mind • Yoga to live in peace and harmony with one's surroundings • Philosophy of Yoga and its role in well being • Use of Yoga in different contexts 	02	
(b)	Revisiting the self <ul style="list-style-type: none"> • Revisiting one's childhood experiences- influences, limitations and potentials • Empathizing with other childhoods • Childhood experiences of one's peers 	02	
(c)	Interactions with the self <ul style="list-style-type: none"> • Case studies/Biographies/Stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation. (Mahatma Gandhi, Abraham lincon, Totto Chan-Book, A P J Abdul Kalam) • Watching movies/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds. (Tare Zamin Par, Iqbal, Queen etc.) • Issues of contemporary adolescence/youth student-teachers to understand themselves and themselves in relations to their students and classroom situations 	04	
Engagement With Field: <ul style="list-style-type: none"> • Organise yoga and meditation classes at least for two weeks in college. [Other] • Prepare a report after analyzing the effect of the program on body, mind and concentration. [Other] • Writing the life history of the self [Other] • Record other childhood experiences. [Observation] • Case study the one childhood. [Case Study] • The exercise of developing reflective journals and providing regular feedback on those journals. [Other] 			

- Review the film after watching the movie. [Social Engagement]
- Discussion on the text of childhood experiences of the Gandhi, Lincon etc. [Discussion]
- Seminar on issues of contemporary adolescence/youth [Seminar]

References:

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Structure of Question Papers (External)

Perspectives in Education [All Courses] Enhancing Professional Capacities (EPC)[All Courses] Curriculum and Pedagogic Studies (Except Pedagogy of a School Subject)

[Time: 90 Min.]

[Marks 35]

Instructions:

1. All questions are compulsory. Options are internal.
2. Marks will be deducted for irrelevant matter.

- Q -1[A]** Answer any **One** of the following Questions (Out of **Two**) (in 400 Words) **[08]**
- [B]** Answer any One of the following Questions (Out of **Two**) (in 400 Words) **[08]**
- Q-2** Answer any **Two** of the following Questions (Out of **Three**) (in 250 Words) **[10]**
- Q-3** Answer any **Three** of the following Questions (Out of **Five**) (in 150 Words) **[09]**

Pedagogy of a School Subject

[Time: 90 Min.]

[Marks 35]

Instructions:

1. All questions are compulsory. Options are internal.
2. Marks will be deducted for irrelevant matter.

- Q -1[A]** Answer any **One** of the following Questions (Out of **Two**) (in 200 Words) **[05]**
- [B]** Answer any **One** of the following Questions (Out of **Two**) (in 200 Words) **[05]**
- [C]** Answer any **One** of the following Questions (Out of **Two**) (in 200 Words) **[05]**
- Q-2[A]** Answer any **One** of the following Questions (Out of **Two**) (in 250 Words) **[06]**
- [B]** Answer any **One** of the following Questions (Out of **Two**) (in 250 Words) **[06]**
- Q-3** Answer any **Two** of the following Questions (Out of **Three**) (in 150 Words) **[08]**

Note: Q-1 will be from Unit:1 (Content)
Q-2 , Q-3 will be from Unit:2

OMR Based Examination (For All Courses)**[Time: 60 Min.]****[Marks 35]****Instructions:**

1. Total Number of Questions will be 35.
2. All questions will be in the form of Multiple Choice with four options.
3. All the questions will be compulsory.
4. Each question will be of one mark.
5. Correct option will be marked in the OMR sheet with Black Ball Point pen only.

Question 1:**Options :** (A) (B) (C) (D)**Question 2:****Options :** (A) (B) (C) (D)