

Curriculum Framework **B.A.-B.Ed. (4 Year)** **Academic Year 2023-24**

Based on NEP 2020



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर
Indian Institute of Teacher Education, Gandhinagar
(A State Public University Established by Government of Gujarat)

Curriculum Framework B.A.-B.Ed. 2023

Published by

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Indian Institute of Teacher Education

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From the Desk of Vice-Chancellor....

Dear All,

National Education Policy-2020 (NEP-2020) has been a policy to place Indian Education System on the global platform. It has been guiding us to reframe educational ethos in global context intervening Indian Knowledge System. India has been regarded as one of the ancient educational system and world was attracted towards the system our forefathers invaded for centuries. It has been our hard luck that the Centres of Knowledge, and Teaching and Learning like; Takshshila, Nalanda, Vallabhi, etc. were attacked and vanished the places where the Knowledge was practiced. But the spirit and zeal, which we have inherited still exists in hearts of Indians from ages. It is the right time to explore our culture, traditions, ethos, values, rituals to the world and it will bring solace to millions and millions of individuals all over the Globe; because we believe in “वसुधैव कुटुम्बकम्” and it can be proved with how Indus Valley Culture has possessed the real essence of these words. Indian Subcontinent has been found under tremendous disturbance and so is the world. If we wish, as Global Citizen, peace and harmony among all, we need to have paradigm shift in Educational System. This shift will place India as “विश्वगुरु” and that is the mission envisaged in NEP-2020.

Indian Institute of Teacher Education, Gandhinagar is an institute with difference because it has been instituted for the noble cause of uplifting the standards of School Education through Teacher Education, because the Teacher can reestablish the Indian Ethos in global context. The teacher is pivot in bringing out dynamism into young learners and there may be different society in future. This global community has power to establish peace and harmony into the world.

So, looking at need of futuristic societies and recommendations of NEP-2020, IITE has revised its curriculum on guiding principles of NCFTE-2009 and NEP-2020. The revised curricula is within recommendation of NEP-2020 of Integrated Teacher Education Programme (ITEP) and all guiding principles and recommendations of NCTE's Curriculum Committee have been incorporated. It is certain that these curricula will help prospective teachers and prospective teacher educators to develop holistically.

On publishing the curriculum framework for all courses offered by IITE, I thank faculties and Members of BoS and Academic Council for wholehearted efforts in bringing out these curricula in very short notice. It is also a request to all stakeholders to review and let us know what the best can be added to these curricula for making it more comprehensive and updated.

Wishing all of you all the best.

5th September, 2023

Gandhinagar

Dr. Harshad A. Patel

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**Curriculum Framework
B.A.-B.Ed. (4-Year)
in force from
Academic Year 2023-24**

Curriculum Framework B.A.-B.Ed. 2023

| Four Year Integrated Teacher Education Programme Curriculum Framework | | | | | | | | | | | | | | | |
|---|---|--------------------|---|----------------|-----|-----|-----|-----|-----|-----|-----|----------|----------------|----|-----|
| Sr | Area | No. | Courses | Credit Per Sem | | | | | | | | Total Cr | Total per Area | | |
| | | | | S-1 | S-2 | S-3 | S-4 | S-5 | S-6 | S-7 | S-8 | | | | |
| 1 | Ability Enhancement and Value added Courses | | 2 - Week Induction Programme | | | | | | | | | | 0 | 30 | |
| | | 1 | Language I: Gujarati Language | 2 | | | | | | | | | 2 | | |
| | | 2 | Language I :Hindi Language | 2 | | | | | | | | | 2 | | |
| | | 3 | Language II :Sanskrit Language | | 2 | | | | | | | | 2 | | |
| | | 4 | Language II:English Language | | 2 | | | | | | | | 2 | | |
| | | 5 | Performing Art & Creative Expressions | 2 | | | | | | | | | 2 | | |
| | | 6 | Visual Art & Creative Expressions | | 2 | | | | | | | | 2 | | |
| | | 7 | ICT in Education | | | | | | | 2 | | | 2 | | |
| | | 8 | Perspectives on School Leadership and Management | | | | | | | 2 | | | 2 | | |
| | | 9 | Mathematics and Quantitative Reasoning | | | | | 2 | | | | | 2 | | |
| | | 10 | Sports, Nutritions and Fitness | | | | | | | 2 | | | 2 | | |
| | | 11 | Understanding Self | | | | | | | | 2 | | 2 | | |
| | | 12 | Understanding Indian Ethos | 2 | | | | | | | | | 2 | | |
| | | 13 | Understanding Indian Knowledge System | | 2 | | | | | | | | 2 | | |
| | | 14 | Citizenship Education, Sustainability and Environment Education | | | | | | | | 2 | | 2 | | |
| 15 | Teacher and Society | | | | | | | 2 | | | 2 | | | | |
| Total | | | | 8 | 8 | 0 | 0 | 0 | 2 | 8 | 4 | 30 | | | |
| 2 | Foundations of Education | 1 | Evolution of Indian Education | 4 | | | | | | | | | 4 | 28 | |
| | | 2 | Philosophical Perspectives of Education (Indian and Global) | | | 4 | | | | | | | 4 | | |
| | | 3 | Child Development and Educational Psychology | | | 4 | | | | | | | 4 | | |
| | | 4 | Sociological Perspectives of Education | | | | | | | | 4 | | 4 | | |
| | | 5 | Curriculum Development Principles | | | | | | | 2 | | | 2 | | |
| | | 6 | Assessment and Evaluation | | | | | | 2 | | | | 2 | | |
| | | 7 | Inclusive Education | | | | | | 2 | | | | 2 | | |
| | | 8 | Education Policy Analysis | | | | | | | | 2 | | 2 | | |
| | | 9 | One Optional from the offered courses (Adolescence Education/ Language Across Curriculum/ Education for Mental Health/ Emerging Technologies in Education/ Gender Education/ Guidance and Counselling/ Human Rights Education/ Peace Education/ Health and Yoga Education/ Tribal Education/ Economics of Education/ School Leadership and Management) | | | | | | | | | 4 | 4 | | |
| Total | | | | 4 | 0 | 8 | 0 | 0 | 4 | 2 | 10 | 28 | | | |
| 3 | Pedagogy Courses | 1 | Stage specific Content cum Pedagogy Courses | | | | 4 | 8 | 4 | | | | 16 | 16 | |
| Total | | | | 0 | 0 | 0 | 4 | 8 | 4 | 0 | 0 | 16 | | | |
| 4 | School Internship | 1 | Pre-internship Practice | | | | 2 | | | | | | 2 | 22 | |
| | | 2 | School Observations (Field Practice) | | | | 2 | | | | | | 2 | | |
| | | 3 | School based Research Project | | | | | | | 2 | | | 2 | | |
| | | 4 | Internship in Teaching I | | | | | | 2 | | | | 2 | | |
| | | 5 | Internship in Teaching II | | | | | | | 8 | | | 8 | | |
| | | 6 | Internship in Teaching III | | | | | | | | 2 | | 2 | | |
| | | 7 | Community Engagement and Service | | | | | | | | 2 | | 2 | | |
| | | 8 | Creating Teaching Learning Material | | | | | | | | 2 | | 2 | | |
| Total | | | | 0 | 0 | 0 | 4 | 0 | 2 | 10 | 6 | 22 | | | |
| 5 | Disciplinary Courses | 1 | Any one of the disciplines from one of the curricular Area (Reference: Draft NCF-SE) 1. Language & Literature 2. Natural Sciences 3. Mathematics 4. Biological Sciences 5. Chemical Sciences 6. Physical Sciences 7. Social Sciences 8. Business Studies & Accountancy 9. Arts 10. Physical Education 11. Vocational Education | 8 | 12 | 12 | 12 | 12 | 8 | | | | 64 | 64 | |
| | | Total | | | | 8 | 12 | 12 | 12 | 12 | 8 | 0 | 0 | | 64 |
| | | Grand Total | | | | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | | 160 |

Curriculum Framework B.A.-B.Ed. 2023

| CURRICULUM FRAMEWORK: ABILITY ENHANCEMENT AND VALUE ADDED COURSES | | | | | | |
|--|-----|---|-----------------|-----------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Language I Gujarati Language | Compulsory | Practical | 2 | 60 |
| 2 | 1 | Language I Hindi Language | Compulsory | Practical | 2 | 60 |
| 3 | 1 | Performing Art & Creative Expressions | Compulsory | Practical | 2 | 60 |
| 4 | 1 | Understanding Indian Ethos | Compulsory | Theory | 2 | 30 |
| 5 | 2 | Language II Sanskrit Language | Compulsory | Practical | 2 | 60 |
| 6 | 2 | Language II English Language | Compulsory | Practical | 2 | 60 |
| 7 | 2 | Visual Art & Creative Expressions | Compulsory | Practical | 2 | 60 |
| 8 | 2 | Understanding Indian Knowledge System | Compulsory | Theory | 2 | 30 |
| 9 | 6 | Mathematics and Quantitative Reasoning | Compulsory | Theory | 2 | 30 |
| 10 | 7 | ICT in Education | Compulsory | Theory | 2 | 30 |
| 11 | 7 | Perspectives on School Leadership and Management | Compulsory | Theory | 2 | 30 |
| 12 | 7 | Sports, Nutritions and Fitness | Compulsory | Practical | 2 | 60 |
| 13 | 7 | Teacher and Society | Compulsory | Theory | 2 | 30 |
| 14 | 8 | Understanding Self | Compulsory | Theory | 2 | 30 |
| 15 | 8 | Citizenship Education, Sustainability and Environment Education | Compulsory | Theory | 2 | 30 |

Curriculum Framework B.A.-B.Ed. 2023

| CURRICULUM FRAMEWORK: EDUCATION | | | | | | |
|---------------------------------|-----|--|-----------------|--------------------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Evolution of Indian Education | Compulsory | Theory | 4 | 60 |
| 2 | 3 | Philosophical Perspectives of Education | Compulsory | Theory | 4 | 60 |
| 3 | 3 | Child Development and Educational Psychology | Compulsory | Theory | 4 | 60 |
| 4 | 4 | General Pedagogy of Languages, Social Sciences and Commerce | Compulsory | Theory | 4 | 60 |
| 5 | 4 | Pre-Internship Practice | Compulsory | Practical | 2 | 60 |
| 6 | 4 | School Observations (Field Practice) | Compulsory | Practical | 2 | 60 |
| 7 | 5 | Pedagogy of Social Science | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Pedagogy of Gujarati | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Pedagogy of Hindi | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Pedagogy of Sanskrit | Compulsory | Theory | 4 | 60 |
| 11 | 5 | Pedagogy of English | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Assessment and Evaluation | Compulsory | Theory | 2 | 30 |
| 13 | 6 | Inclusive Education | Compulsory | Theory | 2 | 30 |
| 14 | 6 | Advance Pedagogy | Compulsory | Theory | 4 | 60 |
| 15 | 6 | Internship in Teaching I | Compulsory | Practical | 2 | 60 |
| 16 | 7 | Curriculum Development Principles | Compulsory | Theory | 2 | 30 |
| 17 | 7 | School Based Research Project | Compulsory | Practical | 2 | 60 |
| 18 | 7 | Internship in Teaching II | Compulsory | Practical | 8 | 240 |
| 19 | 8 | Sociological Perspectives of Education | Compulsory | Theory | 4 | 60 |
| 20 | 8 | Education Policy Analysis | Compulsory | Theory | 2 | 30 |
| 21 | 8 | One Optional from the offered courses (Adolescence Education/Language Across Curriculum/ Education for Mental Health/ Emerging Technologies in Education/ Gender Education/ Guidance and Counselling/ Human Rights Education/ Peace Education/ Health and Yoga Education/ Tribal Education/ Economics of Education/School Leadership and Management) | Optional | Theory + Practical | 4 | 90 |
| 22 | 8 | Internship in Teaching III | Compulsory | Practical | 2 | 60 |
| 23 | 8 | Community Engagement and Services | Compulsory | Practical | 2 | 60 |
| 24 | 8 | Creating Teaching Learning Material | Compulsory | Practical | 2 | 60 |

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| CURRICULUM FRAMEWORK: GEOGRAPHY | | | | | | |
|--|-----|---|-----------------|-----------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Introduction to Geography | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Physical Geography | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Cartographic Method-I | Compulsory | Practical | 4 | 120 |
| 4 | 3 | Geography of India | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Cartographic Method-II | Compulsory | Practical | 4 | 120 |
| 6 | 4 | Geography of Gujarat | Compulsory | Theory | 4 | 60 |
| 7 | 4 | Human Geography | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Resource Geography | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Cartographic Method-III | Compulsory | Practical | 4 | 120 |
| 10 | 5 | Geography of Population | Optional | Theory | 4 | 60 |
| 11 | 6 | Geography of Tourism | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Natural Hazards and Disaster Management | Optional | Theory | 4 | 60 |

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| CURRICULUM FRAMEWORK: GUJARATI | | | | | | |
|---------------------------------------|-----|--|-----------------|--------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Swaroop: Toonki varta: Pasandagi Pameli Shrestha Vartao | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Swaroop: Khandakavya: Shresth Gujarati Khandakavya Sampadak Chinu Modi ane Satisha Vyas | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Gadya: Laghunaval: Rudramala - Anantaray Raval | Compulsory | Theory | 4 | 60 |
| 4 | 3 | Bhasha Sajjata ane Lekhanakausal | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Granthkaar: Akha Bhagat - Pasandagi Pamela Chhappa - Swaroop Parichay | Compulsory | Theory | 4 | 60 |
| 6 | 4 | Swaroop: Ekanki: Haveli Ekanki Sangrahmathi Pasand Karela Ekanki | Compulsory | Theory | 4 | 60 |
| 7 | 4 | Madhyakalin Gujarati Sahityano Itihas - Pramukh Sarjako ane Swaroop | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Swaroop: Gazal: Rajendra Shuklani Gazalomathi Pasand Kareli Gazalo | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Arvachin Gujarati Sahityano Itihas : Sudharakayuga ane Panditayuga: Pramukh Sarjako ane Swaroop | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Gujarati Vyakarana/Swaroop: Prashista Krutio: Nandabatrisi ane Sarasvatichandra Bhag-1 | Optional | Theory | 4 | 60 |
| 11 | 6 | Arvachin Gujarati Sahityano Itihas: Gandhiyuga ane Swatantrottaryuga | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Swaroop: Nibandh: Janantike: Pasand Karela Nibandho/Swaroop: Akhyan : Sudamacharita - Sampadak Anantaray Raval | Optional | Theory | 4 | 60 |

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| CURRICULUM FRAMEWORK: HINDI | | | | | | |
|------------------------------------|-----|---|-----------------|--------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Kahani Swaroop aur Vikas | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Upanyas: Sahityik Vidha Ka Swarupgat Adhyayan: Gaban | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Chayavadottar Hindi Kavita | Compulsory | Theory | 4 | 60 |
| 4 | 3 | Hindi Bhasha Aur Vyakaran | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Aadhunik Hindi Kavita | Compulsory | Theory | 4 | 60 |
| 6 | 4 | Aadikalin Evam Nirgun Bhakti Kavy Ka Itihas | Compulsory | Theory | 4 | 60 |
| 7 | 4 | Hindi Natak : Dhruvswamini | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Nibandhettar Gadhy Vidhaye | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Computer Aur Hindi Bhasha | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Bhartiy Kavya Shashtra/Rachnatmak Lekhan aur Anuvad | Optional | Theory | 4 | 60 |
| 11 | 6 | Saidhantik Bhasha Vigyan | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Aadhunik Hindi Sahity ka Itihas/Hindi Rangmanch | Optional | Theory | 4 | 60 |

| CURRICULUM FRAMEWORK: HISTORY | | | | | | |
|--------------------------------------|-----|--|-----------------|--------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | History and Allied Disciplines | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Ancient History of Bharat: From Earliest Times to Indus Valley Civilization | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Ancient History of Bharat: Vedic Age to Mahajanpadas Era | Compulsory | Theory | 4 | 60 |
| 4 | 3 | Ancient History of Bharat: Mauryan Empire to Vardhan Empire | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Ancient History of Gujarat | Compulsory | Theory | 4 | 60 |
| 6 | 4 | Constitution of Bharat | Compulsory | Theory | 4 | 60 |
| 7 | 4 | History of Europe: 1914 C.E. to 1962 C.E. | Compulsory | Theory | 4 | 60 |
| 8 | 5 | History of Bharat: 1915 C.E. to 1947 C.E. | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Study of Tourism | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Understanding of Bharatiy Culture | Optional | Theory | 4 | 60 |
| 11 | 6 | Teaching of History | Compulsory | Theory | 4 | 60 |
| 12 | 6 | History of Contemporary Bharat | Optional | Theory | 4 | 60 |

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| CURRICULUM FRAMEWORK: SANSKRIT | | | | | | |
|---------------------------------------|-----|--|-----------------|--------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Sanskrit Bhashashikshanam-I | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Sanskritkaviparichayah | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Hitopadeshah (Niyatanshah) Sankshepa-raamaayanam cha | Compulsory | Theory | 4 | 60 |
| 4 | 3 | Sanskritbhashashikshanam-II | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Sanskritbhashashikshanam-III | Compulsory | Theory | 4 | 60 |
| 6 | 4 | Shreemadbhagawadgeeta Jeevanavyavasthapanam cha | Compulsory | Theory | 4 | 60 |
| 7 | 4 | Chhandshastram Neetishatakam cha (Niyatanshah) | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Laghusiddhantakaumudee (Niyatanshah) | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Swapnavaasavadattam | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Stotrasahityam/Mahabharatam- Niyatanshah | Optional | Theory | 4 | 60 |
| 11 | 6 | Abhignanashakuntalam | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Kaarakasamasayoho Niyatanshah/Vidurneetihi- Prathamodhyaayah | Optional | Theory | 4 | 60 |

| CURRICULUM FRAMEWORK: ENGLISH | | | | | | |
|--------------------------------------|-----|---|-----------------|--------|--------|-------|
| Sr. No. | Sem | Title | Nature of Paper | Type | Credit | Hours |
| 1 | 1 | Introduction to Literature | Compulsory | Theory | 4 | 60 |
| 2 | 2 | Functional English | Compulsory | Theory | 4 | 60 |
| 3 | 2 | Introduction to Poetry | Compulsory | Theory | 4 | 60 |
| 4 | 3 | Old English Period to Augustan Age | Compulsory | Theory | 4 | 60 |
| 5 | 3 | Introduction to Drama | Compulsory | Theory | 4 | 60 |
| 6 | 4 | Augustan Age to Modern Age | Compulsory | Theory | 4 | 60 |
| 7 | 4 | Prose and Fiction | Compulsory | Theory | 4 | 60 |
| 8 | 5 | Modern Age to Present | Compulsory | Theory | 4 | 60 |
| 9 | 5 | Introduction to Literary Criticism | Compulsory | Theory | 4 | 60 |
| 10 | 5 | Introduction to Linguistics/Translation Studies | Optional | Theory | 4 | 60 |
| 11 | 6 | Indian Writing in English and Translation | Compulsory | Theory | 4 | 60 |
| 12 | 6 | Indian Schools of Literary Criticism/English Language Teaching in India | Optional | Theory | 4 | 60 |

SEMESTER I

Curriculum Framework B.A.-B.Ed. 2023

Semester - I

| | | | Total papers | Hours | Credit | Internal | External | Total |
|---|-------------------|------------------|--------------|------------|-----------|------------|------------|------------|
| Ability Enhancement and Value added Courses | | Theory | 1 | 30 | 2 | 15 | 35 | 50 |
| | | Practical | 3 | 180 | 6 | 90 | 60 | 150 |
| Education | | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| Arts | Principal | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| | Subsidiary | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| | | Total | 7 | 390 | 20 | 195 | 305 | 500 |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|-----------|--|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Education | Language I: Gujarati Language | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 2 | Education | Language I: Hindi Language | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 3 | Education | Performing Art & Creative Expressions | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 4 | Education | Understanding Indian Ethos | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 5 | Education | Evolution of Indian Education | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 6 | History | History and Allied Disciplines | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 7 | Geography | Introduction to Geography | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 8 | English | Introduction to Literature | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 9 | Gujarati | Swaroop: Toonki varta: Pasandagi Pamelii Shrestha Vartao | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 10 | Sanskrit | Sanskrit Bhashashikshanam-I | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 11 | Hindi | Kahani Swaroop aur Vikas | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |

Education

Learning Outcomes:

પ્રશિક્ષણાર્થીઓ ...

- વિવિધ પ્રવૃત્તિઓ દ્વારા ગુજરાતી ભાષામાં શ્રવણ, લેખન, કથન અને વાંચન કૌશલ્યનો ઉચિત ઉપયોગ કરે છે.
- અર્થગ્રહણ સાથે ધ્યાનપૂર્વક સાંભળતા શીખે તથા પોતાના વિચારો શુદ્ધભાષામાં વિનય અને વિવેકપૂર્વક અભિવ્યક્ત કરે છે.
- ધ્યાનપૂર્વક, સ્પષ્ટ, શુદ્ધ અને યોગ્ય ગતિથી અર્થઘટન સાથે વાંચન કરે છે.
- પોતાના વિચારો ક્ષોભ, શરમ, સંકોચ વિના અને યોગ્ય પ્રવાહી શૈલીમાં અભિવ્યક્ત કરે છે.

Course Content:

વિભાગ:A - શ્રવણ અને લેખન કૌશલ્ય આધારિત પ્રવૃત્તિઓ.

1. <https://www.youtube.com/watch?v=h9OM-rX0Jc> - youtube પરથી મનુભાઈ પંચોળી 'દર્શક' લિખિત દીપનિર્વાણ પુસ્તકનો આસ્વાદ સાંભળો અને ચિંતન કરો.
2. <https://www.youtube.com/watch?v=iKaIzzuDpoo> - youtube પરથી અશોક વ્યાસની મુલાકાત સાંભળો અને ચિંતન કરો.
3. ગુજરાતી ભાષાના કોઈ એક નામાંકિત વક્તાના વક્તવ્યની વિડીયો/ઓડિયો ક્લીપ સાંભળો અને ચિંતન કરો.
4. ગુજરાતી ભાષાની કોઈ એક કાવ્ય રચના અને તેના આસ્વાદની વિડીયો/ઓડિયો ક્લીપ સાંભળો અને ચિંતન કરો.
5. <https://www.youtube.com/watch?v=7H5sDXWLe8E> - આ youtube પરથી હાસ્ય લેખક રતિલાલ બોરીસાગરની મુલાકાત સાંભળો અને ચિંતન કરો.

(પ્રશિક્ષણાર્થીઓએ ક્રમ 1 થી 5 ની પ્રવૃત્તિ જાતે પસંદ કરવાની અને કોઈપણ લેખિત સ્વરૂપે રજૂ કરવી. જેમા શ્રવણ કૌશલ્ય પ્રવૃત્તિની લિંકની નોંધ કરવાની રહેશે.)

વિભાગ:B - વાચન અને કથન કૌશલ્ય આધારિત પ્રવૃત્તિઓ.

1. કોઈપણ બે કાવ્યોનું આદર્શ કાવ્યપઠન કરવું અને તેનો કેન્દ્રવર્તી વિચાર કથનાત્મક રીતે અભિવ્યક્ત કરવો.
2. ગુજરાતી સમાચાર-પત્ર અથવા સામાયિકમાંથી કોઈપણ બે લેખકોની કટાર (કોલમ)નું વાંચન કરવું અને કથનાત્મક અભિવ્યક્તિ કરવી.
3. ગુજરાતી ભાષા સાહિત્યના કોઈ એક સાહિત્ય સ્વરૂપની વિશેષતા વાંચો અને કથનાત્મક અભિવ્યક્તિ કરો.
4. કોઈ પણ એક મહાપુરુષના જીવન-ચિત્રનું આદર્શ વાંચન કરવું અને કથનાત્મક અભિવ્યક્તિ કરવી.
5. તોતોચાન અથવા દીવાસખનું વાંચન કરવું અને કથનાત્મક અભિવ્યક્તિ કરવી.

Mode of Transaction:

- વિભાગ અ અને વિભાગ બ આધારે કાર્યશાળા કે પ્રવૃત્તિનું આયોજન કરવું. (Any one from section A and B respectively)

Note:

- સુપરત કાર્ય માટે પ્રશિક્ષણાર્થીઓ અ વિભાગમાંથી કોઈ એક પ્રવૃત્તિ પસંદ કરીને તેનું ઓછામાં ઓછા 250 શબ્દોમાં લેખનકાર્ય જમા કરાવશે.
- બ વિભાગમાંથી કોઈ એક પ્રવૃત્તિ પસંદ કરીને વર્ગમાં ઓછામાં ઓછી ૫ થી ૧૦ મિનિટ મૌખિક અભિવ્યક્તિ કરવાની રહેશે.
- વૈવિધ્યતા જળવાઈ રહે તે માટે આ બન્ને વિભાગમાંથી ઓછામાં ઓછી ત્રણ પ્રવૃત્તિ દરેક સંસ્થાએ કરવી જરૂરી છે.
- પ્રશિક્ષણાર્થીએ આપેલ અહેવાલને આધારિત તેનું પ્રાયોગિક કાર્ય પૂર્ણ ગણવામાં આવશે.

उद्देश्य :

प्रशिक्षणार्थी...

- प्रवृत्ति के माध्यम से श्रवण, कथन, पठन और लेखन कौशल का उचित प्रयोग करते हैं।
- हिन्दी भाषा का व्यवहारिक जीवन एवं प्रत्यायन में उचित रूप से प्रयोग करते हैं।
- हिन्दी भाषा पर प्रभुत्व प्राप्त करते हैं।
- हिन्दी भाषा कौशल की अभिवृद्धि के हेतु विभिन्न युक्ति-प्रयुक्ति का प्रयोग करते हैं।

विभाग : अ: श्रवण और लेखन कौशल आधारित प्रवृत्तियाँ।

१. <https://youtu.be/JJKpjtr15wk> विडियो क्लिप सुनकर काव्य में प्रस्तुत विचारों पर चिंतन कीजिए।
 २. <https://youtu.be/pCRkOG1LH-I> विडियो क्लिप सुनकर कहानी के केन्द्र विचार, पात्र, घटना एवं उद्देश्य पर चिंतन कीजिए।
 ३. <https://youtu.be/4nvEfSMvQGE> विडियो क्लिप सुनकर हिन्दी भाषा के महत्त्व के संदर्भ में आपकी प्रतिक्रिया प्रस्तुत करें।
 ४. <https://youtu.be/GW5GKaGLxBU>, विडिओ क्लिप सुनकर मुलाकात में प्रस्तुत महानुभव के विचार के संदर्भ में आपकी प्रतिक्रिया दर्शाएं।
 ५. <https://youtu.be/LrdrcP2oiyU> विडिओ क्लिप सुनकर आत्मकथा के बारे में चिंतन कीजिए।
- ❖ १ से ५ प्रवृत्तियों पर आपके चिंतन और मनन के आधार पर लिखित रूप में प्रस्तुत करें। (क्रमशः काव्य लेखन, कहानी लेखन, हिन्दी दिवस एवं हिन्दी भाषा का महत्त्व, अहेवाल लेखन, आत्मकथा सुनकर उसके अंतर्गत अपने विचार प्रस्तुत करें। (१ से ५ प्रवृत्तियों के आधार पर आप पॉडकास्ट, पावर पॉइंट प्रेजेंटेशन, ब्लॉग स्पॉट के रूप में प्रस्तुत कर सकते हैं।

विभाग : ब: पठन और कथन कौशल आधारित प्रवृत्तियाँ।

१. हिन्दी साहित्य की किसी दो उत्तम काव्य का पठन करें और कथनात्मक अभिव्यक्ति करें।
 २. हिन्दी समाचार-पत्र में प्रस्तुत कोई एक लेखक का साहित्यिक लेख पढ़ें और कथनात्मक अभिव्यक्ति करें।
 ३. उत्तम कहानियों में से किसी एक कहानी का आदर्श पठन करें और कथनात्मक अभिव्यक्ति करें।
 ४. हिन्दी साहित्य की कोई एक उत्तम पुस्तक पढ़ें जैसे कि मुंशी प्रेमचंद रचित उपन्यास 'रंगभूमि' का पठन करें और कथनात्मक अभिव्यक्ति करें।
 ५. कोई एक संशोधनात्मक लेख का पठन करें और मनन एवं चिंतन के आधार पर कथनात्मक रूप में प्रस्तुत करें।
- ❖ क्रमशः साहित्य की किसी दो उत्तम काव्य के संदर्भ में कथनात्मक अभिव्यक्ति, हिन्दी समाचार-पत्र में प्रस्तुत कोई एक लेखक का साहित्यिक लेख की पत्रकारों के अंदाज में कथनात्मक अभिव्यक्ति, उत्तम कहानियों में से किसी एक कहानी की विशिष्ट रूप से कथनात्मक अभिव्यक्ति, कोई एक उत्तम पुस्तक पढ़ें जैसे कि मुंशी प्रेमचंद रचित उपन्यास 'रंगभूमि' का पुस्तक परिचय, कोई एक संशोधनात्मक लेख की कथनात्मक अभिव्यक्ति करें। १ से ५ प्रवृत्तियों के आधार पर आप पॉडकास्ट, यू ट्यूब, विडिओ, ऑडियो, ब्लॉग स्पॉट के रूप में प्रस्तुत कर सकते हैं।

आयोजन का माध्यम:

- ❖ प्रवृत्ति आधारित कार्यशाला का आयोजन होगा।

सूचना:

- ❖ प्रशिक्षणार्थी विभाग - अ एवं विभाग - ब प्रवृत्तियों में से कोई एक प्रवृत्ति के आधारित कार्य प्रस्तुत करें। अर्थपूर्ण अभ्यास के हेतु संस्था के स्तर पर तीन प्रवृत्तियों पर कार्य प्रस्तुत करना उचित रहेगा।
- ❖ प्रयोगात्मक कार्य प्रशिक्षणार्थियों की प्रस्तुत प्रवृत्तियों के आधारित होगा।

Performing Art & Creative Expressions

Learning Outcomes:

Prospective teacher...

- Understands the significance of art and creative expressions in fostering holistic development.
- Analyses the historical and cultural context of various Performing Art forms with reference to the content that is to be taught.
- Develops ability to identify context of the content with reference to the aims of the objectives of the course curriculum.
- Demonstrates proficiency in planning and implementing different Performing Art forms, such as music, dance, drama and theatre, to enrich classroom teaching.

Section A: Introduction to Performing Art in Education

- 1.1 Concept of Art Integrated Learning, Art Education and Art as pedagogical Tools
- 1.2 Concept of Performing Art (Dance, Drama and Music)
- 1.3 Music, Theatre and Drama in Education with focus on folk dance, folk music, theatre, puppetry, sculpture etc. w.r.t content creation and lesson planning
- 1.4 Developing Academic Planning and Art Integrated Plans in pedagogy subjects w.r.t performing Art

Section B: Performing Art in Education and planning for creative expressions

- 2.1 Tools and Techniques for Art Integrated Learning and Assessment w.r.t Performing Art
- 2.2 Designing activities for Art integrated learning with focus on pedagogy subjects w.r.t Performing Art
- 2.3 Performing Art and Creative Expressions for inclusion in Education
- 2.4 Significance of Performing Art to foster holistic development of the learners

Instructions for the Course:

- The paper is a practical paper with focus on workshop, discussion and activities. Section A & B comprises of theoretical base for developing the skills related to ideation and conceptualisation of Art Education and Art Integrated Learning w.r.t. Performing Art. The student should be able to develop and implement lesson plans based on Art Integrated Learning and Planning for pedagogical content, annual calendar like morning assembly, zero period, special events and celebrations etc. The theoretical consideration mentioned in the paper are to support development of activities listed in section A & B.

Activity of Section A

Prepare an Art Integrated Lesson Plan with details of Execution on any one of the textbook content topic related to your pedagogy subject. The below listed topics are some of the suggestions

- Select a concept or topic from school textbooks and prepare your own fusion dance (Fusion of at least two or more classical/traditional/folk dance form) entitled as **“Express concept or topic with various forms of dance fusion”**. Perform it and prepare a report with detailed planning for execution of the concept through lesson.
- Select any one silent short educational video clip/ film clip w.r.t the text book content (without dialogues) and prepare review on the basis of facial expressions and situations. Submit a report with detailed planning for execution of the concept through lesson.
- Select a story from English/Hindi/Gujarati textbook and prepare yourself to tell story in creative way using puppetry/sculptor. Perform it and prepare a report with detailed planning for execution.
- Select a poem/text from English/Hindi/Gujarati textbook and prepare yourself for poem recitation/presentation. Perform it and prepare a report with detailed planning for execution.
- Workshop to describe the idea, concepts listed, selecting and planning the activities one each from Section A and B respectively and field work to complete the activity.

Activity of Section B

Prepare a Performing Art based short event (folk dance/music/ puppet show/theatre/dance/drama) based on the textbook content topic related to your pedagogy subject.

The below listed topics are some of the suggestions

- Select a concept or topic from school textbooks and prepare or develop a performing art sequence for explanation of the topic. Perform it and prepare a report with detailed planning for execution.
- Select a concept or topic from school textbooks related to social awareness and prepare short drama. Perform it and prepare a report.
- Prepare Dance Drama sequence entitled as “**Make your dance steps speak with the navrasa**”(Nine Emotions) for narration of event or depiction of concept for a cultural event of college.
- Prepare “cultural performance” on the basis of fusion of the performing art (Dance/Drama/ Music) for celebration of days or festival during assembly.
- The student/student group is required to submit a detailed report may be in form of document /pod-cast, YouTube video, blog post, or any other suitable method.

Mode of Transaction:

- Workshop to describe the idea, concepts listed, selecting and planning the activities one each from Section A and B respectively and field work to complete the activity

Note: 1.

- Trainees will select one activity from each section for submission but for the better exposure for conceptual understanding maximum activities from each section must be carried out at institutional level
- The practicum will be considered as completed on the basis of the submission document of the activities. The Prospective Teachers will have to submit two Assignments (one from Section A and one from Section B)

Learning Outcomes:

Prospective teacher...

- Develops an understanding of basics of Indian Ethos.
- Appreciates the contributions of personalities and texts in developing Indian Ethos.
- Develops an understanding of Philosophical and Spiritual basis of Indian Ethos.
- Critically appraises Indian philosophical systems and its relevance in contemporary India.

Unit-1: Introduction to Indian Ethos

- 1.1 Concept, Principles and Importance of Indian ethos
- 1.2 Major contribution to Indian Ethos (Personalities): Acharya Kautilya, Aadi Shankaracharya
- 1.3 Major contribution to Indian Ethos (Text): Ramayan (Aadikavi Valmiki), Bhagwadgita (Maharishi Ved Vyasa)
- 1.4 Implications of Indian Ethos in education and society

Unit-2: Philosophical and Spiritual basis of Indian Ethos

- 2.1 Indian Philosophical Systems (Orthodox) : Sankhya, Yoga, Nyaya, Vedanta
- 2.2 Indian philosophical systems (Heterodox) : Charvakas, Jains & Buddha
- 2.3 Upanishads: Basic Teaching and Spiritual & Moral Values
- 2.4 Relevance of Indian philosophy and spirituality in the modern world

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Community Engagement Project with a local community to learn prevalent ethos.
- Study of Indian Scriptures like Vedas, Upanishads, Bhagavad Gita, Ramayana, and Mahabharata for reflection on teachings and principles found in these texts.
- Field Trip to Historical Sites of cultural and historical significance w.r.t Indian Ethos.
- Documentary Screening and Discussion, Folk Tales narrations for value enculturation.
- Debates on contemporary concerns w.r.t values and ethos

Learning Outcomes:

Prospective teacher...

- Familiarises with the important aspects of Ancient Indian Education System.
- Develops an understanding of Medieval and Colonial Education System.
- Critically appraises the development of education after Independence in India
- Analyses and deliberates on the focus areas & trends of Indian education system.

Unit-1: Ancient Indian Education System

- 1.1 Education during Vedic & Later Vedic Period: Aims, Characteristics and Curriculum
- 1.2 Education during Buddhist Period: Aims, Characteristics and Curriculum
- 1.3 Education during Mauryan and Gupta Period: Aims, Characteristics and Curriculum
- 1.4 Introduction to Ancient Indian Universities : Takshashila, Nalanda, Valabhi

Unit-2: Medieval and Colonial Education System

- 2.1 Medieval Education System: Characteristic features and Educational Institutions during medieval period
- 2.2 Colonial Education System: Characteristic features and Educational Institutions during modern period.
- 2.3 Educational Policies: Macaulay Minutes and Wood's Dispatch, and their impact on the Indian Education System.
- 2.4 Rise of Sanskrit Pathshala, Gamthi Shala, Buniyadi Schools, and their role in Education

Unit-3: Education in Independent India

- 3.1 Progress of Education after Independence w.r.t recommendations of Kothari Commission-1964-66, NEP 1986
- 3.2 Progress of Education after Independence w.r.t Open Distance learning, Vocational Education, Professional Education,
- 3.3 Contribution of Educational Thinkers: Savitribai Phule, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malviya,
- 3.4 Contribution of Organisations: Vidyabharti, Ramkrishna Mission, Arya Samaj

Unit 4: Focus Areas and Future Trends in Education

- 4.1 Current challenges in Indian education including access, quality, and equity
- 4.2 Online and Digital Education w.r.t Content creation, digital repository, equitable use of technology and technology integration
- 4.3 The fundamental principles guiding education systems as envisioned in NEP-2020
- 4.4 Discussion on Progression from Education 1.0 to Education 4.0

Mode of Transaction:

- Lecture cum Discussion,
- Field trip
- Assignment
- Project

Suggested Activities:-

- Visit to Historical Educational Sites & Oral History Interviews.
- Comparative Analysis of Education Policies & Analysis of Educational Documents
- Timeline of Educational Reforms.
- Role Play of Key Educational Reformers & Reflective Journals:
- Panel Discussion on Contemporary Educational Challenges & Educational Reforms Debate.
- Educational Museum/ Exhibit/ Documents..Visits and Readings.

History

Learning Outcome:

Prospective teacher...

- Educates about the meaning, nature, type and periods of history
- Explains different sources and the need of history and the historian
- Emphasizes on the requirement for rewriting history
- Familiarizes with the relation of history with allied disciplines

Unit-1: Meaning, Nature, Periods and Types of History

- 1.1 What is history?
- 1.2 Nature of history
- 1.3 Periods in history
- 1.4 Types of history

Unit-2: Sources and Need of History and Historian

- 2.1 Sources of Bharatiy history-archeological
- 2.2 Sources of Bharatiy history-literary
- 2.3 Why should we study history?
- 2.4 Characteristics of historian

Unit-3: Rewriting of History and Known Historian of Bharat

- 3.1 Need for rewriting history
- 3.2 Footnotes: its uses and abuses
- 3.3 Known historian: Hariprasad shastri
- 3.4 Known historian: R.C. Mujumdar

Unit-4: Relation of History with Allied Disciplines

- 4.1 What is geography? Geography's relationship with history
- 4.2 What is political science? Political science's relationship with history
- 4.3 What is economics? Economics' relationship with history
- 4.4 What is sociology? Sociology's relationship with history

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities:

Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Geography

Introduction to Geography

Learning Outcomes:

Prospective teacher...

- Learns the concept of nature of Geography.
- Learns about Geography as an Independent branch of study.
- Learns about Origin of Earth.
- Learns about Interior of the Earth and Geological Time Scale

Course Content:

Unit 1: Nature, Scope, and Branches of Geography

- 1.1 The nature and Scope of Geography
- 1.2 Geography as a Bridge-science
- 1.3 Branches of Geography
- 1.4 Basic concepts of Geography
- 1.5 Significance of Geography
- 1.6 Geography as an Independent Branch of Study

Unit 2: Latitude and Longitude

- 2.1 Grid system- Latitude and Longitude
- 2.2 Time Zones-I.S. T & G.M.T
- 2.3 International Dateline
- 2.4 Rotation and Revolution of the Earth
- 2.5 Climatic Zones
- 2.6 Cycle of Seasons

Unit 3: Solar System & Origin of The Earth

- 3.1 Solar System
- 3.2 Origin of Earth and related Hypothesis (Gaseous theory of Emanuel Kant, Lapla's Nebular hypothesis, Tidal Theory, Big Bang theory)
- 3.3 Phases of moon, leap year Eclipse
- 3.4 Tides-Types, Causes, and effects

Unit 4: Geological Classification

- 4.1 Geological Time Scale-Eon, Era, Period &Epoch
- 4.2 Orders of Relief
- 4.3 Sources of Earth's Interior
- 4.4 Internal Structure of the Earth

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities:

- Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

English

Learning Outcomes:

Prospective teacher...

- Demonstrates an understanding of the various elements that constitute literature and its significance in shaping culture and society.
- Gains a comprehensive understanding of different literary forms and their unique characteristics, enabling them to identify and appreciate various forms of literary expressions.
- After studying narrative grounds like story and plot, distinguishes between the two and analyze their significance in shaping the structure of literary works.

Unit - I Understanding Nature of Literature

- 1.1. Types and Characteristics of Literature
- 1.2. Why to study literature?
- 1.3. How to study literature?

Unit – 2 Literary Forms

- 2.1. Prose: Short story, Novel, Essay
- 2.2. Poetry: Lyric, Sonnet, Epic
- 2.3. Drama: Tragedy, Comedy

Unit – 3 Grounds of Narrative: Story & Plot

- 3.1. Character & Characterization
- 3.2. Narrative Vantage: Point of View
- 3.3. Setting: Location & Time

Unit – 4 Literature Applied

- 4.1. Fiction: *The Gift of Magi* by O’Henry
- 4.2. Non-Fiction: *Of Study* by Francis Bacon
- 4.3. Poetry: *The Tyger* by William Blake

Gujarati

સ્વરૂપ : ટૂંકી વાર્તા : પસંદગી પામેલી શ્રેષ્ઠ વાર્તાઓ

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ ટૂંકી વાર્તાનું સ્વરૂપ, ઉદ્ભવ-વિકાસ જાણે છે.
- પ્રશિક્ષણાર્થીઓ ટૂંકી વાર્તા અને બીજા સાહિત્ય સ્વરૂપ વચ્ચે ફરક સમજે છે.
- પ્રશિક્ષણાર્થીઓ કથયિતવ્ય અને ઉદ્દેશ સમજે છે. વાર્તા ક્યાં બને છે તે જાણે છે અને મૂલ્યોથી અવગત થાય છે.
- પ્રશિક્ષણાર્થીઓ ટૂંકી વાર્તાના સંવાદો, ચોટ, ભાષા, શરૂઆત-અંત વગેરે અવલોકે છે.

Unit 1: ટૂંકી વાર્તાનું સ્વરૂપ

- 1.1 ટૂંકી વાર્તા સંજ્ઞા અને વ્યાખ્યા
- 1.2 ટૂંકી વાર્તા સ્વરૂપ - લક્ષણો

Unit 2: ટૂંકી વાર્તાનો ઉદ્ભવ અને વિકાસ

- 2.1 ટૂંકી વાર્તાની નવલકથા સાથે તુલના
- 2.2 ટૂંકી વાર્તાની લઘુનવલ સાથે તુલના
- 2.3 ટૂંકી વાર્તાની લઘુકથા સાથે તુલના

Unit 3: પસંદગી પામેલી વાર્તાના સર્જકોનો ટૂંકો પરિચય

- 3.1 સર્જકોનું જીવન - કવન

Unit 4: વાર્તાઓનો સ્વરૂપલક્ષી અભ્યાસ

- 4.1 વાર્તામાંના પાત્રોનો પરિચય
- 4.2 વાર્તાની ભાષા, વાર્તાના સંવાદ
- 4.3 વાર્તાની ચોટ
- 4.4 વાર્તાની શરૂઆત - અંત, કથયિતવ્ય અને ઉદ્દેશ વચ્ચેનો ફરક

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામાન્યીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

Learning Outcomes:

- संस्कृतेन सम्भाषणकौशलं प्राप्नोति ।
- संस्कृतव्याकरणस्य पद्धतिपूर्वकं ज्ञानं प्राप्नोति ।
- कृदन्तानां परिचयप्राप्तिः भवति ।
- अव्ययानां परिचयप्राप्तिः भवति ।

Unit 1: परिचय-विभक्ति-कालपाठनं च

- 1.1 परिचयः, सर्वनामशब्दाः
- 1.2 अव्ययपदानि
- 1.3 षष्ठीविभक्तिः
- 1.4 वर्तमानकालः

Unit 2: काल-विभक्ति-उपसर्ग-संख्या-समयपाठनम्

- 2.1 लोटलकारः, शरीरावयवाः, संख्या, समयः, विभज्यप्रयोगः
- 2.2 सप्तमीविभक्तिः, अव्ययपदानि, भूतकालप्रयोगः
- 2.3 उपसर्गाः, द्वितीयाविभक्तिः
- 2.4 भविष्यत्कालः

Unit 3: विभक्ति-अव्यय-कृदन्तपाठनम्

- 3.1 पंचमीविभक्तिः
- 3.2 अव्ययपदानि
- 3.3 सम्बन्धकभूतकृदन्तप्रयोगः (क्त्वा-ल्यप्)
- 3.4 चतुर्थीविभक्तिः

Unit 4: विभक्ति-अव्यय-कृदन्तपाठनम्

- 4.1 अव्ययपदानि
- 4.2 तृतीयाविभक्तिः, हेत्वर्थकृदन्तप्रयोगः (तुमुन्प्रत्ययान्तानि रूपाणि)
- 4.3 सम्बोधनम्
- 4.4 पत्रलेखनम्

Mode of Transaction: प्रत्यक्षपद्धतिः, पाठ्योपकरणद्वारा प्रस्तुतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्

Suggested Activities: क्रीडाः, संस्कृतप्रवासः, गीतगानम्, अभिनयेन शिशुगीतानि

Hindi

Learning Outcomes

प्रशिक्षणार्थी...

- कहानी की परिभाषा और स्वरूप और तत्त्वों के संदर्भ में विश्लेषण कर सकते हैं।
- स्वतंत्रता पूर्व और स्वातंत्र्योत्तर हिन्दी कहानी समझ सकते हैं।
- जयशंकर प्रसाद, प्रेमचंद, जिनेंद्र और अज्ञेय की कहानियों को विविध तत्त्व के संदर्भ में एवं उनकी शैली समझते हैं।
- भीष्म साहनी, कमलेश्वर और काशीराम की कहानी कला का भेद विश्लेषण के साथ कर सकते हैं।

इकाई 1: कहानी स्वरूप : स्वरूप : तत्त्व और लक्षण

- 1.1 कहानी-परिभाषा
- 1.2 कहानी का स्वरूप
- 1.3 कहानी के तत्त्व
- 1.4 कहानी के लक्षण

इकाई 2: कहानी का उद्भव और विकास

- 2.1 कहानी का उद्भव
- 2.2 कहानी का विकास
- 2.3 स्वतंत्रता पूर्व की हिन्दी कहानी
- 2.4 स्वातंत्र्योत्तर हिन्दी कहानी

इकाई 3: कहानीकार और उनकी रचनाएं

- 3.1 'आकाश दीप' (जयशंकर प्रसाद)
- 3.2 'कफ़न' (मुंशी 'प्रेमचंद')
- 3.3 'पत्नी' (जिनेंद्र)
- 3.4 'गैंग्रीन' (अज्ञेय)

इकाई 4: कहानीकार और उनकी रचनाएं

- 4.1 'चीफ की दावत' (भीष्म साहनी)
- 4.2 'दिल्ली में एक मौत' (कमलेश्वर)
- 4.3 'सुख' (काशीराम)
- 4.4 कहानी की समीक्षा

Mode of Transaction:

व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, नाट्यीकरण, प्रस्तुतीकरण, कहानी कथन, चर्चा

Suggested Activities:

श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

SEMESTER II

Curriculum Framework B.A.-B.Ed. 2023

Semester - II

| | | Total papers | Hours | Credit | Internal | External | Total | |
|--|-------------------|------------------|----------|------------|-----------|------------|------------|------------|
| Ability Enhancement and Value added Courses | | Theory | 1 | 30 | 2 | 15 | 35 | 50 |
| | | Practical | 3 | 180 | 6 | 90 | 60 | 150 |
| Arts | Principal | Theory | 2 | 120* | 8 | 60 | 140 | 200 |
| | Subsidiary | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| | | Total | 7 | 390 | 20 | 195 | 305 | 500 |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|---|---|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Ability Enhancement and Value added Courses | Language II : Sanskrit Language | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 2 | Ability Enhancement and Value added Courses | Language II (English Language) | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 3 | Ability Enhancement and Value added Courses | Visual Art & Creative Expressions | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 4 | Ability Enhancement and Value added Courses | Understanding Indian Knowledge System | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 5 | History | Ancient History of Bharat: Form Earliest Times to Indus Valley Civilization | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 6 | History | Ancient History of Bharat: Vedic Age to Mahajanpadas Era | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 7 | Geography | Physical Geography | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 8 | Geography | Cartographic Method-I | Practical | Compulsory | 120 | 4 | 30 | 70 | 100 |
| 9 | English | Functional English | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 10 | English | Introduction to Poetry | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 11 | Gujarati | Swaroop: Khandakavya: Shresth Gujarati Khandakavya Sampadak Chinu Modi ane Satisha Vyas | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 12 | Gujarati | Gadya: Laghunaval: Rudramala - Anantaray Raval | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 13 | Sanskrit | Sanskritkaviparichayah | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 14 | Sanskrit | Hitopadeshah (Niyatanshah) Sanksheparaamaayanam cha | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |

* +60 HOURS IN CASE OF STUDENTS OPTING GEOGRAPHY AS PRINCIPAL SUBJECT.

Education

Learning Outcomes:

- विविधप्रवृत्तीनां माध्यमेन संस्कृतभाषायां श्रवणं भाषणं पठनं लेखनं च इति चतुर्षु कौशलेषु सामर्थ्यं प्राप्नुवन्ति ।
- दैनिकजीवने स्वव्यवहारे संस्कृतभाषायाः उपयोगं कर्तुं सामर्थ्यं प्राप्नुवन्ति ।
- संस्कृतभाषायां नैपुण्यं प्राप्तुं सक्षमाः भवन्ति ।
- संस्कृतभाषायाः प्रभावपूर्णप्रयोगार्थं विविधयुक्तिप्रयुक्तीनां प्रयोगं कुर्वन्ति ।
- विविधगीतानां माध्यमेन संस्कृतभाषायाः रसास्वादनं कुर्वन्ति।
- शिशुगीतानां माध्यमेन संस्कृताध्ययनाय रुचिम् उत्पादयितुं समर्थाः भवन्ति।

Unit 1: श्रवणभाषणकौशलाधारिता: प्रवृत्तयः

- 1.1 (1) <https://youtu.be/9AK-VLzJL4Y> (2) <https://youtu.be/4KR1CHGUQJs>

प्रदत्त लिंकमाध्यमेन शिशुगीतद्वयं सावधानेन श्रुण्वन्तु ।

- 1.2 (1) <https://youtu.be/sGc3SnmArh4> (2) <https://youtu.be/t1ZPvFsvS-A>

प्रदत्तलिंकमाध्यमेन संस्कृतमहत्वं दर्शयत् गीतद्वयं सावधानेन श्रुण्वन्तु ।

- 1.3 अष्टमकक्षायां नवमकक्षायां च अभ्यासक्रमे विद्यमानानि सुभाषितानि ध्यानपूर्वकं शृण्वन्तु ।

- 1.4 स्वपरिचयः स्वदिनचरी संख्या समयः च ध्यानपूर्वकं शृण्वन्तु वदन्तु च ।

- 1.5 वर्तमान-भूत-भविष्यत्कालः-एकवचनम्, बहुवचनम्, सम्बन्धक-हेत्वर्थककृदन्तं ज्ञात्वा संस्कृतसम्भाषणं कुर्वन्तु ।

Unit 2: पठनलेखनकौशलाधारिता: प्रवृत्तयः

- 2.1 प्राथमिकविद्यालयस्य अष्टमकक्षायाः पुस्तकस्य पठनं कुर्वन्तु ।

- 2.2 संस्कृते लघुकथानां पठनं कुर्वन्तु । ('सुगन्धः', 'पञ्चतन्त्रकथाः', 'बोधकथाः'- संस्कृतभारती, नवदेहली)

- 2.3 वर्णमालालेखनं कुर्वन्तु, वर्णानाम् उच्चारणस्थानानि पठन्तु ।

- 2.4 वर्तमान-भूत-भविष्यत्कालवाक्यानां लेखनं कुर्वन्तु ।

- 2.5 संख्यालेखनं कुर्वन्तु ।

Mode of Transaction: प्रत्यक्षपद्धतिः, पाठ्योपकरणद्वारा प्रस्तुतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्

Suggested Activities: क्रीडाः, गीतगानम्, अभिनयेन शिशुगीतानि

Learning Outcomes:

Prospective teacher...

- Listens, speaks, reads and writes in the in language
- Uses language in daily life/communication.
- Gain proficiency over the language.
- Develops his/her own tools/contents and strategies to apply language

Section A: Activities related to Listening & Writing skills

1. <https://www.youtube.com/watch?v=M8JdkfZdhe8> Listen this video and reflect upon it.
2. <https://youtu.be/NLyGQeqrKOM> Listen this video and reflect upon it.
3. <https://youtu.be/hN7j7Ey-cM0> Listen this video and reflect upon it.
4. <https://youtu.be/SDNK8IT0lxs> Listen this video and reflect upon it.
5. On the basis of the above activities carried out in the sr. no.1 to 4, prepare written report in written form (may be in form of ppt, blog post, etc.)
6. Email writing/Letter writing/Report writing/Prepare your resume with application for the post of a teacher.

Section B: Activities related to Reading and Speaking skills

1. Recitation of any two poems.
2. Read the editorial/speaking from Newspaper.
3. Ideal Reading of any one short stories.
4. Read any one book you like such as “Wings of Fire”
5. Read any one research article from the magazine.

On the basis of the above activities carried out in the sr. no.1 to 5, prepare report (may be in form of podcast, YouTube video, blog post, etc.)

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

Note:

1. Trainees will select one activity from each section for submission BUT for the better exposure
2. minimum three activities from each section must be carried out at institutional level)
3. The practicum will be considered as completed on the basis of the submission.

Learning Outcomes:**Prospective teacher...**

- Understands the significance of art and creative expressions in fostering holistic development.
- Analyses the historical and cultural context of various Visual Art forms with reference to the content that is to be taught.
- Develops ability to identify context of the content with reference to the aims of the objectives of the course curriculum.
- Demonstrates proficiency in planning and implementing different Visual Art forms, such as drawing, painting, sculpture, crafts etc., to enrich classroom teaching.

Section A: Introduction to Visual Art in Education

- 1.1 Concept of Art Integrated Learning and Art as pedagogical Tool.
- 1.2 Concept of Visual Art (Painting, Fine Art, Crafts, Sculpture) and Principle & elements of Design
- 1.3 Painting, fine Art, crafts, sculpture in Education with focus on aesthetics of textual images, expressions, balance, creativity etc. w.r.t content creation and lesson planning
- 1.4 Developing Academic Planning and Art Integrated Plans in pedagogy subjects w.r.t visual Art

Section B: Performing Art in Education and planning for creative expressions Hours: 15

- 2.1 Tools and Techniques for Art Integrated Learning and Assessment w.r.t Visual Art
- 2.2 Designing activities for Art integrated learning with focus on pedagogy subjects w.r.t Visual Art
- 2.3 Visual Art and Creative Expressions for inclusion in Education
- 2.4 Significance of Visual Art to foster holistic development of the learners

Instructions for the Course:

- The paper is a practical paper with focus on workshop, discussion and activities. Section A & B comprises of theoretical base for developing the skills related to ideation and conceptualisation of Art Education and Art Integrated Learning w.r.t Visual Art. The student should be able to develop and implement lesson plans based on Art Integrated Learning and Planning for pedagogical content, annual calendar like morning assembly, zero period, special events and celebrations etc. The theoretical consideration mentioned in the paper are to support development of activities listed in section A & B.

Activity of Section A

Prepare an Art Integrated Lesson Plan with details of Execution on any one of the textbook content topic related to your pedagogy subject. The below listed topics are some of the suggestions

- Select a concept or topic from school textbooks and prepare your own media of visual expression using drawing/painting/craft/sculpture/model etc. The work should have the ability to express and explain the concept through visual means. Prepare a report with detailed planning for execution of the concept through lesson.
- Select a chapter from the text analyse the components of the text with reference to the elements of visual expressions relating to relevance and appropriateness to depict the concept, balance, space, texture etc. Develop your own creative expressions based on the analysis. Submit a report with detailed plan for execution.
- Select a story from English/Hindi/Gujarati textbook or a concept from the science textbooks. Develop a visual and creative art form using technology/animation/posters/ drawings etc. to tell story in creative way. Submit a report with detailed plan for execution.
- Identify creative visual art forms available on various media including print and online. Use those artefacts to make the students think creatively and draw the concepts posters/ drawings/street art forms/ cartoon strips etc. Prepare a report with detailed planning for execution.

Activity of Section B

Prepare a Visual Art based short event (exhibition/ poster making competition/ drawing competition/ photography competition/ sculpture making/craft making/best out of waste/ improvised learning aids etc.) based on the textbook content topic related to your pedagogy subject. The below listed topics are some of the suggestions

- Select a concept or topic from school textbooks and prepare an improvised teaching learning aid from the material available in your surroundings. Prepare a report with details of the process.
- Select a concept or topic from school textbooks related to social awareness/community outreach/sustainability etc. and prepare poster/painting/or any other visual form. Arrange an exhibition and prepare a report.
- Prepare exhibition on the basis of visual art forms/sculptors/aids. prepared by the students that can be used to teach text book concepts to the students
- The student/student group is required to submit a detailed report may be in form of document /podcast, YouTube video, blog post, or any other suitable method.

Mode of Transaction:

- Workshop to describe the idea, concepts listed, selecting and planning the activities one each from Section A and B respectively and field work to complete the activity

Note:

1. Trainees will select one activity from each section for submission but for the better exposure for conceptual understanding and maximum activities from each section must be carried out at institutional level
2. The practicum will be considered as completed on the basis of the submission document of the activities.

Understanding Indian Knowledge System

Credit: 02

Marks:50

Learning Outcomes:

Prospective teacher...

- Acquaints with basic concepts of Indian Knowledge System.
- Familiarises with the classification and uniqueness of various aspects of Indian Knowledge System.
- Familiarises with the concepts of Arts, Science and Technology in Historical Perspective
- Critically appraises foundational concepts related to Arts, Science and Technology in reference to contemporary applications and use.

Unit-1: Introduction to Indian Knowledge System

- 1.1 Definition, Concept, Scope and significance of IKS
- 1.2 Classification of IKS Corpus: Literary and Non-Literary
Historicity of IKS: Before 3,000 BCE, 3,000 to 500 CE, 500 to 1,800 CE
- 1.3 Unique Aspects of Indian IKS: Nuances of Oral Traditions, Religious Vs Material Dimensions, Spiritual vs. Material Dimensions
- 1.4 Documentation and preservation of IKS

Unit - 2: Foundational Concepts relevant for Applications in Science, Arts & Technology and their significance in modern education system

- 2.1 Bharatiya Civilization and IKS: Genesis of Land and discovery of Saraswati River and Saraswati- Sindhu Civilization
- 2.2 Art, Literature and Scholars: Life and work of Agastya, Lopamudra, Patanjali, Yajnavalkya, Gargi, Maitreyee
- 2.3 IKS in Science, Astronomy, and Mathematics Some major concepts like matter, life and universe, gravity, zero, pi, number system, cosmology and astronomy, Indigenous Practices for land, water, soil and bio resource conservation
- 2.4 IKS in Engineering, Technology, and Architecture: Pre-Harappan and Sindhu Valley Civilization, Dyes, Paints and Metallurgy, Iron Pillar of Delhi,, Marine Technology, and Bet–Dwārka.

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Community Engagement Project to engage with a local community and learn about its cultural practices, rituals, and traditions. They can document their experiences and share their learnings with the class.
- Study of Indian Scriptures: group work for Indian Scriptures for discussion and reflection.
- Field Trip to Historical Sites with cultural and historical significance for project based learning.
- Study of Indian Science, Art and Architecture with research and present on a specific forms and artefacts.
- Folk Tales and Storytelling from different regions of India with reflections on present day significance.
- Documentary Screening and Discussion on Indian Knowledge System

History

Semester-2
**Ancient History of Bharat: From Earliest Times to
Indus Valley Civilization**

Compulsory
Credit: 04
Marks:100

Learning Outcome:

Prospective teacher...

- Provides insight into the Earliest times
- Explains the Harappan Valley Civilization (Sindhu/Indus Valley Civilization)
- Narrates the beginning of agriculture and settled life
- Throws light on different aspects of Harappan life

Unit 1:-Earliest Times

- 1.1 Stone age: -human life
- 1.2 Inventions in stone ages food, weapons and attire.
- 1.3 Primitive man's contribution in stone ages: Political, Social and Economic.
- 1.4 Primitive man's contribution in stone ages: Religious and Cultural.

Unit 2:-Harappan civilization (Sindhu (Indus) valley civilization)

- 2.1 The discovery
- 2.2 Period and area
- 2.3 Town planning: houses, roads and drainage system,
- 2.4 Town planning: public baths, public buildings and other

Unit 3:-Harappan civilization (Sindhu (Indus) valley civilization)

- 3.1 Political life
- 3.2 Social life
- 3.3 Economic life
- 3.4 Religious life

Unit 4:-Harappan civilization (Sindhu (Indus) valley civilization)

- 4.1 Architecture
- 4.2 Script and art
- 4.3 The decline and fall
- 4.4 The contribution to the world.

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Semester-2
**Ancient History of Bharat: Vedic Age to
Mahajanpadas Era**

Compulsory
Credit: 04
Marks:100

Learning Outcome:

Prospective teacher...

- Discusses the importance of Vedic Civilization
- Throws light on the Post-Vedic life of India
- Explains the contribution of Buddhism
- Enables the students to understand Jainism

Unit 1: Vedic Civilization

- 1.1. Aryans colonies on the bank of Sapta- Sindhu
- 1.2. Polity and administration – Sabha and Samiti
- 1.3. Social Life, Economic Life, Religious Life,
- 1.4. Education, Vedic Literature, Science and Technology

Unit 2: Post Vedic Era

- 2.1. Post Vedic Literature
- 2.2. Religion and Philosophy
- 2.3. Age of Mahajanpadas
- 2.4. Magadha and Nanda Dynasty

Unit 3: Contribution of Buddhism

- 3.1. Rise and development
- 3.2. Principles
- 3.3. Effects
- 3.4. Life and contribution of Gautam buddha

Unit 4: Contribution of Jainism

- 4.1. Rise and development
- 4.2. Principles
- 4.3. Effects
- 4.4. Life and contribution of Mahavir swami

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archivals.

Geography

Learning Outcomes:

Prospective teacher...

- Learns the techniques of geomorphological analysis
- Acquires knowledge of composition and structure of climate
- Learns the dynamic processes associated with the oceans
- Learns the evolution, dispersal and distribution of plants.

Unit 1: Earth System

- 1.1 Continents and Oceans
- 1.2 Crustal movement and Plates
- 1.3 Classification of Rocks and their genesis
- 1.4 Denudation, Weathering-types

Unit 2: Climate System

- 2.1 Elements of weather & Climate, Composition and structure of Atmosphere
- 2.2 Distribution of Temperature: Horizontal and Verticals
- 2.3 Pressure belts, Wind system
- 2.4 Precipitation- form and types

Unit 3: Ocean System

- 3.1 Ocean bottom relief
- 3.2 Ocean currents: causes and effects, major ocean currents of world
- 3.3 Ocean Temperature: Horizontal and Vertical.
- 3.4 Ocean Salinity: causes ,effects and Distribution

Unit 4: Biosphere System

- 4.1 Biosphere: Components and interactive elements
- 4.2 Ecosystem: Concept and types
- 4.3 Origin and distribution of flora
- 4.4 Origin and distribution of fauna

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Cartographic Method-I (Practical)

Learning Outcomes:

Prospective teacher...

- Acquires knowledge about different procedures of map making.
- Develops ability to read and analyse different maps which may include topographic maps, atlas, wall map etc.
- Develops ability to show different objectives like population growth, population distribution, density etc. on Graph
- Develops ability to show different objectives like population growth, population distribution, density etc. on maps

Unit 1: Cartography – Nature and Scope

- 1.1 Nature and Scope of cartography, Basic principles of cartography
- 1.2 Map and their types
- 1.3 Scale- their use, methods of showing scale, construction of scale
- 1.4 Conversion of scale, types of scale- Linear , Diagonal and Comparative (two exercise for each scale)

Unit 2: Enlargement and Reduction of map

- 2.1 Enlargement and Reduction
- 2.2 Methods of Enlargement and Reduction of map
- 2.3 Enlargement of map (one exercise)
- 2.4 Reduction of map (one exercise)

Unit 3: Diagrammatic Data Presentation

- 3.1 Cartograms: Representation of socio- economic data by Bar- Graph (Simple and Compound), Line Graph Sphere and Block Diagram, Pie Diagram (one exercise each on graph paper only)

Unit 4: Cartograms

- 4.1 Types of cartographic symbols and their uses- Point, Line, Area symbols, Simple Bar graph and compound Bar Graph, Dots, Choropleth ,Proportional Circles, Squares, sphere, divided circle. (one exercise of each on Map)

Mode of Transaction: Narration cum discussion, demonstration, Project, Lab work

Suggested Activities:Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Internal Assessment:

- Tutorial/Assignment/Field work/Test/Project/Journal work/ and Preliminary Examination

Note: -

1. This paper is Practical Paper. This paper will have 30 marks internal and 70 marks external examination including journal assessment (10 marks) and Viva –Voce(10) marks
2. All four unit mention in syllabus has practical section with theoretical components.
3. Teaching workload should be of 8 period (1 hour) per week.
4. Number of students in a batch for practical examination shall not be more than 15
5. Students are required to keep a record of practical work in Journal form, duly signed by the teacher – in-charge on all exercises and certified by Head of the department.
6. There will be 1 Internal and 1 External examiner for external (Semester End) practical examination.
7. For conducting practical examination there will be number of required staff as per mention below.
 - Chairman (complete exam-1)
 - Lab Supervisor (per subject -1)
 - Lab Assistant (per subject -1)
 - Class -4 Employee(waterboy-1)
 - Practical exam remuneration will be as per University rules and regulation

English

Learning Outcomes:

Prospective teacher...

- Understands the significance of effective communication and its impact on personal and professional relationships.
- Acquires skimming and scanning techniques, enabling them to identify the purpose, tone, and essential information in a given text.
- Masters the fundamentals of writing, including understanding the writing process, formulating clear and concise sentences, and avoiding common grammatical errors.
- Gains proficiency in using English for workplace communication, including business-related language and jargon, conducting meetings and presentations, and writing professional emails and reports.

Unit 1: Listening and Speaking Skills

1.1 Importance of effective communication – Listening & Speaking

1.2 Understanding different listening and speaking contexts

1.3 Active Listening

- Strategies for improving listening skills
- Note-taking techniques - Identifying main ideas and supporting details

1.4 Speaking Skills

- Building confidence in public speaking
- Expressing ideas, opinions, and emotions effectively

Unit 2: Reading and Vocabulary Development

2.1 Reading Comprehension

- Skimming and scanning techniques
- Identifying the purpose and tone of a text, making inferences and drawing conclusions

2.2 Vocabulary Building

- Understanding word roots, prefixes, and suffixes
- Synonyms, antonyms, and idiomatic expressions

2.3 Reading for Specific Purposes

- Reading news articles, advertisements, and social media posts
- Extracting relevant information from texts

Unit 3: Writing Skills

3.1 Fundamentals of Writing

- Formulating clear and concise sentences
- Avoiding common grammatical errors

3.2 Types of Writing

- Formal and informal writing styles
- Emails, letters, and reports

3.3 Reviewing and Editing

- Peer review and self-editing techniques
- Improving clarity and coherence in writing & polishing final drafts

Unit 4: Functional Language for Real-Life Situations

4.1 English for Workplace Communication

- Business-related language and jargon
- Conducting meetings and presentations

4.2 English for Socializing

- Engaging in small talk, casual conversations & expressing opinions politely
- Making invitations and accepting/rejecting them gracefully

4.3 English for Problem-Solving

- Discussing issues and finding solutions collaboratively
- Handling conflicts and disagreements diplomatically

Introduction to Poetry

Learning Outcomes:

Prospective teacher...

- Defines poetry and articulate its significance in literature and culture, demonstrating an understanding of its role as a unique form of expression.
- Gains an overview of major poetic movements, such as Romanticism, Modernism, Postmodernism, and more, understanding how they shaped the development of poetry over time.
- Identifies and analyzes recurring themes in poetry, such as love, nature, mortality, and identity, demonstrating an understanding of their enduring relevance and significance.
- Through the art of close reading, students analyzes language, imagery, and symbolism in poetry, developing skills to engage deeply with the nuances and layers of meaning in poetic texts.

Unit 1: Understanding Poetry

- 1.1 Key elements of poetry: form, rhyme, meter, and structure
- 1.2 Literary devices: simile, metaphor, personification, alliteration, etc.
- 1.3 Introduction to poetic styles: narrative, lyric, sonnet, haiku, free verse, etc.
- 1.4 Analyzing famous poems from different periods and cultures (the teacher will decide poem/s)

Unit 2: The Evolution of Poetry

- 2.1 Overview of poetic movements: Romanticism, Modernism, Postmodernism, etc.
- 2.2 Study of influential poets and their contributions to the poetic tradition
- 2.3 Exploring the impact of social and historical contexts on poetic expression
- 2.4 Close readings of poems from various periods and genres (the teacher will decide poem/s)

Unit 3: Themes and Motifs in Poetry

- 3.1 Identifying recurring themes in poetry: love, nature, mortality, identity, etc.
- 3.2 Symbolism and allegory in poetry
- 3.3 Examining how different poets approach similar themes
- 3.4 Encouraging students to write their own poems based on selected themes (Assignment/ Creative Writing portfolio)

Unit 4: Interpreting Poetry

- 4.1 The art of close reading: interpreting language, imagery, and symbolism
- 4.2 The relationship between the poet's intent and reader's interpretation
- 4.3 Poetry in the context of other art forms: music, visual art, and film (samples may be discussed by the teacher)

Gujarati

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ ખંડકાવ્યના સ્વરૂપને જાણે છે.
- પ્રશિક્ષણાર્થીઓ ખંડકાવ્ય અને આખ્યાન વચ્ચેનો તફાવત જાણે છે.
- પ્રશિક્ષણાર્થીઓ ખંડકાવ્યનો ઉદ્ભવ અને વિકાસ જાણી, ખંડકાવ્યના સર્જકોનો પરિચય મેળવે છે.
- પ્રશિક્ષણાર્થીઓ ખંડકાવ્યના વિષય વૈવિધ્ય, ભાષા, રચનારીતિ, ઇંદવૈવિધ્ય સમજે છે.

Unit 1: ખંડકાવ્યનું સ્વરૂપ

- 1.1 ખંડકાવ્ય સ્વરૂપ પરિચય
- 1.2 ખંડકાવ્ય ઉદ્ભવ અને વિકાસ

Unit 2: ખંડકાવ્ય અને આખ્યાનનો તફાવત

- 2.1 આખ્યાનશૈલી
- 2.2 કથાશૈલી
- 2.3 પસંદ કરેલા ખંડકાવ્યના સર્જકોનો પરિચય

Unit 3: પસંદ કરેલા ખંડકાવ્યનો વિષયલક્ષી અભ્યાસ

- 3.1 ઐતિહાસિક
- 3.2 પૌરાણિક
- 3.3 પુરાકલ્પન
- 3.4 સત્યઘટના

Unit 4: ખંડકાવ્યનો સ્વરૂપલક્ષી અભ્યાસ

- 4.1 રચનારીતિ અને ભાષા
- 4.2 ઇંદવૈવિધ્ય
- 4.3 વાતાવરણ નિરૂપણ
- 4.4 ચોટ, આરંભ - અંત

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામાન્યીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ અનંતરાય રાવળના જીવનને જાણે છે.
- પ્રશિક્ષણાર્થીઓ લઘુનવલનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ જાણે છે.
- પ્રશિક્ષણાર્થીઓ લઘુનવલનું કથાવસ્તુ, પાત્ર, સંવાદ વગેરે જાણે છે.
- પ્રશિક્ષણાર્થીઓ લઘુનવલની ભાષા અને શબ્દ વૈવિધ્ય જાણે છે.

Unit 1: સર્જક પરિચય

- 1.1 અનંતરાય રાવળના જીવનનો પરિચય
- 1.2 અનંતરાય રાવળના સર્જનનો પરિચય

Unit 2: લઘુનવલ સ્વરૂપ, ઉદ્ભવ - વિકાસ અને તુલના

- 2.1 લઘુનવલ સ્વરૂપ
- 2.2 લઘુનવલનો ઉદ્ભવ અને વિકાસ
- 2.3 લઘુનવલ અને નવલિકાની તુલના
- 2.4 લઘુનવલ અને નવલકથાની તુલના

Unit 3: લઘુનવલ તરીકે મૂલ્યાંકન

- 3.1 લઘુનવલનું કથાવસ્તુ
- 3.2 લઘુનવલના પાત્રો
- 3.3 લઘુનવલમાં સંવાદ
- 3.4 લઘુનવલમાં વર્ણન...

Unit 4: લઘુનવલની ભાષા

- 4.1 લઘુનવલની ભાષાશૈલી
- 4.2 લઘુનવલનું કથાવસ્તુ અને ઐતિહાસિક ઘટનાની તુલના
- 4.3 લઘુનવલનો ઉદ્દેશ્ય
- 4.4 લઘુનવલનું ઐતિહાસિક મૂલ્ય

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્વીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

Learning Outcomes:

- आदिकवे: वाल्मीके: परिचयः, कृतिपरिचयः भवति ।
- महाकवे: वेदव्यासस्य परिचयः, कृतीनां परिचयः भवति ।
- भासकालिदासभवभूतिहर्षाणां परिचयप्राप्तिः, कृतिपरिचयः च भवति ।
- माघभारविबाणदण्डीनां परिचयप्राप्तिः, कृतिपरिचयः च भवति ।
- यशस्विनां कवीनां जीवनवृत्तं श्रुत्वा आत्मगौरवानुभूतिः भवति ।

Unit 1: आदिकवि: वाल्मीकि:

- 1.1 कविहृदयः वाल्मीकिः
- 1.2 रामायणम् – ग्रन्थपरिचयः
- 1.3 वाल्मीकिना वर्णितं रामसीतयोः चरित्रम्
- 1.4 वाल्मीकिदृष्ट्या मानवतायाः परीक्षा- राज्ञः महिमा च

Unit 2: महर्षिः वेदव्यासः

- 2.1 महाभारतस्य रचयिता
- 2.2 महाभारतस्य रचनाकालः
- 2.3 महाभारतम्- ग्रन्थपरिचयः
- 2.4 व्यासोच्छिष्टं जगत्सर्वम्

Unit 3: महाकवयः

- 3.1 भासः
- 3.2 महाकविः कालिदासः
- 3.3 भवभूतिः
- 3.4 श्रीहर्षः

Unit 4: महाकवयः

- 4.1 माघः
- 4.2 भारविः
- 4.3 बाणः
- 4.4 दण्डी

Mode of Transaction: प्रत्यक्षपद्धतिः, चर्चा, संवादः, प्रश्नोत्तरम्, प्रकाशप्रक्षेपणीद्वारा पाठनम्

Suggested Activities: क्रीडाः, संस्कृतप्रवासः

Learning Outcomes:

- मूल्यशिक्षणम् , वाक्पटुता सम्पादनं च भवति ।
- हितोपदेशस्य कथानां माध्यमेन व्यावहारिकज्ञानसम्पादनं करोति ।
- समाजे हितोपदेशग्रन्थस्य उपयोगितां जानाति ।
- रामायणस्य मूलभूतसारांशस्य अवगमनं विशिष्टानां श्लोकानां स्मरणं च भवति ।
- आदर्शभूतानां विचारणाम् अधिग्रहणं भवति ।

Unit 1: हितोपदेशे मित्रलाभः

- 1.1 हितोपदेशस्य परिचयः
- 1.2 हितोपदेशे प्रस्तावनाश्लोकाः- १ तः २०
- 1.3 हितोपदेशे प्रस्तावनाश्लोकाः- २१ तः ४७
- 1.4 व्याघ्रपथिकयोःकथा , जरद्वीवगृध्रकथा

Unit 2: संक्षेपरामायणम् - श्लोकसंख्या १ तः ३५

- 2.1 श्लोकसंख्या १ तः ९
- 2.2 श्लोकसंख्या १० तः १८
- 2.3 श्लोकसंख्या १९ तः २७
- 2.4 श्लोकसंख्या २८ तः ३५

Unit 3: संक्षेपरामायणम् - श्लोकसंख्या ३६ तः ७०

- 3.1 श्लोकसंख्या ३६ तः ४४
- 3.2 श्लोकसंख्या ४५ तः ५३
- 3.3 श्लोकसंख्या ५४ तः ६२
- 3.4 श्लोकसंख्या ६३ तः ७०

Unit 4: संक्षेपरामायणम् - श्लोकसंख्या ७१ तः १००

- 4.1 श्लोकसंख्या ७१ तः ७७
- 4.2 श्लोकसंख्या ७८ तः ८४
- 4.3 श्लोकसंख्या ८५ तः ९१
- 4.4 श्लोकसंख्या ९२ तः १००

Mode of Transaction:प्रत्यक्षपद्धतिः, चर्चा, संवादः, प्रश्नोत्तरम्, प्रकाशप्रक्षेपणीद्वारा पाठनम्

Suggested Activities: श्लोकगानम्

Hindi

Learning Outcomes

प्रशिक्षणार्थी...

- उपन्यास के स्वरूप और प्रकार के भेद को समझते हैं।
- उपन्यास का उद्भव और विकास ऐतिहासिक एवं तार्किक रूप से उपन्यास की विशेषताओं को कलात्मक रूप को समझते हैं।
- मुंशी प्रेमचंद की ग़बन उपन्यास की कथावस्तु एवं उद्देश्य को विश्लेषणात्मक रूप से अभिव्यक्त करते हैं।
- उपन्यास के मुख्य पात्र की विशेषताओं को भूमिकाओं को कलात्मक रूप, भाषा शैली की विशेषता और परिवेश को तत्कालीन समय के साथ तुलनात्मक रूप से अभिव्यक्त करते हैं।

इकाई 1: उपन्यास की परिभाषा, स्वरूप, प्रकार और समकालीन भारतीय उपन्यासकार

- 1.1 उपन्यास: परिभाषा
- 1.2 उपन्यास: स्वरूप
- 1.3 उपन्यास: प्रकार
- 1.4 समकालीन भारतीय उपन्यासकार

इकाई 2: हिन्दी उपन्यास का उद्भव और विकास

- 2.1 हिन्दी उपन्यास का उद्भव
- 2.2 हिन्दी उपन्यास का विकास
- 2.3 ग़बन
- 2.4 मुंशी प्रेमचंद

इकाई 3: उपन्यास के तत्त्व

- 3.1 कथावस्तु
- 3.2 उद्देश्य
- 3.3 मुख्य पात्र
- 3.4 गौणपात्र

इकाई 4: उपन्यास के तत्त्व

- 4.1 परिवेश
- 4.2 देशकाल एवं वातावरण
- 4.3 भाषा शैली,
- 4.4 संक्षिप्त परिचय

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

- प्रयोगवाद, प्रगतिवाद और नई कविता की काव्य प्रवृत्तियां समझते हैं।
- शिवमंगल सिंह और नागार्जुन की काव्य विशेषताओं एवं काव्य रचना कला को समझते हैं।
- अज्ञेय और भवानी प्रसाद की छायावादोत्तर काव्य रचना कला की विशेषताओं को जानते हैं।
- सर्वेश्वर दयाल और धूमिल की छायावादोत्तर काव्य तथ्यों के संदर्भ में काव्य का विश्लेषण कर सकते हैं।

इकाई 1: प्रगतिवाद की कविता प्रवृत्तियां

- 1.1 प्रगतिवाद की काव्य प्रवृत्तियां
- 1.2 प्रयोगवाद की काव्य प्रवृत्तियां
- 1.3 नई कविता की काव्य प्रवृत्तियां
- 1.4 काव्य की विशेषता एवं काव्य रचना कला

इकाई 2: प्रगतिवाद की कविता और कवि

- 2.1 शिवमंगलसिंह 'सुमन'
- 2.2 वरदान मांगूंगा नहीं, मिट्टी की महिमा
- 2.3 नागार्जुन
- 2.4 उनको प्रणाम, अकाल और उसके बाद

इकाई 3: प्रगतिवाद की कविता और कवि

- 3.1 अज्ञेय
- 3.2 नदी के द्वीप, साम्राज्ञी का नैवेद्य दान
- 3.3 भवानीप्रसाद
- 3.4 गीत फ़रोश, नई इबारत

इकाई 4: प्रगतिवाद की कविता और कवि

- 4.1 सर्वेश्वर दयाल सक्सेना
- 4.2 मेरे भीतर की कोयल, लीक पर वे चले
- 4.3 धूमिल
- 4.4 बीस साल बाद, शहर में सूर्यास्त

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

SEMESTER-III

Curriculum Framework B.A.-B.Ed. 2023

Semester - III

| | | | Total papers | Hours | Credit | Internal | External | Total |
|-----------|------------|--------|--------------|-------|--------|----------|----------|-------|
| Education | | Theory | 2 | 120 | 8 | 60 | 140 | 200 |
| Arts | Principal | Theory | 2 | 120* | 8 | 60 | 140 | 200 |
| | Subsidiary | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| | | Total | 5 | 300 | 20 | 150 | 350 | 500 |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|-----------|---|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Education | Philosophical Perspectives of Education | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 2 | Education | Child Development and Educational Psychology | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 3 | History | Ancient History of Bharat: Mauryan Empire to Vardhan Empire | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 4 | History | Ancient History of Gujarat | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 5 | Geography | Geography of India | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 6 | Geography | Cartographic Method-II | Practical | Compulsory | 120 | 4 | 30 | 70 | 100 |
| 7 | English | Old English Period to Augustan Age | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 8 | English | Introduction to Drama | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 9 | Gujarati | Bhasha Sajjata ane Lekhanakausal | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 10 | Gujarati | Granthkaar: Akha Bhagat - Pasandagi Pamela Chhappa - Swaroop Parichay | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 11 | Sanskrit | Sanskritbhashashikshanam-II | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 12 | Sanskrit | Sanskritbhashashikshanam-III | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 13 | Hindi | Hindi Bhasha Aur Vyakaran | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 14 | Hindi | Aadhunik Hindi Kavita | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |

* +60 HOURS IN CASE OF STUDENTS OPTING GEOGRAPHY AS PRINCIPAL SUBJECT.

Education

Learning Outcomes:

Prospective teacher...

- Acquaints with the concepts related to Philosophy of Education
- Associates with various educational perspectives related to Indian Philosophy.
- Compares and Analyses various Global Philosophical Perspectives of Education
- Critically understands the Philosophical Perspectives on Social and Ethical Issues in Education

Unit 1: Introduction to Philosophy of Education

- 1.1 Understanding philosophy and its relevance to education
 - Definition and nature of philosophy of education
 - Relationship between philosophy and educational theories
- 1.2 Indian philosophical perspectives of education
 - Overview of major Indian philosophical systems
 - Influence of Indian philosophy on educational practices
- 1.3 Global philosophical perspectives of education
 - Overview of major global philosophical traditions
 - Comparison of different cultural and philosophical approaches to education
- 1.4 Comparison between Indian and Global Philosophies
 - Role and significance of Ancient Philosophical Systems in education ethos.

Unit-2: Indian Philosophical Perspectives of Education

- 2.1 Vedanta philosophy and education
 - Concept of Reality and its implications for education
 - Educational implications of Vedantic principles such as Atman, Maya, and Karma
- 2.2 Jain philosophy and education
 - Principles of Jain philosophy related to education
 - Jain perspectives on moral and ethical development in education
- 2.3 Buddhist philosophy and education
 - Buddhist concepts of compassion, mindfulness, and non-attachment in education
 - Incorporating Buddhist principles in creating a peaceful learning environment
- 2.4 Gandhian philosophy and education
 - Principles of non-violence, truth, and self-discipline in education
 - Applying Gandhian principles to curriculum and pedagogy

Unit-3: Global Philosophical Perspectives of Education

- 3.1 Idealism and education
 - Overview of idealism as a philosophical perspective
 - Implications of idealism for educational theories and practices
- 3.2 Pragmatism and education
 - Pragmatic principles and their educational applications
 - Real-world problem-solving and experiential learning in pragmatist education
- 3.3 Existentialism and education
 - Existentialist views on freedom, choice, and authenticity in education
 - Fostering personal meaning and self-discovery in existentialist education
- 3.4 Postmodernism and education
 - Critiques of traditional educational systems from a postmodern perspective
 - Postmodern approaches to curriculum, pedagogy, and assessment

Unit 4: Philosophical Perspectives on Social and Ethical Issues in Education

- 4.1 Philosophy of social justice in education-Examining different philosophical perspectives on social justice issues in education
 - Implications for creating inclusive and equitable learning environments
- 4.2 Ethics in education
 - Ethical theories and principles relevant to educational practices
 - Ethical considerations for teachers, students, and educational institutions
- 4.3 Philosophy of education and gender
 - Exploring philosophical perspectives on gender and education
 - Addressing gender biases and promoting gender equality in educational settings
- 4.4 Philosophy of education and environmental sustainability
 - Environmental ethics and their implications for education
 - Incorporating sustainability principles in curriculum and practices.

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Comparative analysis of educational philosophies of different cultures
- Philosophy café, Debates and case studies on philosophical perspectives
- Institutional Visits to observe how philosophy in practice are implemented in educational setting.
- Field trips to philosophical schools, ashrams, or libraries, Research projects on the influence of different philosophical perspectives on educational policies, curriculum development, or methods of instruction.

Learning Outcomes:

Prospective teacher...

- Develops insight about Child Development & Educational Psychology and the stages of human growth and development.
- Understands different theories of Development and its implication in real classroom scenario.
- Understands and imply theories of Intelligence, Personality Creativity and Motivation.
- Understands different theories of Learning and its implication in real classroom scenario.
- Understands Mental Health and Adjustment.

Unit 1: Educational Psychology & Growth and Development

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

Unit 2: Developmental Theories: Concept, Stages and Characteristics, Educational Implications

- 2.1 Piaget's Cognitive Development Theory
- 2.2 Vygotsky's Theory of Cognitive Development
- 2.3 Kohlberg's Moral Development Theory
- 2.4 Dollard Miller's Theory

Unit 3: Individual Differences, Intelligence, Personality, Creativity and Motivation

- 3.1 Individual Difference: Concept, areas, Educational Implication; Intelligence: Concept and Guilford's SOI Theory, Measurement of Intelligence and its Educational implications
- 3.2 Personality: Concept, Factors affecting Personality, Vedic Theory of Personality
- 3.3 Creativity: Concept, Steps of developing creativity
- 3.4 Motivation: Concept, Need, Theory of Abraham Maslow and McClelland

Unit 4: Learning and Learning Theories, Mental Health and Adjustment

- 4.1 Learning: Concept and Nature of Learning, Factors affecting Learning, Transfer of Learning: Concept and Types
- 4.2 Classical Conditioning theory
- 4.3 Operant Conditioning theory , Learning by trial and error
- 4.4 Mental Health, Mental Hygiene, Adjustment: Concept, Characteristics, Educational Implications, adjustment, Defense Mechanism: Concept, Types.

Mode of Transaction:

- Lecture, Discussion, Experiential learning, Assignment, Project

Suggested Activities:-

- Observe and List out Developmental characteristics of 5 students at Secondary level
- Compare the Educational implications of various Developmental theories and determine its uniqueness.
- View any two movies like Slumdog Millionaire, Smile Pinky, Salam Bombay and discuss in context of its issues and concerns of childhood/adolescents.

History

Semester-3
**Ancient History of Bharat: Mauryan Empire
to Vardhan Empire**

Compulsory
Credit: 04
Marks:100

Learning Outcome:

Prospective teacher...

- Provides in depth knowledge about the Mauryan empire
- Discusses the gap between the Mauryas and Guptas and the rule of kingdoms like Satvahanas
- Enlightens the students about the great Gupta empire
- Emphasizes upon the significance of the Harshvardhan era

Unit 1:-The Mauryan empire

- 1.1 Sources-Polity and administration
- 1.2 Society and economy
- 1.3 Religion and culture
- 1.4 Causes for the decline of the Mauryan empire

Unit 2: The pre Gupt period: Brief introduction of

- 2.1 Sung, Kanva,
- 2.2 Greek, Shak,
- 2.3 Kshatrap,
- 2.4 Satavahan

Unit 3:-The Gupt empire

- 3.1 Sources
- 3.2 Brief polity and administration
- 3.3 Society and economy
- 3.4 Religion and culture

Unit 4:-Vardhan Empire

- 4.1 Sources
- 4.2 Polity
- 4.3 Administration
- 4.4 Religious policy of Harshvardhan

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Ancient History of Gujarat

Learning Outcome:

Prospective teacher...

- Provides critical insights into the Pre-Maitrak age
- Discusses about the Maitrak age in Gujarat
- Explains the pre-Solanki period in Gujarat
- Emphasizes upon the importance of the Solanki and Vaghela era of Gujarat

Unit 1:- Pre Maitrak Age

- 1.1 Sources
- 1.2 Pre-History-Proto History
- 1.3 Mahabharata Era, Dark Age and Buddha Age
- 1.4 Gujarat During Mauryan to Gupta Rule

Unit 2:-Maitrak Age

- 2.1 Polity and Administration
- 2.2 Society and Economy
- 2.3 Education, Literature
- 2.4 Culture and Art

Unit 3:-Gujarat before Solanki Age

- 3.1 Chavada
- 3.2 Gurjar Pratihar
- 3.3 Rastrakut Rule
- 3.4 Solanki and Vaghela Age -Polity

Unit 4:-Solanki and Vaghela Age

- 4.1 Administration
- 4.2 Economy and Society
- 4.3 Religion
- 4.4 Culture

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Geography

Learning Outcomes:

Prospective teacher...

- Understands of physiographic division of India
- Understands geography of their country
- Understands contextualizes their learnings
- Learns about demographic characteristics of India

Unit 1: Physical

- 1.1 Relief
- 1.2 Drainage
- 1.3 Climate
- 1.4 Natural Vegetation & Soil

Unit 2: Agriculture & Mineral

- 2.1 Major agricultural types
- 2.2 Agricultural regions, Distribution and production of Major Crops
- 2.3 Distribution and production of Important Minerals
- 2.4 Promotion of non-conventional energy resources

Unit 3: Transport Systems

- 3.1 Road
- 3.2 Railways
- 3.3 Water ways & Pipeline
- 3.4 Air

Unit 4: Population

- 4.1 Growth
- 4.2 Distribution and density
- 4.3 Population growth and related problems
- 4.4 Population policy of India

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Cartographic Method-II(Practical)

Learning Outcomes:

Prospective teacher...

- Develops their quantitative application in geographical study which gives more accuracy in any geographical enquiry that further helps students for research activities
- Develops ability to read and analyse topographic maps, where they can identify different physical and cultural features.
- Develops ability to read and analyse and identify different type of relief features
- Interpret different weather data from weather maps of different part of the world

Unit 1: Land forms

1.1 Representation of different land forms- by contours Gentle, Steep, Concave, Convex, Terrace, Water fall, Water rapid, U- shaped valley, V-shaped valley, Gorge, saddle/pass, Cliff, Plateau, Conical Hill, Volcanic crater hill, (total-15)

Unit 2: Cross Profiles

2.1 Drawing of cross profile Simple, Super- imposed , composite and projected profile and their relevance to land –form mapping analysis

Unit 3: Weather maps and charts

- 3.1 Weather maps and charts – Interpretation of Indian Daily Weather Reports (IDWR)
- 3.2 Hyther-graph and climograph (one exercise each)

Unit 4: Geographical Data

4.1 Geographical Data - Sources of data: primary and secondary, methods of data collection, Statistical techniques Measures of central tendency: mean, median and mode ((Ungrouped data only).

Mode of Transaction: Narration cum discussion, demonstration, Project, Lab work

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Note: -

1. This paper is Practical Paper. This paper will have 30 marks internal and 70 marks external examination including Journal assessment (10 marks) and Viva –Voce (10) marks.
2. All four Unit mention in syllabus has practical section with theoretical components.
3. Teaching workload should be 8 period (1 hour each) per week.
4. Number of students in a batch for practical examination shall not be more than 15
5. Students are required to keep a record of practical work in Journal form, duly signed by the teacher – in-charge on all exercises and certified by Head of the department.
6. There should be 1 Internal and 1 External examiner for external (Semester End) practical examination.
7. For conducting practical examination there will be number of required staff as mention per below.
 - Chairman (complete Exam-1)
 - Lab Supervisor (per subject -1)
 - Lab Assistant (per subject -1)
 - Class -4 Employee(waterboy-1)
 - Practical exam remuneration will be as per University Rules and Regulation

English

Learning Outcomes:

Prospective teacher...

- Analyzes the epic poem Beowulf, focusing on its themes, structure, and cultural significance, while exploring heroic ideals, fate, and supernatural elements depicted in the poem.
- Gains insights into Chaucer's life and literary contributions, analyze selected tales from The Canterbury Tales, and delve into the social commentary and character portrayal evident in the stories.
- Through an introduction to Spenser's life and works, analyzes The Faerie Queene as an epic allegory, emphasizing its moral and political themes during the Renaissance.
- Through an introduction to Dryden's and Pope's works, analyzes Dryden's satirical poetry and Pope's poetic style and moral satires, understanding their literary achievements during the Restoration and Augustan Age.

Unit 1: Old English Period (450-1066)

- 1.1 Introduction to Old English Literature
- 1.2 Key characteristics of Old English literature: oral tradition, alliterative verse, and the heroic ethos.
- 1.3 Beowulf and other works

Unit 2: Middle English Period (1066-1500)

- 2.1 The Norman Conquest and the transformation of English language and literature.
- 2.2 Emergence of Middle English literature and its linguistic features.
- 2.3 Geoffrey Chaucer and The Canterbury Tales

Unit 3: Renaissance and Elizabethan Age (1500-1660)

- 3.1 Renaissance Humanism and its Impact on society and literature.
- 3.2 The revival of classical learning and the rise of English Renaissance literature.
- 3.3 Metaphysical Poetry – innovative poetic techniques and spiritual themes.

Unit 4: Restoration and Augustan Age (1660-1745)

- 4.1 Historical context: Restoration of the monarchy and social changes in England.
- 4.2 The influence of the court on literature and drama.
- 4.3 Prose of the Enlightenment
- 4.4 The Rise of the Novel

Introduction to Drama

Learning Outcomes:

Prospective teacher...

- Explores the origins of Western theatre and the significant works of Aeschylus, Sophocles, and Euripides in Ancient Greek Drama. Students will also gain insights into Classical Indian Drama through an introduction to Sanskrit theatre, with a focus on Kalidasa's plays.
- Analyzes the life, historical context, and lasting contributions of William Shakespeare to the world of drama.
- Explores the concepts of Realism and Naturalism through the study of Henrik Ibsen's A Doll's House or Anton Chekhov's The Cherry Orchard.
- Critically assesses the role of theatre in reflecting and challenging societal norms and political ideologies, exploring the interplay between Theatre and Politics.

Unit 1: Foundations of Drama

- 1.1 Overview of Drama: Definitions, characteristics, and elements of drama
- 1.2 Ancient Greek Drama: The origins of Western theatre and the works of Aeschylus, Sophocles, and Euripides
- 1.3 Classical Indian Drama: An introduction to Sanskrit theatre, focusing on Kalidasa's plays

Unit 2: Shakespearean Drama

- 2.1 William Shakespeare: Life, times, and contribution to drama
- 2.2 Analysis of Shakespeare's Tragedies, Comedies and Historical Plays

Unit 3: Modern and Contemporary Drama

- 3.1 Realism and Naturalism: Study of Henrik Ibsen's A Doll's House or Anton Chekhov's The Cherry Orchard
- 3.2 Theatrical Movements: Introduction to Expressionism, Surrealism, or Absurdism through plays like The Bald Soprano by Eugene Ionesco

Unit 4: Theatre and Society

- 4.1 Theatre and Politics: Exploring the role of theatre in reflecting and challenging societal norms and political ideologies
- 4.2 Representation and Diversity: Examining plays that address issues of race, gender, and identity

Gujarati

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ સંક્ષેપીકરણ સમજે છે.
- પ્રશિક્ષણાર્થીઓ નિબંધલેખન સમજે છે.
- પ્રશિક્ષણાર્થીઓ વિચાર વિસ્તાર સમજે છે.
- પ્રશિક્ષણાર્થીઓ ગદ્યસમીક્ષા સમજે છે.

Unit 1: ગદ્યસમીક્ષા અને સંક્ષેપીકરણ

- 1.1 ગદ્યસમીક્ષા પરિચ્છેદનું ઝીણવટ પૂર્વકનું વાચન
- 1.2 પરિચ્છેદના અગત્યના વિચાર બિંદુઓ, પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા
- 1.3 સંક્ષેપીકરણ: સંક્ષેપીકરણ અને સારલેખનનો ભેદ
- 1.4 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા, રૂઢિપ્રયોગ કહેવત મૂકી શકાય તેમ હોય તે શોધવા વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો

Unit 2: અહેવાલ લેખન અને વિચાર-વિસ્તાર

- 2.1 અહેવાલ લેખન
- 2.2 પત્રકાર તરીકેનો અહેવાલ વિવિધ વિષયોની પત્રકાર પરિષદ
- 2.3 વિચાર-વિસ્તાર: વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો
- 2.4 વિચારનો વિસ્તાર, ઉદાહરણનું મહત્ત્વ, અવતરણનું મહત્ત્વ

Unit 3: ગદ્ય રૂપાંતર અને નિબંધ લેખન

- 3.1 ગદ્ય રૂપાંતર : વાદાત્મક ગદ્ય , ભાવાત્મક ગદ્ય
- 3.2 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય
- 3.3 નિબંધ લેખન : વિષયને અનુરૂપ મુદ્દા નક્કી કરવા, મુદ્દાનો ક્રમ નક્કી કરવો
- 3.4 અવતરણોનું મહત્ત્વ, પ્રસ્તાવના અને ઉપસંહારનું લેખન

Unit 4: ચર્યાપત્ર અને સભાસંચાલન

- 4.1 ચર્યાપત્રનો આરંભ, ચર્યાનો કેન્દ્રવર્તી વિચાર
- 4.2 ઉપસંહાર
- 4.3 સભાસંચાલક અને ઉદ્દેશોષકની ભૂમિકા
- 4.4 જુદા જુદા પ્રસંગોની ઉદ્દોષણા અને સભાસંચાલન

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્થીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ અખાભગતના જીવનને જાણે છે.
- પ્રશિક્ષણાર્થીઓ છપ્પાનું સાહિત્ય સ્વરૂપ અને ઉદ્ભવ વિકાસ જાણે છે .
- પ્રશિક્ષણાર્થીઓ અખાભગતના છપ્પાની દૃષ્ટાંતકલા જાણે અને સમજે છે.
- પ્રશિક્ષણાર્થીઓ છપ્પાની ભાષા, છંદવૈવિધ્ય, વ્યહારું ઉદાહરણ દ્વારા જણાવેલ સમાજ સુધારાની વાત સમજે છે.

Unit 1: સર્જક પરિચય

- 1.1 અખાનો જીવન પરિચય
- 1.2 અખાનો કવન પરિચય
- 1.3 કવિના જીવનની કિંવદન્તીઓ

Unit 2: છપ્પાનું સાહિત્ય સ્વરૂપ

- 2.1 અખાભગતના છપ્પાનું સાહિત્ય સ્વરૂપ
- 2.2 છપ્પાનો ઉદ્ભવ અને વિકાસ

Unit 3: અખાના છપ્પાનો વિષય વસ્તુલક્ષી અભ્યાસ

- 3.1 અખાભગતના છપ્પામાં પ્રગટ થતું તત્ત્વજ્ઞાન
- 3.2 અખાભગતના છપ્પામાં પ્રગટ થતો માયાવિચાર
- 3.3 છપ્પામાં પ્રગટ થતો સમાજ સુધારો

Unit 4: અખાના છપ્પામાં વપરાયેલી ભાષા

- 4.1 અખાના છપ્પામાં છંદવૈવિધ્ય
- 4.2 અખાના છપ્પા દ્વારા રજૂ થતો કટાક્ષ

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્થીકરણ, પૃથક્કરણ.

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

Learning Outcomes:

- हलन्तपुंलिंगशब्दानाम् उपपदविभक्तेः च पठनेन व्याकरणस्य व्यवस्थितमध्ययनं करोति ।
- विशेषणविशेष्यभावपठनेन अनुवादकौशलसम्पादनं भवति ।
- संख्यासु लिंगभेदपठनेन चित्-चन्-प्रयोगयोः विशेषपठनं करोति ।
- आत्मनेपदिधातूनां विशेषज्ञानं भवति ।

Unit 1: विभक्तयः

- 1.1 उपपदविभक्तयः
- 1.2 हलन्तपुंलिंगशब्दाः-प्रथमाविभक्तिः
- 1.3 हलन्तस्त्रीलिंगशब्दाः-प्रथमाविभक्तिः
- 1.4 हलन्तनपुंसकलिंगशब्दाः- प्रथमाविभक्तिः

Unit 2: विभक्तयः, विशेषणविशेष्यभावः

- 2.1 हलन्तशब्दाः- द्वितीया-तृतीया-चतुर्थीविभक्तयः
- 2.2 हलन्तशब्दाः- पंचमी-षष्ठी-सप्तमीविभक्तयः
- 2.3 हलन्तपुंलिंगशब्दाः- सप्तसु विभक्तिषु
- 2.4 विशेषणविशेष्यभावः

Unit 3: सर्वनामशब्दाः

- 3.1 सर्वनामशब्दाः (पुंलिङ्गानपुंसकलिङ्गयोः)
- 3.2 सर्वनामशब्दाः (स्त्रीलिङ्गे)
- 3.3 संख्यासु लिंगभेदः
- 3.4 पूरणप्रत्ययान्ताः

Unit 4: आत्मनेपदि धातवः, चित्-चन-प्रयोगः

- 4.1 चित्-चन-प्रयोगः
- 4.2 आत्मनेपदिनां धातूनां परिचयः- लट्लकारः
- 4.3 आत्मनेपदिनां धातूनां परिचयः- लोट्लकारः
- 4.4 आत्मनेपदिनां धातूनां परिचयः- लृट्लकारः

Mode of Transaction:प्रत्यक्षपद्धतिः, पाठ्योपकरणद्वारा प्रस्तुतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्

Suggested Activities: क्रीडाः, संस्कृतप्रवासः, गीतगानम्, अभिनयेन शिशुगीतानि

Learning Outcomes:

- लिङ्लङ्लकारयोः परिचयप्राप्तिः प्रयोगः च भवति ।
- कर्मणिभावेप्रयोगपठनं करोति ।
- लिङ्लकारस्य तव्यत्-अनीयर्-प्रत्यययोः च पाठनं भवति ।
- शतृशानच्-प्रयोगपठनं भवति ।
- कोशपरिचयः भवति ।
- पद्यमयकोशस्य गानपुरस्सरम् अध्ययनं करोति ।

Unit 1: विधिलिङ्लकारः

- 1.1 सम्भावनार्थे विधिलिङ्लकारः
- 1.2 विध्यर्थे विधिलिङ्लकारः
- 1.3 आत्मनेपदि लङ्लकारः
- 1.4 आत्मनेपदि विधिलिङ्लकारः

Unit 2: कर्मणि-भावेप्रयोगः, तव्यत्-प्रत्ययाः

- 2.1 आत्मनेपदि लृङ्लकारः
- 2.2 कर्मणिप्रयोगः - वर्तमानकाले
- 2.3 भावेप्रयोगः वर्तमानकाले
- 2.4 तव्यत्-प्रत्ययः

Unit 3: शतृ- शानच्- अनीयर् प्रत्ययाः

- 3.1 अनीयर्-प्रत्ययः
- 3.2 शतृप्रत्ययान्तानां प्रयोगः
- 3.3 शानच्-प्रत्ययान्तानां प्रयोगः
- 3.4 धातुरूपाभ्यासः - पठ्धातुः(नवकारेषु)

Unit 4 : अमरकोशपरिचयः

- 4.1 कालवर्गः - 1 तः 10 श्लोकाः
- 4.2 कालवर्गः - 11 तः 17 श्लोकाः
- 4.3 धीवर्गः - 1 तः 13 श्लोकाः
- 4.4 धीवर्गः - 14 तः 25 श्लोकाः

Mode of Transaction:प्रत्यक्षपद्धतिः, पाठ्योपकरणद्वारा प्रस्तुतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: क्रीडाः, संस्कृतप्रवासः, गीतगानम्, अभिनयेन शिशुगीतानि

Hindi

Learning Outcomes

प्रशिक्षणार्थी...

1. हिन्दी भाषा का साहित्य में प्रयोजन करते हैं।
2. शब्द, गीत, संरचना, स्रोत और अर्थ का वाक्य में उचित रूप से प्रयोग करते हैं।
3. उपसर्ग, प्रत्यय, संधि और समास का व्यावहारिक जीवन में वाक्य प्रयोग करते हैं।
4. पद के भेद व्यावहारिक जीवन में प्रयोजन करते हैं।

इकाई 1: हिन्दी भाषा का स्वरूप

- 1.1 हिन्दी भाषा: अर्थ और परिभाषा
- 1.2 हिन्दी भाषा के उद्भव और विकास का संक्षिप्त परिचय
- 1.3 हिन्दी के विविध रूप - हिन्दी, उर्दू, हिंदुस्तानी, दक्षिणी
- 1.4 हिन्दी ध्वनियों (स्वरों) का वैज्ञानिक अध्ययन

इकाई 2: हिन्दी में शब्द रचना भेद संरचना स्रोत

- 2.1 हिन्दी शब्द और शब्द रचना
- 2.2 शब्द भेद
- 2.3 संरचना के आधार पर - मूल, यौगिक, यौगरूढ़
- 2.4 स्रोत के आधार पर - तत्सम, तद्भव, देशज, विदेशी

इकाई 3: उपसर्ग - प्रत्यय - संधि - पद

- 3.1 उपसर्ग
- 3.2 प्रत्यय
- 3.3 संधि, समास
- 3.4 हिन्दी पद, शब्द और पद में अंतर

इकाई 4: विकारी अविकारी पद में परिवर्तन विकारी

- 4.1 विकारी - संज्ञा, सर्वनाम, क्रिया, विशेषण
- 4.2 अविकारी क्रिया विशेषण-संबंध बोधक, समुच्चयबोधक, विस्मयादि बोधक, निपात
- 4.3 पद के रूप में परिवर्तन
- 4.4 विकारी - संज्ञा, सर्वनाम, क्रिया, विशेषण, लिंग, वचन, काल और कारण

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

1. पूर्व छायावादी और छायावादी कविताओं का भेद एवं काव्य प्रवृत्तियों की विशेषताओं को समझते हैं।
2. पूर्व छायावादी कवियों की रचना कला की विशेषताओं को समझते हैं।
3. सुमित्रानंदन पंत और सूर्यकांत त्रिपाठी की कविता का भावार्थ अपने शब्दों में प्रस्तुत कर सकते हैं।
4. महादेवी वर्मा की रचना का विश्लेषण अपने शब्दों में प्रस्तुत कर सकते हैं।

इकाई 1: पूर्व छायावाद

- 1.1 पूर्व छायावादी कविता
- 1.2 पूर्व छायावादी प्रवृत्तियां
- 1.3 छायावादी कविता
- 1.4 छायावादी प्रवृत्तियां

इकाई 2: छायावादी कवि और कविता

- 2.1 अयोध्या सिंह उपाध्याय 'हरिऔध'
- 2.2 -फूल और कांटे
-पारिजात
- 2.3 मैथिलीशरण गुप्त
- 2.4 - दोनों ओर प्रेम पलता है
- मनुष्यता

इकाई 3: छायावादी कवि और कविता

- 3.1 माखनलाल चतुर्वेदी
- 3.2 - सखि! वे मुझसे कहकर जाते
- कैदी और कोकिला
- 3.3 जयशंकर प्रसाद
- 3.4 - अरूण मधुमय देश
- बीती विभावरी

इकाई 4: छायावादी कवि और कविता

- 4.1 सुमित्रानंदन पंत
- 4.2 - सु:ख दु:ख
- मानव
- 4.3 महादेवी वर्मा
- 4.4 - जाग तुझको दूर जाना
- मैं नीर भरी दु:ख की बदली

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

SEMESTER-IV

Curriculum Framework B.A.-B.Ed. 2023

Semester - IV

| | | | Total papers | Hours | Credit | Internal | External | Total |
|------------------|--------------------------|------------------|--------------|------------|-----------|------------|------------|------------|
| Education | Education | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| | School Internship | Practical | 2 | 120 | 4 | 100 | 0 | 100 |
| Arts | Principal | Theory | 2 | 120 | 8 | 60 | 140 | 200 |
| | Subsidiary | Theory | 1 | 60 | 4 | 30 | 70 | 100 |
| Total | | | 6 | 360 | 20 | 220 | 280 | 500 |

| No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|-----|-----------|--|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Education | General Pedagogy of Languages, Social Sciences and Commerce | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 2 | Education | Pre-Internship Practice | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 3 | Education | School Observations (Field Practice) | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 4 | History | Constitution of Bharat | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 5 | History | History of Europe: 1914 C.E. to 1962 C.E. | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 6 | Geography | Geography of Gujarat | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 7 | Geography | Human Geography | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 8 | English | Augustan Age to Modern Age | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 9 | English | Prose and Fiction | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 10 | Gujarati | Swaroop: Ekanki: Haveli Ekanki Sangrahmathi Pasand Karela Ekanki | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 11 | Gujarati | Madhyakalin Gujarati Sahitya-no Itihas - Pramukh Sarjako ane Swaroop | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 12 | Sanskrit | Shreemadbhagawadgeeta Jeevanavyavasthapanam cha | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 13 | Sanskrit | Chhandshaastram Neetishatakam cha (Niyatanshah) | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 14 | Hindi | Aadikalin Evam Nirgun Bhakti Kavy Ka Itihas | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 15 | Hindi | Hindi Natak : Dhruvswamini | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |

Education

Semester-4
**General Pedagogy for Language
and Social Sciences**

Compulsory
Credit: 04
Marks:100

Learning Outcomes:

Prospective teacher...

- Comprehends the concepts of faculty and discipline and knowledge as a whole
- Appreciates values and recognize correlation
- Understands pedagogical perspectives
- Develops skills of microteaching, simulation lesson

Unit 1: Values and Correlation among Languages, Social Sciences and Commerce

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

Unit 2: Pedagogical Perspectives

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

Unit 3: Methods of Teaching Languages, Social Science and Commerce

- 3.1 Inductive-Deductive, Comparison
- 3.2 Translation, Story Telling
- 3.3 Narration cum Discussion, Demonstration, Project
- 3.4 Analysis-Synthesis, Source Method (Aadhar)

Unit 4: Microteaching, Simulation

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

Mode of Transaction:

- Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions, Group Discussion, Penal discussion

Suggested Activities:-

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools

Pre-internship Practice

Learning Outcomes:**Prospective teacher...**

- Understands the concept of microteaching skills
- Develops the proficiency in application of microteaching skills
- Develops the proficiency in observation of micro teaching skill components
- Develops skills and ability to reflect on microteaching experience

Course Content:

- Microteaching and Reflective Diary

Duration: 2 Weeks

- The main objective of the pre-internship practice is to develop various teaching skills among the prospective teachers. To achieve this objective an orientation cum workshop should be arranged on Microteaching and Reflective Diary

Orientation cum Workshop for Microteaching

1. What is Microteaching? Steps of Micro teaching
2. Importance and limitations of Microteaching
3. General Orientation about different teaching skills
4. Orientation and Demonstration of the Skill
5. Discussion about the demonstration lesson according to the skill components to develop observation skill among trainees.
6. Preparation of the lesson plan by the trainees
7. Lesson plan guidance
8. Microteaching skill lesson execution in small peer group
9. Feedback by peer group members and faculty
10. Re-plan
11. Reteach
12. Feedback

Microteaching Skills:

- Fluency in Questioning, Set Induction, Skill of Illustration, Skill of Explanation, Skill of Using Writing Board, Skill of Stimulus variation, Skill of reinforcement, Skill of using teaching aid

Reflective Diary:

- Reflection upon the experiences related with microteaching skills

Internal Assesment

| No | Activity | Marks |
|----|--|-------|
| 1 | 4 Skill Lessons in Method 1 and 8 Observations | 20 |
| 2 | 4 Skill Lessons in Method 2 and 8 Observations | 20 |
| 3 | Reflective Diary | 10 |
| | Total | 50 |

School Observations (Field Practice)**Learning Outcomes:****Prospective teacher...**

- Experiences school activities in totality
- Develops an insight into the role of a teacher and learner
- Identifies practices of the regular teacher in classroom teaching to engage students in learning process
- Reflects upon the experience during school observation
- Develops understanding about the school activities in different culture/set ups

Course Content:

- A group of prospective teachers need to visit minimum two different types of schools. One week in one school and second week in another school. A care should be taken to identify various types of schools such as Government, Private, Urban, Rural, Residential, Non-residential and specific category schools (e.g. KVs, JNVs, Ashram schools, School for differently abled learner and Sainik School). A brief orientation programme can be arranged before sending the prospective teachers to school to acquaint them with the objectives and modalities of such programme.
- During this programme, the prospective teachers shall observe the school, classroom environment with reference to infrastructure, equipment, teaching learning material, functioning of the school, human resources, organisation of various activities etc.
- Prospective teacher shall observe minimum two lessons each day (24 lessons shall be observed). The prospective teacher shall observe teaching learning process in classroom, ICT use, student participation, classroom management and based on the observations he/she should identify the practices done by the teacher for effective teaching and engaging students in learning process.
- After the completion of the field exposure programme prospective teacher shall be required to develop a detailed report and share the same at the Institute. The report should include profile report of the school, detailed observation of minimum 24 lessons and reflective writing about the school exposure visit.

Mode of Transaction: Orientation and Observation

Internal Assessment

| No. | Activity | Marks |
|-----|--|-----------|
| 1 | Profile Report of two schools | 20 |
| 2 | Lesson Observation Report of 24 lessons | 10 |
| 3 | Reflective writing about the school exposure visit | 10 |
| 4 | Presentation of all above reports | 10 |
| | Total | 50 |

History

Learning Outcome:

Prospective teacher...

- Explains the students about the characteristics of the Bharatiya constitution
- Provides in depth knowledge about the Union of India
- Explains the concept of the states in India
- Delineates the role of judiciary in India

Unit 1: Characteristics of The Bharatiy Constitution

- 1.1 Preamble
- 1.2 The Union and Its Territory – Citizenship
- 1.3 Fundamental Rights and Fundamental Duties
- 1.4 Directive Principles of State Policy

Unit 2: The Union

- 2.1 The President and Vice-President
- 2.2 Parliament-Prime Minister and Council of Ministers
- 2.3 Legislative Procedure
- 2.4 The Attorney-General for India

Unit 3: The States

- 3.1 The Governor
- 3.2 The State Legislature-Chief Minister and Council of Ministers
- 3.3 Legislative Procedure
- 3.4 The Advocate-General for The State

Unit 4: Judiciary

- 4.1 The Union Judiciary-Supreme Court
- 4.2 The States Judiciary -The High Courts
- 4.3 Comptroller and Auditor-General of India
- 4.4 Tribunals

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Learning Outcome:

Prospective teacher...

- Engages the student with the Europe of the 20th century
- Explains in detail the League of Nations
- Throws light on the circumstances between the two world wars
- Discusses in detail the Second World War and the United Nations

Unit 1: Europe in 20th century:

- 1.1 First World War: Reasons
- 1.2 First World War: Consequence
- 1.3 Paris Peace Conference
- 1.4 Russian Bolshevik Revolution 1917: Reasons and Consequence

Unit 2: League of Nations:

- 2.1 Establishment
- 2.2 Aims and Organs
- 2.3 Achievements
- 2.4 Failures and its reason

Unit 3: Europe between two wars:

- 3.1 Fascism in Italy
- 3.2 Mussolini and his policies
- 3.3 Nazism in Germany
- 3.4 Hitler and his policies

Unit 4: Second World War and United Nations

- 4.1 Second World War: Reasons and Consequence
- 4.2 United Nations: Establishment, Aims and Organs
- 4.3 United Nations: Achievements and Limitations
- 4.4 Military Organization and cold war after second world war

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Geography

Learning Outcomes:

Prospective teacher...

- Understands the Geographical personality of Gujarat
- Acquires knowledge of drainage pattern
- Acquires knowledge of trade and transport of Gujarat
- Understands the demographic characteristics of Gujarat

Unit 1: Physical Setting

- 1.1 Relief
- 1.2 Drainage
- 1.3 Climate
- 1.4 Natural Vegetation & Soil

Unit 2: Agriculture & Mineral

- 2.1 Major agricultural types
- 2.2 Agricultural regions, Distribution and production of Major Crops
- 2.3 Distribution and production of Minerals
- 2.4 Promotion of non-conventional energy resources

Unit 3: Transport Systems

- 3.1 Road
- 3.2 Railways
- 3.3 Air
- 3.4 Ports and Trade

Unit 4: Population

- 4.1 Growth
- 4.2 Distribution and density
- 4.3 Population growth and related problems
- 4.4 Urbanization, Industrialization patterns in Gujarat

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Learning Outcomes:

Prospective teacher...

- Develop the ideas on human-environment issues that geographers usually address in the anthropogenic activity
- Prepares for UGC NET/SLET exams and other competitive exams including the civil services
- Learns about evolution of man.
- Learns about concept of over world population

Unit 1: Human Geography –Nature and Scope

- 1.1 Meaning ,Nature and scope
- 1.2 Sub Fields of Human Geography
- 1.3 Determinism and Possibilism
- 1.4 Neo-Determinism.

Unit 2: Major Races and their Global Distribution and characteristics

- 2.1 Concept of race
- 2.2 Classification of race
- 2.3 Physical characteristics and distribution of major racial groups
- 2.4 Social characteristics of racial groups

Unit 3: Human adjustments/adaptation to Natural environment

- 3.1 Equatorial region- Pigmies
- 3.2 Polar region- Eskimos
- 3.3 Desert environment- Bushman
- 3.4 Mountain environment-Gujjar

Unit 4: Distribution of population

- 4.1 Factors affecting the distribution of Population
- 4.2 world distribution of Population
- 4.3 Migration Cause and Types
- 4.4 Migration – Internal and International

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

English

Learning Outcomes:

Prospective teacher...

- Able to describe the historical context and cultural characteristics that define the Augustan Age.
- Analyzes the significance of Mary Shelley's *Frankenstein* in the context of Romanticism and its themes.
- Critically examines the social critique present in Charles Dickens's novels, reflecting the realities of the Victorian Era.
- Evaluates the impact of World War I on literary expression, as illustrated through William Golding's *Lord of the Flies* and other post-World War I works.

Unit 1: The Augustan Age (18th Century)

- 1.1 Overview of the Augustan Age: Historical context and cultural characteristics.
- 1.2 Key literary figures and works: Jonathan Swift, Alexander Pope, Daniel Defoe, and others.
- 1.3 The Rise of the Novel: The emergence and popularity of the novel as a literary form.

Unit 2: Romanticism and its Impact (Late 18th to Early 19th Century)

- 2.1 The Romantic Movement: Characteristics and themes of Romantic literature.
- 2.2 William Wordsworth and Samuel Taylor Coleridge: Examination of their poetry
- 2.3 Social and Political Context: The impact of the French Revolution on Romantic literature.

Unit 3: Victorian Literature and Society (19th Century)

- 3.1 The Victorian Era: Overview of the social, political, and economic climate.
- 3.2 Charles Dickens: Study of his novels and their social critique.
- 3.3 Poetry of the Victorian Age: Alfred Lord Tennyson and Robert Browning.

Unit 4: Modernism and Beyond (20th Century)

- 4.1 Modernist Poetry: T.S. Eliot, Ezra Pound, and the fragmentation of language.
- 4.2 Stream of Consciousness: Virginia Woolf and James Joyce's experimental narrative techniques.
- 4.3 Post-World War I Literature: Examining the impact of the war on literary expression. Analysis/ case in point: Wiliam Golding's *Lord of Flies*

Learning Outcomes:

Prospective teacher...

- Able to define and identify the characteristics of prose and fiction as distinct literary forms.
- Conducts a close examination of selected classic works of fiction from various eras and cultures, fostering an appreciation for their enduring literary value.
- Explores fiction from the 20th and 21st centuries, recognizing the shifts in storytelling and literary styles during this period.
- Conducts a detailed examination of various fiction genres, such as science fiction, fantasy, mystery, and magical realism, to identify their defining characteristics.

Unit 1: Introduction to Prose and Fiction

- 1.1 Definition, characteristics and historical evolution of prose and fiction
- 1.2 Key literary elements: plot, setting, character, theme, style and narrative
- 1.3 Analysis of different types of prose: short stories, novellas, novels, essays, and memoirs

Unit 2: Exploring Classic Fiction

- 2.1 Close examination of selected classic works of fiction from different eras and cultures
- 2.2 In-depth analysis of literary devices and narrative techniques employed by authors
- 2.3 Discussions on themes and motifs in classic fiction – Charles Dicken’s *Oliver Twist*

Unit 3: Modern and Contemporary Fiction

- 3.1 Exploration of fiction from the 20th and 21st centuries
- 3.2 Analysis of postmodern storytelling and experimentation in fiction – Salman Rushdie’s *Midnight’s Children*
- 3.3 Understanding the impact of social, political, and cultural changes on modern and contemporary prose

Unit 4: Genre Studies

- 4.1 Detailed examination of different fiction genres such as science fiction, fantasy, mystery, and magical realism
- 4.2 Comparative analysis of themes and storytelling approaches within each genre – H. G. Well’s *The Time Machine*

Gujarati

સ્વરૂપ: એકાંકી: હવેલી એકાંકી સંગ્રહમાંથી પસંદ કરેલા એકાંકી

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ ઉમાશંકર જોશીના જીવનને જાણે છે.
- પ્રશિક્ષણાર્થીઓ એકાંકીનું સ્વરૂપ જાણે છે, તેમજ એકાંકી અને નાટક વચ્ચેનો તફાવત કરી શકે છે.
- પ્રશિક્ષણાર્થીઓ એકાંકીના વિષય - વૈવિધ્યને સમજે છે.
- પ્રશિક્ષણાર્થીઓ એકાંકીના પાત્ર, સંવાદ, વાતાવરણ, ભાષા વગેરેને જાણે છે.

Unit 1: સર્જક પરિચય

- 1.1 ઉમાશંકર જોશીના જીવન - કવનનો પરિચય
- 1.2 શિક્ષક તરીકે
- 1.3 સાહિત્યકાર તરીકે
- 1.4 વહીવટદાર તરીકે

Unit 2: એકાંકી સ્વરૂપ

- 2.1 એકાંકી સંજ્ઞા અને વ્યાખ્યા
- 2.2 એકાંકી ઉદ્ભવ અને વિકાસ
- 2.3 એકાંકી અને નાટક વચ્ચે તફાવત

Unit 3: એકાંકીનું વિષય વૈવિધ્ય

- 3.1 એકાંકીના પાત્રો
- 3.2 એકાંકીના સંવાદ
- 3.3 એકાંકીનું વાતાવરણ

Unit 4: એકાંકીની ભાષાશૈલી

- 4.1 એકાંકીમાં બોલીનો પ્રયોગ
- 4.2 એકાંકીમાં નાટ્યાત્મકતા
- 4.3 એકાંકીમાં તખ્તાલાયકી

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્વીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ નરસિંહ પહેલાના સાહિત્ય, સાહિત્ય સ્વરૂપ અને પ્રમુખ કૃતિઓને જાણે છે.
- પ્રશિક્ષણાર્થીઓ મધ્યકાલીન ગુજરાતી સાહિત્યના પરિબળો, વિશેષતાઓ, લક્ષણોથી પરિચિત થાય છે.
- પ્રશિક્ષણાર્થીઓ મધ્યકાલીન સર્જકોથી પરિચિત થાય છે.
- પ્રશિક્ષણાર્થીઓ મધ્યકાળના સાહિત્ય સ્વરૂપ અને કૃતિઓથી પરિચિત થાય છે.

Unit 1: નરસિંહપૂર્વેનું સાહિત્ય

- 1.1 સાહિત્ય સ્વરૂપનો પરિચય
- 1.2 ફાગુ, રાસ, બારમાસી, પ્રબંધ
- 1.3 કૃતિ પરિચય - સિદ્ધહેમ શબ્દાનુસાશન, ભરતેશ્વર બાહુબલી રાસ, નેમિનાથ ફાગુ, વસંતવિલાસ, ત્રિભુવન દીપક પ્રબંધ , હંસાઉલિ, રણમ્મલ છંદ

Unit 2: મધ્યકાલીન ગુજરાતી સાહિત્યના પ્રેરકબળો

- 2.1 રાજકીય પ્રેરકબળો
- 2.2 સામાજિક પ્રેરકબળો
- 2.3 ધાર્મિક પ્રેરકબળો
- 2.4 મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ અને પ્રમુખ લક્ષણો

Unit 3: સર્જક પરિચય

- 3.1 નરસિંહ મહેતા, મીરાંબાઈ
- 3.2 પ્રેમાનંદ શામળ
- 3.3 અખો, દયારામ

Unit 4: સાહિત્યસ્વરૂપ અને કૃતિ પરિચય

- 4.1 પદ, આખ્યાન, છપ્પા
- 4.2 પદ્યવાર્તા, ગરબી
- 4.3 નરસિંહના પદ, નળાખ્યાન
- 4.4 સિંહાસન બત્રીસી, દયારામની ગરબીઓ

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્થીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च

Learning Outcomes:

- पारम्परिक-ऐतिहासिकग्रन्थस्य अध्ययनेन आनन्दानुभूतिः प्राप्नोति ।
- सांख्ययोगस्य अभ्यासेन तत्त्वज्ञानचिन्तनं भवति ।
- कर्मयोगमाध्यमेन वास्तविककर्मणां बोधः प्राप्नोति ।
- भगवत्प्राप्तेः उपायानां ज्ञानं भवति ।
- संसारवृक्षे परमात्मनः दर्शनं करोति ।

Unit 1: श्रीमद्भगवद्गीता- परिचयः तथा द्वितीयः अध्यायस्य नियतांशः

- 1.1 भगवद्गीतायाः पूर्वभूमिका
- 1.2 अर्जुनस्य मोहः
- 1.3 आत्मनः अजरत्वम् अमरत्वं च
- 1.4 स्थितप्रज्ञस्य लक्षणानि

Unit 2: श्रीमद्भगवद्गीता अध्यायः - ३

- 2.1 अनासक्तभावेन नियतकर्मकरणस्य श्रेष्ठतायाः निरूपणम्
- 2.2 यज्ञादिकर्मणाम् आवश्यकतायाः निरूपणम्, लोकसंग्रहार्थं कर्मणाम् आवश्यकता
- 2.3 अज्ञानिनः ज्ञानिनः च लक्षणानि , रागद्वेषरहितेन भूत्वा कर्मकरणस्य आवश्यकता
- 2.4 कामानां निरोधकर्ता विषयः

Unit 3: श्रीमद्भगवद्गीता अध्यायः - १२

- 3.1 साकारनिराकारयोः उपासकानाम् उत्तमतायाः निर्णयः
- 3.2 भगवत्प्राप्तेः उपायविषयाः
- 3.3 भगवत्प्राप्तपुरुषाणां लक्षणानि
- 3.4 अनन्यभक्तेः बोधः

Unit 4: श्रीमद्भगवद्गीता अध्यायः - १५

- 4.1 संसारवृक्षस्य वर्णनम्
- 4.2 जीवात्मनः विषयः
- 4.3 पूर्णपुरुषोत्तमस्य स्वरूपावगमनम्
- 4.4 क्षराक्षरपुरुषोत्तमस्य विषयः

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोककण्ठस्थीकरणप्रतियोगिता

Learning Outcomes:

- विविधच्छन्दसां परिचयेन गानपद्धतेः ज्ञानं प्राप्नोति ।
- छन्दसां संविधानम् उदाहरणसहितं जानाति ।
- छन्दसां पठनानन्तरं स्वयमेव श्लोकनिर्माणसामर्थ्यसम्पादनं भवति ।
- विद्यावतां ज्ञानवतां च महत्त्वं जानाति ।
- नीतिगतानां वचनानां जीवनादर्शः जानाति ।
- विविधरागयुतानां श्लोकानां गानपुरस्सरम् अभ्यासं करोति ।

Unit 1: छन्दशास्त्रपरिचयः

- 1.1 छन्दविषयकं सामान्यपरिचयः
- 1.2 छन्दशास्त्रीयसंज्ञाः
- 1.3 वैदिक छन्दसां परिचयः
- 1.4 जातिछन्दांसि- आर्या, गीतिः

Unit 2: समवृत्तछन्दांसि

- 2.1 अनुष्टुप्, उपजातिः, तोटकम्
- 2.2 भुजंगप्रयातम्, वसन्ततिलका, मन्दाक्रान्ता
- 2.3 मालिनी, हरिणी, शिखरिणी
- 2.4 पृथ्वी, स्रग्धरा, शार्दूलविक्रीडितम्

Unit 3: नीतिशतकम् (नियत ३० श्लोकाः)

- 3.1 नीतिशतकम् (नियतश्लोकाः)
- 3.2 नीतिशतकम् (नियतश्लोकाः)
- 3.3 नीतिशतकम् (नियतश्लोकाः)
- 3.4 नीतिशतकम् (नियतश्लोकाः)

Unit 4: नीतिशतकम् (नियत ३० श्लोकाः)

- 4.1 नीतिशतकम् (नियतश्लोकाः)
- 4.2 नीतिशतकम् (नियतश्लोकाः)
- 4.3 नीतिशतकम् (नियतश्लोकाः)
- 4.4 नीतिशतकम् (नियतश्लोकाः)

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोकानां मात्रामेलन-गणनाप्रवृत्तिः, लक्षणानां कण्ठस्थीकरणम्, श्लोकगानप्रतियोगिता

Hindi

आदिकालीन एवं निर्गुण भक्ति काव्य का इतिहास

Learning Outcomes

प्रशिक्षणार्थी...

- आदिकाल की साहित्य प्रवृत्ति समझ कर तत्कालीन समय के साथ तुलना करते हैं।
- निर्गुण भक्ति काव्य और संत काव्य की रचनाओं का तुलनात्मक अभ्यास करते हैं।
- सूफी काव्य परंपरा की विशेषताओं और काव्य की प्रवृत्तियां विश्लेषणात्मक रूप से समझते हैं।
- आदिकालीन कवियों की प्रमुख कृतियों को समझ कर तत्कालीन समय की रचना कला को समझते हैं।

इकाई 1: आदिकाल और प्रमुख कवि

- 1.1 आदिकाल
- 1.2 नामकरण की समस्या
- 1.3 आदिकाल की प्रमुख साहित्य प्रवृत्तियां
- 1.4 प्रमुख कवि

इकाई 2: निर्गुण भक्ति काव्य और सूफी काव्य परंपरा

- 2.1 निर्गुण भक्ति काव्य
- 2.2 संत काव्य की सामान्य प्रवृत्तियां
- 2.3 सूफी काव्य परंपरा
- 2.4 प्रेमाख्यानक काव्य की प्रवृत्तियां

इकाई 3: विभिन्न रचना

- 3.1 पृथ्वीराज रासो
- 3.2 भक्तमाल नाभादास
- 3.3 चंदायन
- 3.4 मृगावती

इकाई 4: विभिन्न कवि

- 4.1 अमीर खुसरो
- 4.2 कबीर
- 4.3 चंदबरदाई
- 4.4 रैदास

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

- नाटक के तत्त्व: को पश्चिम और पूर्व के संदर्भ में भेद बता कर विशेषताओं का विश्लेषण करते हैं।
- द्विवेदी युगीन एवं प्रसाद कालीन नाटकों का संक्षिप्त परिचय स्वरूप और तत्त्व का विश्लेषण करते हैं।
- ध्रुवस्वामिनी रचना की कथावस्तु, रंगमंचता और पात्र निरूपण एवं उद्देश्य को कलात्मक रूप से अभिव्यक्त को समझते हैं।
- ध्रुवस्वामिनी रचना में प्रस्तुत देशकाल एवं वातावरण, संवाद योजना को नाटक के रूप में अभिव्यक्त करना और भाषा शैली के रूप में प्रस्तुत करने की क्षमता रखते हैं।

इकाई 1: नाटक पूर्व एवं पश्चिम के संदर्भ में

- 1.1 नाटक के तत्त्व: पूर्व एवं पश्चिम
- 1.2 रंगमंच का परिचय
- 1.3 हिन्दी नाटक का उद्भव
- 1.4 भारतेंदु युग

इकाई 2: विभिन्न युग में नाटक

- 2.1 द्विवेदी युग
- 2.2 द्विवेदी कालीन नाटकों का संक्षिप्त परिचय
- 2.3 प्रसाद कालीन नाटक
- 2.4 प्रसाद के नाटकों का संक्षिप्त परिचय

इकाई 3: ध्रुवस्वामिनी और नाटक के तत्त्व

- 3.1 ध्रुवस्वामिनी
- 3.2 कथावस्तु का वैशिष्ट्य
- 3.3 पात्र निरूपण
- 3.4 उद्देश्य

इकाई 4: ध्रुवस्वामिनी और नाटक के तत्त्व

- 4.1 देशकाल एवं वातावरण
- 4.2 संवाद योजना
- 4.3 रंगमंचिता
- 4.4 भाषा शैली

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

SEMESTER-V

Curriculum Framework B.A.-B.Ed. 2023

Semester - V

| | | Total papers | Hours | Credit | Internal | External | Total | |
|-----------|-----------|--------------|----------|------------|-----------|------------|------------|------------|
| Education | | Theory | 2 | 120 | 8 | 60 | 140 | 200 |
| Arts | Principal | Theory | 3 | 180* | 12 | 90 | 210 | 300 |
| | | Total | 5 | 300 | 20 | 150 | 350 | 500 |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|-----------|---|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Education | Pedagogy of Social Science | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 2 | Education | Pedagogy of Hindi | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 3 | Education | Pedagogy of Sanskrit | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 4 | Education | Pedagogy of Gujarati | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 5 | Education | Pedagogy of English | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 6 | History | History of Bharat: 1915 C.E. to 1947 C.E. | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 7 | History | Study of Tourism | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 8 | History | Understanding of Bharatiy Culture | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 9 | Geography | Resource Geography | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 10 | Geography | Cartographic Method-III | Practical | Compulsory | 120 | 4 | 30 | 70 | 100 |
| 11 | Geography | Geography of Population | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 12 | English | Modern Age to Present | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 13 | English | Introduction to Literary Criticism | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 14 | English | Introduction to Linguistics/Translation Studies | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 15 | Gujarati | Swaroop: Gazal: Rajendra Shuklani Gazalomathi Pasand Kareli Gazalo | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 16 | Gujarati | Arvachin Gujarati Sahityano Itihas : Sudharakayuga ane Panditayuga: Pramukh Sarjako ane Swaroop | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 17 | Gujarati | Gujarati Vyakarana/Swaroop: Prashista Krutio: Nandabatrishi ane Sarasvatichandra Bhag-I | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 18 | Sanskrit | Laghusiddhantakaumudee (Niyatanshah) | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 19 | Sanskrit | Swapnavaasavadattam | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 20 | Sanskrit | Stotrasahityam/Mahabharatam (Niyatanshah) | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 21 | Hindi | Nibandhetar Gadhy Vidhaye | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 22 | Hindi | Computer Aur Hindi Bhasha | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 23 | Hindi | Bhartiy Kavya Shashtra/Rachnatmak Lekhan aur Anuvad | Theory | Optional | 60 | 4 | 30 | 70 | 100 |

* +60 hours in case of students opting Geography as principal subject.

Education

Learning Outcome:

Prospective teacher...

- Understands the fundamental of social sciences
- Understands pedagogical aspects as a teacher of social science
- Uses teaching material learning social science
- Uses activities during teaching learning process in social science

Unit-1 Fundamental of Social Science

- 1.1 Meaning, Nature, Need and Scope of social science subject
- 1.2 Current scenario and problems of social science teaching
- 1.3 Goals of social science teaching
- 1.4 General and Specific objectives of social science teaching

Unit -2 Pedagogical Aspect and Teacher of Social Science

- 2.1 Methods of social science teaching
(Meaning-Use-Importance-Limitation-Best way of using)
 - Narration cum discussion method
 - Source method, Inquiry method
 - Natural region method, Demonstration method
 - Integration of social science with science and technology, mathematics and languages
- 2.2 Social science teacher
(Qualification, Training, Characteristics)
- 2.3 Content analysis of social science textbook
(Grade 6 to 10 GSEB or CBSE)
- 2.4 Evaluation in social science
(Teacher made test, Diagnosis test and Remedial work)

Unit-3 Teaching Learning Material in Social Science

- 3.1 Use of Teaching aids in social science teaching
(Maps, Earth Globe, Working models, Charts, Audio-Visual aids, Pictures)
- 3.2 Use of ICT in social science teaching
(Websites, Google earth, M. S. Office, Online/offline encyclopaedias, Blogs)
- 3.3 Use of social science room in teaching of social science subject
(Meaning, Layout and design, Equipment's, Activities)
- 3.4 Use of reference material in social science subject teaching
(Reference book, Journals, Newspaper, Magazine)

Unit-4 Activities during Teaching Learning Process in Social Science

- 4.1 Use of social science club in teaching of social science subject
(Meaning, Formation, Activities, Roll of Teacher)
- 4.2 Activities in social science subject teaching
(Competition, Day celebration, Educational Visits, Eco club, Roll of teacher)
- 4.3 Project Base Learning in social science subject
(Meaning, Activities, Roll of Teacher)
- 4.4 Trouble shooting in teaching of social science subject
(Curricular, Co-curricular, Administrative, Evaluation)

Curriculum Framework B.A.-B.Ed. 2023

Mode of Transaction: Narration cum discussion, Demonstration, Project, Seminar, Field visit, Source method

Suggested Activities:

- Reading of original references and sources.
- Reading of newspaper-magazine and journals
- Visit of historical and geographical locations.
- Attending conferences.
- Prepare time line and chronology of historical events. (Local- State-National)
- Prepare maps. (Local- State-National)
- Visit library, museums and archival.
- Visit of political and economical institution.

Learning Outcomes:

प्रशिक्षणार्थी...

- हिन्दी भाषा के विकास, वर्तमान स्थिति, हिन्दी भाषा शिक्षा के महत्त्व, कौशल और उसके विकास को समझते हैं।
- पद्य, गद्य, व्याकरण शिक्षा, सह-अभ्यासिक प्रवृत्तियों की अवधारणाओं को प्राप्त करे और उनका उपयोग करते हैं।
- पाठ्यपुस्तक, शैक्षिक उपकरणों, संदर्भ साहित्य के विषय-वस्तु विश्लेषण और मूल्यांकन को समझते हैं।
- मूल्यांकन, ब्लूप्रिंट निर्माण, मूल्यांकन के लिए डिजिटल उपकरणों का उपयोग करते हैं।

इकाई 1: हिन्दी भाषा का विकास और भाषा कौशल

- 1.1 हिन्दी भाषा का विकास एवं हिन्दी भाषा शिक्षा की वर्तमान स्थिति संक्षेप में
- 1.2 नई शिक्षा नीति में प्रस्तुत भाषा शिक्षा एवं हिन्दी भाषा शिक्षा का महत्त्व
- 1.3 प्राथमिक, माध्यमिक और उच्चतर माध्यमिक स्तरों पर हिन्दी भाषा शिक्षा: विभिन्न विधियाँ, तकनीक और दृष्टिकोण
- 1.4 श्रवण, कथन, पठन, लेखन कौशल और कौशल के विकास के लिए विभिन्न प्रवृत्तियाँ

इकाई 2: गद्य-पद्य और व्याकरण शिक्षा एवं सह-अभ्यास प्रवृत्तियाँ

- 2.1 काव्य शिक्षा
- 2.2 गद्य शिक्षा
- 2.3 व्याकरण शिक्षा
- 2.4 हिन्दी भाषा के लिए सह-पाठ्यचर्या संबंधी प्रवृत्तियाँ

इकाई 3: पाठ्यपुस्तक की संकल्पना, शैक्षिक उपकरण और भाषा संवर्धन

- 3.1 पाठ्यपुस्तक का महत्त्व, विषय-वस्तु विश्लेषण और मूल्यांकन
- 3.2 शैक्षिक उपकरण: संकल्पना, वर्गीकरण, महत्त्व और उपयोग
- 3.3 भाषा शिक्षण में उपयोगी संदर्भ साहित्य, कोश, विभिन्न सॉफ्टवेयर, मोबाइल एप्लिकेशन और अन्य उपकरण
- 3.4 भाषाखंड, भाषा मंडल एवं भाषा प्रयोगशाला की संकल्पना एवं महत्त्व

इकाई 4: मूल्यांकन

- 4.1 प्रश्नों के प्रकार, भाषा कौशल के मूल्यांकन के लिए मानदंड तैयार करना
- 4.2 ब्लूम के वर्गीकरण के ज्ञानात्मक स्तरों के आधार पर हिन्दी भाषा के प्रश्नपत्र को तैयार करना
- 4.3 आदर्श प्रश्नपत्र की विशेषताएँ
- 4.4 मूल्यांकन के लिए डिजिटल उपकरण का उपयोग करना: सॉफ्टवेयर/वेब एप्लिकेशन/ऑनलाइन प्लेटफॉर्म/मोबाइल एप्लिकेशन

Mode of Transaction: व्याख्यान, चर्चा, विश्लेषण, कार्यशाला, परिसंवाद

Learning Outcomes:

संस्कृतशिक्षणार्थं भाविशिक्षकानां सामर्थ्यं वर्धते ।

- संस्कृतशिक्षणस्य लक्ष्य-उद्देश्यं जानाति ।
- विभागानुसारं पाठ-आयोजनस्य ज्ञानं भवति ।
- संस्कृते विद्यमानानां पठन-पाठनस्रोतसां ज्ञानं भवति ।
- संस्कृतपाठ्यक्रमस्य पाठ्यपुस्तकानां च ज्ञानं प्राप्नोति ।
- भाषायाः मूलभूतकौशलानाम् अधिग्रहणं ज्ञानप्राप्तिः च भवति ।

Unit 1: संस्कृतशिक्षणस्य लक्ष्यानि उद्देश्यानि च ।

- 1.1 संस्कृतभाषायाः सांस्कृतिकं साहित्यिकं महत्त्वं वैशिष्ट्यं च ।
- 1.2 शैक्षणिक-उद्देश्यानां वर्गीकरणम् ।
- 1.3 सामान्य-उद्देश्यानि विशिष्ट-उद्देश्यानि च ।
- 1.4 संस्कृतशिक्षणस्य अनुदेशात्मक-उद्देश्यानि ।

Unit 2: पाठ-आयोजनम्, प्रकरणपाठ-आयोजनम् ।

- 2.1 पाठआयोजनम्- संकल्पना, सोपानम्, लाभाः ।
- 2.2 गद्य-पद्य-व्याकरणपाठानाम् आयोजनम् ।
- 2.3 प्रकरणशः पाठायोजनम्- संकल्पना, सोपानम्, लाभाः ।
- 2.4 पद्धतयः प्रविधयः- पद्धतयः(प्रत्यक्षपाठनम्, भाण्डारकर) प्रविधयः(मौखिककार्यम्-गानम्, मञ्चनम्, स्वत्वार्पणम्-Assignment)

Unit 3: संस्कृतशिक्षणस्य पठनपाठनस्रोतांसि ।

- 3.1 पाठ्योपकरणानि- संकल्पना, सोपानम्, लाभाः ।
- 3.2 पाठ्योपकरणानां वर्गीकरणम्, तात्कालिक- पाठ्योपकरणानि च ।
- 3.3 संस्कृताध्ययनार्थं विविधाः सन्दर्भाः- वर्तमानपत्राणि, सामयिकानि, विश्वकोशः, सन्दर्भपुस्तकानि, तन्त्रांशाः (Apps, Videos), जालपुटानि (Websites)
- 3.4 संस्कृत-प्रकोष्ठः- आवश्यकता, महत्त्वम्, व्यवस्थापनम्, स्रोतांसि ।

Unit 4: संस्कृतपाठ्यक्रमः संस्कृतपाठ्यपुस्तकानि भाषायाः मूलभूतानि कौशलानि च ।

- 4.1 विविधस्तरे संस्कृतशिक्षणस्य उद्देश्यानि ।
- 4.2 संस्कृतपाठ्यपुस्तकानां वैशिष्ट्यं महत्त्वं मूल्यांकनं च ।
- 4.3 भाषायाः मूलभूतानि कौशलानि- श्रवणम्, भाषणम्, पठनम्, लेखनम् (मूलभूतकौशलानाम् अर्थः, महत्त्वम्, तेषां विकासार्थं विविधप्रवृत्तयः च) ।
- 4.4 सह-अभ्यासिकप्रवृत्तयः, संस्कृतसम्भाषणम्, संस्कृतसमाचारश्रवणम्, श्रुतलेखनम्, प्रदर्शनी ।

Mode of Transaction: प्रत्यक्षपद्धतिः, पाठ्योपकरणद्वारा प्रस्तुतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्

Suggested Activities: क्रीडाः, संस्कृतप्रवासः, गीतगानम्, अभिनयेन शिशुगीतानि

Learning Outcomes:**પ્રશિક્ષણાર્થીઓ...**

- ગુજરાતી ભાષાનો વિકાસ, પ્રવર્તમાન સ્થિતિ, માતૃભાષા શિક્ષણનું મહત્ત્વ, કૌશલ્ય અને તેના વિકાસ અંગે સમજે છે.
- કાવ્ય, ગદ્ય, વ્યાકરણ અને સહ-અભ્યાસિક પ્રવૃત્તિઓનો ખ્યાલ મેળવી તેનો ઉપયોગ કરે છે.
- પાઠ્યપુસ્તકનું વિષય- શિક્ષણ વિશ્લેષણ અને મૂલ્યાંકન, શૈક્ષણિક સાધનો, સંદર્ભ સાહિત્યને સમજે છે.
- મૂલ્યાંકન, બ્લૂ પ્રિન્ટ રચના, મૂલ્યાંકન માટેના ડિજિટલ સાધનોનો ઉપયોગ કરી શકે છે.

એકમ ૧: ગુજરાતી ભાષાનો વિકાસ અને ભાષા કૌશલ્ય

- 1.1 ગુજરાતી ભાષાનો વિકાસ અને ગુજરાતી ભાષા શિક્ષણની પ્રવર્તમાન સ્થિતિ સંક્ષિપ્ત સ્વરૂપે
- 1.2 માતૃભાષા શિક્ષણનું મહત્ત્વ અને નવી શિક્ષણ નીતિમાં પ્રસ્તુત માતૃભાષા શિક્ષણ
- 1.3 પ્રાથમિક, માધ્યમિક અને ઉચ્ચતર માધ્યમિક કક્ષાએ ગુજરાતીભાષાનું શિક્ષણ: વિવિધ પદ્ધતિ, પ્રયુક્તિ અને અભિગમ
- 1.4 શ્રવણ, કથન, વાચન અને લેખન કૌશલ્ય અને તેના વિકાસ માટેની વિવિધ પ્રવૃત્તિઓ

એકમ ૨: ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ તેમજ સહ-અભ્યાસિક પ્રવૃત્તિઓ

- 2.1 કાવ્ય શિક્ષણ
- 2.2 ગદ્ય શિક્ષણ
- 2.3 વ્યાકરણ શિક્ષણ
- 2.4 ગુજરાતી ભાષા માટે સહ-અભ્યાસિક પ્રવૃત્તિઓ

એકમ ૩: પાઠ્યપુસ્તકની સંકલ્પના, શૈક્ષણિક સાધનો અને ભાષા સંવર્ધન

- 3.1 પાઠ્યપુસ્તકનું મહત્ત્વ, વિષય-વસ્તુ વિશ્લેષણ અને મૂલ્યાંકન
- 3.2 શૈક્ષણિક સાધનો: સંકલ્પના, વર્ગીકરણ, મહત્ત્વ અને ઉપયોગ
- 3.3 ભાષા શિક્ષણમાં ઉપયોગી સંદર્ભ સાહિત્ય, શબ્દકોશ, વિશ્વ કોશ, વિવિધ સોફ્ટવેર, મોબાઇલ એપ્લિકેશન અને અન્ય સાધનો
- 3.4 ભાષા ખંડ, ભાષા મંડળ અને ભાષા પ્રયોગશાળાની સંકલ્પના અને મહત્ત્વ

એકમ ૪: મૂલ્યાંકન

- 4.1 પ્રશ્નો અને કસોટીની વસ્તુઓના પ્રકાર, કસોટીના પ્રકાર, ભાષા કૌશલ્યોના મૂલ્યાંકન માટે ક્રમમાપદંડ તૈયાર કરવો
- 4.2 બ્લૂમના વર્ગીકરણના જ્ઞાનાત્મક ક્ષેત્રના સ્તરો આધારિત ગુજરાતી ભાષાના પ્રશ્નપત્ર માટે બ્લૂ પ્રિન્ટ રચના કરવી
- 4.3 આદર્શ પ્રશ્નપત્રની લાક્ષણિકતાઓ
- 4.4 મૂલ્યાંકન માટે ડિજિટલ સાધનોનો ઉપયોગ કરવો: સોફ્ટવેર/વેબ એપ્લિકેશન/ઓનલાઇન પ્લેટફોર્મ્સ/મોબાઇલ એપ્લિકેશન

Mode of Transaction: વ્યાખ્યાન, જૂથ-ચર્ચા, વિશ્લેષણ, કાર્યશાળા, પરિસંવાદ**Suggested Activities: શ્રવણ, કથન, વાંચન અને લેખન આધારિત પ્રવૃત્તિઓ**

Learning Outcomes:

Prospective teacher...

- Understands the historical perspectives and present scenario of ELT.
- Understands and analyse the methods and approaches in ELT.
- Understands the process of textbook analysis; analyze the textbooks of various state and national level boards; explore the variety of Teaching Learning Materials (TLMs) and resources for ELT.
- Understands techniques of assessment and evaluation in ELT.

Course Content:

Unit 1: Historical Perspectives and Present Scenario of ELT

- 1.1 History of English language and ELT in India Before and After Independence
- 1.2 Place of English language and ELT in NEP 2020
- 1.3 Major Objectives/Learning Outcomes of ELT at Various Levels of School Education (NCERT)
- 1.4 LSRW Skills in English Types/forms and Techniques/strategies to Develop

Unit 2: Methods and Approaches in ELT

- 2.1 Grammar Translation Method, Direct Method, Structural Approach
- 2.2 Communicative Approach, Eclectic Method, Post-Method Condition
- 2.3 Lesson Planning in ELT Reading Comprehension (Prose and Poetry), Grammar, Composition and Listening-Speaking
- 2.4 Co-curricular Activities related to ELL: English Club, Various Competitions and other relevant activities

Unit 3: Teaching Learning Materials and Resources in ELT

- 3.1 Textbook Analysis (Theory and Practical), Characteristics of a Good Textbook of English
- 3.2 Types of TLM in ELT, Online and Offline Resources
- 3.3 Study of various types of Dictionaries, thesaurus, encyclopedias, grammar books, related software/mobile applications (Online and Offline) and designing activities based on them
- 3.4 Concept and Advantages of Authentic Materials

Unit 4: Assessment and Evaluation in ELT

- 4.1 Types of Questions and Test Items, Types of Tests, Preparing Blue Print, Preparing test items for assessment of LSRW skills, Grammar, Vocabulary
- 4.2 Preparing Test Items for English Language Assessment related to the levels of Bloom's Taxonomy (Cognitive Domain)
- 4.3 Study of the Evaluation patterns and test papers prepared in GSEB and CBSE schools, Characteristics of a Good Test of English
- 4.4 Using digital tools for assessment in ELT: Software/Web Applications/Online Platforms/Mobile Applications

Mode of Transaction: Any one or more than one from the followings.

- Lecture-cum-discussion, Debate and Discussion, Seminar/workshop/tutorial, Demonstration, Presentation, Self-learning

History

Learning Outcome:

Prospective teacher...

- Enables students to understand the Pre-Gandhian period
- Explains the entire Gandhian era and its movements
- Throws light on the last phase of the independence movement of India
- Discusses in the depth about the contribution of the Bharatiya Krantikaris in India and abroad

Unit 1: Before Gandhi Movement

- 1.1 The home rule league movement
- 1.2 Montagu–Chelmsford reforms
- 1.3 Government of India act 1919
- 1.4 Rowlett act- Jallianwala Bagh massacre

Unit 2: Gandhian Movement

- 2.1 Non-co-operation movement-factors-activities-end of movement
- 2.2 Swaraj paksha- Simon commission- Nehru report
- 2.3 Civil disobedience movement-factors-activities-end of movement
- 2.4 Dandi march

Unit 3: Last phase of Independence Movement

- 3.1 Quit India movement-factors-activates- end of movement
- 3.2 Process of Indian independence
- 3.3 Indian independence act (1947 C.E.)
- 3.4 Bharat-Pakistan partition 1

Unit 4: Contribution of Bharatiy Krantikari

- 4.1 Contribution of Bharatiy Krantikari-1(Bharat)
- 4.2 Contribution of Bharatiy Kranti kari-2(Abroad)
- 4.3 Contribution of Subhash Chandra Bose
- 4.4 Contribution of Indian national army

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archival.

Learning Outcome:

Prospective teacher...

- Familiarizes with the study of tourism
- Shares the places of interest and tourism of Bharat
- Discusses about the different social, economic, religious places of tourism in Bharat
- Understands the places of tourist interest in Gujarat

Unit 1: Study of Tourism

- 1.1 Tourism meaning and Types of Tourism
- 1.2 Role of Government in Tourism.
- 1.3 Role of Transporters in Tourism.
- 1.4 Economic Impacts of Tourism.

Unit 2: Places of Tourist Interested in Bharat:

- 2.1 North Bharat
- 2.2 South Bharat
- 2.3 East Bharat
- 2.4 West Bharat

Unit 3: Places of Tourist Interested in Bharat:

- 3.1 North-East Bharat
- 3.2 Mountains
- 3.3 Andaman Nico bar island-Lakshadweep Island
- 3.4 Desert and forest

Unit 4: Places of Tourist Interest in Gujarat:

- 4.1 Historical (Lothal, Dholavira, Patan, Ahmedabad,)
- 4.2 Religious (Somanath, Dwarka, Ambaji, Pavagadha)
- 4.3 Natural (Kachchha Desert, Sasangir, Pirotan Island, Polo Forest)
- 4.4 Hill station – (Saputara, Aravalli, Panchmahal, Giranar)

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Learning Outcome:

Prospective teacher...

- Provides in depth knowledge about the art and architecture of North India
- Provides insights into the art and architecture of South India
- Discusses about the art and architecture from different periods of History
- Explains about the contribution of Bharatiya art and architecture to the world

Unit 1:-Understanding of art and architecture

- 1.1 Maurya Empire
- 1.2 Post Mauryan time
- 1.3 Gupta Empire
- 1.4 South Bharat

Unit 2:-Understanding of art and architecture

- 2.1 Rajputana
- 2.2 Delhi Sultanate
- 2.3 Mughal Empire
- 2.4 Maratha Empire

Unit 3:-Understanding of art and architecture

- 3.1 Vijaynagar Empire
- 3.2 Mysore - Hyderabad
- 3.3 Shikha Empire
- 3.4 European rule

Unit 4:-Contribution of Bharat to World

- 4.1 Architecture
- 4.2 Sculpture
- 4.3 Arts
- 4.4 Music and Dance

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Geography

Learning Outcomes:

Prospective teacher...

- Learns the concept of classification of resources
- Learns the concept of land and forest resources
- Learns the concept of fresh water resources and marine resources
- Learns the concept of conventional energy and non- conventional energy resources

Unit 1: Nature and Scope of Resource Geography

- 1.1 Meaning, Nature and Scope
- 1.2 Significance of Resource Geography
- 1.3 Definition and Concept of Natural Resources
- 1.4 Classification of Resources

Unit 2: Characteristic of Natural Resources

- 2.1 Resource conservation and management
- 2.2 Distribution, Utilization of Land Resource
- 2.3 Distribution, Utilization of Forest Resource
- 2.4 Conservation and Management of Land and Forest Resource

Unit 3: Water Resources

- 3.1 Fresh water resources
- 3.2 Marine resources
- 3.3 Major fishing grounds of the world
- 3.4 Fish distribution and exploitation

Unit 4: Energy Resources

- 4.1 Distribution, Utilisation of Energy Resource
- 4.2 Conventional energy resource- coal & petroleum
- 4.3 Non-conventional energy resource – solar and Wind
- 4.4 Potentiality of geothermal energy

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Cartographic Method-III (Practical)

Learning Outcomes:

Prospective teacher...

- Acquires good knowledge about different procedures of map making and various projection system of map making by developing broad knowledge about latitude, longitude, meridians, parallels etc.
- Develops ability to read and analyse topographic maps. Where they can identify different physical and cultural features.
- Acquires knowledge regarding the use of modern technology like GIS, Remote Sensing in geographical studies and can apply this knowledge in any field of study.
- Identifies different cultural phenomena of different localities

Unit 1: Map projection

- 1.1 Map projection theory: Scale and projection, properties, merits and demerits and use of map projections.
- 1.2 Projection drawing work:(only Graphical Method)
 - Zenithal Polar Gnomonic
 - Zenithal Polar Stereographic
 - Zenithal Polar Orthographic
 - Cylindrical Equal Area Projection
 - Conical Projection with One-standard Parallel

Unit 2: Topographical maps

- 2.1 Study of Survey of India – Topographical maps, classification and scale.
Interpretation of Survey of India, Toposheets (any one)

Unit 3: Surveying ,Remote Sensing and GIS

- 3.1 Importance of surveying in Geography, plane table Survey, chain survey and Prismatic compass Survey-only theory
- 3.2 Remote Sensing and GIS: Definition and Components, Application of Remote Sensing and GIS

Unit 4: Field Work in Geographical Studies

- 4.1 Geographical Study tour and Field report – to be included in the Journal along with data, graphs, diagrams, maps and photographs.

Mode of Transaction: Narration cum discussion, demonstration, Project, Lab work.

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Internal Assessment: Tutorial/Assignment/Field work/Test/Project /Journal Work and Preliminary Examination

Curriculum Framework B.A.-B.Ed. 2023

Note: -

1. This paper is Practical Paper. This paper will have 30 marks internal and 70 marks external examination including journal assessment (10 marks) and Viva –Voce (10) marks.
2. All four unit mention in syllabus has practical section with theoretical components.
3. Teaching workload should be of 8 period (1 hrs) per week for.
4. Number of students in a batch for practical examination shall not be more than 15.
5. Students are required to keep a record of practical work in Journal form, duly signed by the teacher –in-charge on all exercises and certified by Head of the department.
6. There will be 1 Internal and 1 External examiner for external (Semester End) practical examination.
7. For conducting practical examination there will be number of required staff as per below.
 - Chairman (complete Exam-1)
 - Lab Supervisor (per subject -1)
 - Lab Assistant (per subject -1)
 - Class -4 Employee(waterboy-1)
 - Practical exam remuneration will be as per University rules and regulation.

Learning Outcomes:

Prospective teacher...

- Appreciates diverse perspective of population and development debate
- Understands of population policies and its vital role towards managing the population affairs on the path of sustainability
- Learns the population characteristics
- Learns the population problems with special reference to India

Unit 1: Nature, scope and approaches

- 1.1 Nature and scope population geography
- 1.2 Significance of population geography
- 1.3 Approaches to study population geography
- 1.4 sources of population data; The census, Vital registration and other sources

Unit 2: Population dynamics

- 2.1 Growth of Population - Determinants and Patterns
- 2.2 Fertility - Measures, Determinants and Implications
- 2.3 Fertility - Measures, Determinants and Implications
- 2.4 Migration: types, determinant and consequences, theories of migration

Unit 3: Population Composition and Characteristics

- 3.1 sex composition- measurement, determinants and distribution
- 3.2 Declining sex ratio.
- 3.3 Age composition- measurement, determinants and distribution
- 3.4 Rural and Urban Composition

Unit 4: Population and Resources

- 4.1 Over population
- 4.2 Under population
- 4.3 Optimum population
- 4.4 Population problems & Population policy with special reference to India

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

English

Learning Outcomes:

Prospective teacher...

- Identifies and discusses the significant changes in the literary landscape during the early 20th century, including the emergence of modernist tendencies and experimentation.
- Analyzes how post-World War II literature reflects themes of trauma, disillusionment, and reconstruction, shaping the literary expression of the period.
- Understands the characteristics of postmodernism and analyze its influence on literary texts, emphasizing metafiction and self-reflexivity as key elements.
- Explores the impact of the digital age on literature and storytelling, and assess the representation and diversity in contemporary literary works, considering the role of social media in shaping literary trends.

Unit 1: The Early 20th Century (1900-1945)

- 1.1 Overview of the literary landscape in the early 20th century
- 1.2 The impact of World War I on literature
- 1.3 Modernism and its characteristics - Critical analysis of selected literary texts from this period 1.1
Virginia Woolf's *Mrs. Dalloway*

Unit 2: Mid-20th Century Literature (1945-1970)

- 2.1 Post-World War II literature and its themes of trauma, disillusionment, and reconstruction
- 2.2 Existentialism and its influence on literature
- 2.3 Decolonization and the growth of postcolonial literature -

Unit 3: Late 20th Century Literature (1970-2000)

- 3.1 The advent of postmodernism and its characteristics
- 3.2 Contemporary feminist literature and intersectional perspectives
- 3.3 Environmental concerns and eco-criticism in literature

Unit 4: Literature of the 21st Century (2000-Present)

- 4.1 Globalization and the rise of world literature – Jhumpa Lahiri's *Interpreter of Maladies*
- 4.2 Dystopian and speculative fiction in the 21st century
- 4.3 Representation and diversity in contemporary literature

Introduction to Literary Criticism (Western)

Learning Outcomes:

Prospective teacher...

- Defines and explains the purpose of literary criticism and trace its historical development from ancient times to the present day.
- Contextualizes the Restoration period and recognize John Dryden's significant contributions to literary criticism during that era.
- Comprehends the Romantic movement and Samuel Taylor Coleridge's influential role in literary criticism and theory during that period.
- Recognizes Matthew Arnold's position in Victorian literature and society and understand his role as a cultural critic and literary theorist.

Unit 1: Classical Criticism

- 1.1 Definition and purpose of literary criticism
- 1.2 Plato's Theory of Mimesis
- 1.3 Aristotle's Poetics – Definition & characteristics of Tragedy
- 1.4 Renaissance Criticism - Sir Philip Sidney – 'An Apology for Poetry'.

Unit 2: John Dryden

- 2.1 Dryden's contributions to literary criticism
- 2.2 "An Essay of Dramatic Poesy"
- 2.3 Dryden's Views on Satire

Unit 3: Samuel Taylor Coleridge

- 3.1 Coleridge's impact on literary criticism and theory
- 3.2 Coleridge's theory of imagination and creativity
- 3.3 The concept of the "*willing suspension of disbelief*"
- 3.4 "*The Rime of the Ancient Mariner*" - A Critical Analysis

Unit 4: Matthew Arnold

- 4.1 "*The Function of Criticism at the Present Time*"
- 4.2 The concept of "*disinterestedness*" in criticism
- 4.3 The relationship between literature, culture and the role of the critic in society
- 4.4 The concept of "*high seriousness*" in literature

Learning Outcomes:

Prospective teacher...

- Defines linguistics and identifies various branches of linguistics, including phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and historical linguistics.
- Distinguishes between articulatory, acoustic, and auditory phonetics and understand their role in the production, transmission, and perception of speech sounds.
- Conducts morphological analysis by identifying roots, prefixes, suffixes, and infixes, differentiating between inflectional and derivational morphology, and understanding morphological typology.
- Gains insights into sociolinguistics, including the study of language variation and change, factors influencing language variation (e.g., age, gender, social class, ethnicity), and regional dialects.

Unit 1: Introduction to Language and Linguistics

- 1.1 What is Linguistics?
- 1.2 Structure of Language
- 1.3 Language Universals and Diversity
- 1.4 Dialects and variation

Unit 2: Introduction to Phonetics and Phonology

- 2.1 Consonants and Vowels
- 2.2 The International Phonetic Alphabet (IPA)
- 2.3 Places and manners of articulation
- 2.4 Vowel articulation and classification

Unit 3: Morphology and Syntax

- 3.1 Morphemes: Roots, prefixes, suffixes, and infixes
- 3.2 Inflectional and derivational morphology
- 3.3 Sentence types: Declarative, interrogative, imperative, exclamative
- 3.4 Grammatical relations: Subject, object, and more

Unit 4: Language, Society and Culture

- 4.1 Language variation and change
- 4.2 Social factors influencing language variation (e.g., age, gender, social class, ethnicity)
- 4.3 Dialects and regional variation
- 4.4 Multilingualism and language contact

Learning Outcomes:

Prospective teacher...

- Demonstrates an understanding of the fundamental concepts and theories in Translation Studies.
- Analyzes translation in the Indian context, exploring the role of translation in shaping literary and cultural interactions within the country.
- Identifies and analyzes various challenges and issues encountered in the translation process, such as linguistic, cultural, and technical constraints.
- Applies translation techniques and principles to effectively translate texts from Gujarati/Hindi into English and vice versa, considering linguistic and cultural variations.

Unit - 1: Introduction to Translation Studies

1.1 Nature and Kinds of Translation

1.2 Qualities of a Translator

1.3 Function of Translation

Unit - 2: Historical Contexts of Translation:

(With the Help of Texts by Harish Trivedi)

2.1 Indian Context

2.2 Western Context

Unit - 3: Issues in Translation

3.1 Source and Target Language Culture

3.2 Origin v/s Translation: Translatability

3.3 Authenticity v/s Creativity

Unit - 4: Translating and Assessing a Translated Text:

(With the help of select texts from Gujarati/Hindi into English and vice versa)

4.1 Poem

4.2 Stories

4.3 On-act Play

Gujarati

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ રાજેન્દ્ર શુક્લના જીવનને જાણે છે.
- પ્રશિક્ષણાર્થીઓ ગઝલનું સ્વરૂપ , ઉદ્ભવ અને વિકાસ જાણે છે.
- પ્રશિક્ષણાર્થીઓ ગઝલના વિષયવૈવિધ્યથી અવગત થયા છે.
- પ્રશિક્ષણાર્થીઓ ગઝલમાં નિરૂપાયેલ ભાષા, પ્રતીકાત્મકતા, તત્ત્વજ્ઞાન, છંદ વગેરેથી માહિતગાર થાય છે.

Unit 1: સર્જક પરિચય

- 1.1 રાજેન્દ્ર શુક્લના જીવનનો ટૂંકો પરિચય
- 1.2 રાજેન્દ્ર શુક્લના કવનનો ટૂંકો પરિચય

Unit 2: ગઝલનું સ્વરૂપ

- 2.1 ગઝલ સંજ્ઞા અને વ્યાખ્યા
- 2.2 ગઝલનો ઉદ્ભવ અને વિકાસ

Unit 3: રાજેન્દ્ર શુક્લની ગઝલનું વિષયવૈવિધ્ય

- 3.1 ગઝલમાં નિરૂપાયેલ પ્રતીકાત્મકતા
- 3.2 ગઝલમાં નિરૂપાયેલ તત્ત્વજ્ઞાન
- 3.3 ગઝલમાં નિરૂપાયેલ અધ્યાત્મભાવ

Unit 4: રાજેન્દ્ર શુક્લની ગઝલમાં વપરાયેલ ભાષા

- 4.1 રાજેન્દ્ર શુક્લની ગઝલમાં વપરાયેલ છંદ
- 4.2 રાજેન્દ્ર શુક્લની ગઝલમાં વપરાયેલ અલંકાર

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્વીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : સુધારકયુગ અને પંડિતયુગ : પ્રમુખ સર્જકો અને સ્વરૂપ

Credit: 04

Marks:100

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ અર્વાચીન ગુજરાતી સાહિત્યના યુગવિભાગોથી પરિચિત થયા છે.
- પ્રશિક્ષણાર્થીઓ સુધારકયુગની લાક્ષણિકતાઓ અને પ્રમુખ સર્જકોથી માહિતગાર થયા છે.
- પ્રશિક્ષણાર્થીઓ પંડિતયુગની લાક્ષણિકતાઓ અને પ્રમુખ સર્જકોથી માહિતગાર થયા છે.
- પ્રશિક્ષણાર્થીઓ બન્ને યુગના પ્રમુખ સાહિત્ય સ્વરૂપ અને કૃતિઓથી માહિતગાર થયા છે.

Unit 1: અર્વાચીન ગુજરાતી સાહિત્ય ભૂમિકા અને વલણો

- 1.1 અર્વાચીન ગુજરાતી સાહિત્યના યુગવિભાગો
- 1.2 અર્વાચીનયુગના પ્રેરકબળો
- 1.3 અર્વાચીનયુગના લક્ષણો
- 1.4 મધ્યકાળ અને અર્વાચીનયુગ વચ્ચેની ભેદરેખા

Unit 2: સુધારકયુગની લાક્ષણિકતાઓ

- 2.1 સુધારકયુગના પ્રમુખ સર્જકો
- 2.2 નર્મદ, દલપતરામ
- 2.3 નવલરામ, નંદશંકર મહેતા

Unit 3: પંડિતયુગના સાહિત્યના પ્રેરકબળો અને લક્ષણો

- 3.1 પંડિતયુગના પ્રમુખ સર્જકો
- 3.2 ગોવર્ધનરામ ત્રિપાઠી, નરસિંહરાવ દિવેટિયા
- 3.3 રમણભાઈ નીલકંઠ, કાન્ત, કલાપી
- 3.4 ન્હાનાલાલ, બ. ક. ઠાકોર

Unit 4: બન્ને યુગના કેટલાક સાહિત્ય સ્વરૂપો અને કૃતિઓ

- 4.1 નર્મદ, દલપતરામ, નવલરામ
- 4.2 ખંડકાવ્ય, ઊર્મિકાવ્ય, નવલકથા, નિબંધ
- 4.3 મિથ્યાભિમાન, સાસુવહુની લડાઈ, કરણઘેલો, સરસ્વતીચંદ્ર
- 4.4 પૂર્વાલાપ, રાઈનો પર્વત, કુસુમમાળા

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્વીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ સંજ્ઞા, વિશેષણ, ક્રિયાવિશેષણ વિશે સમજે છે.
- પ્રશિક્ષણાર્થીઓ કાળ - અર્થ - અવસ્થા, વાક્ય પ્રકારના વિશે સમજે છે.
- પ્રશિક્ષણાર્થીઓ લેખનરીતિ, વિરામચિહ્નો, સમાસ, વિભક્તિ, સર્વનામ વિશે સમજે છે.
- પ્રશિક્ષણાર્થીઓ છંદ, અલંકાર વિશે સમજે છે.

Unit 1: નામ - સંજ્ઞા, સંધિ, વિશેષણ, ક્રિયાવિશેષણ

- 1.1 સંજ્ઞાનો અર્થ અને તેનાં પ્રકારો
- 1.2 સર્વનામનો અર્થ અને પ્રકાર
- 1.3 વિશેષણનો અર્થ અને તેનાં પ્રકારો
- 1.4 ક્રિયાવિશેષણનો અર્થ અને તેનાં પ્રકારો

Unit 2: ગુજરાતી વિભક્તિઓ, વિરામચિહ્નો, સમાસ અને સંધિ

- 2.1 ગુજરાતી વિભક્તિઓ
- 2.2 સમાસ રચના અને તેનાં પ્રકારો
- 2.3 સંધિ અને તેનાં પ્રકાર
- 2.4 વિરામચિહ્નો

Unit 3: ગુજરાતી ભાષામાં કાળ - અર્થ - અવસ્થા

- 3.1 ગુજરાતી ભાષામાં કાળ - અર્થ - અવસ્થા
- 3.2 ગુજરાતી ભાષામાં ધાતુ અને સ્થિતિ
- 3.3 ગુજરાતી ભાષામાં ક્રિયા, પ્રક્રિયા અને અવસ્થા
- 3.4 ગુજરાતી વાક્ય રચના - કર્તરિ, કર્મણિ, ભાવે

Unit 4: છંદ - અલંકાર

- 4.1 શિખરિણી, મંદાકાન્તા, પૃથ્વી, હરિણી, શાદૂલવિકીડિત, સગધરા, વસંતતિલકા, ઈન્દ્રવજ, ઉપેન્દ્રવજ,
- 4.2 ઉપજાતિ, ચોપાઈ, દોહરો, સવૈયા, હરિગીત, જૂલણા
- 4.3 ઉપમા, ઉત્પ્રેક્ષા, રૂપક, વ્યતિરેક, અતિશયોક્તિ, સ્વભાવોક્તિ, વ્યાજ-સ્તુતિ, શ્લેષ, અનન્વય, દૃષ્ટાંત
- 4.4 વર્ણાનુપ્રાસ - વર્ણસગાઈ, શબ્દાનુપ્રાસ - યમક, પ્રાસાનુપ્રાસ, પ્રાસસાંકળી

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્યીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ કૃતિને પ્રશિષ્ટ કૃતિ કેમ કહેવાય તે સમજ કેળવે છે.
- પ્રશિક્ષણાર્થીઓ પ્રશિષ્ટકૃતિઓને જાણે છે.
- પ્રશિક્ષણાર્થીઓ શામળ અને ગોવર્ધનરામ ત્રિપાઠીના જીવન - કવન વિશે જાણે છે.
- પ્રશિક્ષણાર્થીઓ પ્રશિષ્ટકૃતિનો અભ્યાસ કરતા થયા છે.

Unit 1: સાહિત્ય સ્વરૂપ

- 1.1 પદ્યવાર્તાનું સ્વરૂપ
- 1.2 નવલકથાનું સ્વરૂપ
- 1.3 પ્રશિષ્ટકૃતિના લક્ષણો

Unit 2: સર્જકના જીવનનો પરિચય

- 2.1 શામળના જીવન અને કવનનો પરિચય
- 2.2 ગોવર્ધનરામ ત્રિપાઠીના જીવન અને કવનનો પરિચય

Unit 3: નંદબત્રીસીનો કૃતિલક્ષી અભ્યાસ

- 3.1 પ્રશિષ્ટ કૃતિના લક્ષણોના આધારે નંદબત્રીસીનું મૂલ્યાંકન
- 3.2 નંદબત્રીસીનું કથાનક
- 3.3 નંદબત્રીસીના પાત્રો
- 3.4 નંદબત્રીસીની ભાષા

Unit 4: સરસ્વતીચંદ્ર ભાગ - ૧ નો કૃતિલક્ષી અભ્યાસ

- 4.1 પ્રશિષ્ટકૃતિના લક્ષણોના આધારે સરસ્વતીચંદ્ર ભાગ - ૧નું મૂલ્યાંકન
- 4.2 સરસ્વતીચંદ્ર ભાગ - ૧નું કથાનક
- 4.3 સરસ્વતીચંદ્ર ભાગ - ૧ના પાત્રો
- 4.4 સરસ્વતીચંદ્ર ભાગ - ૧ની ભાષા

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષ, સામન્થીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

Learning Outcomes:

- संज्ञाप्रकरणस्य ज्ञानं प्राप्नोति ।
- सन्धिनियमानां विशेषज्ञानं प्राप्नोति ।
- स्वरसन्धीनां ज्ञानं प्राप्नोति ।
- व्यंजनसन्धीनां ज्ञानं प्राप्नोति ।
- विसर्गसन्धीनां ज्ञानं प्राप्नोति ।

Unit 1: संज्ञाप्रकरणम्

- 1.1 संज्ञाप्रकरणस्य नियतसूत्राणि
- 1.2 संज्ञाप्रकरणस्य नियतसूत्राणि
- 1.3 संज्ञाप्रकरणस्य नियतसूत्राणि
- 1.4 संज्ञाप्रकरणस्य नियतसूत्राणि

Unit 2: अच्-सन्धिः, हल्-सन्धिः

- 2.1 अच्-सन्धेः नियतसूत्राणि
- 2.2 अच्-सन्धेः नियतसूत्राणि
- 2.3 हल्-सन्धेः नियतसूत्राणि
- 2.4 हल्-सन्धेः नियतसूत्राणि

Unit 3: गुणसन्धिः

- 3.1 गुणसन्धेः नियतसूत्राणि
- 3.2 गुणसन्धेः नियतसूत्राणि
- 3.3 गुणसन्धेः नियतसूत्राणि
- 3.4 गुणसन्धेः नियतसूत्राणि

Unit 4: विसर्गसन्धिः

- 4.1 विसर्गसन्धेः नियतसूत्राणि
- 4.2 विसर्गसन्धेः नियतसूत्राणि
- 4.3 विसर्गसन्धेः नियतसूत्राणि
- 4.4 विसर्गसन्धेः नियतसूत्राणि

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: सूत्रस्मरणम्

Learning Outcomes:

- भासनाटकानां लालित्यम् अनुभवति ।
- विभिन्नरसैः आनन्दवर्धनं भवति ।
- भासस्य रचनाकौशलस्य आस्वादं प्राप्नोति ।
- प्रहसनं भवति ।

Unit 1: भासस्य कृतीनां विस्तृतपरिचयः

- 1.1 भासस्य जीवनं समयं च
- 1.2 भाससमस्या, भासो हासः
- 1.3 रामायणमहाभारताधारिताः कृतयः
- 1.4 उदयनकथा, लोककथा एवं हरिवंशाधारिताः कृतयः

Unit 2: स्वप्नवासवदत्तम् - प्रथमः अंकः, द्वितीयः अंकः

- 2.1 वासवदत्तान्यासप्रसङ्गः
- 2.2 लावाणकवृत्तान्तः
- 2.3 वासवदत्तायाः मनःस्थितिः
- 2.4 नाट्यगतमहत्वम्

Unit 3: स्वप्नवासवदत्तम् – तृतीयः अंकः, चतुर्थः अंकः

- 3.1 कौतुकमालानिर्माणम्
- 3.2 तृतीयाङ्कस्य महत्वम्
- 3.3 प्रवेशकः
- 3.4 प्रमदवनदृश्यम्

Unit 4: स्वप्नवासवदत्तम् – पञ्चमः अंकः, षष्ठमः अंकः

- 4.1 स्वप्नदृश्यम्
- 4.2 चित्रफलकप्रसङ्गः
- 4.3 घोषवतीवीणाप्रसङ्गः
- 4.4 वासवदत्तायाः पुनःप्राप्तिः

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोकगानम्, श्लोकगानस्पर्धा

Learning Outcomes:

- परमतत्त्वे श्रद्धायाः आविर्भावः, दिव्यस्तोत्राणां माधुर्यस्य परिचयः भवति ।
- चिदानन्दरूपस्य परमात्मनः दर्शनं करोति ।
- मानवजीवने क्वचित् वीतरागस्य बोधं भवति ।
- मातृवन्दनम्, मातुः कारुण्यपूर्णस्य स्वरूपस्य परिचयं भवति ।

Unit 1: स्तोत्रसाहित्यस्य संक्षिप्तपरिचयः

- 1.1 स्तोत्रशब्दस्यार्थः लक्षणं च
- 1.2 विविधानि छन्दोबद्धानि भावपूर्णानि च स्तोत्राणि
- 1.3 प्रान्तीयसाहित्येषु स्तोत्राणां प्रभावः
- 1.4 शङ्कराचार्यस्य जीवनं व्यक्तित्वञ्च

Unit 2: नियत स्तोत्राणि

- 2.1 गणपत्यथर्वशीर्षम्
- 2.2 सरस्वतीस्तोत्रम्
- 2.3 शिवपञ्चाक्षरस्तोत्रम्
- 2.4 मधुराष्टकम्

Unit 3: नियत स्तोत्राणि

- 3.1 गङ्गास्तोत्रम्
- 3.2 नर्मदाष्टकम्
- 3.3 नवग्रहस्तोत्रम्
- 3.4 गुर्वष्टकम्

Unit 4: नियत स्तोत्राणि

- 4.1 कैवल्याष्टकम्
- 4.2 चर्पटपंजरिकास्तोत्रम्- (नियत १० श्लोकाः)
- 4.3 देव्यापराधक्षमापनस्तोत्रम्
- 4.4 निर्वाणषट्कम्

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: प्रार्थनासभायां प्रस्तुतिः, श्लोकगानम्, श्लोककण्ठस्थीकरणप्रतियोगिता

Learning Outcomes:

- महाभारतस्य संक्षिप्तपरिचयं प्राप्नोति ।
- व्यासोच्छिष्टं जगत्सर्वम् इति सूक्त्यनुसारं वेदव्यासस्य शैली-परिचयं प्राप्नोति ।
- आदर्शसमाजजीवनस्य चित्रदर्शनं करोति ।
- वैश्विकसाहित्ये महाभारतस्य प्रभावविषये जानाति ।

Unit 1: आर्ष महाकाव्यम्-महाभारतम्

- 1.1 महाभारतस्य रचनाकालः
- 1.2 महाभारतस्य ऐतिहासिकत्वम्
- 1.3 महाभारतस्य प्रक्षेपाः
- 1.4 महाभारतस्य कर्ता

Unit 2: महाभारतस्य परिचयः

- 2.1 कथापरिचयः
- 2.2 महाभारतस्य शैली
- 2.3 महाभारतस्य उपजीव्यत्वम्
- 2.4 पर्वविभाजनम्

Unit 3: विराटपर्व(नियतांशः- कीचकवधपर्व)

- 3.1 विराटपर्व (अध्यायाः १ तः ५)
- 3.2 विराटपर्व (अध्यायाः ६ तः १०)
- 3.3 विराटपर्व (अध्यायाः ११ तः १५)
- 3.4 विराटपर्व (अध्यायाः १६ तः २३)

Unit 4: विराटपर्वणः रसदर्शनम्

- 4.1 रसदर्शनम्
- 4.2 समाजजीवनम्
- 4.3 पात्रालेखनम्
- 4.4 विश्वसाहित्योपरि प्रभावः

Mode of Transaction:प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोकगानम्

Hindi

Learning Outcomes

प्रशिक्षणार्थी...

- निबंधेत्तर गद्य विधाओं, विविध स्वरूप के तत्त्व एवं आवश्यकता को अपने शब्दों में प्रस्तुत करते हैं।
- संस्मरण एवं रिपोर्टाज के स्वरूप के भेद को समझ कर रिपोर्टाज एवं संस्मरण की रचना करते हैं।
- रेखाचित्र और व्यंग्य स्वरूप के इतिहास को जाने और इसके भेद को तुलनात्मक रूप से प्रस्तुत करते हैं।
- यात्रा के अनुभव के आधार पर यात्रावृत्तांत की रचना एवं डायरी लेखन का प्रयोजन करते हैं।

इकाई 1: निबंधेत्तर गद्य विधाओं का भेद

- 1.1 संस्मरण – रेखाचित्र
- 1.2 जीवनी – आत्मकथा
- 1.3 आत्मवृत्तांत – रिपोर्टाज
- 1.4 व्यंग्य – डायरी

इकाई 2: स्वरूप और साहित्यकार

- 2.1 संस्मरण स्वरूपगत परिचय
- 2.2 रिपोर्टाज स्वरूपगत परिचय
- 2.3 शिवप्रसाद सिंह – रूपसिंह चन्देल
- 2.4 कन्हैयालाल मिश्र 'प्रभाकर' - पहाड़ी रिकशा

इकाई 3: स्वरूप और साहित्यकार

- 3.1 रेखाचित्र स्वरूपगत परिचय
- 3.2 व्यंग्य स्वरूपगत परिचय
- 3.3 महादेवी वर्मा - ठाकुरी बाबा (रेखा चित्र)
- 3.4 रामवृक्ष बेनीपुरी - सरयू भैया

इकाई 4: स्वरूप और साहित्यकार

- 4.1 यात्रा वृत्तांत अथवा डायरी
- 4.2 मेरी तिब्बत यात्रा - राहुल सांकृत्यायन
- 4.3 जीवनी – आत्मकथा
- 4.5 स्वामी दयानंद - मोहन राकेश

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

- कम्प्यूटर में हिन्दी का आरंभ, विकास और हिन्दी के विविध फॉन्ट का हिन्दी टाइपिंग में प्रयोजन करते हैं।
- हिन्दी भाषा में इंटरनेट, वेब डिजाइनिंग और हिन्दी की वेबसाइट का उपयोग करते हैं।
- राजभाषा हिन्दी के प्रसार में कम्प्यूटर की भूमिका एवं भाषा शिक्षण में ई-लर्निंग का प्रयोग करते हैं।
- हिन्दी भाषा और कम्प्यूटर के विविध पक्ष, इंटरनेट, मीडिया और कीबोर्ड का प्रयोजन करते हैं।

इकाई 1: कम्प्यूटर में हिन्दी

- 1.1 कम्प्यूटर का विकास और हिन्दी
- 1.2 कम्प्यूटर का परिचय और विकास
- 1.3 कम्प्यूटर में हिन्दी का आरंभ एवं विकास
- 1.4 हिन्दी के विविध फॉन्ट, कम्प्यूटर में हिन्दी की चुनौतियां एवं संभावनाएं

इकाई 2: हिन्दी भाषा और इंटरनेट

- 2.1 हिन्दी भाषा और प्रौद्योगिकी
- 2.2 इंटरनेट पर हिन्दी
- 2.3 यूनिकोड देवनागरी लिपि और हिन्दी भाषा
- 2.4 हिन्दी और वेब डिजाइनिंग, हिन्दी की वेबसाइट

इकाई 3: हिन्दी भाषा और इंटरनेट

- 3.1 हिन्दी भाषा कम्प्यूटर और गर्वनेस राजभाषा हिन्दी के प्रसार में कम्प्यूटर की भूमिका
- 3.2 हिन्दी भाषा शिक्षण और ई-लर्निंग
- 3.3 सरकारी और गैर सरकारी संस्थाएं
- 3.4 ई-गर्वनेस, इंटरनेट

इकाई 4 हिन्दी भाषा और इंटरनेट

- 4.1 हिन्दी भाषा और कम्प्यूटर विविध पक्ष
- 4.2 इंटरनेट पर हिन्दी पत्र-पत्रिकाएं
- 4.3 समाचार, मीडिया और हिन्दी
- 4.4 हिन्दी के विभिन्न की-बोर्ड

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

- काव्य की परिभाषा, प्रयोजन, कार्य, हेतु, प्रकार समझना और काव्य के दोष का अभ्यास करते हैं।
- शब्द शक्तियों का संक्षिप्त परिचय पाकर भारतीय काव्यशास्त्र के विभिन्न संप्रदायों का तुलनात्मक रूप से समझते हैं।
- अलंकार संप्रदाय रीति संप्रदाय, रस संप्रदाय, औचित्य संप्रदाय, वक्रोक्ति संप्रदाय और ध्वनि संप्रदाय के विभिन्न आचार्य के विचार और भावना को समझ कर अपनी काव्य रचना शक्ति को विस्तृत रूप से समझते हैं।
- आलोचना की परिभाषा, स्वरूप और प्रकार के माध्यम से हिन्दी के प्रमुख आलोचक की आलोचना कला को समझ कर उसका प्रयोजन करते हैं।

इकाई 1: भारतीय काव्य की विशेषता

- 1.1 काव्य की परिभाषा
- 1.2 काव्य प्रयोजन
- 1.3 काव्य प्रकार
- 1.4 काव्य दोष

इकाई 2: भारतीय काव्य की विशेषता

- 2.1 काव्य गुण
- 2.2 शब्द शक्तियों का संक्षिप्त परिचय
- 2.3 अलंकार संप्रदाय
- 2.4 रीति संप्रदाय

इकाई 3: विविध संप्रदाय

- 3.1 रस संप्रदाय
- 3.2 औचित्य संप्रदाय
- 3.3 वक्रोक्ति संप्रदाय
- 3.4 ध्वनि संप्रदाय

इकाई 4: आलोचना

- 4.1 आलोचना की परिभाषा – स्वरूप
- 4.2 आलोचना के प्रकार - आलोचना के गुण
- 4.3 हिन्दी के प्रमुख आलोचक आचार्य रामचंद्र शुक्ल, आचार्य हजारी प्रसाद द्विवेदी
- 4.4 आचार्य नंददुलारे बाजपेई

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

रचनात्मक लेखन और अनुवाद

Learning Outcomes

प्रशिक्षणार्थी...

- रचनात्मक लेखन के सिद्धांत, परिचय, तात्पर्य, विशेषता क्षेत्र, साहित्य संचार माध्यम का गत्यात्मक और गद्य-पद्य ज्ञान का रचनात्मक लेखन में प्रयोजन करते हैं।
- लेखन का प्रायोगिक उपयोग एवं व्यक्ति अभ्यास कथा लेखन के तत्त्व और संवाद लेखन के माध्यम से सर्जन करना।
- अनुवाद कला का सैद्धांतिक स्वरूप भेद समझकर अनुवाद का व्यावहारिक प्रयोजन करते हैं।
- अन्य भाषाओं का हिन्दी में अनुवाद करते हैं।

इकाई 1: रचनात्मक लेखन: सैद्धांतिक परिचय

- 1.1 रचनात्मक लेखन - तात्पर्य विशेषताएं
- 1.2 रचनात्मक लेखन का क्षेत्र साहित्य और संचार माध्यम
- 1.3 रचनात्मक लेखन का स्वरूप गद्य
- 1.4 रचनात्मक लेखन का स्वरूप पद्य

इकाई 2: प्रायोगिक रचनात्मक लेखन

- 2.1 कविता लेखन की योग्यताएं, प्रतिभा, व्युत्पत्ति अभ्यास
- 2.2 कथा लेखन के तत्त्व
- 2.3 नाट्य लेखन
- 2.4 संवाद लेखन एवं रंग निर्देश

इकाई 3: सैद्धांतिक अनुवाद

- 3.1 अनुवाद स्वरूप
- 3.2 भेद
- 3.3 आदर्श अनुवाद
- 3.4 अनुवाद की समस्याएं

इकाई 4: परिच्छेद का हिन्दी में अनुवाद

- 4.1 चार या पांच वाक्यों का हिन्दी में अनुवाद
- 4.2 गुजराती अंग्रेजी से टिप्पणी
- 4.3 गुजराती कहावतों/ मुहावरों
- 4.4 हिन्दी रूप मात्रा वस्तुनिष्ठ प्रश्नों के लिए

Mode of Transaction: व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities: श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

SEMESTER-VI

Semester - VI

| | | | Total papers | Hours | Credit | Internal | External | Total |
|--|--------------------------|------------------|--------------|------------|-----------|------------|------------|------------|
| Ability Enhancement and Value added Courses | | Theory | 1 | 30 | 2 | 15 | 35 | 50 |
| Education | Education | Theory | 3 | 120 | 8 | 60 | 140 | 200 |
| | School Internship | Practical | 1 | 60 | 2 | 50 | 0 | 50 |
| Arts | Principal | Theory | 2 | 120 | 8 | 60 | 140 | 200 |
| | | Total | 7 | 330 | 20 | 185 | 315 | 500 |

Curriculum Framework B.A.-B.Ed. 2023

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|---|--|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Ability Enhancement and Value added Courses | Mathematics and Quantitative Reasoning | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 2 | Education | Assessment and Evaluation | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 3 | Education | Inclusive Education | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 4 | Education | Advance Pedagogy | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 5 | Education | Internship in Teaching I | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 6 | History | Teaching of History | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 7 | History | History of Contemporary Bharat | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 8 | Geography | Geography of Tourism | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 9 | Geography | Natural Hazards and Disaster Management | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 10 | English | Indian Writing in English and Translation | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 11 | English | Indian Schools of Literary Criticism/English Language Teaching in India | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 12 | Gujarati | Arvachin Gujarati Sahitya-no Itihas: Gandhiyuga ane Swatantrortaryuga | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 13 | Gujarati | Swaroop: Nibandh: Janantike: Pasand Karela Nibandho/Swaroop: Akhyan : Sudamacharita - Sampadak Anantaray Raval | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 14 | Sanskrit | Abhignanashakuntalam | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 15 | Sanskrit | Kaarakasamasayoho Niyatanshah/Vidurneetihi-Prathamodhyaayah | Theory | Optional | 60 | 4 | 30 | 70 | 100 |
| 16 | Hindi | Saidhantik Bhasha Vigyan | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 17 | Hindi | Aadhunik Hindi Sahity ka Itihas/Hindi Rangmanch | Theory | Optional | 60 | 4 | 30 | 70 | 100 |

Education

Learning Outcomes:

Prospective teacher...

- Understands basic problems in MQR problem.
- Develops the skills of solving problems.
- Acquires the Knowledge of mathematical skills to solve problems.
- Applies the knowledge of mathematical skills to solve various logical problems.

Unit 1: Mental ability skills

- 1.1 Analogy, classification, coding-decoding, distance & direction problems, Blood relations, puzzles
- 1.2 Alphabet problems, age problems.
- 1.3 Number, ranking, time sequence, mathematical operations, inserting or missing character, arithmetical reasoning.
- 1.4 Data interpretation, decision making , situation reaction problems, assentation and reason problems , cause and effect problems.

Unit 2: Reasoning Skills

- 2.1 Logical reasoning: statement- arguments, statement- assumption, statement-conclusion
- 2.2 Theme detection, Question- statement.
- 2.3 Nonverbal reasoning: Series, analytical reasoning, mirror images, water images, figure matrix, paper folding, paper cutting, Embedded figures , dot situation.
- 2.4 Verbal reasoning: series completion, logical sequence of words, pattern finding, verification of truth, character puzzle, data sufficiency, seating arrangement.

Mode of Transaction:

- Lecture , Audio – Visual Aids

Learning Outcomes:

Prospective teacher...

- Understands concept of assessment and evaluation
- Understands and differentiate tools of assessment and evaluation
- Understands about elementary statistics in evaluation
- Develops ability to critically review current trends in evaluation

Unit 1: Assessment & Evaluation

- 1.1 Meaning of Testing, Measurement, Assessment and Evaluation
- 1.2 Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation
- 1.3 Meaning of assessment of learning, assessment for learning and assessment as learning
- 1.4 Formative, Summative, Continuous and Comprehensive Evaluation

Unit 2: Tools of Assessment and Evaluation

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

Unit 3: Elementary Statistics

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

Unit 4: Current Trends in Evaluation

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

Mode of Transaction:

- Lecture cum Discussion,
- Field trip
- Assignment
- Project

Suggested Activities:

- Analysis of result of school students
- Study trends in evaluation at school level
- Developing question paper for school subject
- Developing any suitable tool for measuring qualities of students
- Internal Assessment: Marks:

Learning Outcomes:

Prospective teacher...

- Understands the concept of Inclusive Education
- Develops sensitivity about the various Disabilities
- Understands the instructional strategies for inclusion of disabled child
- Develops knowledge about policies and provisions of inclusive Education

Unit 1: Introduction to Inclusive Education

- 1.1 Inclusive Education: Concept, Scope and Target Groups (Diverse learner, Learners with Disabilities, Marginalized Group, and Socio-Economic Disadvantaged Group)
- 1.2 Concept of Segregation Integration and Inclusion and Connotation of Inclusion in Indian Knowledge Tradition
- 1.3 Concept of Impairment, Disability and Handicapped
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit 2: Introduction to Disabilities

- 2.1 Introduction of disabilities as per RPWD Act-2016
- 2.2 Concept and Characteristics of V.I and H.I
- 2.3 Concept and Characteristics of ID and ASD
- 2.4 Concept and Characteristics of SLD (Dyslexia, Dyscalculia & Dysgraphia)

Unit 3: Teaching in Inclusive Classroom

- 3.1 Meaning & Concept of Adaptation, Accommodation and Modification
- 3.2 Concept and Principles of Universal Design for Learning
- 3.3 Assistive and Adaptive Technology for Diverse learners
- 3.4 Differentiated Instruction for Diverse learners

Unit 4: Provisions and Policies for Inclusive Education

- 4.1 Rehabilitation Council of India 1992
- 4.2 Rights of Person with Disabilities Act 2016
- 4.3 Contribution of NGO, Govt and Semi Government Bodies
- 4.4 Provisions for Concession and Benefits by State & Central Govt.

Mode of Transaction:

- Lecture cum Discussion, Field trip, Project & Case studies, Assignment, Practical work

Suggested Activities:

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

Learning Outcomes:

Prospective teacher...

- Understands the concept of advanced pedagogy
- Understands the concept and need of different advanced pedagogies
- Use rubrics, portfolios as an assessment tool
- Understands use of remedial measures

Unit 1: Introduction to Advance Pedagogy

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

Unit 2: Advance Pedagogy-1

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

Unit 3: Advance Pedagogy- 2

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

Unit 4: Assessment and Evaluation

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

Mode of Transaction: Lecture cum discussion, Experiential Learning, self- study, Visits to language teaching institutes, presentations in seminar and group discussions, Penal Discussion, Project Method

Suggested Activities: Preparation two lessons using advance pedagogy

Internship in Teaching I

Learning Outcomes:

Prospective teacher...

- Defines clearly the general objectives and specific objectives
- Selects unit and subject matter suitable to the class and resource material and aids suitable to the units
- Plans the lesson effectively with an understanding of the principles of learning and organise the subject matter suitably indicating the appropriate techniques and aids to be used
- Motivates the pupils sufficiently and sustain their interest as well as maintain discipline in the class
- Adjusts the teaching method to the varying needs interests and abilities of the pupil, while making for maximum group progress.
- Use of different methods and techniques effectively in appropriate situations.

Course Content:

Duration: 2 Weeks

Number of Schools for Internship: Minimum two different kind of Schools

Number of prospective teachers per school: Maximum 8 to 12 for Stray lessons

Activities:

- Stray lessons- 5 in each Method, Total 10 lessons

Internal Assessment:

| No | Activity | Marks |
|----|---|-----------|
| 1 | 5 Lessons in Method 1 and 10 Observations | 20 |
| 2 | 5 Lessons in Method 2 and 10 Observations | 20 |
| 3 | Reflective Diary | 10 |
| | Total | 50 |

History

Learning Outcome:

Prospective teacher...

- Explains about the meaning, nature, need and scope of History
- Discusses about the aims, objectives, and value in teaching history
- Enables the students to understand about the teaching and learning material
- Familiarizes with the History room

UNIT 1:-Meaning, Nature, Need and scope of History.

- 1.1 Meaning of History
- 1.2 Nature of History
- 1.3 Scope of History
- 1.4 Need of Teaching History

UNIT2:-Aims, Objective ,Value in Teaching of History.

- 2.1 Aims of teaching history
- 2.2 Objectives of teaching history
- 2.3 Values in history
- 2.4 Different methods of teaching history

UNIT 3:-Teaching Learning Material

- 3.1 Teaching aids
- 3.2 Historical excursion
- 3.3 Activities

UNIT 4:-History Teaching Learning

- 4.1 The textbook of history.
- 4.2 History teacher
- 4.3 History study circle

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archivals.

Learning Outcome:

Prospective teacher...

- Explains the history of the birth of a new country
- Discusses about the development and initial development of Bharat
- Familiarizes students with the crises faced by Bharat
- Provides insight into the development of education after Independence in India

UNIT 1:-Born as a new country

- 1.1 Process of National Integrity
- 1.2 First general elections
- 1.3 Reconstruction of States
- 1.4 Foreign policy of India

UNIT 2:-Development of Bharat

- 2.1 Panchayati Raj
- 2.2 Five Year Planning
- 2.3 Bharat-China War 1962
- 2.4 Bharat-Pakistan War 1965

UNIT 3:-Crises in Bharat

- 3.1 Bharat-Pakistan War 1971
- 3.2 J.P. Movement
- 3.3 The Emergency-1975
- 3.4 Blue-star Operation

UNIT 4:-Development of Education After Independence:

- 4.1 Radhakrishnan Commission.
- 4.2 Kothari Education Commission.
- 4.3 National Policy of Education-1986
- 4.4 National Education Policy 2020

Mode of Transaction: Narration cum discussion, demonstration, project, seminar, field visit

Suggested Activities: Reading of original references and sources, visit of historical locations, attending conferences, prepare time line and chronology, visit library, museums and archrivals.

Geography

Learning Outcomes:

Prospective teacher...

- Knows about concepts, nature and scope, inter-relationships of tourism, recreation and leisure.
- Understands about types of tourism.
- Knows about recent trends of tourism.
- Develops an idea about tourism in India.

Unit 1: Scope and Nature

- 1.1 Definition of Tourism and Tourist
- 1.2 Scope and Nature of Tourism Geography
- 1.3 Importance of Geography of tourism.
- 1.4 Elements and concepts of Tourism

Unit 2: Type of Tourism

- 2.1 Nature Tourism
- 2.2 Cultural Tourism
- 2.3 Medical Tourism
- 2.4 Pilgrimage Tourism

Unit 3: Recent Trends of Tourism

- 3.1 International and Regional Tourism
- 3.2 Domestic (India) Tourism
- 3.3 Eco-Tourism
- 3.4 Sustainable Tourism

Unit 4: Impact of Tourism

- 4.1 Impact of Tourism on Economy
- 4.2 Impact of Tourism on Environment
- 4.3 Impact of Tourism on Society
- 4.4 Meetings Incentives Conventions and Exhibitions (MICE)

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

Learning Outcomes:

Prospective teacher...

- Learns meteorological hazards
- Learns geological hazards
- Learns geomorphic hazards
- Learns hydrological hazards

Unit 1: Meteorological hazards

- 1.1 Natural hazards and disaster-Definition, Characteristics
- 1.2 Classification of Natural Hazards
- 1.3 Meteorological hazards – cyclone typhoon, hurricane and draughts, forest fires
- 1.4 Causes of Metrological hazards Natural disaster, global distribution ,assessment, effects and control measures

Unit 2: Geological Hazards

- 2.1 Geological Hazards - Definition, Characteristics
- 2.2 Causes and effects of earthquake
- 2.3 Causes and effects of volcanoes
- 2.4 Global distribution ,assessment and control measures of geological hazards

Unit 3: Geomorphic Hazards

- 3.1 Geomorphic Hazards - Definition, Characteristics
- 3.2 Causes and effects of landslide & soil erosion
- 3.3 Causes and effects of gullying & coastal erosion
- 3.4 Distribution, assessment and control measures of geomorphic hazards with reference to India.

Unit 4: Hydrological Hazards

- 4.1 Hydrological Hazards -Definition, Characteristics
- 4.2 Causes and effects of flood, tsunamis
- 4.3 Distribution, assessment and control measures of hydrological hazards with reference to India
- 4.4 Concept of Vulnerability, mitigation, prevention, preparedness response and recovery

Mode of Transaction: Narration cum discussion, demonstration, Project, Seminar, Field Visit

Suggested Activities: Reading of the original References and Sources, Visit of geographical places, attending conferences, visit library.

English

Indian Writing in English and Translation**Course Outcomes:****Prospective teacher...**

- Demonstrates a comprehensive understanding of the historical background and emergence of Indian writing in English as a literary tradition.
- Critically analyzes the early works of prominent Indian English authors, including Raja Rao, Mulk Raj Anand, and R.K. Narayan, and identify their thematic contributions to the Indian literary landscape.
- Comprehends and evaluates the post-colonial perspective in Indian English literature, enabling them to engage in insightful discussions on the complexities of cultural identity and decolonization.
- Through the exploration of selected texts, develop an understanding of themes related to identity, hybridity, and diaspora, deepening their awareness of the diverse and multicultural narratives within Indian English literature.

Unit 1: Foundations of Indian Writing in English

- 1.1 Introduction to Indian writing in English: historical background and emergence as a literary tradition.
- 1.2 Understanding the post-colonial perspective in Indian English literature.
- 1.3 Discussion on the impact of British colonialism on Indian writing and the growth of Indian English literature.

Unit 2: Literary Masterpieces in Indian Writing in English

- 2.1 Exploring themes of cultural pluralism, magical realism, and historical fiction in contemporary Indian literature
- 2.2 Analysing the representation of Indian society, politics, and the diasporic experience in selected texts.
- 2.3 Critically examining the reception of Indian English literature on the global stage – Amitav Ghosh's *The Shadow Lines*

Unit 3: The Art of Translation

- 3.1 Introduction to the theory and practice of literary translation.
- 3.2 Understanding the challenges and ethics of translating literature from one language to another.
- 3.3 Analysis of translated works from regional Indian languages into English – Kundanika Kapadia's *Seven Steps in the Sky ('Saat Pagla Aakash Ma')*

Unit 4: Translating Indian Literary Classics

- 4.1 Exploring classic Indian literary works from different regions and languages.
- 4.2 Students will undertake a translation project, selecting and translating a short story or poem from a regional Indian language into English.

Course Outcomes:

Prospective teacher...

- Traces the historical development of literary criticism in India and identify key concepts and themes in ancient Indian literary criticism.
- Analyzes Riti (style) and its significance in poetic expression and explore the use of Alamkara (figures of speech) in literary ornamentation. They will also understand the influence of Vamana's Kavyalankara Sutra on subsequent literary criticism.
- Gains an overview of the Bengal Renaissance and its impact on literary criticism, understanding the contributions of Bankim Chandra Chattopadhyay, Rabindranath Tagore, and others.
- Analyzes the similarities and differences between Indian and Western critical theories and examine the potential for cross-cultural literary interpretations.

Unit 1: Ancient Indian Literary Criticism

- 1.1 Introduction to Indian Literary Criticism
- 1.2 Natya Shastra and the Rasa Theory
- 1.3 Dhvani Theory and Anandavardhana

Unit 2: Medieval Indian Literary Criticism

- 2.1 Riti and Alamkara in Sanskrit Poetics
- 2.2 Analysis of Riti (style) and its significance in poetic expression
- 2.3 Exploration of Alamkara (figures of speech) and their role in literary ornamentation
- 2.4 Study of Vamana's Kavyalankara Sutra and its influence on subsequent literary criticism

Unit 3: Modern Indian Literary Criticism

- 3.1 Bengal Renaissance and Literary Criticism
- 3.2 Overview of the Bengal Renaissance and its impact on literary criticism
- 3.3 The contributions of Bankim Chandra Chattopadhyay, Rabindranath Tagore, and others
- 3.4 Understanding the Progressive Writers' Movement and its literary criticism

Unit 4: Comparative and Interdisciplinary Approaches

- 4.1 Comparative Study of Indian and Western Literary Criticism
- 4.2 Analysing the similarities and differences between Indian and Western critical theories
- 4.3 Examining the potential for cross-cultural literary interpretations
- 4.4 Interdisciplinary Approaches in Indian Literary Criticism

Course Outcomes:

Prospective teacher...

1. Analyzes the socio-cultural and historical factors that influenced the development of English in India.
2. Compares and contrast different theories of language learning, understanding their principles and practical implications.
3. Understands the multiple dimensions involved in English language teaching and their inter-connectedness in the language learning process.
4. Understands a diverse range of teaching techniques, methods, and approaches to cater to the needs of different learners effectively.

Unit - 1 History of English in India

- 1.1 Changing Policies
- 1.2 Language Planning in India
- 1.3 Indian Attitude towards English Language

Unit - 2 Theories of Language Learning

- 2.1 Behaviourism
- 2.2 Cognitive
- 2.3 Theories of Second Language Acquisition

Unit - 3 Dimensions of English Language Teaching

- 3.1 Organizational and Technological Dimension
- 3.2 Psychological and social Dimension
- 3.3 Pedagogical Dimension

Unit - 4 Use of various Techniques, Methods and Approaches of English Language Teaching

- 4.1 Grammar Translation Method
- 4.2 Direct and Functional Method
- 4.3 Communicative Method

Gujarati

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ ગાંધીયુગના અને સ્વાતંત્રોત્તર યુગના પ્રેરકબળો અને લક્ષણો જાણે છે.
- પ્રશિક્ષણાર્થીઓ ગાંધીયુગના અને સ્વાતંત્રોત્તર યુગના પ્રમુખ સર્જકો અને તેમના પ્રદાન વિશે જાણે છે.
- પ્રશિક્ષણાર્થીઓ ગાંધીયુગના અને સ્વાતંત્રોત્તર યુગના સાહિત્ય સ્વરૂપોથી પરિચિત થયા છે.
- પ્રશિક્ષણાર્થીઓ સાહિત્યિક સંસ્થાઓથી પરિચિત થયા છે.

Unit 1: ગાંધીયુગ અને સ્વાતંત્રોત્તર યુગ

- 1.1 ગાંધીયુગને ઘડનારા પરિબળો
- 1.2 ગાંધીયુગનાં પ્રમુખ લક્ષણો
- 1.3 સ્વાતંત્રોત્તરયુગને ઘડનારા પરિબળો
- 1.4 સ્વાતંત્રોત્તરયુગનાં પ્રમુખ લક્ષણો

Unit 2: ગાંધીયુગ અને સ્વાતંત્રોત્તર યુગનાં સર્જકો

- 2.1 ઉમાશંકર જોશીના જીવન કવનનો પરિચય
- 2.2 દર્શકના જીવન કવનનો પરિચય
- 2.3 સુરેશ જોષીના જીવન કવનનો પરિચય
- 2.4 ધીરુબેન પટેલના જીવન કવનનો પરિચય

Unit 3: ગાંધીયુગ અને સ્વાતંત્રોત્તર યુગનાં સાહિત્યસ્વરૂપ અને તેમાં પ્રમુખ સર્જકોનું પ્રદાન

- 3.1 નવલકથા સાહિત્યસ્વરૂપનો પરિચય
- 3.2 સોનેટ સાહિત્યસ્વરૂપનો પરિચય
- 3.3 ડાયરી સાહિત્યસ્વરૂપનો પરિચય
- 3.4 હાઈકુ સાહિત્યસ્વરૂપનો પરિચય

Unit 4: સાહિત્યિક સંસ્થાઓનો પરિચય

- 4.1 ગુજરાત વર્નાક્યુલર સોસાયટી
- 4.2 ગુજરાત સાહિત્યસભા, ફાર્બસ ગુજરાતી સભા
- 4.3 ગુજરાત સાહિત્ય અકાદમી, ગુજરાતી સાહિત્ય પરિષદ
- 4.4 ગુજરાત વિશ્વકોશ ટ્રસ્ટ

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્વીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ સર્જકનું જીવન જાણી અને તેમને પ્રેરનારા પરિબળોથી માહિતગાર થયા છે.
- પ્રશિક્ષણાર્થીઓ લલિત નિબંધ વિશે જાણી, નિબંધ લેખનની પ્રક્રિયા સમજે છે.
- પ્રશિક્ષણાર્થીઓ નિબંધ લેખનનો આસ્વાદ માણી, તેમાં સ્વઅનુભવોનું નિરૂપણ કરતાં થયા છે.
- પ્રશિક્ષણાર્થીઓ લલિત નિબંધની ભાષાશૈલી, વર્ણનરીતિ, વાતાવરણ, ભાવસંવેદન વગેરેને આધુનિકતાના પરિપ્રેક્ષમાં જાણે છે.

Unit 1: સર્જક સુરેશ જોષી

- 1.1 સુરેશ જોષીના જીવન કવનનો પરિચય
- 1.2 સુરેશ જોષીના સર્જનમાં આધુનિકતાની અસર
- 1.3 સુરેશ જોષીના અન્ય સાહિત્ય પર આધુનિકતાની અસર
- 1.4 ગુજરાતી સાહિત્યમાં આધુનિકતાના પ્રણેતા

Unit 2: નિબંધનું સાહિત્ય સ્વરૂપ

- 2.1 નિબંધનો અર્થ અને વ્યાખ્યા
- 2.2 નિબંધ સાહિત્ય સ્વરૂપનો ઉદ્ભવ અને વિકાસ
- 2.3 નિબંધ લેખન પદ્ધતિ અને પ્રકારો
- 2.4 લલિત નિબંધ અને લલિતેતર નિબંધ વચ્ચેનો ભેદ (કલા સંદર્ભે)

Unit 3: 'જનાન્તિકે' નિબંધ સંગ્રહ

- 3.1 પસંદગી પામેલા નિબંધોનો આસ્વાદ
- 3.2 સર્જકના સ્વઅનુભવોનું આલેખન
- 3.3 સર્જકનો નિબંધ લેખન માટેનો આગવો દૃષ્ટિકોણ
- 3.4 'જનાન્તિકે'નિબંધ સંગ્રહમાં જોવા મળતી આધુનિકતા

Unit 4: 'જનાન્તિકે'ની નિરૂપણ રીતિ

- 4.1 'જનાન્તિકે'નિબંધ સંગ્રહની ભાષાશૈલી
- 4.2 'જનાન્તિકે'નિબંધમાં નિરૂપાયેલ ભાવસંવેદન
- 4.3 'જનાન્તિકે'નિબંધમાં વર્ણનરીતિ, વાતાવરણ અને પ્રકૃતિ નિરૂપણ
- 4.4 સર્જક સુરેશ જોષીની 'જનાન્તિકે'માં જોવા મળતું 'સેન્સ ઓફ હ્યૂમન'

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્ચા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્યીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Learning Outcomes:

- પ્રશિક્ષણાર્થીઓ પ્રેમાનંદના જીવનને જાણે છે.
- પ્રશિક્ષણાર્થીઓ આખ્યાન સાહિત્યને જાણે છે.
- પ્રશિક્ષણાર્થીઓ આખ્યાન તરીકે સુદામાચરિતનું મૂલ્યાંકન કરે છે.
- પ્રશિક્ષણાર્થીઓ સુદામાચરિતન આખ્યાનમાં પાત્રો, રસ, ગુજરાતીપદ્યું વગેરે શોધે છે.

Unit 1: સર્જક પરિચય

- 1.1 પ્રેમાનંદનું જીવન
- 1.2 આખ્યાનકાર પ્રેમાનંદ

Unit 2: આખ્યાન સાહિત્ય સ્વરૂપ

- 2.1 આખ્યાન સાહિત્ય સ્વરૂપનો પરિચય
- 2.2 આખ્યાનનો ઉદ્ભવ અને વિકાસ

Unit 3: પ્રેમાનંદના મુખ્ય આખ્યાનનો પરિચય

- 3.1 સુદામાચરિતનું આખ્યાન તરીકે મૂલ્યાંકન

Unit 4: સુદામાચરિત આખ્યાનનો સ્વરૂપની દૃષ્ટિએ અભ્યાસ

- 4.1 સુદામાચરિતના પાત્રો
- 4.2 સુદામાચરિતમાં રસ
- 4.3 સુદામાચરિતમાં ગુજરાતી કરણ
- 4.4 સુદામાચરિત ભક્તિકાવ્ય કે મૈત્રીકાવ્ય

Mode of Transaction: પ્રશ્નોત્તરી, કથનચર્યા, આગમન-નિગમન, સેમિનાર, ક્ષેત્રકાર્ય, વિશ્લેષણ, સામન્થીકરણ, પૃથક્કરણ

Suggested Activities: વાચન, લેખન, શ્રવણ, કથન

Sanskrit

Learning Outcomes:

- कालिदासकृतीनां परिचयेन साहित्यरसास्वादं करोति ।
- कालिदासेन कृतस्य प्रकृतिनिरूपणस्य अध्ययनं करोति ।
- पितापुत्र्योः स्नेहः पितुः कण्वमुनेः उपदेशश्च जानाति ।
- शकुन्तलायाः व्यथायाः पश्चात् शकुन्तलाभरतयोः दुष्यन्तेन सह अपूर्वमेलनस्य वर्णनं शृणोति ।
- अभिनवनाट्यविधायाः रसानुभूतिः प्राप्नोति ।

Unit 1: अभिज्ञानशाकुन्तलम् – अङ्कः – १, २

- 1.1 तपोवने काश्यपस्य अनुपस्थितिः
- 1.2 दुष्यन्तशकुन्तलयोः प्रणयस्य पूर्वसज्जता
- 1.3 विदूषकस्य उक्तिभिः प्रहसनम्
- 1.4 दुष्यन्तस्य विरहः

Unit 2: अभिज्ञानशाकुन्तलम् – अङ्कः – ३, ४

- 2.1 मदनलेखप्रसंगः
- 2.2 दुष्यन्तशकुन्तलयोः स्नेहाभिव्यक्तिः गौतम्याः प्रवेशश्च
- 2.3 दुर्वाससः शापप्रसंगः
- 2.4 शकुन्तलायाः गमनम्, श्लोकचतुष्टयम्

Unit 3: अभिज्ञानशाकुन्तलम् – अङ्कः – ५, ६

- 3.1 हंसपदिकायाः गीतम्
- 3.2 शकुन्तलाप्रत्याख्यानम्, वेधकः करुणरसः
- 3.3 सानुमत्याः प्रसंगः
- 3.4 धनमित्रस्य प्रसंगः

Unit 4: अभिज्ञानशाकुन्तलम् – अङ्कः – ७

- 4.1 इन्द्रलोकात् दुष्यन्तस्य प्रत्यागमनम्
- 4.2 दुष्यन्तस्य स्पन्दनानि
- 4.3 सर्वदमनेन सह मेलनम्
- 4.4 शकुन्तलामेलनम्

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोकगानम्

Learning Outcomes:

- कारकानां व्यवस्थितज्ञानसम्पादनं भवति ।
- कारकाध्ययनेन सुगमतया अर्थबोधः व्यवहारः च प्राप्नोति ।
- समासपठनेन भाषाज्ञाने नैपुण्यप्राप्तिः भवति ।
- समासस्य विविधकारकानां च सम्यक् परिचयः भवति ।

Unit 1: कारकप्रकरणम् – विभक्तिः - १, २, ३

- 1.1 कारकस्य सामान्यपरिचयः
- 1.2 प्रथमा विभक्तिः
- 1.3 द्वितीया विभक्तिः
- 1.4 तृतीया विभक्तिः

Unit 2: कारकप्रकरणम् – विभक्तिः - ४, ५, ६, ७

- 2.1 चतुर्थी विभक्तिः
- 2.2 पञ्चमी विभक्तिः
- 2.3 षष्ठी विभक्तिः
- 2.4 सप्तमी विभक्तिः

Unit 3: समासः-द्वन्द्वः, द्विगुः, अव्ययीभावः

- 3.1 समासपरिचयः
- 3.2 द्वन्द्वः
- 3.3 द्विगुः
- 3.4 अव्ययीभावः

Unit 4: समासः- तत्पुरुषः, कर्मधारयः, बहुव्रीहिः

- 4.1 तत्पुरुषः
- 4.2 तत्पुरुषः
- 4.3 कर्मधारयः
- 4.4 बहुव्रीहिः

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: सूत्रस्मरणम्, सूत्रकण्ठस्थीकरणप्रतियोगिता

Learning Outcomes:

- नीतिशिक्षायाः उपदेशं प्राप्नोति ।
- राजनीतेः सामान्यनियमानाम् अवगमनाति ।
- विविधच्छन्दसाम् उदाहरणभूतानां पद्यानां ज्ञानप्राप्तिः भवति ।
- बोधदायकानां श्लोकानां द्वारा जीवनमूल्यानां प्राप्तिः भवति ।

Unit 1: श्लोकसंख्या १ तः ३०

- 1.1 श्लोकसंख्या १ तः ८
- 1.2 श्लोकसंख्या ९ तः १६
- 1.3 श्लोकसंख्या १७ तः २३
- 1.4 श्लोकसंख्या २४ तः ३०

Unit 2: श्लोकसंख्या ३१ तः ६०

- 2.1 श्लोकसंख्या ३१ तः ३८
- 2.2 श्लोकसंख्या ३९ तः ४६
- 2.3 श्लोकसंख्या ४७ तः ५३
- 2.4 श्लोकसंख्या ५४ तः ६०

Unit 3: श्लोकसंख्या ६१ तः ९०

- 3.1 श्लोकसंख्या ६१ तः ६८
- 3.2 श्लोकसंख्या ६९ तः ७६
- 3.3 श्लोकसंख्या ७७ तः ८३
- 3.4 श्लोकसंख्या ८४ तः ९०

Unit 4: श्लोकसंख्या ९१ तः १२८

- 4.1 श्लोकसंख्या ९१ तः १००
- 4.2 श्लोकसंख्या १०१ तः ११०
- 4.3 श्लोकसंख्या १११ तः १२०
- 4.4 श्लोकसंख्या १२१ तः १२८

Mode of Transaction: प्रत्यक्षपद्धतिः, प्रकाशप्रक्षेपणीद्वारा पाठनम्, चर्चा, संवादः, प्रश्नोत्तरम्, कण्ठस्थीकरणम्

Suggested Activities: श्लोकगानम्

Hindi

Learning Outcomes

प्रशिक्षणार्थी...

- भाषा का विज्ञान, लक्षण एवं भाषा के परिवर्तन को तार्किक रूप से समझते हैं।
- स्वर प्रक्रिया में प्रायोगिक कार्य को विस्तार से वैज्ञानिक रूप से समझते हैं।
- रूपिम की प्रक्रिया अवधारणा और प्रकार का व्यवहार में प्रयोजन करते हैं।
- रूपिम का विज्ञान प्रकार और परिवर्तन को हिन्दी भाषा विकास के संदर्भ में समझते हैं।

इकाई 1: भाषा की परिभाषा एवं विज्ञान

- 1.1 भाषा की परिभाषा एवं अभिलक्षण भाषा के तीन पक्ष
- 1.2 भाषा परिवर्तन, कारण एवं दिशाएं
- 1.3 भाषा विज्ञान उपयोगिता एवं प्रमुख शाखाएं
- 1.4 भाषा विज्ञान एवं अन्य शास्त्र (साहित्य व्याकरण, समाजशास्त्र, इतिहास एवं मनोविज्ञान)

इकाई 2: स्वर प्रक्रिया

- 2.1 स्वर प्रक्रिया: वाग् अवयव और उनके कार्य
- 2.2 स्वर और उनका वर्गीकरण
- 2.3 स्वर परिवर्तन
- 2.4 स्वर की अवधारणा एवं भेद

इकाई 3: रूप शब्द एवं रूपिम

- 3.1 रूप प्रक्रिया
- 3.2 शब्द एवं पद
- 3.3 रूपिम की अवधारणा
- 3.4 संबंधित दर्शी रूपिम के प्रकार

इकाई 4: वाक्य

- 4.1 वाक्य की अवधारणा अनिवार्य तत्त्व, वाक्य में पद विन्यास के आवश्यक गुण
- 4.2 पद और वाक्य की प्रधानता संबंधी मत
- 4.3 वाक्य के प्रकार
- 4.4 वाक्य परिवर्तन के कारण

Mode of Transaction:

व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities:

श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

आधुनिक हिन्दी साहित्य का इतिहास

Learning Outcomes

प्रशिक्षणार्थी...

- आधुनिक काल की राजनीतिक आर्थिक और सामाजिक परिस्थितियों का अभ्यास कर शिक्षा का पश्चिमीकरण एवं नवजागरण का ज्ञान प्राप्त करके परिस्थिति का विश्लेषण करते हैं।
- भारतेंदु युगीन काव्य प्रवृत्तियों का द्विवेदी युगीन काव्य प्रवृत्तियों से तुलना करते हैं।
- छायावादोत्तर काव्यधारा में निहित व्यक्ति व्यंजक कविता राष्ट्रीय सांस्कृतिक कविता प्रगतिवाद और प्रयोगवाद का गहन अभ्यास करके समझते हैं।
- प्रमुख कृति साकेत पल्लव, कामायानी, कुरुक्षेत्र, मधुशाला, तार सप्तक रचनाओं का गहन अभ्यास करके काव्य लेखन करते हैं।

इकाई 1: आधुनिक काल

- 1.1 आधुनिक काल -पूर्व पिढीका – नामकरण
- 1.2 परिस्थितियां राजनीतिक, आर्थिक, सामाजिक
- 1.3 शिक्षा का पश्चिमीकरण
- 1.4 नवजागरण

इकाई 2: काव्य प्रवृत्तियां

- 2.1 भारतेंदु युगीन काव्य प्रवृत्तियां
- 2.2 द्विवेदी युगीन काव्य प्रवृत्तियां
- 2.3 सामान्य विशेषताएं एवं उपलब्धियां
- 2.4 छायावादोत्तर काव्यधारा

इकाई 3: काव्य में विविधताएं

- 3.1 व्यक्ति व्यंजक कविता
- 3.2 राष्ट्रीय सांस्कृतिक कविता
- 3.3 प्रगतिवाद
- 3.4 प्रयोगवाद

इकाई 4: प्रमुख रचनाएं

- 4.1 प्रमुख कृतियां
प्रियप्रवास, साकेत, पल्लव, कामायानी,
- 4.2 कुरुक्षेत्र, मधुशाला, हिल्लोल, तार सप्तक
- 4.3 प्रमुख कृतिकार प्रमुख: भारतीय मैथिलीशरण गुप्त, निराला
- 4.4 महादेवी, बालकृष्ण शर्मा, नवीन मुक्तिबोध, अज्ञेय

Mode of Transaction:

व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities:

श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Learning Outcomes

प्रशिक्षणार्थी...

- पारंपरिक रंगमंच के स्वरूप प्रकार एवं आधुनिक रंगमंच की परिस्थिति को समझते हैं।
- स्वतंत्रता पूर्व एवं स्वातंत्र्योत्तर हिन्दी रंगमंच की गतिविधियों का तार्किक एवं विश्लेषणात्मक अभ्यास करते हैं।
- आधुनिक हिन्दी रंगमंच की यथार्थवादी एपिसोड और लोक शैली का भेद समझते हैं।
- रंगमंच के कलाकारों के व्यक्तित्व एवं कार्य को समझ कर रंगमंच कला का विकास करते हैं।

इकाई 1: रंगमंच परिभाषा और स्वरूप

- 1.1 पारंपरिक रंगमंच अर्थ और परिभाषा
- 1.2 पारंपरिक रंगमंच का स्वरूप
- 1.3 पारंपरिक रंगमंच के प्रकार (रामलीला, रासलीला, नौटंकी, स्वांग)
- 1.4 प्राचीन भारतीय प्रदर्शन परंपरा और आधुनिक रंगमंच

इकाई 2: रंगमंच: स्वतंत्रता पूर्व

- 2.1 स्वतंत्रता पूर्व रंगमंच- पारसी थियेटर, भारतेन्दु युगीन रंगमंच पृथ्वी थिएटर
- 2.2 स्वातंत्र्योत्तर हिन्दी रंगमंच- रंग प्रशिक्षण एवं रंग गतिविधियां राष्ट्रीय
- 2.3 रंग मंडल भारत भवन भोपाल, नाट्य विद्यालय नई दिल्ली
- 2.4 भारतेन्दु नाट्य अकादमी लखनऊ

इकाई 3: आधुनिक रंगमंच

- 3.1 आधुनिक हिन्दी रंगमंच की विविध शैलियां
- 3.2 यथार्थवादी
- 3.3 एब्सर्ड शून्यवाद
- 3.4 लोक शैली

इकाई 4: प्रमुख रंग व्यक्तित्व और उनकी रंग दृष्टि

- 4.1 श्यामानंद जालान
- 4.2 सत्यदेव दुबे
- 4.3 इब्राहिम अल्काजी
- 4.4 लक्ष्मीचंद एवं भिखारी ठाकुर (रंग मंचीय समीक्षा)

Mode of Transaction:

व्याख्यान, समूह चर्चा, परिसंवाद, विश्लेषण, प्रस्तुतीकरण, चर्चा

Suggested Activities:

श्रवण, कथन, पठन और लेखन कौशल के विकास आधारित प्रवृत्तियां

Semester-VII

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Semester - VII

| | | Total papers | Hours | Credit | Internal | External | Total |
|--|--------------------------|------------------|------------|-----------|------------|------------|------------|
| Ability Enhancement and Value added Courses | Theory | 3 | 90 | 6 | 45 | 105 | 150 |
| | Practical | 1 | 60 | 2 | 30 | 20 | 50 |
| Education | Education | Theory | 1 | 30 | 2 | 15 | 35 |
| | School Internship | Practical | 2 | 300 | 10 | 250 | 100 |
| Total | | 7 | 480 | 20 | 340 | 260 | 600 |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|---|--|-----------|-----------------|-------|--------|----------|----------|-------|
| 1 | Ability Enhancement and Value added Courses | ICT in Education | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 2 | Ability Enhancement and Value added Courses | Perspectives on School Leadership and Management | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 3 | Ability Enhancement and Value added Courses | Sports, Nutritions and Fitness | Practical | Compulsory | 60 | 2 | 30 | 20 | 50 |
| 4 | Ability Enhancement and Value added Courses | Teacher and Society | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 5 | Education | Curriculum Development Principles | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 6 | Education | School based Research Project | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 7 | Education | Internship in Teaching II | Practical | Compulsory | 240 | 8 | 200 | 100 | 300 |

Learning Outcomes:

Prospective teacher...

- Comprehends the concept of ICT
- Appreciates and adopts the ethical use of ICT
- Integrates ICT in teaching, assessment and management.
- Develops and applies knowledge and skills for creating ICT enabled learning environment.

Unit 1: Introduction to ICT

- 1.1 Meaning, Principles and significance of ICT in Education
- 1.2 Historical Development of ICT in Education
- 1.3 Emerging Trends and Technologies for ICT in Education
- 1.4 Digital Literacy Skills and Ethical use of Technology

Unit 2: ICT Integration for teaching, assessment and administration

- 2.1 Theoretical Frameworks for ICT Integration:
 - Framework, integration and application
 - Technological Pedagogical and Content Knowledge (TPACK),
 - Substitution, augmentation, modification, redefinition (SMAR)
- 2.2 ICT enabled teaching learning strategies:
 - types, use of application software and online resources.
- 2.3 ICT enabled assessment:
 - use of application software and online resources.
 - Skills for managing assessment data: Data gathering, sorting, analysis and reporting
- 2.4 ICT mediated administrative support for students, teachers and functioning of schools.
 - Maintenance of Institutional Records

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Practical, hands-on experiences and real-world applications of ICT tools

Semester-7
**Perspectives on School Leadership
and Management**

Compulsory
Credit: 02
Marks:50

Learning Outcomes:

Prospective teacher...

- Develops an understanding of educational management and organisation
- Develops ability to analyse structure and governance of school management and systems
- Acquaints with leadership styles and analyses various styles.
- Develops skills for planning and decision making for schools.

Unit 1: Understanding Indian School System

- 1.1 Concept of Educational Management, Educational Organisation and Educational Administration School diversity and the challenges for Educational Management and Administration
- 1.2 Meaning, Objectives and Basic Principles of School Organisation Components and Functions of School Organisation
- 1.3 Forms of School Organisation Bureaucratic, Social and Complex System Structure and governance of School Organisation w.r.t Management: Government, Private and Grant-in-Aid
- 1.4 Definition and scope of school management Functions of school management: Financial management, human resource management, infrastructure management and time management

Unit-2: Educational Leadership and School Improvement

- 2.1 Definition and Scope of Educational Leadership, Role of Principle as a school Leadership Styles w.r.t their relationship with the governance structures, autonomy and accountability mechanisms Democratic, Autocratic & Lassaize Fair, Transformational and Instructional
- 2.3 Planning for School Improvement Data Informed decision making for school improvement, in terms of enhanced participation in school education and improved student learning outcomes
- 2.4 School Development Plan and Building Partnerships: Concept and process Change management: Concept and strategies

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Case Study Analysis with real-life cases school leadership and management challenges.
- School Visit and Observation: to analyze the leadership and management practices
- Leadership Style Assessment: such as the Myers-Briggs Type Indicator (MBTI) or the Leadership Grid,
- Budgeting Exercise: by providing students with a fictional school budget \
- School Improvement Project: small group projects or teacher professional development.
- Leadership Portfolio Development: Create a leadership portfolio

Learning Outcomes:**Prospective teacher...**

- Familiarises with the fundamentals of Sports for holistic fitness.
- Applies the knowledge in assessment and planning fitness regimes.
- Acquires knowledge of nutrition, its components and energy requirements.
- Applies the knowledge of basic concepts on healthy nutrition in planning and assessing healthy life-styles.

Unit 1:**Section A: Fundamentals of Sports for Holistic Fitness**

- 1.1 Concept of Sport, Nutrition and Fitness
Factors affecting health and wellness Physiological, psychological and social health
Interrelationship between sports, nutrition, and fitness in leading a healthy life
- 1.2 Holistic Fitness: Concept and Types (physical and psychological fitness)
Importance of balanced nutrition for fitness.
- 1.1 Fitness for life: Importance of exercise and sports in preventing life style diseases - Diabetes, CVD, hypertension, obesity and osteoporosis
- 1.4 Fitness Program Regime: Concept and plan
Factors affecting Adherence to fitness regime and Difficulties faced in adherence

Section B: Fundamentals of Nutrition for Holistic Fitness

- 2.1 Nutrition: concept of micro and macro nutrients, deficiency disease
- 2.2 Energy: Components of energy expenditure & Energy requirement
Analyse specific nutrient requirements for different age groups and use of nutrient supplement
Quality issues in nutrition and Energy imbalances
- 2.3 Effect of macro (carbohydrates, amino acids, EFA) and micronutrients (Vitamins & Minerals) on physical & mental fitness
- 2.4 Fitness Assessment:
Methods of assessing fitness and interpretation of results
Principles of exercise prescription for fitness and its application in designing exercise programs

Instructions for the Course:

- The paper is a practical paper with focus on workshop, discussion and activities. Section A & B comprises of theoretical base for developing the skills related to ideation and conceptualisation of sports, nutrition and fitness and related concepts for holistic fitness and wellness. The theoretical consideration mentioned in the paper are to support development of activities listed in section A & B.

Activity of Section A

The activity listed in Section A is an individual activity and is to be conducted on a selected sample for ex. Peers/parents/friends/students/teachers etc. The list is mere suggestions and new activities can be framed based on the practical applications of the sport, nutrition and fitness.

- Plan a Fitness Testing assessment schedule, such as cardiorespiratory endurance, muscular strength, and flexibility tests, and conduct it on at least 10 sample. Analyse and interpret the results and prepare a report.
- Meal Planning and Analysis: Select a meal of your choice: Hostel Meal/Canteen Meal/ home/restraint etc. Conduct the assessment of dietary nutrients and prepare a report with suggestions for balanced and holistic diet.

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- Meal Planning and Analysis: Record your own diet for at least one week. Analyse your own dietary intake and create a balanced meal plan based on their specific nutritional needs for your age group.
- Hydration Monitoring: Record your own intake of hydrated fluid/water/cold drinks etc. for at least one week. Analyse its nutritive value and create a balanced plan based on their specific hydration needs for your age group.
- Designing Exercise Programs: Prepare an exercise program for your own self after conducting an assessment of your fitness on the basis of exercise prescription. Follow that plan for a week and list out the challenges faced in adherence to the planned prescription and how have you managed them.
- Ergogenic Aids Research Project: Select any specific ergogenic aid, such as creatinine or caffeine, and research on its effects on performance of an individual. Prepare a report.
- Any other topic of your choice that can help you identify and reflect upon the practical aspect of the course.

Activity of Section B

The activity listed in Section B is a group and project based learning activity. It is to be conducted on a selected sample for ex. Peers/parents/friends/students/teachers etc. The list is mere suggestions and new activities can be framed based on the practical applications of the sport, nutrition and fitness

- Sports Nutrition Workshop: Plan and Organize a workshop where students learn about the importance of proper nutrition for sports performance. They can create balanced meal plans and discuss the nutritional demands of different sports.
- Injury Prevention Workshop: Conduct a workshop on injury prevention techniques, including warm-up exercises, proper form, and safety precautions during physical activities and prepare a report.
- Sports Performance Analysis: Select the students from sports/NCC/NSS and conduct a small performance analysis in a specific sports activity. Interpret the data and provide feedback on techniques or strategies for improvement. Compare it with the students with little or no physical activity.
- Fitness Training Camp: Plan a fitness training camp for a week and conduct a training program for fitness. Analyse the fitness and endurance of the group before and after training.
- Identify the traditional methods of physical activity/sports/wellness/fitness etc. Prepare a research article on the same with recommendations to integrate it in present curriculum.
- Identify any dance forms/ traditional and religious festivals involving physical activities, dances, movements etc. Study/survey/research /assess their significance in maintaining the holistic fitness.
- Select indigenous and traditional food items/recipes/diets/ food specific to particular festival in particular season. Research the significance of the food item/ingredient/diet plan with relevance to the season/ association with the region and prepare a report.
- Conduct a survey on any topic of your choice related to sports, fitness and nutrition and prepare a report.
- Any other topic of your choice that can help you identify and reflect upon the practical aspect of the course.
- The student/student group is required to submit a detailed report may be in form of document /podcast, YouTube video, blog post, or any other suitable method.

Mode of Transaction:

- Workshop to describe the idea, concepts listed, selecting and planning the activities one each from Section A and B respectively and field work to complete the activity

Note:

1. Trainees will select one activity from each section for submission but for the better exposure for conceptual understanding maximum activities from each section must be carried out at institutional level
2. The practicum will be considered as completed on the basis of the submission document of the activities

Learning Outcomes:

Prospective teacher...

- Acquaints with evolving roles of teachers in emerging Indian society.
- Appraises the role of the teacher to appreciate and evolve teacher identity.
- Familiarises with professional and social responsibilities of teacher.
- Reflects on the professional and social skills acquired during the course.

Unit 1 Evolution of role of teachers in classrooms as a miniature society

1.1 Society as system

- Concept of a system, society as a system and education as subsystem to society
- Concept of education and Education as a process of socialisation
- School as formal education system and miniature society
- Concept of School Complex

1.2 Evolving roles and responsibilities of Teacher

- Overview of transformation of classrooms due to changing societies.
- Changing roles from teacher centred to student centred classrooms
- Progression from teaching for transferring information to education for sustainability

1.3 Role of teacher while teaching as a Manager

- Equipping with skills to face classrooms influenced by global flows of people, culture and resources
- Responding to learning needs of students from diverse cultural, linguistic, social and economic backgrounds,
- Addressing volatile, complex and ambiguous nature of society

1.4 Teacher as a social role model, guide and facilitator for:

- creating awareness about cultural ethos, traditions, and diversity,
- Imbibing values for fostering national integration.
- Sensitization towards gender issues, promote tolerance and social cohesion,

Unit-2: Teacher's Professional Ethics and Social Responsibilities

2.1 Teacher Profession and its Development

- Teaching as a profession and its characteristics
- Professional and Personal traits of teachers
- Integrated Personality of teacher

2.2 Teacher's responsibilities inside and outside the classroom:

- Engaging in professional organizations and networking,
- Contributing to educational research and development
- Maintaining confidentiality and professionalism

2.3 Upholding students' rights and well-being:

- Ensuring a safe and inclusive classroom environment,
- Addressing issues of bullying, violence, and discrimination
- Safeguarding mental health and spiritual well-being

2.4 Reflective practice and professional growth:

- Avoiding conflicts of interest in professional relationships
- Engaging in self-reflection for continuous improvement,
- Seeking feedback and implementing feedback for professional development

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Role-play and Community engagement project
- Case studies on role models
- Panel discussion and debates on evolving roles
- Research projects on the impact of teachers on society,
- Professional development workshops

Learning Outcomes:

Prospective teacher...

- Develops an understanding of basic concepts of curriculum development.
- Analyzes the different models and approaches to curriculum development.
- Acquaints themselves with foundations of curriculum development
- Develops an understanding of the process of curriculum development.

Unit 1: Curriculum Development

- 1.1 Curriculum Development: Concept and Principles
- 1.2 Sources of Curriculum Design: Science, Society, Knowledge and Learner
- 1.3 Dimensions of Curriculum Design: Scope, Integration, Sequence & Continuity
- 1.4 Difference: Curriculum Framework, Curriculum, Syllabus and Textbook

Unit 2: Curriculum Development and NCFSE 2023

- 1.1 Approaches to Curriculum: Subject Area, Broad Fields, Problem Centered & Learner Centered Approach
- 2.2 Determinants of Curriculum: Societal Diversity, Political and Economic factors, Professional organisations, Environment and Institutional Considerations
- 2.3 Curriculum Design in National Curriculum Framework for School Education 2023 for foundation, preparatory – Curricular Structure, Content, Pedagogy, Assessment, Classroom Arrangement & Teachers
- 2.4 Curriculum Design in National Curriculum Framework for School Education 2023 for middle and secondary stage – Curricular Structure, Content, Pedagogy, Assessment, Classroom Arrangement & Teachers

Unit 3: Foundations of Curriculum Development

- 3.1 Philosophical Foundations w.r.t curriculum: Idealism, Naturalism and Pragmatism
- 3.2 Psychological Foundations w.r.t behaviourism and cognitivism
- 3.3 Sociological Foundations w.r.t society, social change and schooling
- 3.4 Significance of foundations of curriculum development

Unit 4: Process of Curriculum Development

- 4.1 Aims to Learning Outcomes w.r.t. NCFSE 2023
The Learning Standards (Curricular Goals, Competencies and Learning Outcomes)
- 4.2 Selection of content, learning experiences Assessment Approaches (Formative and Summative Assessment)
- 4.3 Principles of textbook design and process of textbook development
- 4.4 Process of Feedback on curriculum

Mode of Transaction:Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Evaluate curriculum of any standard of secondary level education
- Design draft curriculum by adopting any model or approach of curriculum
- Visit Gujarat State School Textbook Board (GSSTB) to understand process of textbook preparation
- Analysing school curriculum with reference to NEP 2020

School based Research Project**Learning Outcomes:****Prospective teacher...**

- Understands the concept and steps of case study
- Understands the concept and steps of actions research
- Assesses effectiveness of remediation through action research
- Collects the information about the student through case study

Course Content:

- An orientation programme shall be arranged to explain the action research and case study.
- A prospective teacher should conduct one case study and one action research during the internship. He/She shall submit a detailed report of case study and action research at the end of the internship.

Mode Of Transaction: Orientation and Workshop

*Assessment based on the report & viva.

Internal Assessment:

| No. | Activity | Marks |
|-----|-----------------|-----------|
| 1 | Case study | 25 |
| 2 | Action Research | 25 |
| | Total | 50 |

Learning Outcomes:

Prospective teacher...

- Defines clearly the general objectives and specific objectives
- Selects unit and subject matter suitable to the class and resource material and aids suitable to the units
- Plans the lesson effectively with an understanding of the principles of learning and organise the subject matter suitably indicating the appropriate techniques and aids to be used
- Motivates the pupils sufficiently and sustain their interest as well as maintain discipline in the class
- Adjusts the teaching method to the varying needs interests and abilities of the pupil, while making for maximum group progress.
- Uses different methods and techniques of teaching and use them effectively in appropriate situations.
- Develops and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individual and as a group, especially the ability to construct and use oral, written and performance tests.
- Develops the ability to diagnose the strengths and weakness and the achievements and failures of the individual pupils, in relation to the objectives and decide plan and organise the reinforcement of remedial assistance needed by each.
- Correlates his/her subject and its teaching with other subjects taught in the class, with other activities in the school life, so that, the education of the child becomes an integrated programme.
- Plans, organises and guide various co-curricular and curricular activities.
- Selects the educational film and to write a review of the selected film
- Writes the book review
- Reflects upon the school internship experiences
- Selects appropriate psychological tool and administer it on the group of the pupils to prepare the comprehensive report about the characteristics of the pupils

Course Content:

Duration: 8 Weeks

Number of Schools for Internship: Minimum two different kind of Schools

Number of prospective teachers per school: Maximum 8 to 12 for Unit lessons

Nomination of a mentor teacher (from school) : Role of a mentor teacher would be to share his/her professional experiences, present model lessons, assess prospective teachers' performance and provide onsite guidance and support during internship.

Identification of supervisors (Faculty member of the Institute): Each group will be allotted a supervisor. The faculty member who is performing the role of the supervisor shall be to coordinate with mentor teacher of the school, assess prospective teachers' performance and provide onsite guidance and support during internship. Stray lessons and Unit lessons shall be guided and supervised by the allotted supervisor. After the completion of the stray lessons and unit lessons the supervisor shall visit the school twice in a week.

Activities:

- Unit Planning and Lesson Plan Execution: 5 in each method (supervised)- **(50 Marks)**
- Classroom teaching in two school subjects assigned by school other than stray lessons and block teaching.- Minimum 20 lessons in each method under the guidance of mentor teacher. **(40 Marks)**
(Assessment by mentor Teacher)

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- Lesson observations of peers, mentor teacher and other teachers of the school (everyday minimum 1 observation)- **(20 Marks) (Assessment by mentor teacher)**
- Preparation of Blue Print based question paper with answer key in both method-**(30 Marks)**
- Preparation of diagnostic test and identifying learning difficulties-**(10 Marks)**
- Planning and Execution of remediation-**(10 Marks)**
- Organising all types of Curricular and co-curricular activities like sports and games, yoga, debate, cultural activities, painting, music, art etc.- **(10 Marks) (Assessment by mentor teacher)**
- Film review -**(5 Marks)**
- Book Review-**(5 Marks)**
- Writing a reflective Journal-**(10 Marks)**
- Administration of psychological test and preparation of report-**(10 Marks)**
- Institutional visit-**(10 Marks)**
- Studying documentation done at school in form of registers, records etc **(10 Marks) (assessment by mentor teacher)**

Internal Assessment: Marks:200

Assessment by Supervisor: 120 Marks

Assessment by Mentor Teacher: 80 Marks

External Assessment: Annual lessons in each Method of Teaching: 50+50=100 Marks

Semester-VIII

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Semester - VIII

| | | Total papers | Hours | Credit | Internal | External | Total | |
|--|--------------------------|-------------------------|------------|------------|------------|------------|------------|------------|
| Ability Enhancement and Value added Courses | | Theory | 2 | 60 | 4 | 30 | 70 | 100 |
| Education | Education | Theory | 2 | 90 | 6 | 45 | 105 | 150 |
| | | Theory+Practical | 1 | 90 | 4 | 30 | 70 | 100 |
| | School Internship | Practical | 3 | 180 | 6 | 150 | 0 | 150 |
| Total | | 8 | 420 | 20 | 255 | 245 | 500 | |

| Sr. No. | Subject | Title | Type | Nature of Paper | Hours | Credit | Internal | External | Total |
|---------|---|--|--------------------|-----------------|-------|--------|----------|----------|-------|
| 1 | Ability Enhancement and Value added Courses | Understanding Self | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 2 | Ability Enhancement and Value added Courses | Citizenship Education, Sustainability and Environment Education | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 3 | Education | Sociological Perspectives of Education | Theory | Compulsory | 60 | 4 | 30 | 70 | 100 |
| 4 | Education | Education Policy Analysis | Theory | Compulsory | 30 | 2 | 15 | 35 | 50 |
| 5 | Education | Adolescence Education/Education for Mental Health/Guidance and Counseling/Gender Education/Human Rights Education/Peace Education/Health and Yoga Education/Tribal Education/Emerging Technologies in Education/Language across curriculum | Theory + Practical | Optional | 90 | 4 | 30 | 70 | 100 |
| 6 | Education | Internship in Teaching III | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 7 | Education | Community Engagement and Services | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |
| 8 | Education | Creating Teaching Learning Material | Practical | Compulsory | 60 | 2 | 50 | 0 | 50 |

Understanding Self

Learning Outcomes:

Prospective teacher...

- Appraises and develops viewpoints on self and its components.
- Appraises and embraces Indian concept of self and Panchkosh.
- Familiarises with the role of teacher in understanding and developing self of learner.
- Develops skills and attitude for handling stereotypes, prejudices and addressing challenges.

Unit-1: Perspectives on understanding self

- 1.1 Concept & Components of Self – Attitude, Beliefs, Values
Types of Self- Material Self, Social Self and Spiritual Self
- 1.2 Social Self and Cultural Self Concept and agencies shaping self
Self-identity concept and crisis for self-identity
- 1.3 Spiritual Self Concept of spiritual self, spiritualism Integral Humanity
Process of Self-awareness, self-observation, introspection and austerity-
- 1.4 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna
Constituents of Panch Kosh & Concept of Sthitpragya

Unit-2: Role of Teacher in Developing Self and addressing challenges

- 2.1 Self, Self Esteem, Self-Image and concept of Integrated Approach to self
Characteristics of well-integrated self and Challenges for Understanding Self
- 2.2 Creating awareness about self and self-image
Skills for enhancing self – self-reflection, communication and self-expression, listening, acceptance of self, emotional resilience, mindfulness, yoga
- 2.3 Role of Media, and Challenges for Self-Identity: Selfies: Narcissism or Self Exploration;
Celebrity culture and body image; Media's Externalization of Self-identity etc.
Role of Peers, Family and society in Identity formation.
- 2.4 Stereotypes and Prejudice: Concept and role of Gender, caste, language, religion etc.
in shaping self
Schooling as a Process of Identity formation

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Questionnaires on transactional analysis/self-esteem/beliefs or any other tool to understand and identify self and writing of self-reflective journal.
- Reflective Practices and discussions for self-evaluation/peers evaluation/prejudices/stereotypes etc. and write reflection reviews.
- Survey /Analysis of self: Measuring Self-esteem/self-concept/ and other domains related to helping understand the self for selected sample.
- Case Studies/Narrations/Reflections on one's own childhood and growing up/personal experiences/ social experiences etc.

Semester-8
**Citizenship Education, Sustainability,
and Environment Education**

Compulsory
Credit: 02
Marks:50

Learning Outcomes:

Prospective teacher...

- Acquaints with roles and responsibilities of a citizen.
- Contemplates and sensitizes towards duties of citizenship and global citizenship.
- Appraises the requisites of providing environment education for sensitization towards sustainable growth.
- Reflects on the need for practicing and accomplishing sustainable development goals.

Unit-1 Introduction to Citizenship Education & Global Citizenship

1.1 Citizenship

- Concepts of citizen, citizenship and citizenship education
- Concept and aims of Global Citizenship and Global Citizenship Education

1.2 Citizenship and Indian Constitution

- Criteria for being a Citizens of India & Recognition of Community
- Directive Principles of State Policy, Rights, Franchise and Duties of Citizenship

1.3 Global Citizenship Education

- Concept and characteristics of global citizenship and global citizenship education
- Role of education in fostering global awareness, intercultural understanding and addressing global challenges

1.4 Themes and Approaches

- Themes for Global Citizenship Education
- Curriculum and Pedagogical Approaches for Global Citizenship Education

Unit-2: Environmental Education and Education for Sustainable Development

2.1 Environmental Education

- Concept of Environmental Education – Education for environment, about environment and through environment
- Scope of Environmental Education Biological, Physical and sociocultural aspects
- Environment, Environment Education and relationship between ecology, ecosystem and society

2.2 Education for Sustainable Development

- Concept and historical overview of Education for Sustainable Development
- From Environmental Education to Education for sustainable development & Interaction between society, economy and environmental sustainability

2.3 Sustainable development goals (SDGs)

- SDGs with special reference to SDG 4 - Quality Education for all
- Implementing SDG: Integrating SDGs into the curriculum and textbooks, classroom settings and teacher education

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Workshops for SDG Targets
- Environment Drives for cleanliness, waste segregation, water conservation, etc.
- Audits and Impact Assessment Studies for institutions, cities, ecosystems etc.
- Field Trip for Sustainable Practices to eco-friendly institutions, sustainable development projects etc.
- Community Service Project with local NGOs or social organizations.

Learning Outcomes:

Prospective teacher...

- Familiarises with the important aspects of sociological perspectives of education.
- Develops an understanding of relationship between education and society.
- Critically appraises the socialisation process and its link with education
- Analyses and deliberates on the focus areas & trends of Indian education system.

Unit-1: Introduction to Sociology of Education

- 1.1 Meaning of sociology, education and sociology of education
 - Nature and Scope of Sociology of Education
- 1.2 Understanding the relationship between education and society
 - Meaning and Types of Society
 - The impact of societal factors on educational outcomes
- 1.3 Educational institutions as social systems
 - Functionalist perspective on education
 - Conflict perspective on education
- 1.4 Education as Process of Societal Development and its impact on society
 - Social Development
 - Human Development
 - Cultural Development

Unit-2: Education and Society

- 2.1 Social Change
 - Meaning and Nature of social change
 - Factor affecting social change and impact of social change
 - Education for social change and role of teacher in social change
- 2.2 Social Mobility
 - Meaning, types and impact of Social Mobility
 - Dimensions of Social Mobility
 - Role of Education in social mobility
- 2.3 Social Culture
 - Meaning and Nature of Culture; Acculturation, Enculturation and cultural change
 - Impact of culture on education through a study of the different dimensions of culture and their importance to education practices
- 2.4 School and community relationships
 - The importance of community involvement in education
 - The role of schools in community development

Unit-3: Education and Socialization

- 3.1 Socialization and education
 - Concept and Process of Socialisation
 - Agents of socialization and role of schools in socializing students
 - Link between education and socialization process
- 3.2 Social behaviour of individuals, groups, and societies
 - The transmission of cultural values and norms through education
 - The impact of cultural diversity on educational processes

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- 3.3 Social stratification and education
 - Education as a mechanism of social stratification
 - Social context of education and its implication for curricular and pedagogical practices;
 - different aspects of social stratification
- 3.4 Relationship between social structures and educational provision.
 - Policies and programs aimed at promoting social mobility
 - The role of education in reducing social inequality

Unit 4 Education for Community and Social Transformation

- 4.1 School, Community and neighbourhood
 - Relationship between School and community and school and neighbourhood.
 - Process and significance of involvement of civic societies, community stakeholders and parents in school development
- 4.3 Education and Modernisation
 - Role of Education in modernisation
 - Relationship between education and modernisation, and constraints to social change.
- 4.3 Gender and education
 - Gender inequalities in educational attainment
 - Efforts to promote gender equity in education
- 4.4 Addressing social issues and challenges in addressing educational needs
 - Access, equity, equality and factors affecting dropout and retention
 - Classroom dynamics and challenges for Inclusion, diversity and social inclusion

Mode of Transaction:

- Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:-

- Classroom dynamic studies to understand the social processes in educational setting.
- Sociological surveys on social change, mobility, stratification, access equity etc.
- Case studies: related to educational inequality, social stratification, or cultural diversity.
- Community mapping to identify social resources and challenges that impact education, such as access to educational institutions, community support, and socio-economic factors.
- Role-play for societal system and enact scenarios related to educational issues and social dynamics.
- Research project on sociological aspect of education, impact of social media, the influence of cultural beliefs on education.

Learning Outcomes:

Prospective teacher...

- Acquaints with concepts of Policy Formulation and Implementation.
- Familiarises with the concepts of Policy Evaluation, Impact and analysis
- Appraises the process for developing policy and analysing the impact.
- Applies the understanding of Policy Formulation and Implementation in assessing the educational policies.

Unit-1: Introduction to Policy Formulation and Implementation

- 1.1 Concept and importance of Public, Policy and Public Policy
 - Nature of Policy Analysis Policy-Making and Decision-Making, Policies and Goals, Policy-Making and Planning, Policy Analysis and Policy Advocacy, Policy Analysis and Policy Management
- 1.2 Types of Policy Issues: Distributive, Redistributive Regulatory, Constituent, Conflict and Bargaining Policy Issues
 - Role of Agencies in Policy Making: Intergovernmental Relations, Niti Ayog, Cabinet Secretariat & Prime Minister's Office, Civil Society and International Agencies
- 1.3 Process of Policy Making and Policy Implementation
 - Constraints of Policy Making: Choice of rationality, Bureaucracy, Values, etc.
 - Concept, scope and limitations of Policy Analysis
- 1.4 Process of Policy Implementation and Problems in Implementation of Policy
 - Role of Administrative Organisations, Legislative Bodies, Judicial Bodies, Civil Societies in implementation of Policy

Unit-2: Policy Evaluation, Impact and Analysis

- 2.1 Concept, Importance and Criteria of Policy Evaluation
 - Types of Policy Evaluation (Process, Impact & Comprehensive) and Problems of Policy Evaluation (Goal Specification. Measurement, Targets, Efficiency and effectiveness, Values and Evaluation, Information and Data, Resource Optimisation, Unforeseen Consequences Dilemma, Equity Dilemma, Partisan Dilemma)
 - Methods of Policy Evaluation: Benefit-Cost Analysis, Cost-Effectiveness Analysis, and Research based Analysis.
- 2.2 Significance and Purpose of Policy Impact
 - Types of Policy Impact: Direct & Indirect; Positive & Negative; Immediate & Futuristic
 - Tools and Techniques for Assessing Policy Impact
- 2.3 Concept and Types of Policy Analysis
 - Empirical/Evaluative or Normative; Retrospective/Prospective; Predictive/Prescriptive/ Descriptive
 - Methods and Techniques of Policy Analysis
 - Process of Policy Analysis and Ethics in Policy Analysis
- 2.4 National Education Policy 202
 - Case Study for Policy Evaluation, Impact and Analysis w.r.t Secondary and Higher Education

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project,

Suggested Activities:

- Comparative Policy Analysis and Policy Analysis Case Study of education policies.
- Policy Simulation Exercise for developing policies and planning the implementation.
- Stakeholder Mapping: Ask students to identify and map the various stakeholders involved in a specific education policy in Gujarat State.
- Policy Memo Writing: Assign students to write a policy memo addressing a specific educational issue in Gujarat State.
- Policy Evaluation and analysis Workshop and Policy Advocacy Campaign for students.

Semester-8
Adolescence Education
(Theory & Practical)

Optional
Credit: 04
Marks:100

Learning Outcomes:

Prospective teacher...

- Develops insight about aspects of Adolescent and related theories
- Identifies and relates with the needs and problems of adolescents
- Understands the role of school in the development of adolescent
- Designs various activities for adolescent development.

Unit 1: Introduction to Adolescent and Cognition (Theory)

- 1.1 Concept and Characteristics of Adolescence, Concept and Characteristics of Adolescence in Indian context
- 1.2 Role of Heredity and Environment in Adolescent development
- 1.3 Piaget's Cognitive Development Theory: Educational Implications
- 1.4 Erikson's theory : Educational Implications

Unit 2: Development theories of Adolescent (Theory)

- 2.1 Jung's theory : Ed Implications in General, Ed Implications in Indian context
- 2.2 Kohlberg's Moral Development theory: Educational Implications
- 2.3 Goleman's Theory of Emotional Intelligence : Educational Implications
- 2.4 Role of School in Cognitive Development: Educational Implications

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Developmental Theories in Indian context (Practical)

Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

- 3.1 Write the educational implications of Kohlberg's Moral Development theory in context to Indian adolescent.
- 3.2 Write the educational implications of Erikson's theory in context to Indian adolescent.
- 3.3 Write the educational implications of Goleman's Theory of Emotional Intelligence in context to Indian adolescent.
- 3.4 Write your reflections on Role of Indian Schools, Parents and Society in Cognitive Development of adolescents.

Unit 4: Understanding Adolescence: Issues and Concerns (Practical)

Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

- 4.1 Identify the Adjustment Problems related to cultural and social aspects in an adolescent.
- 4.2 Write a report on Influence of Media on behaviours of adolescent: (Depiction of children, and men and women in television and cinema, social networking)
- 4.3 Write a report on any one Indian adolescent observing his behavioural changes with global impact in society.
- 4.4 Do a case study on Adolescent behaviour in reference to current era.

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Suggested Activities:

- Case Study on Adolescent Behaviour (at least two) and presentation of same
- Observation of Issues and Concerns of Adolescents in schools

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Learning Outcomes:

Prospective teacher...

- Develops insight about concepts associated with Mental Health and Hygiene
- Identifies and reviews basic concepts associated with Mental Health and Illness.
- Reviews and reflects on the Psychology of Adjustment and Mental Health.
- Reviews and writes about various aspects of practicability of Adjustment

Unit 1: Mental Health and Hygiene, Stress and its effect (Theory)

- 1.1 Mental Health and Hygiene: Meaning, elements and purposes, Characteristics and causes of poor mental health
- 1.2 Role of teachers, Food and Nutrition in achieving Mental Health
- 1.3 Stress: Nature, meaning and types, Factors influencing stress
- 1.4 Stress: Causes and remedial measures, Schools' and Teachers' Role

Unit 2: Concepts associated with mental health (Theory)

- 2.1 Frustration: Meaning, causes and classification, remedial measures
- 2.2 Abnormal Behavior: Meaning, Causes, Classification, remedial Measures
- 2.3 Mental Diseases: Meaning, Causes and Types, Remedial Measures
- 2.4 Adjustment: Meaning, Methods and Process , Defence Mechanisms: Displacement, Repression, Projection, Sublimation, Rationalization, Denial, Reaction Formation

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Strengthening Mental Health (Practical)

- 3.1 Prepare a chart on food and nutrition elements which support Mental Health.
- 3.2 Prepare a report on listing characteristics of maladjusted person you observed.
- 3.3 Write a report on any one Mental diseased person you have come through.
- 3.4 Identify any one educational movie based on Mental problem of a student and write a review over it.

Unit 4: Practicability of Adjustment (Practical)

- 4.1 Identify the events of your life wherein you portrayed Defence mechanism in behaviour (any 5) and write down a report over it.
- 4.2 'Frustration can be overcome' Justify the statement
- 4.3 Identify the types of stress prevalent in today's times and suggest remedial measures over it.
- 4.4 Write five Remedial Measures on Abnormal Behavior of a student in the class.

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Learning Outcomes:

Prospective teacher...

- Understands concepts related to guidance and its types.
- Gets acquainted with concepts and areas of counselling.
- Relates and reflects on the organisation of guidance services.
- Knows and uses the agencies for providing guidance and counselling services to students and understand issues in counselling services.

Unit 1: Basic concepts of Guidance and its types (Theory)

- 1.1 Guidance : Concept, Characteristics, Scope, Misconceptions about guidance
- 1.2 Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- 1.3 Types of Guidance: Educational, Vocational/Career and Personal
Individual guidance and group guidance
- 1.4 Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit 2: Basic concepts and Areas of Counselling (Theory)

- 2.1 Counselling: Concept, Characteristics, Scope, Misconceptions about counselling
- 2.2 Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health
- 2.3 Stages of the counselling process
 - Counselling Techniques-Person centred and Group centred,
 - Cognitive interventions, behavioural interventions, and systematic interventions strategies
- 2.4 Areas of counselling: Family counselling, Parental counselling, Adolescent counselling, Peer counselling

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Organisation of Guidance (Practical)

- 3.1 Select a school and organise a Vocational/Career Guidance for Class IX students.
- 3.2 Select a group of students and provide them with Group Guidance in relation to their Educational problems.
- 3.3 Identify 2 students with acute personal problems which hampers their educational achievement and process the individual guidance for them accordingly.
- 3.4 Integrate Bulletin Board of any school on the theme: Career Options after 12th in 21st century

Unit 4: Organisation of Counselling (Practical)

- 4.1 Visit an Educational Counsellor, gain insights on his role and functions and prepare a relevant report
- 4.2 Identify Counselling centres of your district and write a report on their areas and activities
- 4.3 Be a part of Parent Teachers' Meet and explain parents about awareness, need and importance of counselling in modern era
- 4.4 Implement Peer counselling in the classroom through a seminar

Mode of Transaction

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.
The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Identification of the cases for counselling
- Exploring the possibilities for peer counselling in the institutions

Learning Outcomes:

Prospective teacher...

- Acquaints with the concepts associated with gender, gender equality, and stereotypes.
- Appraise the role of education in gender responsive school environment and teaching.
- Familiarises and embraces the actions needed for gender sensitive society.
- Reviews and reflects on the gender laws, legislations and policies for gender sensitive society.

Unit 1: Introduction to Gender Education (Theory)

1.1 Understanding Gender, Sex and transgender: Definitions, concepts, and perspectives

Gender and Education: Nation, Education and Gender

Feminist perspective in education: Curriculum Analysis of content and pedagogy

1.2 Concept of Gender Equality

- Gender Equality and Law: Provisions in constitution, Test of Discrimination, Special Provisions and Right to life.
- Need to promote gender equality

1.3 Education and Gender

- Biological Differences, Structural Constraints, Social Interaction, Gender Socialisation and Gender Schemas and their role in in shaping gender norms and expectations

1.4 Gender Stereotypes and Bias: w.r.t society, employment, family and educational settings

Unit 2: Gender and Education (Theory)

2.1 Historical Perspective of Women's Education

2.2 Gender Gap in education access, attainment and employment

- Reasons for gap and implications for society
- Gender and Knowledge Construction

2.3 Gendered Education and Environment in School

- Gender and Learning: gender impacts on learning processes and outcomes
- Gender and Classroom Dynamics: Power dynamics and gendered interactions

2.4 Genderresponsive Teaching Strategies:

- Strategies for creating inclusive and gendersensitive learning environments
- Gender sensitive classrooms, power equations, Diversity and Intersectionality

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Gender, Society and Role Expectations (Practical)

3.1 Education Policies and Education for women and gender

- New Education Policy 1986 and Education for Women's Equality
- NEP 2020 and women education
 - ❖ Select an education policy/policies of your choice and study and review the women/ transgender specific recommendations and the impact of those recommendation

3.2 Gender and Curriculum

- ❖ Select a text/curriculum/syllabus of your choice. Analyse it with feminist lens. Describe/narrate/ depict/perform/ etc. gender roles/expectations/violence/ stereotypes/ prejudices etc. Trace the changing depictions and prepare a report/perform a drama.

3.3 Gender Roles and Expectations and Genderbased Violence

- ❖ Select a society/region/period/era of your choice. Study and record the events depicting the gender specific roles/violence/stereotypic behaviour/disparities. Prepare a detailed report tracing the evolution of gender role and its impact on family and society.

3.4 Gender and Work Place

- ❖ Select a society/region/period/era of your choice. Trace the existence/roles/ of women in work-place in various roles/leaders/managers/workers/breaking the glass ceiling. Develop a research report based on the data/historical evidences/ and reflect on the transitional role of the women in society.

Unit 4: Gender, Law, Legislation and Policy (Practical)

4.1 Gender Equality and Legislations:

- Personal Laws (Hindu Succession Act, 1956; Hindu Minority and Guardianship Act, 1956, Prohibition of Child Marriages Act, 2006)
- Gender Specific Legislation The Protection of Women from Domestic Violence Act, Pre Natal Diagnostics Techniques Act, 1994 (PNDT)
- Gender Specific Legislation in Labour law: Equal Remuneration Act, 1976, Maternity Benefit Act, 1961
- ❖ Select any one of the listed law/legislation /any other law of your choice. Prepare a report of the law. Develop a survey questionnaire to know the awareness of the society towards the law/ develop and intervention to create awareness about the law in the society.

4.2 Gender Campaigns responsive Policies in Education:

- ❖ Identify the gender responsive policies like provisions for equality/access/mainstreaming/empowering and trace the impact of the recommendations for the select society/ Develop a survey questionnaire to know the awareness of the society towards the policy/ develop and intervention to create awareness about the policy in the society.

4.3 Empowered Girls and Women in society

- ❖ Select the women role model from the history/contemporary India/world/. You can select women educationist/scientists/ entrepreneur/musicians/dancers etc. from ancient India/ Prepare the case study on the life of the leader tracing the birth, education, challenges. Initiatives etc. Reflect on the inspiration that you acquire from their life.

4.4 Gendered Education and school as sites of socialisation: Gendered environment at schools, Gendered attitude, educational experiences, choices, language, Gendersensitive Assessment and ways ahead.

- ❖ Select an institution/school/society of your choice and area. Observe/record/survey/interview gendered perspectives and the impact on the learners. Suggest ways for creating gender inclusive environment in the society.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Gender Stereotype Analysis through critical thinking and reflection on the impact of these stereotypes on society.
- Gender RolePlay, Interview with Gender Advocates to discuss and promote gender inclusive environment.
- Gendersensitive teaching strategies and Plans: designing genderinclusive teaching strategies and plans for different subjects.
- Gender and Literature read and analyse literature that explores gender themes.
- Gender Equity in Education and Social Movements: Organize workshops or group activities to discuss strategies for promoting gender equity in educational settings.
- Cultural Gender Norms: research and present gender norms and practices in different societies.

Learning Outcomes:

Prospective teacher...

- Acquaints with the concepts of Human Rights, international initiatives and constitutional provisions.
- Familiarise with and appraises the principles and perspectives of Human Rights Education.
- Practices and adopts approaches for integration of concepts for Human Rights Education.
- Examines and evaluates the need of Human Rights Education for social justice and harmony.

Unit 1: Introduction to Human Rights Education (Theory)

1.1 Concept of Rights, Human Rights, Human Rights violation and Human rights education

Nature and Need of Human Rights

Generational classification of Human Rights

1.2 International Initiatives for Human Rights

- Humanitarian Interventions, International humanitarian law (Geneva Convention 1949), Abolition of slavery,
- United Nations and
- Universal Declaration of Human Rights(UDHR)1948,
- UN Council on Human Rights,

1.3 Rights and Indian Constitution

- Fundamental Rights, Directive Principles of State Policy and Fundamental Duties as Constitutional Obligations, Acts and Articles

Human Rights Protection Mechanism in India:

- Law Enforcement Agencies
- Judicial System, Adjudication Process and Judicial Activism
- Remedies: Writs, Public Interest Litigation (PIL), Judicial Review,
- Protection of Human Rights Act 1993
- Institutional Mechanisms
- National/State Commissions for Human Rights
- Role of Civil Society Organizations and Media

1.4 Impact of globalisation on human rights

- Emerging Issues in human rights – communalism, terrorism corruption, governance and accountability, tribal rights, forest protection rights, traditional & cultural rights, displacement & rehabilitation rights

Unit2: Principles and Perspectives of Human Rights Education (Theory)

2.1 Human Rights Education

- Concept, Principles. Human Rights Pedagogy and reason for including Human Rights Education in school curriculum
- Educational Policies and Human Right

2.2 Human Rights perspective in education and curriculum methodology, context and approaches for integration of content like core values, history & culture, constitutional obligation, democratic values, equality, dignity, justice, etc. in curriculum

2.3 Human Rights perspectives in teachinglearning process, assessment and school culture using subject integration, pedagogy, curricular and cocurricular integration.

2.4 Challenges and opportunities in implementing human rights curriculum in schools

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit3: Approaches for Practicing Human Rights Education (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose any two activities from this section. The evaluation of this component will be through the practical examination.

3.1 Human Rights violation and Movements

Articles in Indian Constitution for protection of human rights

- ❖ Select an event/movement/case study of your choice in which human rights are violated. Develop a research project by creating relevant research questions on violation and measure for protection of these rights./Develop a lesson plan and pedagogical approach to teach these topics in the class like story telling/ drama/role play /debate etc.

3.2 Indian Constitution Rights and Duties, Articles and policies

- ❖ Identify the content from a select curriculum/text book/ India freedom struggle/constituent assembly/fundamental rights/Articles, Acts and Policies/ etc. Use this content to develop a theme/text/etc. which can be used to teach and integrate concepts across the subjects like science, social science, language, mathematics etc.

3.3 Human Rights and role models

- ❖ Select a thinker Thomas Hobbes, John Locke, JeanJacques Rousseau/Educationist like Gandhi/Rabindranath Tagore/ Nelson Mandela etc./ Activists/ Socialist who have contributed significantly in the protection of human rights. Trace the origin of their action and its impact. Prepare a module for dialogue/discussion/critical thinking/and means in which the students can be motivated to become agents of change.

3.4 Human Rights and educational institution

- ❖ Select an Article /Policy of your choice. Survey/interview the select sample from you institution/society about the incident revolving around selected topic/event in which they might have witnessed violation and action taken by them. Suggest measures to integrate the topic in the curriculum.

Unit 4: Human Rights Education and Social Justice (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose any two activities from this section. The evaluation of this component will be through the practical examination.

4.1 Human Rights and International Efforts

- ❖ Select the report related to indicators on education/ human rights/ human rights education/ curriculum for human rights etc. published by any International Organisation/Institution/Civil society like UNDP/UN/UNICEF/UDHR/ UNCRC/etc. Use the data on India with select indicators and compare it with the global data. Present your findings in the form of the report. Suggest means and measures to improve the status of India in terms of human rights,

4.2 Human Rights and Indian Constitution

- ❖ Select identify an Act Protection of Civil Rights Act 1955,/ Prevention of Atrocities Act, 1989/Persons with Disabilities Act, 1995, / Prohibition of Sex Selection Act, 1994, /Environment (Protection) Act, 1986, /Prevention of Domestic Violence Act 2006./or any other Act of your choice. Trace the history of its origin and evolution with specific reference to the cause/movements/loss of life/impact on society. Prepare a report /documentary film/small narration video film/etc. for creating an awareness in the society/teaching students. Prepare a learning module/ report on the whole process.

4.3 Human Rights Violation of Marginalised and disadvantaged groups Women, Scheduled Castes,Scheduled Tribes, Backward Classes , Minorities, Minority Educational Institutions and others

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- ❖ Select a historical/contemporary event/episode/war/domestic or societal situation. Explore it terms of their respective violations of human rights, constitutional provisions, international conventions, movements, landmark judgments. Prepare a learning module and report on the process, violations and impact.
- 4.4 Select any one indicator of human right violation in India w.r.t. social justice/ discrimination/ inequality/ social exclusion/ domestic violence/ terrorism/atrocity/ rehabilitation/refugees/ displacement due to development/challenges due to globalisation/economic, social and cultural rights/civil rights/ etc.
- ❖ Conduct a survey/interview of the select sample to with an objective of finding exposure to human rights violation act/knowledge of their constitutional rights / mechanism of protecting rights etc. Present your findings in terms of the project report.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Human rights debate and case studies related to human rights violations
- Model United Nations/Moot Court/role play where students can act as representatives, delegates, lawyers, judges, and witnesses to discuss and decide on a fictional human rights case.
- Community interview projects community members, including marginalized groups, to explore their experiences with human rights and understand the challenges they face.
- Human rights mapping activity in small groups,.
- Human rights action project: that addresses a specific human rights issue in their school or community, such as organizing an awareness campaign or advocating for policy changes.

Semester-8
Peace Education
(Theory & Practical)

Optional
Credit: 04
Marks:100

Learning Outcomes:

Prospective teacher...

- Acquaints with the concepts of peace, culture of peace, conflict and aggression.
- Assimilates concepts for peace education and peace sensitive curriculum.
- Reviews and adopts elements and curriculum for Peace Education Pedagogy
- Examines and evaluates the role of peace agencies, movements and laws in maintaining peaceful societies.

Unit-1: Introduction to Peace Education (Theory)

- 1.1 Peace: Concept, types and conditions for sustenance of peace
Relevance of peace and peace education in building a harmonious society
- 1.2 World views on Peace, well-being and justice: Modern and traditional
- 1.3 Participatory Democracy and Peace : Relation between peace and democracy
Pillars of Culture of Peace: World view & belief systems, Enculturation, education, institutional mechanism
- 1.4 Peace and aggression : Meaning and approaches for positive peace
Peace, conflict and war : Reasons for conflict and war and Strategies for conflict resolution

Unit-2: Elements of Peace Education (Theory)

- 2.1 Peace Education: Meaning, principles, and institutional support for peace education
- 2.2 Theoretical, moral and spiritual foundations of peace education
- 2.3 Peace Education and Curriculum: Strategies for selection and organisation of content related to peace, conflict, war, justice, empathy, compassion etc. in curriculum of school education
Learning experiences and strategies for teaching peace curriculum
- 2.4 Teacher and Peace: Skills needed for transacting peace curriculum
Role of teacher in developing culture of peace

Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit 3: Peace Education Pedagogy (Practical)

This section is divided into 4 subunits and 5 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section. The evaluation of this component will be through the practical examination.

- 3.1 Designing and implementing peace education lessons and activities
 - ❖ Select a content/course/syllabi of your choice. Analyse it for the elements/components related to depiction of conflict/war/peace/ compassion/ empathy/justice etc. Prepare a report of content analysis and means of improving them.
 - ❖ Select a content/course/syllabi of your choice. Design Lesson plans and learning activities for it.
- 3.2 Using storytelling, literature, and arts for peace education
 - ❖ Select depiction of storytelling/arts/music/dance from curricula/mythology/ancient texts etc. Develop outcome based teaching plans for teaching them to teach in classrooms. Prepare a published lesson plan report.
- 3.3 Engaging students in dialogue and critical thinking about peace and justice.
 - ❖ Select an event of peace/war/conflict from curriculum / existing situations from society/country/ world. Develop, plan and implement forum for discussion on impact of the situation and means for conflict resolution. Submit a detailed report.

3.4 Moral and Spiritual foundations, traditional knowledge and peace

- ❖ Select a traditional knowledge/oral traditions/folk lore/ etc. of your choice. Develop a teaching module of one credit to explore collaborative and cooperative efforts for peace in the society and its contribution in prosperity and development.

Unit 4: Peace Education and Global Citizenship (Practical)

This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

4.1 Human Security and Human Development: Concept and threats for developing country.

- ❖ Trace the evolution of the concept of comprehensive human development and exploring the link between violence and security needs/ violence and poverty/ religious & regional terrorism. Prepare a report based on the primary data available. Identify the root cause of the conflict and strategies for reducing them

4.2 Agencies for Peace and role in peace keeping: Indian and International

- ❖ Select an agency working at National/ International level. Study and document their role in maintain peace/ peace initiatives etc. Prepare a case study of at least two initiatives of the organisation. Support the case study with the data from the authentic source.

4.3 Culture of Peace, Peace movements, Duality of Peace concept and agents for change

- ❖ Trace the evolution of the peace movements. Select a movement of your choice from India/world. It can be current/past event. Record the cycle of the event and the impact it has created on the society. You can use a questionnaire/interview schedule to study the opinion of the selected sample.

4.4 Religion, spiritualism, peace and peace keepers

- ❖ Study the role of religion/spiritualism/traditions/culture/customs/texts/thinkers. Select any one component of your choice. Develop a one credit module for training students on the role of the selected component in maintaining peace and religious harmony.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Role play, storytelling etc. to promote peace, peace education and conflict resolution.
- Community service project in local community, such as volunteering at a homeless shelter or organizing a charity event.
- Peace education workshop, competition, debates etc. for promoting peace and unity.
- Conflict resolution simulation to practice conflict resolution skills, such as active listening, empathy, and negotiation.
- Peace-themed art exhibition, Peace education campaign using various media and advocacy strategies.

Semester-8
Health and Yoga Education
(Theory & Practical)

Optional
Credit: 04
Marks:100

Learning Outcomes:**Prospective teacher...**

- Acquaints with Philosophy and Practices of yoga
- Appraises and embraces the lifestyle based on yogic philosophy.
- Practices and preforms asana and yoga.
- Practices and performs meditation and mindfulness exercises and evaluation.

Unit1: Introduction to Yoga Philosophy and Practices (Theory)

1.1 Introduction to Yoga

- Meaning, origin, and historical development of yoga.
- Philosophy and Psychology of Yoga and its Role in Wellbeing

1.2 Patanjali's Yoga Sutra

- Ashtanga Yoga: Eight Limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi
- Use of Yoga in Different Contexts

1.3 Organisation of Yoga Sutras: Samadhipada, Sadhnapada, Vibhutipada, and Kaivalyapada

- Stages of Chitta: Kshipta (Restless), Mudha (Torpid), Viksipta (Distracted), Ekagra (concentrated), Niruddha (Restricted)

1.4 Yogic Principles of Healthy Living: Ahara (Food), Vihara (Recreation), Achara (Conduct), Vichara (Thinking), Vyavahara (Behaviour)

- Stress Management through Yoga and Yogic Dietary Consideration

Unit2: Yogic Philosophy and Lifestyle (Theory)

2.1 Concept of Health: Concept of Panch Kosha and Yogic concept of health and disease

- Role of yoga in prevention of disease and promotion of health

2.2 Need of Yoga for Positive Health

- Role of Mind in Positive Health as per Ancient Yogic Literature
- Concept of Health, Healing and Disease: Yogic Perspective

2.3 Meditation and Mindfulness

- Yoga and Meditation
- Yoga to Live in Peace and Harmony with surroundings

2.4 Yogic Concepts of the Self, Karma and Bhakti

- Application of yogic concepts in

Practical Component**08 Practical from Unit 3 and Unit 4.****Unit 3: Yoga Practices: Asana & Pranayam etc. (Practical)**

The asana and pranayama listed under this section are to be taught and practiced during the practical classes. The list here is indicative and can be modified as per the requirements under the heading of asana and pranayama. The students need to conduct selfevaluation/ group evaluation for the changes observed before and after practicing through selfreflection and other tools available. The practical component will include preparation of Journal for minimum five Asana & Pranayam/reflections that are practiced.

The evaluation of this component will be through the practical examination.

3.1 Yogic practices: Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc.

3.2 Pranayama: Poorak, Kumbhak, Rechak, Bhastrika, Bhramari, Ujjayi

- 3.3 Sitting Posture: Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasana)
Standing Posture: Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho mukhasana)
- 3.4 Sleeping Posture: rdha Salbhasana, Navkasana, Mandukasana, Matsyasana, Setubandhasana)

Unit 4: Meditation and Mindfulness (Practical)

The meditation and mindfulness exercise listed under this section are to be taught and practiced during the practical classes. The list here is indicative and can be modified as per the requirements under the heading of meditation and mindfulness. The students need to conduct selfevaluation/ group evaluation for the changes observed before and after practicing through selfreflection and other tools available. The practical component will include preparation of Journal for minimum 03 meditation and mindfulness exercise /selfassessment practiced..

The evaluation of this component will be through the practical examination.

- 4.1 Meditation: Mindfulness, Transcendental, Guided meditation: relaxation techniques and mindfulness breathing and stretching exercise
- 4.2 Vipasana Meditation and practices
- 4.3 Mindfulness based interventions: Mindfulness based stress reductions, MindfulnessBased Cognitive Therapy , Dialectical Behaviour Therapy, Acceptance and Commitment Therapy
- 4.4 Selfassessment and impact of yoga and meditation using selfreflections/surveys using questionnaire and other tools for wellbeing/stress management etc.

Mode of Transaction:

- **Theory Component:** Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in timetable.
- **Practical Component:** Scheduling of the practical classes in the timetable for training and practicing the exercises. Preparation of the Journal with minimum 10 Practicals. The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Selfreflections/journals/evaluation based on the observed benefits of performing exercises.
- Prepare journals and submissions of list of the diseases, disorders and postural deformities and write down some yogic remedies.
- Develop diet plans/ daily plans / routines/recipe booklets based on the yogic lifestyles for healthy living.
- Plan visits to yoga, vipasna and meditation centres for exposure to various yogic practices.
- Conduct selfevaluation/Survey and prepare a group data for various aspects of physiology to check the physiological development when indulging in regular practice of Yoga.
- Practice and demonstrate different yoga asana/ Yoga Games/ Yoga for Stress Management/flexibility/selfawareness and maintain a journal for experience sharing and narration.

Semester-8
Tribal Education
(Theory & Practical)

Optional
Credit: 04
Marks:100

Learning Outcomes:

Prospective teacher...

- Familiarises with the concepts associated with tribes and their social systems.
- Appraise the perspectives, initiatives, curricular provisions for tribes and tribal education.
- Associates with various aspects of tribal language and research for tribal community.
- Analyses and appraises tribal art, culture customs and practices.

Unit-1: Introduction to Tribes and their Social Systems (Theory)

1.1 Concept of Tribe, Tribal Study and Tribal Education

- Relevance of Tribal Studies in Today's Context
- India and Indigenous People; Tribal People Vs. Indigenous People and significance of this discourse

1.2 Social System and Organisation w.r.t Gujarat – Definition and Characteristics

- Units of Social system- Tribe (The Little Community)
- Subunits and Patterns: Subtribe, Moiety, Phratry, Local Group of Village Community, Clan, Lineage, Family
- Major Tribes in Gujarat and their socioeconomic and educational conditions

1.3 Distribution of Indian Tribes : Geographical, Racial Size, Economy, Degree of Incorporation

- Causes of Variation : Migration, Acculturation and Assimilation, Geography
- Socio-economic and educational status of tribal communities
- Approaches for Tribal Development: Isolation, Assimilation, Integration

1.4 Constitutional Status of Scheduled Tribes, De-notified and Nomadic Tribes

- Constitutional Safeguards : Educational, Social, Economic and Service Provisions
- Recent Government initiatives and policies for Tribal Education

Unit 2 : Tribal Education, Research (Theory)

2.1 Various Perspectives on Tribal Studies: Historical, Institutional, Development and Planning, Integration, Stratification, Gender, Administration, Anthropological, Comparative, Ethnographic, Demographic

- Role of Ministry of Tribal Affairs in Tribal Development and Education

2.2 Indigenous People and International Bodies: Role of International Labour Organisation, World Bank, United Nations

- Strategy for Tribal Development with reference to International Measures: Human Development Index (HDI), Human Poverty Index (HPI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM)

2.3 Educational Provisions in Curriculum at Secondary Stage for Indian Tribes w.r.t content, medium of instructions and availability of text in local language

- Curricular Provisions for Certification in indigenous knowledge systems and skills relevant for development and generating employment for tribes
- Role of Tribal communities in their education

2.4 Provisions in Teacher Training for developing skills for inclusion and assimilation of learners from tribes and indigenous population

- Pedagogical Approaches, Research and Practices, for facilitating education of Tribes
- Challenges for addressing the curricular provisions and learning needs of tribal learners

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Practical Component

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group.

Unit-3: Tribal Language, Research and Development (Practical)

This section is divided into 4 subunits and 8 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

- 3.1 Spoken Languages in Tribal Gujarat: Ethnicity (Negritos, Austrics, Mongoloids, Dravidian, Western Brachycephals, Nordics); Language Group (Indo-Aryan, Dravidian, Sino-Tibetan, Negroid, Austric, Others) and Tribal Language in Gujarat
 - ❖ List out the Tribes and Subtribes of Gujarat and group them according to their Region, Ethnicity and Language Group
 - ❖ Select any one language and prepare an e-content/text relevant to their language w.r.t Fundamental Literacy and Numeracy
 - ❖ Develop a Language Training Program of 1 Credit for Teacher Educators w.r.t the Basics of Teaching of the selected language
- 3.2 Ministry of Tribal Affairs: Role, initiatives, schemes and central assistance
 - ❖ Identify the Initiatives and schemes of the Ministry for promotion of Tribal and Indigenous Language/vocations/occupations etc. and create an awareness program of one week for a language and region of your choice. Prepare a plan for its implementation.
 - ❖ Study the status of implementation of the recommendation of NEP 2020 w.r.t Tribal and indigenous population and present a report on its findings.
- 3.3 Research Institutes working for Tribal Development: Tribal Research Institute and Central Institute of Indian Languages: Role and relevant Researches
 - ❖ Study the work done by the research institute and select any research relevant to your area and interest and reflect on the findings of that research and its implications to Tribes and indigenous people of Gujarat.
- 3.4 Surveys and Data Bases: Research studies on ethnicity/demography/socio economic status/development Indicators etc.
 - ❖ Study and select a data base of your choice w.r.t various development indicators of Tribes and prepare a report on status in Tribes and Indigenous population in Gujarat
 - ❖ Prepare your own questionnaire and conduct a survey relevant to the region and area of your choice and present a report on its findings.

Unit 4: Tribal Culture, Art, Music, Rite of Passage (Practical)

This section is divided into 4 subunits and 6 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.

The evaluation of this component will be through the practical examination.

- 4.1 Tribal Culture and Practices: Religious practices, customs, food, fairs, festivals, costumes, vocations & occupations etc.
 - ❖ Spend a week with a select tribal population of your interest and choice. Conduct an ethnographic study indicators of your choice- vocation/culture/practices/language/food etc. Maintain a daily reflective diary with narration and present an ethnographic report on its findings.
- 4.2 Rites of Passage: Rites related to ceremonial and other events for pregnancy, child birth, puberty, initiations, maturity, marriage, funeral, myths beliefs, oral traditions etc.
 - ❖ Select a tribe related to your preferably of the area in which you live and study rites followed by the tribe , customs, dress, festivals, food, dance etc. associated with the rite and present a report on its findings.
- 4.3 Tribal Art, Dance, Music and other art forms: Folk dance, indigenous practices, message, oral histories etc. behind the art and music.
 - ❖ Study the tribe of your choice and develop a bilingual (Local language and English) database for the art, music and other practices relevant to that tribe and prepare a published report.

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4.4 Vocation and Skills: Vocations and skills associated with the employment, major occupations both agricultural and non-agricultural, indigenous knowledge and practices etc.

- ❖ Select a tribe related to your preferably of the area in which you live and study the vocations, skills, occupations practiced by the tribes. Prepare one credit course for providing skill training to the tribal inhabitants / your peers/school students
- ❖ Select a tribe related to your preferably of the area in which you live and study the indigenous practices of the tribe. Prepare a data base for the same. Include the details of the practice, origin, oral history or folk lore associated with it and present it in the form of published report.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table.
- The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
- The practical component is to be evaluated by the submission of journal with selected activity from the given list.

The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Research surveys/interviews/ observations etc.
- Visits to the institutions catering to the tribal population like tribal schools, community groups, NGOs etc.
- Camping and Stay in the tribal village for observation, practice and reflections on practices, customs, festivals, fairs etc.
- Preparing and performing dance/drama/music etc. relevant to the particular tribe.
- Awareness programs and campaigns for the tribal people.

Learning Outcomes:

Prospective teacher...

- Understands the concept of emerging technologies in education and their potential impact on teaching and learning.
- Comprehends and evaluates the use of synchronous and asynchronous learning approaches.
- Develops and Designs Learning Experiences using multimedia and interactive elements.
- Researches and reflects on the challenges and impact of emerging technologies.

Unit 1: Introduction to emerging technologies in Education (Theory)

- 1.1 Concept and Significance of Technology, Technology of Education and Technology in Education
- 1.2 Historical Context of Technology integration in educational settings
- 1.3 Generations of Computer Technology and their Use in Pedagogy
- 1.4 Ethical Consideration and Responsible use of emerging technologies in Education

Unit 2: Synchronous and Asynchronous (Theory)

- 2.1 E-Learning: Concept, advantages and limitations
- 2.2 Synchronous & Asynchronous Learning: Meaning, advantages and limitations
- 2.3 E-Learning Strategies: Virtual Classrooms, Online Learning, Audio Video Conferencing and Application Sharing.
 - Flipped Classrooms and Blended Learning Models
- 2.4 Learning Management Systems: Features, Criteria for selecting LMS, advantages and limitations
 - Practical Component
 - Any one practical from Unit 3 and any one Practical from Unit 4 individually or in group.

Unit 3: Integrating Multimedia and Interactive Elements (Practical)

- **This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose any two activities from this section.**
 - **The evaluation of this component will be through the practical examination.**
- 3.1 Utilizing Multimedia resources (Video, Audio, Images) to enhance learning
 - ❖ Develop a multimedia program for teaching a topic at school level. The duration of the program should be at least 2 hours (divided into sections of 30 min. each). Prepare a report and host it on a platform.
 - ❖ Select a Digital Repository of your choice. Study the content available on it. Select a school level content of your choice and prepare a MOOC Quadrant for self-learning of the students. Prepare a report and host it on a platform.
 - ❖ Review any 5 popular Podcasts/ Vodcasts of educational purpose. Take inspiration from it and prepare your own podcast. You may select a topic related to motivation/leaderships/ value education / guidance/ relevance etc.
 - ❖ Prepare a survey questionnaire on digital literacy/take standardised questionnaire available and conduct a survey on at least 50 students/stakeholders and prepare a report of the results.
 - 3.2 Digital Platforms and e-learning Modules: DIKSHA, SWAYAM, NPTEL, Virtual Labs etc.
 - 3.3 Podcasts and Vodcasts
 - 3.4 Digital Literacy and Responsible use of Technology

Unit 4: Emerging technologies and their impact (Practical)

- This section is divided into 4 subunits and 4 Practical. The theory content listed is to facilitate conceptual understanding for completing the activities listed. Students have to choose and two activities from this section.
 - The evaluation of this component will be through the practical examination.
- 4.1 Exploration of Emerging Technologies such as AI, AR, VR, and IoT in Education
- ❖ Select an emerging technology of your choice/available on digital repository/ platforms offering education content. Study the technology with reference to its features/ applications/ augmentation/ virtual reality/ impact etc. Prepare a case study on the select technology/platform using empirical data/news reports/events/discussion. Present the findings of the study in the form of report.
- 4.2 Gamification and game-based learning for engagement
- ❖ Select a game based learning platform of your choice. Analyse the type of the games and learning experiences provided by these apps. Based on the understanding of the app develop your own learning app for teaching students using traditional or contemporary games/ conduct a survey of students/teachers about the use/addiction/ impact of the game based apps.
- 4.3 Social media and networking for collaborative learning
- ❖ Identify types of social media that can be used for the purpose of learning. Select a social media platform of your choice and prepare a collaborative learning lesson plan using a select content and its integration with the platform or Conduct a survey on the use of social media platform in education/awareness and skills available with the teachers/ impact on student learning etc.
- 4.4 Addressing Challenges and concerns related to Educational Technology: access, equity, equality, digital literacy
- ❖ Select a school/institutions/ children in your neighbourhood. Study the availability of digital infrastructure/ digital facilities/skills and knowledge/ethics etc. You may use survey/empirical data available. Suggest measures to cope with the challenges of access/equity/ equality/ digital literacy etc.

Mode of Transaction:

- **Theory Component:** Unit 1 and 2 are theory units. And are to be transacted through Lecture cum Discussion, Field trip, Assignment, Project etc. during classes scheduled in time-table. The Theory Component is to be evaluated from Unit 1 and 2 Only.
- **Practical Component:** Unit 3 and 4 are practical units. The Practical Components and the exercises related to each practical component are listed in Unit 3 and 4.
 - The practical component is to be evaluated by the submission of journal with selected activity from the given list.
 - The practicum will be considered as completed on the basis of the submission of Journal.

Suggested Activities:

- Group Discussion, Lectures, visits, assignments

Semester-8
Language Across Curriculum
(Theory & Practical)

Optional
Credit: 04
Marks:100

Learning Outcomes:

Prospective teacher...

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

Unit 1 : Language and Language Acquisition (Theory)

- 1.1 Concept of Language Across Curriculum; Meaning of Dialect and Standard Language, Role of Language in Life (Intellectual, Emotional, Social and Cultural Development)
- 1.2 Factors Affecting Language Learning (Physical, Psychological and Social)
- 1.3 Stages of Language acquisition: First Language and Second Language acquisition; Principles of language development: Nativist and Interactionist Theories (behavioral and cognitive)
- 1.4 Deficit Theory and Discontinuity Theory; Cultural Reference in the Text and Language of textbook in different subjects

Unit 2: Language and Classroom (Theory)

- 2.1 Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts
- 2.2 Writing: The concept of register and style (Note-making, summarizing; making reading-writing connections; process writing)
- 2.3 Language as a tool of communication in the classroom; The nature of classroom discourse (describing/ reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing, evaluating) and oral language in the classroom
- 2.4 Language Diversity in Indian Classrooms; Multilingualism in the classroom and its effect

Unit 3: Language skills and classrooms (Practical)

List of suggested Practical are provided in unit-3 and 4.

Any two practical from Unit 3 and any two Practical from Unit 4 individually or in group. Students have to choose and two activities from this section. The evaluation of this component will be through the practical examination.

List of suggested Practicum :

- Take any two chapters from Science, Social-science and Maths textbooks of Classes VI to VIII and analyse: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? And write an analysis based on the above issues.
- Analysis of advertisements aired on Radio/Television on the basis of language and culture reflected through them.
- Visit any two schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools
- Project : Prepare a report on the status of language given in the Constitution of India and language policies in Kothari Commission/ NPE 1986/POA-1992/NEP-2020
- Conduct a survey on problems faced by students while second language learning.
- Study any one behavioural and cognitive theory of language learning and write your criticism.
- Conduct a workshop on writing skill development and write a report.
- Conduct a Workshop on reading strategies in the school and prepare a report.

Unit 4: Classroom and Oral and Written Language (Practical)

- Write a note on dialects interviewing 10 students from standard VI to VIII./ Make a report of the dialects used by the students in your class.
- Select a Text Book from standard V/ VI/ VII/ VIII/ IX or X and review it from linguistic / cultural point of view.
- Analyse any book from standard VI to VIII and prepare subject-based glossaries.
- Review any two subject books and criticize the language components in concept formation.
- Study the communication pattern during classroom teaching and write your reflections.
- Study a case of a student having multilingual background and its effect in various facets.
- Observe five periods and write your observations regarding classroom discourse.
- Visit a Language Laboratory and make a brief note on its functioning

Internship in Teaching III

Learning Outcomes:

Prospective teacher...

- Develops ability to handle school activities independently
- Develops the ability to report the administrative and management system of school.
- Reflects upon internship experience
- Develops the proficiency in imparting lessons.

Course Content:

Activities:

- Duration of the Internship: 2 weeks
- Participation in school activities and completing all work assigned by Internship school
- Report on Administration and Management of School
- Reflect upon the internship experience
- Performing subject related activities like: Science Practical/ Map Reading/
- Literary Activity/ Math Puzzle/ Budget Analysis /any other activity related to the subject

Internal Assessment: Marks: 50 Marks

| No. | Activity | Marks |
|-----|---|-----------|
| 1 | Report of teaching learning activities | 10 |
| 2 | Report on Administration and Management of the school | 10 |
| 3 | Reflective Journal | 10 |
| 4 | Report in participation of various school activities | 05 |
| 5 | Report of subject related activities | 05 |
| 6 | Presentation | 10 |
| | Total | 50 |

Learning Outcomes:

Prospective teacher...

- Acquaints with the factors working within the society.
- Develops the dignity of labour.
- Understands and prepares youth for sustainable development.

Course Content:

- School is a miniature of community and a big gap is found between the school and community. Mutual exchange and sharing of resources and facilities between the two is essential for national development. The prospective teacher need to have knowledge and awareness about the community and neighbourhood and the relationship between school and community. The programme aims at enriching their ability to enlist community support for school and contribute for national development. The programme aims at acquainting them with social realities, developing dignity of labour among them and preparing them for sustainable development.
- Prospective teachers shall be provided exposure to community life for at least **one week** during which they shall live with the community members.

Activities of Section-I

- Survey of community resources – Educational survey of a slum area
- Survey of a village/town with at least 20 households in order to study the socio-economic and educational status
- Study of wastage and stagnation in local primary school
- Tree plantation programme
- Literacy programme

Activities of Section-II

- Organization of non-formal education centre for dropouts and out of school children in a locality
- Organization of campus beautification programme
- Road Safety, Human Rights, Women rights awareness programmes
- Cleanliness drives in the community and awareness about its need
- Developing healthy food habits among community members
- Action research on local problems

Mode of Transaction:

- Discussion, Rally, Competitions, Posters and Banner displays, working in community setting, Mass movement, Nukkad Performance, Local action group formation, surveys, interviews, dissemination of success stories etc.

Note:-

- Trainee will select any one activity from each section for submission but for the better exposure & understanding maximum activities from each section must be carried out at institutional level.

Internal Assessment: Marks: 50 marks

- Evaluation shall be done on the bases of Participation in minimum two activities during the one week of community life and its presentation

Creating Teaching Learning Material

Learning Outcomes:

Prospective teacher...

- Understands the importance of using Teaching Learning Material
- Creates Teaching Learning Material by using available resources

Course Content:

- An orientation programme and a workshop shall be arranged to explain about the various methods, techniques and tools to create Teaching Learning Material

Activities of Section-I

- E-content development
- STEM/STEAM education Model
- Programme Learning Material
- Game Based Learning
- Working Model

Activities of Section-II

- Teaching Learning Material for children with special need
- Story writing/ Poem writing/ Script writing
- Mime/Drama/ Bhavai
- Puppet with Script
- Specimen Collection (Minimum 8 to 10)

Mode of Transaction:

- Orientation & Practical workshop

Note:-

- Trainee will select any one activity from each section for submission but for the better exposure & understanding maximum activities from each section must be carried out at institutional level.

Internal Assesment:

| No. | Activity | Marks |
|-----|---|-------|
| 1 | Teaching Learning Material for School Subject 1 | 25 |
| 2 | Teaching Learning Material for School Subject 2 | 25 |

Evaluation Patterns

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| Type of Paper | Internal | | | External | | | Total Marks |
|------------------------------------|--|-------|-------------|---|-------|-------|-------------|
| | Particulars | Marks | Total Marks | Particulars | Marks | Total | |
| Theory (4 Credit) | Assignment/ Seminar/ Project/ Workshop | 5 | 30 | Semester end Written Examination | 70 | 70 | 100 |
| | Attendance | 5 | | | | | |
| | CCE | 5 | | | | | |
| | From Prelim Exam | 15 | | | | | |
| Theory (2 Credit) | Assignment/ Seminar/ Project/ Workshop | 5 | 15 | Semester end Written Examination | 35 | 35 | 50 |
| | From Prelim Exam | 10 | | | | | |
| Practical (2 Credit) | Performance Based Assessment: Section A | 15 | 30 | Submission on Section A & Section B | 10 | 20 | 50 |
| | Performance Based Assessment: Section B | 15 | | Viva Voce based on sub- missions | 10 | | |
| Theory+ Practical (4 Credit) | Assignment/ Seminar/ Project/ Workshop (Unit 1 & 2)/ | 5 | 30 | Semester end Written Exam- ination | 35 | 70 | 100 |
| | Attendance | | | | | | |
| | Prelim Exam | 5 | | | | | |
| | CCE (Unit 1 & 2) | 5 | | | | | |
| | Two Assignments from Unit 3 & 4 | 15 | | Submission of Assignments and Viva based on submissions from Unit 3 & 4 | 35 | | |
| Practical (4 Credit) | Journal Work | 5 | 30 | Journal submis- sion | 10 | 70 | 100 |
| | Attendance | 5 | | Viva voce | 10 | | |
| | CCE | 5 | | Practical exam- ination | 50 | | |
| | Practical Prelim- inary Examina- tion | 15 | | | | | |

Format of Question Paper

General Instructions:

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

For 70 Marks: (Time 3 Hours)

| | |
|---|----------|
| Question 1 Answer following questions as directed: (From Unit 1) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 2 Answer following questions as directed: (From Unit 2) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 3 Answer following questions as directed: (From Unit 3) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 4 Answer following questions as directed: (From Unit 4) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 5: Answer any 7 out of 10 questions: (From All four Units) | 14 Marks |

For 35 Marks:(Time 2 Hours)

| | |
|--|----------|
| Question 1 Answer following questions as directed: (From Unit 1 & 2) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 2 Answer following questions as directed: (From Unit 3 & 4) | |
| (A): Answer any two out of three In 400 words | 08 Marks |
| (B): Answer any two out of three In 250 words | 06 Marks |
| Question 3: Answer any 7 out of 10 questions (From All four Units) | 07 Marks |

Note: For two credit papers question 1 should be asked from Unit 1 & question 2 should be asked from Unit 2.

Instructions about Examination

1. ASSESEMNT

1.1 There shall be two components for assesment of learners

1. Continuous and Comprehensive Evaluation (Internal Assessment)
2. Semester End Examination (External Examination)

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

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

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

1.4 Practical, Oral (Viva-voce) Examination

1. The practical examination shall be organised by the respective Institute as per the instructions of the University. Principal / HoD of the Institute concerned shall submit the time table including the names of the paper setters/ examiners to the Controller of Examination, IITE 15 days in advance.
2. The practical examination shall be conducted in presence of Examiners appointed by the University and to assist external examiner there shall be one internal examiner duly appointed by the University.
3. In event of assessment is to be carried out by reviewing the submissions of candidate, the examination shall be carried out jointly by internal as well as external evaluators by the University.

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

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

- 1.6 Only those candidates who have passed the internal assessment of the particular course shall be permitted to appear in the examination. In case, the result of internal assessment is submitted during the examination, the external examination appeared shall be void for the further process.
- 1.7 Hall tickets shall be issued to each student by the Examination Department prior to the commencement of the examinations. No student shall be permitted to enter the Examination Hall without the Hall Ticket. The Students will be permitted to appear only in those examinations indicated in her / his Hall ticket. It is further clarified that the issuance of a Hall ticket is not an acknowledgement by the University that the student has fulfilled all the requirements which would entitle him/her to appear for the examination, such as, minimum attendance in any such case University may restrict the student to appear for the examination.
- 1.8 The result of the last semester shall not be declared (kept withheld) unless and until the candidate clears all the courses/papers of a program.

2. MARK SHEET

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

3. ASSESSMENT AND EVALUATION:

CCE (Continuous and Comprehensive Evaluation):

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

3.1 SCHEME OF EVALUATION

INTERNAL EVALUATION (30 % of Marks)

Internal evaluation will include assignment/project/seminar/practical/MCQ test/Quiz/VIVA/ written test. It is up to the department/ Institute to select any of these. The ratio of marks will be 1:1:1:3 for each. The detailed Marks statement shall be submitted to Examination Section on or before the last day of the respective semester. Plagiarism of any kind in assignment/project work/ seminar/ any submission etc. will be punishable by the concerned departments.

EXTERNAL EVALUATION (70 % of Marks)

External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

3.2 ASSESSMENT

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

3.3 GRADING SYSTEM AS PER UGC 10 POINT SCALE SYSTEM.

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

i.e. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

i.e $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the Students.

Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O+, O, A+, A, B+, B and F.

3.4 PROCEDURE OF AWARDING THE GRADES

Marks and Award of Grades:

The following TABLE gives the marks, numerically grades, letter grades and classification to indicate the performance of the candidate.

- Grading Pattern Table**

Conversion of Marks to Numerical Grade, Letter Grade & Course Performance

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

4. CONFERNMENT OF DEGREES

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

5. MERITORIOUS AWARDS

- 5.1 The Prizes and Medals, the award of which are instituted by the University shall be presented at the Convocation to the awardees, if they choose to remain present, immediately after the conferment of the degrees. In other cases the same will be delivered to them through the Principal / HoD of the concerned Institute.
- 5.2 Gold Medal(s) shall be awarded on the basis of Total Marks obtained by the student in all the semesters. Medal will only be awarded for the Courses in which minimum 5 Students are enrolled in last semester.
- 5.3 If two or more students have secured the same Marks, then the marks secured by the students in the external examination only shall be taken into consideration in awarding the Gold Medals.
- 5.4 If both students also secure the same external marks, then both the students should be awarded the Gold Medal
- 5.5 The Rank Holders on the basis of Marks shall be awarded the University Gold medal for being First. The Second and third Rank holders shall be given rank certificates by the university. The University shall also issue Certificates indicating the name of the Medal awarded to the students.
- 5.6 The University may also consider issuing other Certificates of Merit or overall conduct at any convocation organized by the University.
- 5.7 A student who has been fined or has been expelled from the Hostel / Institute/University for any act of indiscipline shall not be eligible for the award of gold medal(s). A student who has failed in any course and has cleared the course in a Repeat Examination shall not be eligible for award of Gold Medals.

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आदिकालीन एवं निर्गुण भक्ति काव्य का इतिहास

- हिन्दी साहित्य का इतिहास - रामचंद्र शुक्ल
- हिन्दी साहित्य का इतिहास – डॉ. नगेंद्र
- हिन्दी साहित्य की भूमिका - हजारी प्रसाद द्विवेदी
- हिन्दी साहित्य का दूसरा इतिहास – डॉ. बच्चन सिंह
- गुजरात के कृष्ण भक्त कवि और उनका ब्रजभाषा काव्य- डॉ. हरीश दहिंदी
- हिंदी साहित्य का आदिकाल - हजारी प्रसाद
- मध्यकालीन हिन्दी काव्य – डॉ. शिव कुमार मिश्र
- आदिकालीन हिन्दी साहित्य - साहित्य भवन, इलाहाबाद
- आदिकालीन हिन्दी साहित्य – डॉ. शंभू नाथ पांडे, विश्वविद्यालय प्रकाशन, वाराणसी
- आदिकालीन हिन्दी साहित्य शोध - हरीश साहित्य भवन, इलाहाबाद
- सूफी कविता की पहचान - यश गुलाटी, प्रवीण प्रकाशन, नई दिल्ली

हिन्दी नाटक : ध्रुवस्वामिनी

- पाठ्यपुस्तक ध्रुवस्वामिनी - जयशंकर प्रसाद
- आधुनिक हिन्दी नाटक – डॉ. नगेंद्र नेशनल पब्लिकेशन नई दिल्ली
- आधुनिक हिन्दी नाटक और रंगमंच - नेमीचंद जैन , मैकमिलन कंपनी इंडिया लिमिटेड
- आधुनिक हिन्दी नाटक और नाटककार – डॉ. राम कुमार गुप्ता जवाहर पुस्तकालय, आगरा
- हिन्दी नाटक उद्भव और विकास - दशरथ ओझा
- भारतीय भाषाओं की हिन्दी में अनूदित नाटक – डॉ. महेश व्यास
- मोहन राकेश और उनके नाटक - गिरीश रस्तोगी
- मोहन राकेश के संपूर्ण नाटक - नेमीचंद जैन
- हिन्दी नाटककार - नलिन आत्माराम एंड संस, दिल्ली
- हिन्दी नाटक और रंगमंच – सं. राजमल बोरा, पंचशील प्रकाशन, जयपुर
- आधुनिक हिन्दी नाटकों में नायक - श्याम शर्मा, अभिनव प्रकाशन, नई दिल्ली
- हिन्दी नाटक सिद्धांत और विवेचना - गिरीश रस्तोगी, ग्रंथम, कानपुर
- प्रसाद युगीन हिन्दी नाटक - भगवतीप्रसाद शुक्ला, हिन्दी ग्रंथ अकादमी, मध्य प्रदेश
- नाट्य कला – रघुवंश, नेशनल पब्लिशिंग हाउस, दिल्ली
- नाट्य परिवेश - कन्हैयालाल नेदना, शब्दकार, दिल्ली
- स्वातंत्र्योत्तर हिन्दी नाटक समस्या और समाधान - दिनेशचंद्र वर्मा, अनुभव प्रकाशन, कानपुर
- भारतेंदु युगीन नाट्य साहित्य में लोकतत्व - कृष्ण मोहन सक्सेना, अभिनव भारती, इलाहाबाद
- आधुनिक हिन्दी नाटक भाषिक और संवादीय संरचना - गोविंद चातक, तक्षशिला प्रकाशन, नई दिल्ली
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- हिन्दी नाटक पुनर्मूल्यांकन - सत्येंद्र तनेजा, ग्रंथम, कानपुर
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- દલપતરામ, દલપત પિંગળ
- ગુજરાતી લેખન રીતિ, ભારતીય ભાષા સંસ્થાન, મૈસોર
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SANSKRIT

लघुसिद्धान्तकौमुदी नियतांशः

- कमलेशकुमार चोकसी ,लघुसिद्धान्तकौमुदी, अमदावाद, सरस्वती पुस्तक भंडार
- डॉ वसन्त भट्ट, लघुसिद्धान्तकौमुदीधीवपू-, अमदावाद, सरस्वती पुस्तक भंडार

स्वप्नवासवदत्तम्

- श्री कपिलदेव गिरिः, स्वप्नवासवदत्तम् ,वाराणसी, चौखम्बा विद्याभवन
- श्री रामायण द्विवेदी, स्वप्नवासवदत्तम्, वाराणसी, मोतीलाल बनारसीदास
- डॉ वसन्त भट्ट, भासनाटकचक्रम्, अमदावाद ,सरस्वती पुस्तक भंडार

स्तोत्रसाहित्यम्

- प्रार्थना परब, भरुच ,मनन आश्रम
- स्तोत्ररत्नावली, गोरखपुर, गीताप्रेस

महाभारतम् नियतांशः

- प्रो.पी.सी.जोशी ,महाभारतर्वपटारवि- , अमदावाद ,सरस्वती पुस्तक भण्डार ।
- पण्डित सातवलेकर ,महाभारत, किल्लापारडी ,स्वाध्याय मण्डल ।

HINDI

निबंधेत्तर गद्य विधाए

- पाठ्यपुस्तक: गद्य - सं. वीना अग्रवाल, अरुणोदय प्रकाशन, नई दिल्ली
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- राहुल के कथा साहित्य का सामाजिक संदर्भ – डॉ. मदन राय, राधाकृष्णा, नई दिल्ली
- राहुल सांकृत्यायन व्यक्ति और विचार - राम निहाल गुंजन, विचार प्रकाशन, आरा
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- महादेवी प्रतिनिधि गद्य रचनाएं - संकलनकर्ता रामजी पांडे, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली
- महादेवी वर्मा का संस्मरणात्मक गद्य - चरणसखि शर्मा, सूर्य प्रकाशन, दिल्ली
- हिन्दी जीवनी साहित्य और अध्ययन - भगवानशरण भारद्वाज, परिमल प्रकाशन, इलाहाबाद
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- साहित्यिक निबंध - धर्मद्र ब्रह्मचारी, मोतीलाल बनारसीदास, पटना
- श्रेष्ठ निबंध - रामचंद्र शुक्ला, राजकमल प्रकाशन, नई दिल्ली
- श्रेष्ठ हास्य व्यंग्य निबंध - काका हाथरसी, प्रभात प्रकाशन, दिल्ली

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- आधुनिक जनसंचार और हिन्दी – हरिमोहन
- कम्प्यूटर के भाषिक अनुप्रयोग - विजय कुमार मल्होत्रा
- कम्प्यूटर और हिन्दी – हरिमोहन
- हिंदी भाषा और कम्प्यूटर - संतोष गोयल
- कम्प्यूटर के डाटा प्रस्तुतीकरण और भाषा सिद्धांत – पी.के. शर्मा
- सोशल नेटवर्किंग नई समय का संवाद संपादक - संजय द्विवेदी
- नए जमाने की पत्रकारिता - सौरभ शुक्ला
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- भारतीय काव्यशास्त्र की परंपरा - डॉ. नगेंद्र नेशनल पब्लिशिंग हाउस, दिल्ली
- भारतीय काव्यशास्त्र की भूमिका - योगेंद्र प्रताप सिंह लोकभारती प्रकाशन, इलाहाबाद
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- आलोचक और आलोचना - देवीशंकर अवस्थी, वाणी प्रकाशन, नई दिल्ली
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- अद्भुत रस और भारतीय काव्यशास्त्र - शैलेंद्रनाथ श्रीवास्तव, बिहारग्रंथ कुटीर, मद्रास
- भारतीय काव्यशास्त्र नवीन संभावनाएं - चंद्रभान रावत, जवाहर पुस्तकालय, मथुरा
- अलंकार धारण विकास और विश्लेषण - डॉ. शोभाकांत मिश्र बिहार हिन्दी ग्रंथ अकादमी, पटना
- अलंकारों का ऐतिहासिक विकास - डॉ. राजवंश सहाय हीरा बिहार हिन्दी ग्रंथ अकादमी, पटना
- काव्य गुणों का शास्त्रीय विवेचन - डॉ. शोभा कांत मिश्रा बिहार हिन्दी ग्रंथ अकादमी, पटना

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- रचनात्मक लेखन - सं. रमेश गौतम प्रकाश, भारतीय ज्ञानपीठ
- सृजनात्मक लेखन और संवाद क्षमता - प्रो. जय मोहन एम. एस. वापी प्रकाशन, दिल्ली
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SEMESTER-VI

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- ગુજરાતી સાહિત્યનો ઇતિહાસ, ગુજરાતી સાહિત્ય પરિષદ
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- શાહ સુમન, સુરેજોષીથી સુરેશ જોષી
- કોઠારી જયંત, નિબંધ અને ગુજરાતી નિબંધ
- ગુજરાતી સાહિત્ય કોશ, ગુજરાતી સાહિત્ય પરિષદ

SANSKRIT

अभिज्ञानशाकुन्तलम्

- प्रो. पी.सी.दवे ,अभिज्ञानशाकुन्तल, अमदावाद ,सरस्वती पुस्तक भंडार
- डॉ.शिवबालक द्विवेदी ,अभिज्ञानशाकुन्तलम् – हिन्दी टीका सहित
- आचार्य बलदेव उपाध्याय(2001),संस्कृत साहित्य का इतिहास, वाराणसी ,शारदा निकेतन

कारकसमासयोः नियतांशः

- डॉ वसन्त भट्टः,संस्कृत समास ओळख अने प्रकारो (समासचक्र)।
- डॉ वसन्त भट्टः,सिद्धान्तकौमुदी (कारक प्रकरण)।

विदुरनीतिः प्रथमोध्यायः

- बी.एस्.बिष्ट ,विदुरनीति , वाराणसी, चौखम्बा विद्याभवन
- डॉ.गुंजेश्वर चौधरी ,विदुरनीति, वाराणसी, चौखम्बा सुरभारती प्रकाशन
- स्वामी सच्चिदानन्द ,विदुरनीति

HINDI

सैद्धांतिक भाषा विज्ञान

- भाषा विज्ञान और भाषा शास्त्र - कपिल द्विवेदी विश्वविद्यालय प्रकाशन, वाराणसी
- नवीन भाषा विज्ञान - तिलक सिंह प्रकाशन संस्थान, दिल्ली
- भाषा विज्ञान - डॉ. भोलानाथ तिवारी विश्वविद्यालय प्रकाशन, वाराणसी
- भाषा विज्ञान तथा हिन्दी भाषा का विकास - लक्ष्मी कांत पांडे, ग्रंथम, कानपुर
- भाषा विज्ञान सिद्धांत और स्वरूप - जीतराम पाठक, अनुपम प्रकाशन, पटना
- सामान्य भाषा विज्ञान - नारंग प्रकाशन संस्थान, दिल्ली
- सामान्य भाषा विज्ञान - बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग
- भाषा विज्ञान और हिन्दी - केशव दत्त, ऋवाली तक्षशिला प्रकाशन, नई दिल्ली
- सामान्य भाषा विज्ञान - बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन, प्रयाग
- भाषा विज्ञान हिन्दी साहित्य का वैज्ञानिक इतिहास – डॉ. गणपति चंद्रगुप्त, लोकभारती प्रकाशन, इलाहाबाद
- व्याकरण का इतिहास – डॉ. अनंत चौधरी, बिहार हिन्दी ग्रंथ अकादमी, पटना
- भाषा विज्ञान की रूपरेखा - हरीश शर्मा, अमित प्रकाशन, गाजियाबाद
- भाषा विज्ञान पर भाषण - अनुवादक हेम चंद्र जोशी, हिन्दी समिति सूचना विभाग, उत्तर प्रदेश
- भाषा विज्ञान का संक्षिप्त इतिहास - उदय नारायण तिवारी, भारतीय भंडार, इलाहाबाद
- आधुनिक भाषाविज्ञान - भोलानाथ तिवारी, लिपी प्रकाशन, दिल्ली

आधुनिक हिन्दी साहित्य का इतिहास

- हिन्दी साहित्य का दूसरा इतिहास – डॉ. बच्चन सिंह राधाकृष्ण प्रकाशन, नई दिल्ली
- द्वितीय महायुद्धोत्तर हिन्दी साहित्य का इतिहास – डॉ. लक्ष्मी सागर हिन्दी परिषद, इलाहाबाद
- महादेवी वर्मा के काव्य में प्रतीक योजना - अरविंद प्रतापराव मोरे, राजस्थान हिन्दी ग्रंथ, कानपुर
- प्रसाद साहित्य में मानवीय संबंध – डॉ. रत्ना शर्मा, बिहार ग्रंथ कुटीर, पटना
- तार सप्तक के कवि काव्य शिल्प के मान - कृष्णा लाल, साहित्य प्रकाशन, दिल्ली
- मैथिलीशरण गुप्त का युग और कविता - संकलनकर्ता :ललित शुक्ला, समानांतर प्रकाशन, नई दिल्ली
- निराला आत्मा संघर्ष और दृष्टि - राम निहाल, गुंजन विचार, दिल्ली
- प्रयोगवाद पुनर्मूल्यांकन - हंसराज रब्बर, नवयुग प्रकाशन
- प्रगतिवादी कविताएं और मानवतावाद – दिवाकर, नवादम प्रकाशन, नई दिल्ली
- छायावादी कवियों की गीत सृष्टि -उपेंद्र, वाणी प्रकाशन
- छायावादी कवियों का काव्य दर्श – डॉ. कृष्ण चंद्र गुप्ता, अनुराधा प्रकाशन, मध्य प्रदेश
- मैथिली साहित्य का आदिकाल - राजेश्वर झा, श्री अमरनाथ झा, सहरसा

हिन्दी रंगमंच (Optional)

- पारंपरिक भारतीय रंगमंच - कपिला वात्सायन
- परंपराशील नाट्य - जगदीश चंद्र माथुर
- भारतीय रंगमंच का विवेचनात्मक इतिहास - अज्ञात
- पारसी हिन्दी रंगमंच - लक्ष्मी नारायण लाल
- नाट्य सम्राट - पृथ्वीराज कपूर
- आधुनिक हिन्दी नाटक और रंगमंच - लक्ष्मी नारायण लाल
- समकालीन हिन्दी नाटक और रंगमंच - नरेंद्र मोहन
- पहला रंग देवेन्द्र - राज अंकुर
- समकालीन हिन्दी नाटक और रंगमंच - जयदेव तनेजा, तक्षशिला प्रकाशन, नई दिल्ली
- समकालीन हिन्दी नाटक और रंगमंच - संकलनकर्ता विनय, भारती प्रकाशन, दिल्ली
- समकालीन हिन्दी नाटक और रंगमंच - लक्ष्मी नारायणलाल, साहित्य भवन, इलाहाबाद
- भारतीय तथा पाश्चात्य रंगमंच - सीताराम चतुर्वेदी, हिन्दी समिति, लखनऊ
- भारतीय रंगमंच का विवेचनात्मक इतिहास - पुस्तक संस्थान, कानपुर
- भारतीय नाट्य शास्त्र और रंगमंच - राम सागर त्रिपाठी, अशोक प्रकाशन, दिल्ली
- रंगमंच के रंग - हरि मेहता, लक्ष्मी पुस्तक सदन, दिल्ली
- पारंपरिक भारतीय रंगमंच - कपिला वात्सायन
- परंपराशील नाट्य - जगदीश चंद्र माथुर
- भारतीय रंगमंच का विवेचनात्मक इतिहास - अज्ञात
- पारसी हिन्दी रंगमंच - लक्ष्मी नारायण लाल
- नाट्य सम्राट - पृथ्वीराज कपूर

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Board of Education Studies

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| 3 | Dr. Sudhir Tandel, Chairperson, Board of Studies for Research Studies in Education | Associate Professor, Centre of Education, IITE |
| 4 | Dr. Divya Sharma, Chairperson, Board of Studies for Inclusion in Education | Professor, Centre of Education, IITE |
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Board of Studies for Inclusion in Education

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| 7 | Dr. Ajit Kumar | Assistant Professor (Special Education), Composite Regional Centre for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities |

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| 4 | Dr. Jayna Joshi, Chairperson, Board of Studies for Sanskrit | Professor, Centre of Education, IITE |
| 5 | Dr. Jayna Joshi, Chairperson, Board of Studies for Hindi | Professor, Centre of Education, IITE |
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| 5 | Dr. Jagdish Joshi | Director, UGC-HRDC, Gujarat University |
| 6 | Prof. Ameer Upadhyay | Vice Chancellor, Babasaheb Ambedkar Open University |
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Board of Studies for Gujarati

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Board of Mathematics and Pedagogy of Mathematics

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| 6 | Dr. Vimal Joshi | Principal, Shri R K Parikh Arts and Science College |
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Board of Studies for Chemistry

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| 4 | Prof. Pragnesh Dave | Professor, Department of Chemistry, Sardar Patel University |
| 5 | Prof. K. S. Chikhalia | Professor, Department of Chemistry, Veer Narmad South Gujarat University |
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| 7 | Dr. Nirmal Kumar | Senior General Manager, Chemistry Manufacturing and Controls (CMC) Zydus Research Centre |

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| 3 | Dr. Rashmi Bariya | Assistant Professor, Centre of Education, IITE |
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| 5 | Prof. Ramesh Kothari | Professor, Bioscience Department, Saurashtra University |
| 6 | Dr. Snehal Bagthariya | Joint Director, Gujarat State Biotechnology Mission |
| 7 | Dr. Ketan Tatu | Senior Scientist, GEER Foundation |

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