

Curriculum Framework

B.A.-B.Ed. Course (4 - Year)

Academic Year 2022-23



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

Curriculum Framework
B.A.-B.Ed. Course (4 - Year)
in force from
Academic Year 2022-23

Semester - I to VIII



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

Curriculum Framework B.A.B.Ed. (4-Year) 2022

Published by

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Registrar

Indian Institute of Teacher Education

Ramkrushna Paramhans Vidya Sankul, Near KH-5, Sector - 15, Gandhinagar - 382016



From the Desk of Vice-Chancellor....

Dear All,

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

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

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

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

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

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

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

Date: 15th Sept., 2020

Gandhinagar

Dr. Harshad A. Patel

From the desk of Vice Chancellor

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Curriculum Framework
B.A.-B.Ed. Course (4 - Year)
in force from
Academic Year 2022-23

Semester - I to VIII

Curriculum Framework for B.A.-B.Ed.

| Frame Work for B.A. Subjects Principal, First Subsidiary and | | | | | | | | | | | | | | | |
|--|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|
| B.A. | Sem 1 | | | Sem 2 | | | Sem 3 | | | Sem 4 | | | Sem 5 | | |
| | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr |
| Principal | 2 | 3 | 6 | 2 | 3 | 6 | 3 | 3 | 9 | 3 | 3 | 9 | 4 | 3 | 12 |
| First Sub | 2 | 3 | 6 | 2 | 3 | 6 | 3 | 3 | 9 | 3 | 3 | 9 | | | 0 |
| Second Sub | 2 | 3 | 6 | 2 | 3 | 6 | | | 0 | | | 0 | | | 0 |
| Total | 6 | 9 | 18 | 6 | 9 | 18 | 6 | 6 | 18 | 6 | 6 | 18 | 4 | 3 | 12 |
| | 9 | 16 | 25 | 9 | 16 | 25 | 9 | 13 | 25 | 9 | 13 | 25 | 8 | 17 | 26 |
| B.Ed. | Sem 1 | | | Sem 2 | | | Sem 3 | | | Sem 4 | | | Sem 5 | | |
| | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr |
| Learner Studies | 1 | 3 | 3 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | 1 | 3 | 3 | | | 0 | | | 0 | | | 0 |
| Contemporary Studies | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Educational Studies | 1 | 3 | 3 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | 1 | 3 | 3 | | | 0 | | | 0 | | | 0 |
| Total Area A | 2 | 6 | 6 | 2 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Curriculum Studies | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | 1 | 3 | 3 | | | 0 | | | 0 |
| Language Proficiency and Curriculum | 1 | 1 | 1 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | 1 | 1 | 1 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | 1 | 1 | 1 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | 1 | 1 | 1 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Pedagogical Studies | | | 0 | | | 0 | 1 | 3 | 3 | | | 0 | | | 0 |
| | | | 0 | | | 0 | 1 | 3 | 3 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 | | | 0 |
| | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Assessment & Evaluation Studies | | | 0 | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Enhancing Professional Capabilities (Tool Courses) | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Total Area B | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 7 | 7 | 3 | 7 | 7 | 3 | 9 | 9 |
| | | | 0 | | | 0 | | | 0 | | | 0 | 1 | 5 | 5 |
| School Internship | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| | | | 0 | | | 0 | | | 0 | | | 0 | | | 0 |
| Total Area C | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 5 |
| Overall B.A.-B.Ed. | 3 | 7 | 7 | 3 | 7 | 7 | 3 | 7 | 7 | 3 | 7 | 7 | 4 | 14 | 14 |

Curriculum Framework for B.A.-B.Ed.

| Second Subsidiary and B.Ed. | | | | | | | | | | | | |
|--|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|-----------|
| Subjects offered as Principal/ First Subsidiary/ Second Subsidiary | Sem 6 | | | Sem 7 | | | Sem 8 | | | Total | | |
| | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr |
| English, Gujarati, Hindi, Sanskrit, History, Geography, Political Science | 4 | 3 | 12 | 4 | 3 | 12 | 4 | 3 | 12 | 26 | 24 | 78 |
| | | | 0 | | | 0 | | | 0 | 10 | 12 | 30 |
| | | | 0 | | | 0 | | | 0 | 4 | 6 | 12 |
| | 4 | 3 | 12 | 4 | 3 | 12 | 4 | 3 | 12 | 40 | 42 | 120 |
| | 9 | 17 | 26 | 8 | 15 | 24 | 8 | 15 | 24 | 69 | 122 | 200 |
| Titles of Papers B.Ed. | Sem 6 | | | Sem 7 | | | Sem 8 | | | Total | | |
| | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr |
| Psychology of Learner | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Learning & Teaching | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Teacher & Learner in Society | 1 | 3 | 3 | | | 0 | | | 0 | 1 | 3 | 3 |
| Gender, School and Society | | | 0 | | | 0 | 1 | 3 | 3 | 1 | 3 | 3 |
| Perspectives in Education | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Developing the Self | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| | 1 | 3 | 3 | 0 | 0 | 0 | 1 | 3 | 3 | 6 | 18 | 18 |
| Curriculum Development Principles | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Knowledge and Curriculum | 1 | 3 | 3 | | | 0 | | | 0 | 1 | 3 | 3 |
| Inclusive Education | | | 0 | 1 | 3 | 3 | | | 0 | 1 | 3 | 3 |
| ICT in Curriculum | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Gujarati Language | | | 0 | | | 0 | | | 0 | 1 | 1 | 1 |
| English Language | | | 0 | | | 0 | | | 0 | 1 | 1 | 1 |
| Hindi Language | | | 0 | | | 0 | | | 0 | 1 | 1 | 1 |
| Classical Sanskrit | | | 0 | | | 0 | | | 0 | 1 | 1 | 1 |
| Language across the curriculum | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| General Pedagogy for Maths and Science (O) | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| General Pedagogy for Lang., Soc. Sci. and Com.(O) | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Pedagogy of Teaching Method 1 | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Pedagogy of Teaching Method 2 | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Advance Pedagogy | 1 | 3 | 3 | | | 0 | | | 0 | 1 | 3 | 3 |
| Assessment and Evaluation in Learning | | | 0 | | | 0 | | | 0 | 1 | 3 | 3 |
| Reflective Reading | | | 0 | 1 | 1 | 1 | | | 0 | 1 | 1 | 1 |
| Art in Education | | | 0 | 1 | 1 | 1 | | | 0 | 1 | 1 | 1 |
| Environment Edu/ Yoga in Edu/ Edu Management | 1 | 1 | 1 | | | 0 | | | 0 | 1 | 1 | 1 |
| Edu Statistics/Guidance & Counselling/Value Edu. | | | 0 | | | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| | 3 | 7 | 7 | 3 | 5 | 5 | 1 | 1 | 1 | 18 | 38 | 38 |
| Pre-practice Teaching (Micro-Simulation) | | | 0 | | | 0 | | | 0 | 1 | 5 | 5 |
| Practice Teaching (Stray Lessons) | 1 | 4 | 4 | | | 0 | | | 0 | 1 | 4 | 4 |
| Block Teaching | | | 0 | | | 0 | 1 | 4 | 4 | 1 | 4 | 4 |
| Internship & annual Lesson | | | 0 | 1 | 7 | 7 | 1 | 4 | 4 | 2 | 11 | 11 |
| | 1 | 4 | 4 | 1 | 7 | 7 | 2 | 8 | 8 | 5 | 24 | 24 |
| Overall B.A.-B.Ed. | 5 | 14 | 14 | 4 | 12 | 12 | 4 | 12 | 12 | 29 | 80 | 80 |

Curriculum Framework : Education

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|-----------|--------|-------|
| 1 | 1 | 191110 | PSYCHOLOGY OF LEARNER | C C | Theory | 3 | 45 |
| 2 | 1 | 191310 | PERSPECTIVES IN EDUCATION | C C | Theory | 3 | 45 |
| 3 | 1 | 192210 | GUJARATI LANGUAGE | C C | Practical | 1 | 30 |
| 4 | 2 | 191120 | LEARNING AND TEACHING | C C | Theory | 3 | 45 |
| 5 | 2 | 191320 | DEVELOPING THE SELF | C C | Theory | 3 | 45 |
| 6 | 2 | 192220 | ENGLISH LANGUAGE | C C | Practical | 1 | 30 |
| 7 | 3 | 192140 | ICT IN CURRICULUM | C C | Theory | 3 | 45 |
| 8 | 3 | 192230 | HINDI LANGUAGE | C C | Practical | 1 | 30 |
| 9 | 3 | 192312 | GENERAL PEDAGOGY FOR LANGUAGES, SOCIAL SCIENCES AND COMMERCE (O) | C O | Theory | 3 | 45 |
| 10 | 4 | 192240 | CLASSICAL SANSKRIT | C C | Practical | 1 | 30 |
| 11 | 4 | 192321 | PEDAGOGY OF TEACHING METHOD 1 GUJARATI | C O | Theory | 3 | 45 |
| 12 | 4 | 192322 | PEDAGOGY OF TEACHING METHOD 1 HINDI | C O | Theory | 3 | 45 |
| 13 | 4 | 192323 | PEDAGOGY OF TEACHING METHOD 1 ENGLISH-L2 | C O | Theory | 3 | 45 |
| 14 | 4 | 192324 | PEDAGOGY OF TEACHING METHOD 1 ENGLISH-L1 | C O | Theory | 3 | 45 |
| 15 | 4 | 192325 | PEDAGOGY OF TEACHING METHOD 1 SANSKRIT | C O | Theory | 3 | 45 |
| 16 | 4 | 192341 | PEDAGOGY OF TEACHING METHOD 1 SOCIAL SCIENCE | C O | Theory | 3 | 45 |
| 17 | 4 | 192342 | PEDAGOGY OF TEACHING METHOD 1 ACCOUNTANCY | C O | Theory | 3 | 45 |
| 18 | 4 | 192343 | PEDAGOGY OF TEACHING METHOD 1 COMMERCE | C O | Theory | 3 | 45 |
| 19 | 4 | 192344 | PEDAGOGY OF TEACHING METHOD 1 ECONOMICS | C O | Theory | 3 | 45 |
| 20 | 4 | 192421 | PEDAGOGY OF TEACHING METHOD 2 GUJARATI | C O | Theory | 3 | 45 |
| 21 | 4 | 192422 | PEDAGOGY OF TEACHING METHOD 2 HINDI | C O | Theory | 3 | 45 |
| 22 | 4 | 192423 | PEDAGOGY OF TEACHING METHOD 2 ENGLISH-L2 | C O | Theory | 3 | 45 |
| 23 | 4 | 192424 | PEDAGOGY OF TEACHING METHOD 2 ENGLISH-L1 | C O | Theory | 3 | 45 |
| 24 | 4 | 192425 | PEDAGOGY OF TEACHING METHOD 2 SANSKRIT | C O | Theory | 3 | 45 |
| 25 | 4 | 192441 | PEDAGOGY OF TEACHING METHOD 2 SOCIAL SCIENCE | C O | Theory | 3 | 45 |
| 26 | 4 | 192442 | PEDAGOGY OF TEACHING METHOD 2 ACCOUNTS | C O | Theory | 3 | 45 |
| 27 | 5 | 192110 | CURRICULUM DEVELOPMENT PRINCIPLES | C C | Theory | 3 | 45 |
| 28 | 5 | 192250 | LANGUAGE ACROSS THE CURRICULUM | C C | Theory | 3 | 45 |
| 29 | 5 | 192510 | ASSESSMENT AND EVALUATION IN LEARNING | C C | Theory | 3 | 45 |
| 30 | 5 | 193110 | PRE-PRACTICE TEACHING | C C | Practical | 5 | 150 |
| 31 | 6 | 191210 | TEACHER & LEARNER IN SOCIETY | C C | Theory | 3 | 45 |
| 32 | 6 | 191210 | KNOWLEDGE AND CURRICULUM | C C | Theory | 3 | 45 |
| 33 | 6 | 192450 | ADVANCE PEDAGOGY | C C | Theory | 3 | 45 |
| 34 | 6 | 192711 | ENVIRONMENT EDUCATION (O1) | C O | Practical | 1 | 30 |
| 35 | 6 | 192712 | YOGA IN EDUCATION (O1) | C O | Practical | 1 | 30 |
| 36 | 6 | 192713 | EDUCATIONAL MANAGEMENT (O1) | C O | Practical | 1 | 30 |
| 37 | 6 | 193120 | PRACTICE TEACHING | C C | Practical | 4 | 120 |
| 38 | 7 | 192130 | INCLUSIVE EDUCATION | C C | Theory | 3 | 45 |
| 39 | 7 | 192610 | REFLECTIVE READING | C C | Practical | 1 | 30 |
| 40 | 7 | 192620 | ART IN EDUCATION | C C | Practical | 1 | 30 |
| 41 | 7 | 193130 | INTERNSHIP | C C | Practical | 7 | 210 |
| 42 | 8 | 191220 | GENDER, SCHOOL AND SOCIETY | C C | Theory | 3 | 45 |
| 42 | 8 | 192821 | EDUCATIONAL STATISTICS (O2) | C O | Practical | 1 | 30 |
| 44 | 8 | 192822 | GUIDANCE AND COUNSELLING (O2) | C O | Practical | 1 | 30 |
| 45 | 8 | 192823 | VALUE EDUCATION (O2) | C O | Practical | 1 | 30 |
| 46 | 8 | 193140 | BLOCK TEACHING & INTERNSHIP | C O | Practical | 8 | 240 |

Curriculum Framework : Gujarati

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|--------|--------|-------|
| 1 | 1 | 131010 | પદ્ય સ્વરૂપ : મીરાંનાં પદ | C C | Theory | 3 | 45 |
| 2 | 1 | 131020 | સ્વરૂપ : ટૂંકીવાર્તા : પસંદગી પામેલી શ્રેષ્ઠ વાર્તાઓ | C C | Theory | 3 | 45 |
| 3 | 2 | 131030 | સ્વરૂપ : ખંડકાવ્ય : શ્રેષ્ઠ ગુજરાતી ખંડકાવ્ય | C C | Theory | 3 | 45 |
| 4 | 2 | 131040 | ગદ્ય : લઘુનવલ : પ્રિયજન - વીનેશ અંતાણી | C C | Theory | 3 | 45 |
| 5 | 3 | 131050 | ગ્રંથકાર : અખા ભગત : પસંદગી પામેલા છપ્પા : સ્વરૂપ પરિચય | C C | Theory | 3 | 45 |
| 6 | 3 | 131060 | સ્વરૂપ : આત્મકથા : મારી હડકત | C C | Theory | 3 | 45 |
| 7 | 3 | 131070 | ભાષા સજ્જતા અને લેખનકૌશલ - 1 | C C | Theory | 3 | 45 |
| 8 | 4 | 131080 | સ્વરૂપ : ગઝલ : રાજેન્દ્ર શુક્લની ગઝલોમાંથી પસંદ કરેલી ગઝલો | C C | Theory | 3 | 45 |
| 9 | 4 | 131090 | સ્વરૂપ : એકાંકી : હવેલી એકાંકી સંગ્રહમાંથી પસંદ કરેલા એકાંકી | C C | Theory | 3 | 45 |
| 10 | 4 | 131100 | ભાષા સજ્જતા અને લેખનકૌશલ - 2 | C C | Theory | 3 | 45 |
| 11 | 5 | 131110 | ભાષાવિજ્ઞાન - 1 | C C | Theory | 3 | 45 |
| 12 | 5 | 131120 | સાહિત્ય વિવેચનના સિદ્ધાંતો - 1 | C C | Theory | 3 | 45 |
| 13 | 5 | 131130 | મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રમુખ સર્જક અને સ્વરૂપ | C C | Theory | 3 | 45 |
| 14 | 5 | 131141 | સ્વરૂપ : સોનેટ : મહારાં સોનેટમાંથી પસંદ કરેલા સોનેટ | C O | Theory | 3 | 45 |
| 15 | 5 | 131142 | અનુવાદવિજ્ઞાન અને પ્રૂફ રીડિંગ | C O | Theory | 3 | 45 |
| 16 | 6 | 131150 | ભાષાવિજ્ઞાન - 2 | C C | Theory | 3 | 45 |
| 17 | 6 | 131160 | સાહિત્ય વિવેચનના સિદ્ધાંતો - 2 | C C | Theory | 3 | 45 |
| 18 | 6 | 131170 | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : સુધારકયુગ અને પંડિતયુગનો ઇતિહાસ - પ્રમુખ સર્જકો અને સ્વરૂપ | C C | Theory | 3 | 45 |
| 19 | 6 | 131181 | ગ્રંથકાર : રમણભાઈ નીલકંઠ :ભદ્રંભદ્ર : સ્વરૂપ પરિચય | C O | Theory | 3 | 45 |
| 20 | 6 | 131182 | ગુજરાતી બાળસાહિત્ય | C O | Theory | 3 | 45 |
| 21 | 7 | 131190 | સાહિત્ય મીમાંસા : પૂર્વની મીમાંસા (પ્રમુખ) | C C | Theory | 3 | 45 |
| 22 | 7 | 131200 | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ગાંધીયુગ અને અનુગાંધીયુગ - પ્રમુખ સર્જક અને સ્વરૂપ | C C | Theory | 3 | 45 |
| 23 | 7 | 131210 | ગુજરાતી વ્યાકરણ - 1 | C C | Theory | 3 | 45 |
| 24 | 7 | 131221 | ગુજરાતી પ્રશિષ્ટ કૃતિઓ : નંદબત્રીસી અને સરસ્વતીચંદ્ર ભાગ - ૧ | C O | Theory | 3 | 45 |
| 25 | 7 | 131222 | ગ્રંથકાર : ગાંધીજી : હિન્દસ્વરાજ : સ્વરૂપ પરિચય | C O | Theory | 3 | 45 |
| 26 | 8 | 131230 | સાહિત્ય મીમાંસા : પશ્ચિમની મીમાંસા (પ્રમુખ) | C C | Theory | 3 | 45 |
| 27 | 8 | 131240 | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : આધુનિકયુગ - પ્રમુખ સર્જક અને સ્વરૂપ | C C | Theory | 3 | 45 |
| 28 | 8 | 131250 | ગુજરાતી વ્યાકરણ - 2 | C C | Theory | 3 | 45 |
| 29 | 8 | 131261 | સ્વરૂપ : આખ્યાન : સુદામાચરિત | C O | Theory | 3 | 45 |
| 30 | 8 | 131262 | સાહિત્યિક વિવેચન | C O | Theory | 3 | 45 |

Curriculum Framework : Hindi

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|--------|--------|-------|
| 1 | 1 | 132010 | हिन्दी भाषा और व्याकरण | C C | Theory | 3 | 45 |
| 2 | 1 | 132020 | आधुनिक हिन्दी कविता | C C | Theory | 3 | 45 |
| 3 | 2 | 132030 | कहानी : स्वरूप और विकास | C C | Theory | 3 | 45 |
| 4 | 2 | 132040 | छायावादोत्तर हिन्दी कविता | C C | Theory | 3 | 45 |
| 5 | 3 | 132050 | उपन्यास : साहित्यिक विद्या का स्वरूपगत अध्ययन: गबन | C C | Theory | 3 | 45 |
| 6 | 3 | 132060 | आदिकालीन एवं निर्गुण भक्ति काव्य का इतिहास | C C | Theory | 3 | 45 |
| 7 | 3 | 132070 | हिन्दी नाटक: ध्रुवस्वामिनी | C C | Theory | 3 | 45 |
| 8 | 4 | 132080 | निबंधेतर गद्य विधाए | C C | Theory | 3 | 45 |
| 9 | 4 | 132090 | हिन्दी निबंध | C C | Theory | 3 | 45 |
| 10 | 4 | 132100 | भारतीय काव्यशास्त्र | C C | Theory | 3 | 45 |

Curriculum Framework : English

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|--------|--------|-------|
| 1 | 1 | 133010 | GENERAL ENGLISH & GRAMMAR | C C | Theory | 3 | 3 |
| 2 | 1 | 133020 | INTRODUCTION TO LITERATURE | C C | Theory | 3 | 3 |
| 3 | 2 | 133030 | THE ENGLISH LANGUAGE | C C | Theory | 3 | 3 |
| 4 | 2 | 133040 | STUDY OF LITERARY FORM: SHORT STORY | C C | Theory | 3 | 3 |
| 5 | 3 | 133050 | OLD ENGLISH PERIOD TO AUGUSTAN AGE | C C | Theory | 3 | 3 |
| 6 | 3 | 133060 | MAJOR LITERARY TEXTS 1: CHAUCER TO MARLOWE | C C | Theory | 3 | 3 |
| 7 | 3 | 133070 | INTRODUCTION TO LINGUISTICS | C C | Theory | 3 | 3 |
| 8 | 4 | 133080 | AUGUSTAN AGE TO MODERN AGE | C C | Theory | 3 | 3 |
| 9 | 4 | 133090 | MAJOR LITERARY TEXTS II: JONSON TO WYCHERLEY | C C | Theory | 3 | 3 |
| 10 | 4 | 133100 | ENGLISH LANGUAGE TEACHING AT SCHOOL | C C | Theory | 3 | 3 |
| 11 | 5 | 133110 | ENGLISH FOR EMPLOYABILITY | C C | Theory | 3 | 3 |
| 12 | 5 | 133120 | MAJOR LITERARY TEXTS III: VICTORIAN LITERATURE TO EARLY 20TH CENTURY | C C | Theory | 3 | 3 |
| 13 | 5 | 133130 | ENGLISH IN INDIA | C C | Theory | 3 | 3 |
| 14 | 5 | 133141 | TEACHING LITERATURE AT SCHOOL LEVEL | C O | Theory | 3 | 3 |
| 15 | 5 | 133142 | INDIAN SCHOOLS OF LITERARY CRITICISM | C O | Theory | 3 | 3 |
| 16 | 6 | 133150 | NON - FICTION | C C | Theory | 3 | 3 |
| 17 | 6 | 133160 | MAJOR LITERARY TEXTS IV: THE 20TH CENTURY | C C | Theory | 3 | 3 |
| 18 | 6 | 133170 | STUDY OF LITERARY FORMS: BIOGRAPHY AND AUTOBIOGRAPHY | C C | Theory | 3 | 3 |
| 19 | 6 | 133181 | TRANSLATION STUDIES | C O | Theory | 3 | 3 |
| 20 | 6 | 133182 | INDIAN LITERATURE IN TRANSLATION | C O | Theory | 3 | 3 |
| 21 | 7 | 133190 | INTRODUCTION TO LITERARY CRITICISM I (WESTERN) | C C | Theory | 3 | 3 |
| 22 | 7 | 133200 | STUDY OF LITERARY FORMS: ESSAY AND NOVEL | C C | Theory | 3 | 3 |
| 23 | 7 | 133210 | INDIAN WRITING IN ENGLISH | C C | Theory | 3 | 3 |
| 24 | 7 | 133221 | WOMEN'S WRITING | C O | Theory | 3 | 3 |
| 25 | 7 | 133222 | ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION | C O | Theory | 3 | 3 |
| 26 | 8 | 133230 | INTRODUCTION TO LITERARY CRITICISM II (WESTERN) | C C | Theory | 3 | 3 |
| 27 | 8 | 133240 | STUDY OF LITERARY FORMS: POETRY AND DRAMA | C C | Theory | 3 | 3 |
| 28 | 8 | 133250 | AMERICAN LITERATURE | C C | Theory | 3 | 3 |
| 29 | 8 | 133261 | COMPARATIVE LITERATURE | C O | Theory | 3 | 3 |
| 30 | 8 | 133262 | POST COLONIAL LITERATURES | C O | Theory | 3 | 3 |

Curriculum Framework : Sanskrit

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|---|--------|--------|--------|-------|
| 1 | 1 | 134010 | संस्कृतभाषाशिक्षणम् -1 | C C | Theory | 3 | 3 |
| 2 | 1 | 134020 | कथासाहित्यम् | C C | Theory | 3 | 3 |
| 3 | 2 | 134030 | संस्कृतकविपरिचयः | C C | Theory | 3 | 3 |
| 4 | 2 | 134040 | इतिहास परिचयः- संक्षेपरामायणम् | C C | Theory | 3 | 3 |
| 5 | 3 | 134050 | संस्कृतभाषाशिक्षणम् -2 | C C | Theory | 3 | 3 |
| 6 | 3 | 134060 | संस्कृतभाषाशिक्षणम् -3 | C C | Theory | 3 | 3 |
| 7 | 3 | 134070 | नाट्यसाहित्यम्-प्रतिमानाटकम् | C C | Theory | 3 | 3 |
| 8 | 4 | 134080 | श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च -1 | C C | Theory | 3 | 3 |
| 9 | 4 | 134090 | स्वास्थ्यचिन्तनम् | C C | Theory | 3 | 3 |
| 10 | 4 | 134100 | नीतिशतकम् | C C | Theory | 3 | 3 |
| 11 | 5 | 134110 | श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च -2 | C C | Theory | 3 | 3 |
| 12 | 5 | 134120 | अभिज्ञानशाकुन्तलम्-1 | C C | Theory | 3 | 3 |
| 13 | 5 | 134130 | अभिज्ञानशाकुन्तलम्-2 | C C | Theory | 3 | 3 |
| 14 | 5 | 134141 | छन्दःशास्त्रम्- नियतांशः | C O | Theory | 3 | 3 |
| 15 | 5 | 134142 | स्तोत्रसाहित्यम् | C O | Theory | 3 | 3 |
| 16 | 6 | 134150 | श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च -3 | C C | Theory | 3 | 3 |
| 17 | 6 | 134160 | सन्धिप्रकरणम् – (लघुसिद्धान्तकौमुदी) | C C | Theory | 3 | 3 |
| 18 | 6 | 134170 | महाभारतम्-नियतांशः | C C | Theory | 3 | 3 |
| 19 | 6 | 134181 | विदुरनीतिः-प्रथमोऽध्यायः | C O | Theory | 3 | 3 |
| 20 | 6 | 134182 | चारुदत्तम् | C O | Theory | 3 | 3 |
| 21 | 7 | 134190 | कारकसमासयोःनियतांशः | C C | Theory | 3 | 3 |
| 22 | 7 | 134200 | भुवमानीता भगवद्भाषा- उपन्यासः | C C | Theory | 3 | 3 |
| 23 | 7 | 134210 | पस्पशाह्निकम् | C C | Theory | 3 | 3 |
| 24 | 7 | 134221 | सौन्दर्यलहरी | C O | Theory | 3 | 3 |
| 25 | 7 | 134222 | वेदपरिचयः | C O | Theory | 3 | 3 |
| 26 | 8 | 134230 | वेदान्तचिन्तनम्-तैत्तिरीयोपनिषद् | C C | Theory | 3 | 3 |
| 27 | 8 | 134240 | वेदान्तचिन्तनम्-केनोपनिषद् | C C | Theory | 3 | 3 |
| 28 | 8 | 134250 | सांख्यदर्शनपरिचयः-नियतांशः | C C | Theory | 3 | 3 |
| 29 | 8 | 134261 | योगदर्शनपरिचयः-पातंजलयोगसूत्रम्.-नियतांशः | C O | Theory | 3 | 3 |
| 30 | 8 | 134262 | न्यायदर्शनपरिचयः-नियतांशः | C O | Theory | 3 | 3 |

Curriculum Framework : History

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|--------|--------|-------|
| 1 | 1 | 141010 | HISTORY AND ALLIED DISCIPLINES | C C | Theory | 3 | 3 |
| 2 | 1 | 141020 | ANCIENT HISTORY OF INDIA: FROM EARLIEST TIMES TO INDUS VALLEY CIVILIZATION | C C | Theory | 3 | 3 |
| 3 | 2 | 141030 | ANCIENT HISTORY OF INDIA: FROM VEDIC AGE TO BUDDHA AND MAHAVIR AGE | C C | Theory | 3 | 3 |
| 4 | 2 | 141040 | ANCIENT HISTORY OF WORLD: MISR (ANCIENT EGYPT) TO ROMAN EMPIRE | C C | Theory | 3 | 3 |
| 5 | 3 | 141050 | ANCIENT HISTORY OF INDIA: FROM MAURYAN TO HARSHVARDHAN | C C | Theory | 3 | 3 |
| 6 | 3 | 141060 | ANCIENT HISTORY OF GUJARAT | C C | Theory | 3 | 3 |
| 7 | 3 | 141070 | HISTORY OF INDIA: 650 A.D. TO 1206 A.D. (RAJPUT ERA) | C C | Theory | 3 | 3 |
| 8 | 4 | 141080 | HISTORY OF MODERN WORLD: FROM RENAISSANCE TO 1871 A.D. | C C | Theory | 3 | 3 |
| 9 | 4 | 141090 | HISTORY OF INDIA [1206 A.D. TO 1526 A.D.] (DELHI SALTANAL) | C C | Theory | 3 | 3 |
| 10 | 4 | 141100 | HISTORY OF EUROPE [1914 A.D. TO 1962 A.D.] | C C | Theory | 3 | 3 |
| 11 | 5 | 141110 | HISTORY OF INDIA: MUGHAL PERIOD (1526-1707) | C C | Theory | 3 | 3 |
| 12 | 5 | 141120 | HISTORY OF INDIA: MARATHA PERIOD | C C | Theory | 3 | 3 |
| 13 | 5 | 141130 | HISTORY OF INDIA (1757 A.D TO 1857 A.D) | C C | Theory | 3 | 3 |
| 14 | 5 | 141141 | HISTORY OF MODERN WORLD | C O | Theory | 3 | 3 |
| 15 | 5 | 141142 | MODERN HISTORY OF CHINA AND JAPAN (1840-1950) | C O | Theory | 3 | 3 |
| 16 | 6 | 141150 | HISTORY OF INDIA (1876 A.D TO 1914 A.D.) | C C | Theory | 3 | 3 |
| 17 | 6 | 141160 | HISTORY OF INDIA (1915 A.D. TO 1947 A.D.) | C C | Theory | 3 | 3 |
| 18 | 6 | 141170 | CONSTITUTION OF INDIA | C C | Theory | 3 | 3 |
| 19 | 6 | 141181 | HISTORY OF U.S.A. (1861 A.D. TO 1960 A.D.) | C O | Theory | 3 | 3 |
| 20 | 6 | 141182 | MAIN CURRENTS OF CULTURAL HISTORY OF INDIA | C O | Theory | 3 | 3 |
| 21 | 7 | 141190 | HISTORY OF CONTEMPORARY INDIA | C C | Theory | 3 | 3 |
| 22 | 7 | 141200 | TEACHING OF HISTORY | C C | Theory | 3 | 3 |
| 23 | 7 | 141210 | HISTORICAL ESSAYS-1 | C C | Theory | 3 | 3 |
| 24 | 7 | 141221 | UNDERSTANDING OF INDIAN CULTURE | C O | Theory | 3 | 3 |
| 25 | 7 | 141222 | HISTORY OF MODERN WORLD (DECOLONIZATION TO GLOBALIZATION) | C O | Theory | 3 | 3 |
| 26 | 8 | 141230 | ELEMENTS OF HISTORICAL METHOD | C C | Theory | 3 | 3 |
| 27 | 8 | 141240 | HISTORICAL ESSAYS-2 | C C | Theory | 3 | 3 |
| 28 | 8 | 141250 | HISTORICAL STUDY OF ARCHITECTURAL MONUMENTS OF INDIA | C C | Theory | 3 | 3 |
| 29 | 8 | 141261 | STUDY OF TOURISM | C O | Theory | 3 | 3 |
| 30 | 8 | 141262 | WOMEN IN INDIAN HISTORY | C O | Theory | 3 | 3 |

Curriculum Framework : Geography

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|------------------------------------|--------|-----------|--------|-------|
| 1 | 1 | 142010 | INTRODUCTION TO GEOGRAPHY | C C | Theory | 3 | 3 |
| 2 | 1 | 142020 | REGIONAL GEOGRAPHY OF GUJARAT-I | C C | Theory | 3 | 3 |
| 3 | 2 | 142030 | BASICS OF GEOMORPHOLOGY | C C | Theory | 3 | 3 |
| 4 | 2 | 142040 | REGIONAL GEOGRAPHY OF GUJARAT-II | C C | Theory | 3 | 3 |
| 5 | 3 | 142050 | BASICS OF CLIMATOLOGY | C C | Theory | 3 | 3 |
| 6 | 3 | 142060 | REGIONAL GEOGRAPHY OF INDIA I | C C | Theory | 3 | 3 |
| 7 | 3 | 142070 | ENVIRONMENTAL GEOGRAPHY | C C | Theory | 3 | 3 |
| 8 | 4 | 142080 | REGIONAL GEOGRAPHY OF INDIA II | C C | Theory | 3 | 3 |
| 9 | 4 | 142090 | BIO GEOGRAPHY | C C | Theory | 3 | 3 |
| 10 | 4 | 142100 | BASICS OF OCEANOGRAPHY | C C | Theory | 3 | 3 |
| 11 | 5 | 142110 | HUMAN GEOGRAPHY | C C | Theory | 3 | 3 |
| 12 | 5 | 142120 | PHILOSOPHY OF GEOGRAPHICAL THOUGHT | C C | Theory | 3 | 3 |
| 13 | 5 | 142130 | CARTOGRAPHIC METHOD I | C C | Practical | 3 | 3 |
| 14 | 5 | 142141 | INDUSTRIAL GEOGRAPHY | C O | Theory | 3 | 3 |
| 15 | 5 | 142142 | SETTLEMENT GEOGRAPHY | C O | Theory | 3 | 3 |
| 16 | 6 | 142150 | ECONOMIC GEOGRAPHY | C C | Theory | 3 | 3 |
| 17 | 6 | 142160 | GEOGRAPHY OF TOURISM | C C | Theory | 3 | 3 |
| 18 | 6 | 142170 | CARTOGRAPHIC METHOD II | C C | Practical | 3 | 3 |
| 19 | 6 | 142181 | POLITICAL GEOGRAPHY | C O | Theory | 3 | 3 |
| 20 | 6 | 142182 | GEOGRAPHY OF POPULATION | C O | Theory | 3 | 3 |
| 21 | 7 | 142190 | GEOGRAPHY OF NATURAL HAZARDS | C C | Theory | 3 | 3 |
| 22 | 7 | 142200 | AGRICULTURAL GEOGRAPHY | C C | Theory | 3 | 3 |
| 23 | 7 | 142210 | CARTOGRAPHIC METHOD III | C C | Practical | 3 | 3 |
| 24 | 7 | 142221 | RESOURCE GEOGRAPHY | C O | Theory | 3 | 3 |
| 25 | 7 | 142222 | GEOGRAPHY OF URBAN SYSTEM | C O | Theory | 3 | 3 |
| 26 | 8 | 142230 | SOCIAL GEOGRAPHY | C C | Theory | 3 | 3 |
| 27 | 8 | 142240 | REGIONAL PLANNING AND DEVELOPMENT | C C | Theory | 3 | 3 |
| 28 | 8 | 142250 | CARTOGRAPHIC METHOD IV | C C | Theory | 3 | 3 |
| 29 | 8 | 142261 | GEOGRAPHY OF TRANSPORTATION | C O | Theory | 3 | 3 |
| 30 | 8 | 142262 | RURAL GEOGRAPHY | C O | Theory | 3 | 3 |

Curriculum Framework : Political Science

| SR. NO. | SEM | PAPER CODE | TITLE OF THE PAPER /COURSE | NATURE | TYPE | CREDIT | HOURS |
|---------|-----|------------|--|--------|--------|--------|-------|
| 1 | 1 | 144010 | INTRODUCTION TO POLITICAL SCIENCE - I | C C | Theory | 3 | 3 |
| 2 | 1 | 144020 | INTRODUCTION TO GOVERNMENT MACHINERY - I | C C | Theory | 3 | 3 |
| 3 | 2 | 144030 | INTRODUCTION TO POLITICAL SCIENCE-II | C C | Theory | 3 | 3 |
| 4 | 2 | 144040 | INTRODUCTION TO GOVERNMENT MACHINERY -II | C C | Theory | 3 | 3 |
| 5 | 3 | 144050 | INDIAN POLITY-I | C C | Theory | 3 | 3 |
| 6 | 3 | 144060 | INTRODUCTION TO POLITICAL IDEOLOGIES | C C | Theory | 3 | 3 |
| 7 | 3 | 144070 | INTRODUCTION TO DEMOCRATIC THEORY - I | C C | Theory | 3 | 3 |
| 8 | 4 | 144080 | INDIAN POLITY-II | C C | Theory | 3 | 3 |
| 9 | 4 | 144090 | MAJOR CONTEMPORARY POLITICAL IDEOLOGIES | C C | Theory | 3 | 3 |
| 10 | 4 | 144100 | INTRODUCTION TO DEMOCRATIC THEORY - II | C C | Theory | 3 | 3 |

Semester I

Semester I

| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total |
|-------------|-------------------|--------------|--------------|----------|-----------|------------|------------|------------|------------|
| Education | Education | T/P | 2+1 | I | 7 | 120 | 75 | 175 | 25 |
| B.A. (Arts) | Principal | Theory | 2 | I | 6 | 90 | 60 | 140 | 200 |
| | First Subsidiary | Theory | 2 | I | 6 | 90 | 60 | 140 | 200 |
| | Second Subsidiary | Theory | 2 | I | 6 | 90 | 60 | 140 | 200 |
| | | Total | 9 | | 25 | 390 | 255 | 595 | 850 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-------------------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Psychology of Learner | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Perspectives in Education | Theory | 3 | 45 | 30 | 70 | 100 |
| 3 | Education | Gujarati Language | Practical | 1 | 30 | 15 | 35 | 50 |
| 4 | Gujarati | પદ્ય સ્વરૂપ : મીરાંનાં પદ | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Gujarati | સ્વરૂપ : ટૂંકીવાર્તા : પસંદગી પામેલી શ્રેષ્ઠ વાર્તાઓ | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Hindi | हिन्दी भाषा और व्याकरण | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Hindi | आधुनिक हिन्दी कविता | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | English | General English and Grammar | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | English | Introduction to Literature | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | Sanskrit | संस्कृतभाषाशिक्षणम् -1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | Sanskrit | कथासाहित्यम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | History | History and Allied Disciplines | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | History | Ancient History of India: Form Earliest Times to Indus Valley Civilization | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | Geography | Introduction to Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Geography | Regional Geography of Gujarat- I | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Political Science | Introduction to Political Science - I | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Political Science | Introduction to Government Machinery - I | Theory | 3 | 45 | 30 | 70 | 100 |

Any three subjects of Arts (Gujarati, Hindi, English, Sanskrit, History, Geography and Political Science) will have to be opted by the student.

Sem

LS 1: Psychology of Learner

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- develop insight about Educational Psychology and the stages of human growth and development
- understand different theories of Development and its implication in real classroom scenario
- understand and imply theories of Intelligence, Personality and Creativity
- understand Mental Health and Adjustment

Unit 1: Educational Psychology & Growth and Development

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

Unit 2: Developmental Theories: Concept, Stages and 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 Erickson's Theory of Psycho-Socio Development

Unit 3: Intelligence, Personality and Creativity

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

Unit 4: Mental Health and Adjustment

- 4.1 Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene
- 4.2 Adjustment: Concept, Characteristics and Maladjustment
- 4.3 Defence Mechanisms: Types and Implications
- 4.4. Group Dynamics: Concept & Implications, Sociometry.

Sem

ES 1: Perspectives in Education

Compulsory

I

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand the Education as a System in India and Education envisioned by Indian Thinkers
- understand the importance of Development of Education System
- understand the policies implemented in Post-independence Era
- appreciate the futuristic National Policies being introduced

Unit 1: Education

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

Unit 2: Education in India

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

Unit 3: Education in Post Independent India

- 3.1 Radhakrishna Commission, Secondary Education Commission
- 3.2 Kothari Commission
- 3.3 National Policy on Education 1986, Programme of Action 1992
- 3.4 RTE Act 2009

Unit 4: National Education Policy 2020

- 4.1 Restructuring School Education: 5 + 3 + 3 + 4 and Early Childhood Care and Education
- 4.2 School Curriculum and Pedagogy
- 4.3 Teacher
- 4.4 Promotion of Indian Languages, Art and Culture; Online and Digital Education

Sem

LPC 1: Gujarati Language

Compulsory

Marks : 35 + 15

હેતુઓ

- પ્રશિક્ષણાર્થીઓનો વિવિધ પ્રવૃત્તિઓ દ્વારા ગુજરાતી ભાષામાં શ્રવણ, લેખન, કથન અને વાંચન કૌશલ્યનો વિકાસ થાય.
- પ્રશિક્ષણાર્થીઓ અર્થગ્રહણ સાથે ધ્યાનપૂર્વક સાંભળતા શીખે.
- પ્રશિક્ષણાર્થીઓ પોતાના વિચારો શુદ્ધભાષામાં વિનય અને વિવેકપૂર્વક અભિવ્યક્ત કરતાં શીખે.
- પ્રશિક્ષણાર્થીઓ ધ્યાનપૂર્વક, સ્પષ્ટ, શુદ્ધ અને યોગ્ય ગતિથી અર્થઘટન સાથે વાંચતા શીખે.
- પ્રશિક્ષણાર્થીઓ પોતાના વિચારો ક્ષોભ, શરમ, સંકોચ વિના અને યોગ્ય પ્રવાહી શૈલીમાં અભિવ્યક્ત કરતાં શીખે.

યુનિટ : ૧ શ્રવણ અને લેખન કૌશલ્ય આધારિત પ્રવૃત્તિઓ.

- 1.1 <https://www.youtube.com/watch?v=h9OM--rX0Jc> - youtube પરથી મનુભાઈ પંચોળી 'દર્શક' લિખિત દીપનિર્વાણ પુસ્તકનો આસ્વાદ સાંભળો અને ચિંતન કરો.
- 1.2 <https://www.youtube.com/watch?v=iKaIzzuDp0o> - youtube પરથી અશોક વ્યાસની મુલાકાત સાંભળો અને ચિંતન કરો.
- 1.3 ગુજરાતી ભાષાના કોઈ એક નામાંકિત વક્તાના વક્તવ્યની વિડીયો/ઓડિયો ક્લિપ સાંભળો.
- 1.4 ગુજરાતી ભાષાની કોઈ એક કાવ્ય રચના અને તેના આસ્વાદની વિડીયો/ઓડિયો ક્લિપ સાંભળો.
- 1.5 <https://www.youtube.com/watch?v=7H58DXWLe8E> - આ youtube પરથી હાસ્ય લેખક "રતિલાલ બોરીસાગર"ની મુલાકાત સાંભળો અને ચિંતન કરો.

(પ્રશિક્ષણાર્થીઓએ ક્રમ 1 થી 5 ની પ્રવૃત્તિ જાતે પસંદ કરવાની અને પ્રવૃત્તિનો અહેવાલ પાવર પોઇન્ટ પ્રેસેન્ટેશન, બ્લોગ જેવા સ્વરૂપે લેખિતમાં રજૂ કરવો. જેમા શ્રવણ કૌશલ્યની પ્રવૃત્તિની લિંકની નોંધ કરવાની રહેશે.)

યુનિટ : ૨ વાચન અને કથન કૌશલ્ય આધારિત પ્રવૃત્તિઓ.

- 2.1 કોઈપણ બે કાવ્યોનું આદર્શ કાવ્ય પઠન કરવું.
- 2.2 ગુજરાતી સમાચાર પત્ર અથવા સામયિકમાંથી કોઈપણ બે લેખકોના કોલમનું વાંચન કરવું.
- 2.3 ગુજરાતી ભાષા સાહિત્યના કોઈ એક સાહિત્ય સ્વરૂપની વિશેષતા વાંચો.
- 2.4 કોઈ પણ એક મહાપુરુષના જીવન-ચિત્રનું આદર્શ વાંચન કરવું.
- 2.5 તોતોચાન અથવા દિવાસખનું વાંચન કરવું.

નોંધ : વિભાગ અ અને વિભાગ બ આધારે કાર્યશાળા કે પ્રવૃત્તિનું આયોજન કરવું.

- 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 અહેવાલના આધારિત તેનું પ્રાયોગિક કાર્ય પૂર્ણ ગણવામાં આવશે.

Sem

I

પદ્ય સ્વરૂપ : મીરાંનાં પદ

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ મધ્યકાલીન કવિતા રીતિનો પરિચય કેળવે
- વિદ્યાર્થીઓ મીરાંના જીવનથી માહિતગાર થાય
- વિદ્યાર્થીઓ પદ સ્વરૂપનો પરિચય કેળવે અને તેનો ઉદ્ભવ - વિકાસ જાણે
- વિદ્યાર્થીઓ પદનો આસ્વાદ માણે અને આસ્વાદ કરતાં શીખે

Unit 1 મીરાંનું જીવન -કવન

- 1.1 મીરાંના જીવન વિશેની દંતકથાઓ
- 1.2 મીરાંનો ઉછેર, બાળપણ
- 1.3 મીરાંનું લગ્નજીવન

Unit 2 મધ્યકાલીન સાહિત્યસ્વરૂપ : પદ

- 2.1 પદનો ઉદ્ભવ અને વિકાસ
- 2.2 પદ સાહિત્ય સ્વરૂપના લક્ષણની સમજ

Unit 3 પસંદ કરેલા પદનો આસ્વાદ

- 3.1 કાવ્યોનો આસ્વાદ

Unit 4 પદનાં વિષય

- 4.1 ભક્તિ, પ્રણય, વિરહ
- 4.2 મીરાંનાં પદની ભાષાશૈલી - ભાષા વૈવિધ્ય

Sem

I

સ્વરૂપ : ટૂંકીવાર્તા : પસંદગી પામેલી શ્રેષ્ઠ વાર્તાઓ

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ટૂંકીવાર્તાનું સ્વરૂપ, ઉદ્ભવ-વિકાસ જાણે
- વિદ્યાર્થીઓ ટૂંકીવાર્તા અને બીજા સાહિત્ય સ્વરૂપ વચ્ચે ફરક કરી શકે
- વિદ્યાર્થીઓ કથઈતવ્ય અને ઉદ્દેશ સમજે, વાર્તા ક્યાં બને છે તે અને મૂલ્યો અવગત કરે
- વિદ્યાર્થીઓ ટૂંકીવાર્તાના સંવાદો, ચોટ, ભાષા, શરૂઆત-અંત વગેરે અવલોકે
-

Unit 1 ટૂંકીવાર્તાનું સ્વરૂપ

- 1.1 વ્યાખ્યા, ટૂંકીવાર્તાનું સ્વરૂપ - લક્ષણો

Unit 2 ટૂંકીવાર્તાનો ઉદ્ભવ અને વિકાસ

- 2.1 ટૂંકીવાર્તાની નવલકથા, લઘુનવલ, લઘુકથા સાથે તુલના

Unit 3 પસંદગી પામેલા વાર્તાના સર્જકોનો ટૂંકો પરિચય

- 3.1 સર્જકોનું જીવન - કવન

Unit 4 વાર્તાનું કથઈતવ્ય

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

Sem

I

हिन्दी भाषा और व्याकरण

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी हिन्दी भाषा के उद्भव और विकास का ज्ञान प्राप्त करें
- विद्यार्थी शब्द के भेद, संरचना, स्रोत और अर्थ का ज्ञान प्राप्त करें
- विद्यार्थी उपसर्ग, प्रत्यय, संधि और समास का ज्ञान प्राप्त करें
- विद्यार्थी पद के भेद का ज्ञान प्राप्त करें

Unit 1 हिन्दी भाषा

- 1.1 हिन्दी भाषा के उद्भव और विकास का संक्षिप्त परिचय
- 1.2 हिन्दी के विविध रूप - हिन्दी, उर्दू, हिन्दुस्तानी, दक्षिणी
- 1.3 हिन्दी ध्वनियों (स्वरों) का वैज्ञानिक अध्ययन
- 1.4 मानक (हिन्दी वर्तनी)

Unit 2 हिन्दी शब्द और शब्द रचना

- 2.1 शब्द भेद
- 2.2 संरचना के आधार पर - मूल, यौगिक, यौगरूढ़
- 2.3 स्रोत के आधार पर - तत्सम, तद्भव, देशज, विदेशी
- 2.4 अर्थ के आधार पर - एकार्थी, अनेकार्थी, समानार्थी, विरुद्धार्थी

Unit 3 शब्द निर्माण

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

Unit 4 पद के भेद

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

उद्देश्य

- विद्यार्थी पूर्व छायावाद और छायावादी कविता की प्रवृत्तियों का ज्ञान प्राप्त करें
- विद्यार्थी पूर्व छायावादी कवियों की काव्य रचना कला का ज्ञान प्राप्त करें
- विद्यार्थी सुमित्रानंदन पंत और जयशंकर प्रसाद की छायावादी कविताओं का ज्ञान प्राप्त करें
- विद्यार्थी महादेवी वर्मा और सूर्यकांत त्रिपाठी की साहित्य रचनाओं के बारे में ज्ञान प्राप्त करें

Unit 1 पूर्व छायावादी और छायावादी कविता

- 1.1 पूर्व छायावादी कविता
- 1.2 पूर्व छायावादी कविता की प्रवृत्तियाँ
- 1.3 छायावादी कविता
- 1.4 छायावादी कविता की प्रवृत्तियाँ

Unit 2 अयोध्या सिंह उपाध्याय और माखनलाल चतुर्वेदी

- 2.1 फूल और कांटे
- 2.2 पारिजात
- 2.3 सखि! वे मुझसे कहकर जाते
- 2.4 कैदी और कोकिला

Unit 3 जयशंकर प्रसाद और सुमित्रानंदन पंत

- 3.1 मधुमय देश
- 3.2 बीती विभावरी
- 3.3 सुख दुःख
- 3.4 मानव

Unit 4 सूर्यकांत त्रिपाठी और महादेवी वर्मा

- 4.1 भिक्षुक
- 4.2 अभी न होगा मेरा अंत
- 4.3 जाग तुझको दूर जाना
- 4.4 मैं नीर भरी दुःख की बदली

Objectives**To enable the prospective Teacher to**

- learn application of basic concepts and usage of literary terms
- learn Grammar and sentence construction through text and grammar exercises
- understand nuances of Spoken English
- learn language through literature

Unit 1 Prose:1

- 1.1 Letters to Daughters: Prakash Padukone
- 1.2 My Childhood: A P J Abdul Kalam
- 1.3 First Selfie in Space: Sujata Reddy
- 1.4 The Narmada: Editors

Unit 2 Prose:2

- 2.1 Spoken English and Broken English: G B Shaw
- 2.2 A Slip of the Tongue: F E B Gray
- 2.3 Mobile and Mixed Up: Anil Dharkar
- 2.4 The Zero Waster: Himanshi Dhawan

Unit 3 Grammar 1

- 3.1 Parts of Speech
- 3.2 Articles-I
- 3.3 Prepositions-I
- 3.4 Vocabulary-I (Based on Units 1.1 to 1.4)

Unit 4 Grammar 2

- 4.1 Articles- II
- 4.2 Prepositions-II
- 4.3 Vocabulary-II (Based on Units 2.1 to 2.4)
- 4.4 Paragraph Writing

Sem

I

Introduction to Literature

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- enable students to study the basic notions of literature
- acquire knowledge about the nature and function of literature
- learn about the major forms of literature and its relation to other domains
- understand Literature and its type

Unit 1 Introduction to Literature

- 1.1 Understanding Nature of Literature
- 1.2 Types and Characteristics of Literature
- 1.3 Why to study literature?
- 1.4 How to study literature?

Unit 2 Introduction to the Forms of Literature

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

Unit 3 Elements of Short Story

- 3.1 Grounds of Narrative: Story & Plot
- 3.2 Character & Characterization
- 3.3 Narrative Vantage: Point of View
- 3.4 Setting: Location & Time

Unit 4 Study of Texts

- 4.1 Literature Applied
- 4.2 Fiction: The Gift of Magi by O'Henry
- 4.3 Non-Fiction: Of Study by Francis bacon
- 4.4 Poetry: The Tyger by William Blake

Sem

I

संस्कृतभाषाशिक्षणम् - 1

Compulsory

Marks : 70 + 30

उद्देश्यानि

- संस्कृतेन सम्भाषणकौशलं प्राप्तुम्
- संस्कृतव्याकरणस्य पद्धतिपूर्वकं ज्ञानं प्राप्तुम्
- कृदन्तानां परिचयप्राप्तिः
- अव्ययानां परिचयप्राप्तिः

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 लोट्लकारः, 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 तृतीयाविभक्ति- कृदन्तपाठनम्

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

Sem

I

कथासाहित्यम्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- मूल्यशिक्षणम्, वाक्पटुता सम्पादनं च
- कथानां माध्यमेन व्यावहारिकज्ञानसम्पादनम्
- पंचतन्त्रस्य कथानां रसास्वादनम्
- समाजे हितोपदेशपंचतन्त्रग्रन्थयोः उपयोगिता

Unit 1 हितोपदेशे मित्रलाभः

- 1.1 हितोपदेशे प्रस्तावनाश्लोकाः- 1तः20
- 1.2 हितोपदेशे प्रस्तावनाश्लोकाः- 21तः47
- 1.3 व्याघ्रपथिकयोःकथा
- 1.4 जरद्वीवगृध्रकथा

Unit 2 हितोपदेशे मित्रलाभः

- 2.1 भैरवव्याधस्य कथा
- 2.2 कर्पूरतिलकहस्तीकथा

Unit3 पञ्चतन्त्रम्

- 3.1 पंचतन्त्रम् – विष्णुशर्मा
- 3.2 पंचतन्त्रप्रमुखसुभाषितानि
- 3.3 काकसर्पयोः कथा
- 3.4 मूर्खमित्रकथा

Unit 4 हितोपदेशपंचतन्त्रयोःसंसारयात्रायाः परिचयः

- 4.1 हितोपदेशस्य विशेषपरिचयः
- 4.2 हितोपदेशस्य समयः, विश्वभाषासु तस्य अनुवादः
- 4.3 पंचतन्त्रस्य चिरंजीवित्वम्
- 4.4 साहित्यदृष्ट्या पंचतन्त्रम्

Sem

History and Allied Disciplines

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand What is History
- understand Sources of Indian History
- understand Geography-Political Science relationship with History
- understand Economics-Sociology and relationship with History

Unit 1 Meaning of History

- 1.1 What is History ?
- 1.2 Pireods in History
- 1.3 Types of History
- 1.4 Why should we study History?

Unit 2 Sources of Indian History

- 2.1 Ancient
- 2.2 Middieval
- 2.3 Modern

Unit 3 Hisrory`s Relation with Geography and Political Science

- 3.1 What is Geography?
- 3.2 Geography`s relationship with History
- 3.3 What is Political Science?
- 3.4 Political Science`s Relationship with History

Unit 4 Hisrory`s Relation with Economics And Sociology

- 4.1 What Is Economics?
- 4.2 Economics relationship with History.
- 4.3 What is Sociology?
- 4.4 Sociology`s relationship with History.

Sem
I

Ancient History of India: From Earliest Times to Indus Valley Civilization

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Human Life and Inventions in Stone Ages
- understand Beginning of Agriculture and Settled Life
- understand Harappan Civilization
- understand The Contribution of Harappan Civilization

Unit 1 Stone Age

- 1.1 Human Life and Inventions in Stone Ages
- 1.2 Food, Weapons, Attire etc
- 1.3 Primitive Man's Contribution (Political, Social, Economical, Religious and Cultural) in Stone Ages

Unit 2 Beginning of Agriculture and Settled Life

- 2.1 Emergence of Large Village
- 2.2 Pre-Harappan and Early Harappan Phase

Unit 3 Harappan Civilization [Sindhu(Indus) Valley Civilization]

- 3.1 The Discovery and Period
- 3.2 Characteristics of Harappan Civilization
- 3.3 Town Planning: Houses, Roads, Drainage System, Public Baths, Public Buildings, Political Life:
- 3.4 Social Life: Economic Life and Religious Life: Art and Architecture

Unit 4 The End of Harappan Civilization [Sindhu (Indus) Valley Civilization]

- 4.1 The Fall and end of Harappan Civilization
- 4.2 The Contribution of Harappan Civilization [Sindhu (Indus) Valley Civilization] to the World.

Sem

I

Introduction to Geography

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the basics of Geography
- understand about the importance and relevance of the study of Geography
- provide knowledge on the latitude and longitude
- provide knowledge on the Solar system

Unit 1 Nature, Scope and Branches of Geography

- 1.1 The nature of Geography, Geography as a Bridge-science
- 1.2 Realms of Geography
- 1.3 Geography as an Independent Branch of Study

Unit 2 Latitude and Longitude

- 2.1 Grid system, International Dateline
- 2.2 Cycle of Seasons
- 2.3 Phases of moon, leap year Eclipse, Tides

Unit 3 Origin of Earth

- 3.1 Solar System
- 3.2 Origin of Earth-Gaseous theory of Emanuel Kant, Lapla's Nebular hypothesis, Tidal Theory, Big Bang theory

Unit 4 Geological Classification

- 4.1 Geological Time Scale
- 4.2 Interior of the Earth

Sem
I**Regional Geography of Gujarat - I**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- provide knowledge on the comprehensive, integrated and empirically based profile
- provide knowledge on the physical setting
- provide knowledge on the drainage pattern
- provide knowledge on the natural vegetation and minerals

Unit 1 Physical Setting of Gujarat

- 1.1 Location and Physical Setting:-Borders, Boundaries and neighbouring states
- 1.2 Major Physiographic divisions
- 1.3 Geological Structure

Unit 2 Rivers, Climate and Seasons

- 2.1 Major Rivers and their Drainage Pattern
- 2.2 Factor Influencing Climate of Gujarat
- 2.3 Seasons and Distribution of Rainfall

Unit 3 Natural Vegetation and Wild Life

- 3.1 Natural Vegetation : its Types and Distribution
- 3.2 Wild life wealth of Gujarat

Unit 4 Minerals and Soil

- 4.1 Minerals of Gujarat-Limestones, Fluorspar, Bauxite, Fire Clay, Chinaclay
- 4.2 Oil and Natural Gas, Non-conventional Energy Resources
- 4.3 Types of Soil and their Problems

Sem

Introduction to Political Science - I

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand basic concepts of political science
- understand the meaning of State, its meaning and elements
- understand the origin and development of state
- understand sovereignty

Unit 1 Basic Concepts

- 1.1 Meaning and Scope of Political Science
- 1.2 Significance of the study of Political Science
- 1.3 Relationship of Political Science with History-Economics-Sociology & Geography

Unit 2 State

- 2.1 Meaning, Definition and Elements
- 2.2 Main Functions of the State
- 2.3 State and Society, State and Government

Unit 3 State: Origin and Development

- 3.1 The Force Theory
- 3.2 The Social Contract Theory
- 3.3 The Evolutionary Theory

Unit 4 Sovereignty

- 4.1 Meaning, Types and Main Characteristics of Sovereignty
- 4.2 Austin's Theory of Sovereignty and the Pluralist Theory of Sovereignty
- 4.3 Sovereignty: In the context of the changing Global Scenario

Sem

I

Introduction to Government Machinery - I

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand the Constitution
- understand the meaning, formation and functions of the legislature
- understand meaning, functions and types of the Executive
- understand meaning and functions of the Judiciary

Unit 1 Constitution

- 1.1 Meaning, Definition and Features of an Ideal Constitution
- 1.2 Classification of Constitution, Types of Constitutions
- 1.3 The Theory of Separation of Power

Unit 2 Legislature

- 2.1 Meaning, Formation and Functions of Legislature
- 2.2 Types of Legislature: Uni-Cameral and Bi-Cameral
- 2.3 The Process of Law Making

Unit 3 Executive

- 3.1 Meaning, Functions and Types of Executive
- 3.2 Parliamentary Executive: Characteristics, Merits and Demerits
- 3.3 Presidential Executive: Characteristics, Merits and Demerits

Unit 4 Judiciary

- 4.1 Meaning and Functions of Judiciary
- 4.2 The concept of 'Rule of the Law', Independence of Judiciary
- 4.3 Judicial Review, Judicial Activism

Semester II

Semester II

| Semester – II | | | | | | | | | |
|---------------|-------------------|--------------|--------------|----------|-----------|------------|------------|------------|------------|
| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total |
| Education | Education | T/P | 2+1 | II | 7 | 120 | 75 | 175 | 250 |
| B.A. (Arts) | Principal | Theory | 2 | II | 6 | 90 | 60 | 140 | 200 |
| | First Sub-sidiary | Theory | 2 | II | 6 | 90 | 60 | 140 | 200 |
| | Second Subsidiary | Theory | 2 | II | 6 | 90 | 60 | 140 | 200 |
| | | Total | 9 | | 25 | 390 | 255 | 595 | 850 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-------------------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Learning and Teaching | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Developing the Self | Theory | 3 | 45 | 30 | 70 | 100 |
| 3 | Education | English Language | Practical | 1 | 30 | 15 | 35 | 50 |
| 4 | Gujarati | સ્વરૂપ : ખંડકાવ્ય : શ્રેષ્ઠ ગુજરાતી ખંડકાવ્ય | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Gujarati | ગદ્ય : લઘુનવલ : પ્રિયજન - વીનેશ અંતાણી | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Hindi | कहानी : स्वरूप और विकास | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Hindi | छायावादोत्तर हिन्दी कविता | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | English | The English Language | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | English | Study of Literary Form: Short Story | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | Sanskrit | संस्कृतकविपरिचयः | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | Sanskrit | इतिहास परिचयः - संक्षेपरामायणम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | History | Ancient History of India: Vedic Age to Buddha & Bhagavan Mahavir Age | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | History | Ancient History of World: Misr (ancient Egypt) to Roman Empire | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | Geography | Basics of Geomorphology | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Geography | Regional Geography of Gujarat II | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Political Science | Introduction to Political science-II | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Political Science | Introduction to Government Machinery –II | Theory | 3 | 45 | 30 | 70 | 100 |

Any three subjects of Arts (Gujarati, Hindi, English, Sanskrit, History, Geography and Political Science) will have to be opted by the student.

Sem
II**LS 2 : Learning and Teaching**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand the concept and nature of learning
- comprehend the theories of learning with reference to concepts and implications
- understand concept of teaching and use of various teaching method
- understand models of teaching and programmed learning

Unit 1 Learning: Concept and Nature

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

Unit 2 Theories of Learning (Concepts and Implications)

- 2.1 Classical Conditioning theory
- 2.2 Operant Conditioning theory
- 2.3 Learning by trial and error
- 2.4 Gestalt theory (Insight learning)

Unit 3 Teaching and Role of Teacher

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

Unit 4 Models of Teaching and Programmed Learning

- 4.1 Models of Teaching: Concept, Characteristics, Elements
- 4.2 Concept attainment Model
- 4.3 Advance Organizer Model
- 4.4 Programmed Learning: Concept, Principles, Types, Steps of Development

Sem
II**ES 2 : Developing the Self**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1 Self and Self Identity

- 1.1 Concept of Self and Self-identity
- 1.2 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna
- 1.3 Constituent of Panch Kosh
- 1.4 Components of Self – Attitude, Beliefs, Values

Unit 2 Development of Social Self

- 2.1 Concept of Social Self & Cultural Self
- 2.2 Agencies that shape the Self: Family, School and Community
- 2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self
- 2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self

Unit 3 Development of Spiritual Self

- 3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity
- 3.2 Process of Self-awareness, Self-observation, Introspection and Austerity
- 3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)
- 3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)

Unit 4 Developing Self through Books, Case Studies, Films

- 4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)
- 4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans
- 4.3 Films: Adi Shankracharya, Reva, Mystic India
- 4.4 Role of a Teacher(Guru) in Developing the Self

Sem
II

The English Language

Compulsory

Marks : 35 + 15

Objectives : To enable the prospective teachers

- to develop Listening, Speaking, Reading and Writing skills in language
- to use language in daily life/communication.
- to get proficiency over the language.
- to develop their own tools/contents and strategies to apply language effectively

Unit : 1 Activities related to Listening & Writing skills

- 1.1 <https://www.youtube.com/watch?v=M8JdkfZdhe8> Listen this video and reflect upon it.
- 1.2 <https://youtu.be/NLyGQeqrKOM> Listen this video and reflect upon it.
- 1.3 <https://youtu.be/hN7j7Ey-cM0> Listen this video and reflect upon it.
- 1.4 <https://youtu.be/SDNK8IT0lxs> Listen this video and reflect upon it.

On the basis of the above activities carried out in the sr. no.1 to 4, prepare a report in written form (may be in form of ppt, blog post, etc.)

- 1.5 Email writing/Letter writing/Report writing/Prepare your resume with application for the post of a teacher.

Unit 2 : Activities related to Reading and Speaking skills

- 2.1 Poem recitation of any two poems.
- 2.2 Read the editorial/speaking from Newspaper.
- 2.3 Ideal Reading of any one short stories.
- 2.4 Read any one book you like such as “Wings of Fire”
- 2.5 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 minimum three 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.

Sem

II

સ્વરૂપ : ખંડકાવ્ય : શ્રેષ્ઠ ગુજરાતી ખંડકાવ્ય

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ખંડકાવ્યના સ્વરૂપને જાણે
- વિદ્યાર્થીઓ ખંડકાવ્ય અને આખ્યાન વચ્ચેનો તફાવત જાણે
- વિદ્યાર્થીઓ ખંડકાવ્યનો ઉદ્ભવ અને વિકાસ જાણે
- વિદ્યાર્થીઓ ખંડકાવ્યના સર્જકોનો પરિચય મેળવે અને વિદ્યાર્થીઓ ખંડકાવ્યના વિષય વૈવિધ્ય, ભાષા, રચનારીતિ, છંદ વૈવિધ્ય સમજે

Unit 1 ખંડકાવ્યનું સ્વરૂપ

- 1.1 ખંડકાવ્ય ઉદ્ભવ અને વિકાસ

Unit 2 ખંડકાવ્ય અને આખ્યાનનો તફાવત

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

Unit 3 પસંદ કરેલા ખંડકાવ્યમાં વિષય-વૈવિધ્ય

- 3.1 ઐતિહાસિક, પૌરાણિક, પુરાકલ્પન, સત્યઘટના...

Unit 4 ખંડકાવ્યની ભાષા

- 4.1 રચનારીતિ, છંદવૈવિધ્ય
- 4.2 વાતાવરણ નિરૂપણ, ચોટ
- 4.3 આરંભ - અંત

Sem

II

ગદ્ય : લઘુનવલ : પ્રિયજન - વીનેશ અંતાણી

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ વીનેશ અંતાણીના જીવનનો પરિચય મેળવે
- વિદ્યાર્થીઓ લઘુનવલનું સ્વરૂપ, ઉદ્ભવ અને વિકાસ જાણે
- વિદ્યાર્થીઓ લઘુનવલનું કથાવસ્તુ, પાત્ર, સંવાદ જાણે
- વિદ્યાર્થીઓ લઘુનવલની ભાષા અને શબ્દ વૈવિધ્ય જાણે

Unit 1 વીનેશ અંતાણીનું જીવન

- 1.1 વીનેશ અંતાણીના કવનનો પરિચય

Unit 2 લઘુનવલ સ્વરૂપ

- 2.1 લઘુનવલ ઉદ્ભવ અને વિકાસ
- 2.2 લઘુનવલની નવલકથા અને ટૂંકીવાર્તા સાથે તુલના

Unit 3 લઘુનવલ તરીકે મૂલ્યાંકન

- 3.1 લઘુનવલનું કથાવસ્તુ, પાત્ર, સંવાદ,

Unit 4 લઘુનવલની ભાષા

Sem

II

कहानी : स्वरूप और विकास

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी कहानी की परिभाषा और स्वरूप का ज्ञान प्राप्त करें
- विद्यार्थी कहानी के तत्त्व का ज्ञान प्राप्त करें
- विद्यार्थी जयशंकर प्रसाद, प्रेमचंद्र, जैनेन्द्र और अज्ञेय की कहानी कला का अध्ययन करें
- विद्यार्थी भीष्म साहनी, कमलेश्वर, काशीनाथ और सुदर्शन की कहानी कला का अध्ययन करें

Unit 1 कहानी

- 1.1 कहानी की परिभाषा
- 1.2 कहानी का स्वरूप
- 1.3 कहानी का उद्भव
- 1.4 कहानी का विकास

Unit 2 कहानी के तत्त्व

- 2.1 कहानी में पात्र
- 2.2 कहानी में परिवेश
- 2.3 कहानी में उद्देश्य
- 2.4 कहानी में भाषा शैली

Unit 3 प्रस्तुत कहानियों का अध्ययन

- 3.1 आकाशदीप- जयशंकर प्रसाद
- 3.2 कफन- मुंशी प्रेमचंद
- 3.3 पत्नी- जैनेन्द्र
- 3.4 गैंग्रीन – अज्ञेय

Unit 4 प्रस्तुत कहानियों का अध्ययन

- 4.1 चीफ़ की दावत- भीष्म साहनी
- 4.2 दिल्ली में एक मौत- कमलेश्वर
- 4.3 सुख- काशीनाथ
- 4.4 हार की जीत- सुदर्शन

Sem

II

छायावादोत्तर हिन्दी कविता

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी प्रगतिवाद, प्रयोगवाद और नई कविता के बारे में जाने
- विद्यार्थी शिवमंगल सिंह और नागार्जुन की कविता की विशेषता को समझें
- विद्यार्थी अज्ञेय और भवानी प्रसाद की काव्य कला को जाने
- विद्यार्थी सर्वेश्वर दयाल और धूमिल की छायावादोत्तर कविता को समझें

Unit 1 छायावादोत्तर कविता

- 1.1 प्रगतिवाद की काव्य प्रवृत्तियाँ
- 1.2 प्रयोगवाद की काव्य प्रवृत्तियाँ
- 1.3 नई कविता की काव्य प्रवृत्तियाँ
- 1.4 काव्य की विशेषता एवम् काव्य रचना कला

Unit 2 शिवमंगल सिंह सुमन और नागार्जुन

- 2.1 वरदान मांगूंगा नहीं
- 2.2 मिट्टी की महिमा
- 2.3 उनको प्रणाम
- 2.4 अकाल और उसके बाद

Unit 3 अग्नि और भवानी प्रसाद

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

Unit 4 सर्वेश्वर दयाल सक्सेना और धूमिल

- 4.1 मेरे भीतर की कोयल
- 4.2 लीक पर वे चले
- 4.3 बीस साल बाद
- 4.4 शहर में सूर्यास्त

Sem

II

The English Language

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand the characteristics and classification of English language
- develop their understanding into word building, punctuations and dialectical influences related to English language
- understand the origins of English language
- understand the transformation English underwent

Unit 1 Introduction to English as a Language

- 1.1. Introduction
- 1.2. Characteristics of English as a Language
- 1.3. The Classification of Language Family

Unit 2 Vocabulary

- 2.1. Characteristics of English Vocabulary
- 2.2. The Influences on English Vocabulary
- 2.3. Recent Tendencies in English Vocabulary

Unit 3 Spelling and Pronunciation

- 3.1. The Relation between Spelling and Phonetics
- 3.2. The three types of Spelling
- 3.3. A Short History of Spelling and Pronunciation

Unit 4 The Shaping, Building and Ordering of Words

- 4.1. Word Building
- 4.2. Influence of Dialects on English
- 4.3. Syntax, Parts of Speech and Intonation

Sem
II**Study of Literary Form: Short Story**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- appreciate to study 'Short Story' as a literary form
- learn how to approach a story as student/teacher
- understand the elements of a short story
- understand different types of short story

Unit 1 Introduction to Genre: Short Story

- 1.1 Understanding 'Short story' as a Literary Form
- 1.2 Chief Characteristics of Short Story
- 1.3 Types of Short Story
- 1.4 Narrative of Short Story

Unit 2 Study of the Major Exponents of the Genre

- 2.1 Anton Chekhov
- 2.2 Katherine Mansfield
- 2.3 Edgar Allan Poe
- 2.4 Nathaniel Hawthorne
- 2.5 Guy de Maupassant

Unit 3 Short-Stories-I

- 3.1 A Cup of Tea- Katherine Mansfield
- 3.2 The Night the Ghost Got In- James Thurber
- 3.3 A Snake in the Grass- R K Narayan

Unit 4 Short-Stories-II

- 4.1 How Much Land Does a Man Need?-Leo Tolstoy
- 4.2 Necklace-Guy de Maupassant
- 4.3 The Bet-Anton Chekhov

Sem
II

संस्कृतकविपरिचयः

Compulsory

Marks : 70 + 30

उद्देश्यानि

- आदिकवे: वाल्मीके: परिचयः, कृतिपरिचयः
- महाकवे:वेदव्यासस्य परिचयः, कृतीनां परिचयः
- भासकालिदासभवभूतीनां परिचयप्राप्तिः, कृतिपरिचयः च
- माघभारविबाणदण्डिनां परिचयप्राप्तिः, कृतिपरिचयः च

Unit 1 आदिकवि: वाल्मीकि:-

- 1.1 कविहृदयः वाल्मीकिः
- 1.2 वाल्मीकिना वर्णितं रामचरित्रम्
- 1.3 वाल्मीकिदृष्ट्या मानवतायाः परीक्षा- राज्ञः महिमा च
- 1.4 वाल्मीकिना वर्णितं सीताचरित्रम्

Unit 2 महर्षिः वेदव्यास:-

- 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

Unit 4 महाकवयः:-

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

Sem

II

इतिहास परिचय: - संक्षेपरामायणम्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- रामायणस्य मूलभूतसारांशस्य अवगमनम्
- आदर्शभूतानां विचाराणां अधिग्रहणम्
- विशिष्टानां श्लोकानां स्मरणम्

Unit 1 श्लोकसंख्या 1 तः 25

- 1.1 श्लोकसंख्या 1 तः 6
- 1.2 श्लोकसंख्या 7 तः 13
- 1.3 श्लोकसंख्या 14 तः 19
- 1.4 श्लोकसंख्या 20 तः 25

Unit 2 श्लोकसंख्या 26 तः 50

- 2.1 श्लोकसंख्या 26 तः 31
- 2.2 श्लोकसंख्या 32 तः 37
- 2.3 श्लोकसंख्या 38 तः 43
- 2.4 श्लोकसंख्या 44 तः 50

Unit 3 श्लोकसंख्या 51 तः 75

- 3.1 श्लोकसंख्या 51 तः 56
- 3.2 श्लोकसंख्या 57 तः 62
- 3.3 श्लोकसंख्या 63 तः 68
- 3.4 श्लोकसंख्या 69 तः 75

Unit 4 श्लोकसंख्या 76 तः 100

- 4.1 श्लोकसंख्या 76 तः 81
- 4.2 श्लोकसंख्या 82 तः 87
- 4.3 श्लोकसंख्या 88 तः 93
- 4.4 श्लोकसंख्या 94 तः 100

Sem
II

Ancient History of India: From Vedic Age to Buddha and Bhagvan Mahavir Age

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Vedic Civilization
- understand Post Vedic Literature
- understand Early History of South India and Deccan
- understand Mahavira and Buddha as a Social Reformer

Unit 1 Vedic Civilization:

- 1.1 Arrival of Aryans in India; Aryans Colonies on The Bank of Sapta- Sindhu
- 1.2 Polity and Administration – Sabha and Samiti
- 1.3 Social Life, Economic Life, Religious Life, Education
- 1.4 Vedic Literature, Science and Technology

Unit 2 Post Vedic Literature

- 2.1 Religion and Philosophy
- 2.2 Age of Mahajanpadas
- 2.3 Nanda Dynasty

Unit 3 Early History of South India and Deccan

- 3.1 Sangam Age and Literature

Unit 4 Social Reformer

- 4.1 Mahavir-as a Social Reformer
- 4.2 Buddha- as a Social Reformer

Sem
II

Ancient History of World: Misr (Ancient Egypt) to Roman Empire

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Civilization in Egypt
- understand Mesopotamian Civilization
- understand Ancient Greek Civilization
- understand Ancient Roman Civilization

Unit 1 Rise of Civilization in Egypt (Misr)

- 1.1 Political Condition & Administration
- 1.2 Social Life, Economic Life, Religion & Religious Beliefs
- 1.3 The Art of Writing and Education, Achievements in the Field of Arts
Architecture (Pyramids, Temples, Victory Towers) Sepulture (The Sphinx), Drawing And
Painting
- 1.4 Decline of the Civilization & Contribution to the World

Unit 2 Mesopotamian Civilization

- 2.1 Brief Polity
- 2.2 Society, Economy, Religion & Religious Beliefs , Culture And Script Science And Technological
- 2.3 Laws of Hammurabi
- 2.4 Fall and Decline of the Mesopotamian Civilization & Contribution to the World

Unit 3 Ancient Greek Civilization

- 3.1 Political Outlook
- 3.2 Characteristics of Ancient Greek Civilization
- 3.3 Contribution to World

Unit 4 Ancient Roman Civilization

- 4.1 Political Outlook
- 4.2 Characteristics of Ancient Roman Civilization
- 4.3 Contribution to World

Sem
II

Basic of Geomorphology

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the linkages between landscape form and processes
- provide knowledge on the fundamental concepts in physical systems
- provide knowledge on the interior of the earth
- provide knowledge on the denudation and weathering

Unit 1 Interior of the Earth

- 1.1 Internal Structure of the Earth
- 1.2 Continental Drift Theory
- 1.3 Plate Tectonic Theory

Unit 2 Rocks and Earth Movement

- 2.1 Rocks-their types and modes of occurrence
- 2.2 Earth movements, Folds, Faults and associated landforms

Unit 3 Shaking of Earth

- 3.1 Earthquakes - Causes, effects and world distribution
- 3.2 Volcanos - Causes, effects and world distribution

Unit 4 Denudation, Weathering

- 4.1 Denudation, Weathering-types, Features, Erosion
- 4.2 work of - Rivers, Glaciers, Wind, Sea waves, Ground Water

Sem
II**Regional Geography of
Gujarat - II**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- understand comprehensive, integrated empirically based profile
- understand socio - economic aspects of Gujarat with the regional development
- understand the agriculture development, problems and prospects
- understand the industrial development, transport and demographic characteristics

Unit 1 Agricultural and Economic Development

- 1.1 Agriculture :Crop Regions –Food Crop, Cash Crop, Fruit crop
- 1.2 Agricultural Development, Problems and prospects
- 1.3 Livestock rearing, its contribution to economic development

Unit 2 Energy Resources and Industries

- 2.1 Energy and Industry : Power Plants :Hydel, thermal, atomic units
- 2.2 Non-conventional energy sources, wind, solar and bio-gas
- 2.3 Industrial Regions and development, cement, petro-chemicals, textiles
- 2.4 Edible oil, dairy and automobile Industries

Unit 3 Trade and Transport

- 3.1 Transport and Trade-Transport Network-Pattern and density
- 3.2 Road, rail, airways and ports
- 3.3 Trade-local, regional, national and International

Unit 4 Population, Urbanization and Industrialization

- 4.1 Population –Distribution, Density, Demographic Characteristics
- 4.2 Urban, Rural and Tribal Population, their Distribution and Problems
- 4.3 Urbanization, Industrialization and Development Patterns in Gujarat
- 4.4 Contemporary Issues and Development Trends

Sem
II

Introduction to Political Science - II

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand meaning and types of liberty
- understand Equality and Justice
- understand rights and duties
- understand law

Unit 1 Liberty

- 1.1 Meaning of Liberty
- 1.2 Types of Liberty
- 1.3 Liberty and Law

Unit 2 Equality and Justice

- 2.1 Meaning and types of Equality
- 2.2 Liberty and Equality
- 2.3 Meaning and Importance of Justice

Unit 3 Rights and Duties

- 3.1 Meaning and Importance of Rights
- 3.2 Types of Rights
- 3.3 Meaning and types of Duties

Unit 4 Law

- 4.1 Meaning and main Characteristics of Law
- 4.2 The Sources of Law
- 4.3 Types of Law

Sem

II

Introduction to Government Machinery - II

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand unitary and federal government
- understand democracy and dictatorship
- understand local self-government
- understand origin and development of United Nations

Unit 1 Unitary and Federal Government

- 1.1 Meaning, Characteristics, Merits and Demerits of Unitary Government
- 1.2 Meaning, Characteristics, Merits and Demerits of Federal Government
- 1.3 Differences between Unitary and Federal Government

Unit 2 Democracy and Dictatorship

- 2.1 Meaning, Types, Merits and Demerits of Democracy
- 2.2 Meaning, Causes, Merits and Demerits of Dictatorship
- 2.3 Differences between Democracy and Dictatorship

Unit 3 Local Self Government

- 3.1 Meaning, Importance, Functions of Local Self Government
- 3.2 Merits and Demerits of Local Self Government
- 3.3 The Concepts of Welfare State

Unit 4 The United Nations

- 4.1 Origin and Development of the United Nations
- 4.2 The Charter and Major Organs of the United Nations
- 4.3 Major achievements and Failures of the United Nations (in brief)

Semester III

Semester III

| Semester – III | | | | | | | | |
|----------------|-------------------|--------|--------------|--------|-------|----------|----------|-------|
| | | | Total Papers | Credit | Hours | Internal | External | Total |
| Education | Education | T/P | 2+1 | 7 | 120 | 75 | 175 | 250 |
| B.A. (Arts) | Principal | Theory | 3 | 9 | 135 | 90 | 210 | 300 |
| | First Sub-sidiary | Theory | 3 | 9 | 135 | 90 | 210 | 300 |
| | | Total | 9 | 25 | 390 | 255 | 595 | 850 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-------------------|---|-----------|--------|-------|----------|----------|-------|
| 1 | Education | ICT in Curriculum | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Hindi Language | Practical | 1 | 30 | 15 | 35 | 50 |
| 3 | Education | General Pedagogy of Languages, Social Sciences and Commerce (O) | Theory | 3 | 45 | 30 | 70 | 100 |
| 4 | Gujarati | ગ્રંથકાર : અખાભગત : પસંદગી પામેલા છપ્પા : સ્વરૂપ પરિચય | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Gujarati | સ્વરૂપ : આત્મકથા : મારી હકીકત | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Gujarati | ભાષાસજ્જતા અને લેખનકૌશલ - 1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Hindi | उपन्यास साहित्यिक विद्या का स्वरूपगत अध्ययन: गबन | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Hindi | आदिकालीन एवम् निर्गुण भक्ति काव्य का इतिहास | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Hindi | हिन्दी नाटक : ध्रुवस्वामिनी | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | Old English period to Augustan Age | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | Major Literary Texts I: Chaucer to Marlowe | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | Introduction to Linguistics | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | Sanskrit | संस्कृतभाषाशिक्षणम्-2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | Sanskrit | संस्कृतभाषाशिक्षणम्-3 | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | नाट्यसाहित्यम्-प्रतिमानाटकम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | History | Ancient History of India: -From Mauryan to Harshvardhan | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | History | Ancient History of Gujarat | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | History | History of India: 650 A.D. To 1206 A.D. (Raj Put Era) | Theory | 3 | 45 | 30 | 70 | 100 |
| 19 | Geography | Basics of Climatology | Theory | 3 | 45 | 30 | 70 | 100 |
| 20 | Geography | Regional Geography of India I | Theory | 3 | 45 | 30 | 70 | 100 |
| 21 | Geography | Environmental Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 22 | Political Science | Indian Polity-I | Theory | 3 | 45 | 30 | 70 | 100 |
| 23 | Political Science | Introduction to Political Ideologies | Theory | 3 | 45 | 30 | 70 | 100 |
| 24 | Political Science | Introduction to Democratic Theory – I | Theory | 3 | 45 | 30 | 70 | 100 |

Objectives**To enable the prospective Teacher to**

- develop critical understanding of concept & aspects of ICT
- develop skills for integrating ICT and Pedagogy
- acquaint them with tools of ICT in education
- familiarize them with ICT enabled assessment

Unit 1 ICT- Concept & Aspects

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

Unit 2 Integrating ICT and Pedagogy

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

Unit 3 ICT for Education

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

Unit 4 ICT Enabled Assessment and Education

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

Sem

III

LPC 3: Hindi Language

Compulsory

Marks : 35+ 15

उद्देश्य

- प्रशिक्षणार्थी प्रवृत्ति के माध्यम से श्रवण, कथन, पठन और लेखन कौशल का विकास करें।
- प्रशिक्षणार्थी हिन्दी भाषा का व्यवहारिक जीवन एवं प्रत्यायन में उचित रूप से प्रयोग करें।
- प्रशिक्षणार्थी हिन्दी भाषा में कुशलता प्राप्त करें।
- प्रशिक्षणार्थी हिन्दी भाषा कौशल की अभिवृद्धि के हेतु विभिन्न युक्ति-प्रयुक्ति का प्रयोग करें।

युनिट 1 : श्रवण और लेखन कौशल आधारित प्रवृत्तियाँ।

- 1.1 <https://youtu.be/1PNVwstst7s> , <https://youtu.be/JJKpjtr15wk> विडिओ क्लिप सुनकर काव्य में प्रस्तुत विचारों पर चिंतन कीजिए।
 - 1.2 <https://youtu.be/pCRkOG1LH-I> विडियो क्लिप सुनकर कहानी के केन्द्र विचार, पात्र, घटना एवं उद्देश्य पर चिंतन कीजिए।
 - 1.3 <https://youtu.be/4nvEfSMvQGE> विडियो क्लिप सुनकर हिन्दी भाषा के महत्त्व के संदर्भ में आपकी प्रतिक्रिया प्रस्तुत करें।
 - 1.4 <https://youtu.be/GW5GKaGLxBU>, विडियो क्लिप सुनकर मुलाकात में प्रस्तुत महानुभव के विचार के संदर्भ में आपकी प्रतिक्रिया दर्शाएं।
 - 1.5 <https://youtu.be/LrdrcP2oiyU> विडियो क्लिप सुनकर आत्मकथा के बारे में चिंतन कीजिए।
- १ से ५ प्रवृत्तियों को 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।

युनिट 2: पठन और कथन कौशल आधारित प्रवृत्तियाँ।

- 2.1 हिन्दी साहित्य के दो उत्तम काव्य का पठन करें।
 - 2.2 हिन्दी समाचार-पत्र में प्रस्तुत कोई एक लेखक का साहित्यिक लेख पढ़ें।
 - 2.3 उत्तम कहानियों में से किसी एक कहानी का आदर्श पठन करें।
 - 2.4 हिन्दी साहित्य की कोई एक उत्तम पुस्तक पढ़ें जैसे कि मुंशी प्रेमचंद रचित उपन्यास 'रंगभूमि' और कोई एक संशोधनात्मक लेख का पठन करें।
 - 2.5 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 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 करना।

सूचना:

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

Sem
III**PS1 O2 : General Pedagogy for Languages,
Social Sciences & Commerce**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

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

Unit 1 Values and Corelation among Languages, Social Sciences and Commerce

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

Unit 2 Pedagogical Perspectives

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

Unit 3 Methods of Teaching Languages, Social Science and Commerce

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

Unit 4 Microteaching, Simulation

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

Sem

III

ગ્રંથકાર : અખાભગત :
પસંદગી પામેલા છપ્પા : સ્વરૂપ પરિચય

Compulsory

Marks : 70 + 30

હેતુ :

- વિદ્યાર્થીઓ અખાભગતના જીવનનો પરિચય મેળવે
- વિદ્યાર્થીઓ છપ્પાનું સાહિત્ય સ્વરૂપ અને ઉદ્ભવ વિકાસ જાણે
- વિદ્યાર્થીઓ અખાભગતના છપ્પાની દષ્ટાંતકલા જાણે અને સમજે
- વિદ્યાર્થીઓ છપ્પાની ભાષા, છંદવૈવિધ્ય, વ્યંહારું ઉદાહરણ દ્વારા જણાવેલ સમાજ સુધારાની વાત સમજે

Unit 1 અખાભગતનું જીવન - કવન

- 1.1 કવિના જીવનની કિંવદન્તીઓ

Unit 2 છપ્પાનું સાહિત્ય સ્વરૂપ

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

Unit 3 અખાભગતના છપ્પામાં વિષયો

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

Unit 4 અખાભગતના છપ્પામાં વપરાયેલી ભાષા

- 4.1 અખાભગતના છપ્પામાં છંદ વૈવિધ્ય
- 4.2 અખાભગતના છપ્પામાં કરેલ વ્યંહારું ઉદા. દ્વારા કટાક્ષ
- 4.3 છપ્પામાં વપરાયેલ કહેવત, રૂઢિપ્રયોગ

Sem

III

સ્વરૂપ : આત્મકથા : મારી હકીકત

Compulsory

Marks : 70 + 30

હેતુ :

- વિદ્યાર્થીઓ નર્મદના જીવન અને ગુણો જાણે
- વિદ્યાર્થીઓ આત્મકથા સાહિત્ય સ્વરૂપને જાણે અને વિદ્યાર્થીઓ આત્મકથાના ઉદ્ભવ - વિકાસથી માહિતગાર થાય
- વિદ્યાર્થીઓ આત્મકથા, જીવનચરિત્ર, રેખાચિત્ર, વ્યક્તિચિત્ર વચ્ચેના ફરક જાણે
- વિદ્યાર્થીઓ દક્ષિણ ગુજરાતની બોલીના પ્રયોગો નોંધે અને માન્ય ગુજરાતી સાથે સરખાવે

Unit 1 નર્મદનું જીવન - કવન

- 1.1 નર્મદના વ્યક્તિત્વના અગત્યના ગુણલક્ષણો
- 1.2 કુળ અને કુટુંબ, ઉછેર અને ઘડતર, કારકિર્દી

Unit 2 આત્મકથાનું સાહિત્ય સ્વરૂપ

- 2.1 આત્મકથા ઉદ્ભવ અને વિકાસ
- 2.2 આત્મકથા, જીવનચરિત્ર, રેખાચિત્ર, વ્યક્તિચિત્રનો તફાવત

Unit 3 પ્રથમ આત્મકથા તરીકે મૂલ્ય

- 3.1 ગુજરાતી આત્મકથામાં મારી હકીકતનું સ્થાન

Unit 4 મારી હકીકતની ભાષાશૈલી

- 4.1 દક્ષિણ ગુજરાતની બોલીની છાપ

Sem

III

ભાષાસજ્જતા અને લેખનકૌશલ - 1

Compulsory

Marks : 70 + 30

હેતુ :

- વિદ્યાર્થીઓ સંક્ષેપીકરણ સમજે
- વિદ્યાર્થીઓ નિબંધલેખન સમજે
- વિદ્યાર્થીઓ વિચાર-વિસ્તાર સમજે
- વિદ્યાર્થીઓ ગદ્યસમીક્ષા સમજે

Unit 1 સંક્ષેપીકરણ

- 1.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ
- 1.2 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા
- 1.3 રૂઢિપ્રયોગ, કહેવત મૂકી શકાય તેમ હોય તે શોધવા
- 1.4 વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો

Unit 2 નિબંધ લેખન

- 2.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા
- 2.2 મુદ્દાનો ક્રમ નક્કી કરવો
- 2.3 અવતરણોનું મહત્ત્વ
- 2.4 પ્રસ્તાવના અને ઉપસંહારનું લેખન

Unit 3 વિચાર-વિસ્તાર

- 3.1 વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો
- 3.2 વિચારનો વિસ્તાર
- 3.3 ઉદાહરણ, અવતરણનું મહત્ત્વ

Unit 4 ગદ્યસમીક્ષા

- 4.1 પરિચ્છેદનું ઝીણવટ પૂર્વકનું વાચન
- 4.2 પરિચ્છેદના અગત્યના વિચાર બિંદુઓ
- 4.3 પ્રશ્નોની સમજ
- 4.4 જવાબ અને જવાબની ભાષા

Sem

III

उपन्यास साहित्यिक विद्या का स्वरूपगत अध्ययन: ग़बन

Compulsory

Marks : 70 + 30

उद्देश्य:

- विद्यार्थी उपन्यास के स्वरूप और प्रकार को जाने
- विद्यार्थी उपन्यास का उद्भव और विकास के बारे में जाने
- विद्यार्थी मुंशी प्रेमचंद के ग़बन उपन्यास की कथावस्तु, मुख्य पात्र, गौणपात्र एवम् परिवेश को जाने
- विद्यार्थी ग़बन उपन्यास के देशकाल एवम् वातावरण, भाषा शैली और उद्देश्य के तत्त्व को जाने

Unit 1 उपन्यास:

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

Unit 2 उपन्यास का उद्भव और विकास

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

Unit 3 उपन्यास के तत्त्व

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

Unit 4 उपन्यास के तत्त्व

- 4.1 देशकाल एवम् वातावरण
- 4.2 भाषा शैली
- 4.3 उद्देश्य
- 4.4 संक्षिप्त परिचय

Sem

III

आदिकालीन एवम् निर्गुण भक्ति काव्य का इतिहास

Compulsory

Marks : 70 + 30

उद्देश्य:

- विद्यार्थी आदिकाल नामकरण की समस्या और प्रमुख साहित्य प्रवृत्ति की जानकारी प्राप्त करें
- विद्यार्थी निर्गुण भक्ति काव्य और सूफी काव्य की सामान्य प्रवृत्ति का ज्ञान प्राप्त करें
- विद्यार्थी सूफी काव्य और कवि की जानकारी प्राप्त करें
- विद्यार्थी आदि काल के विविध कवियों के योगदान का ज्ञान प्राप्त करें

Unit 1 आदिकाल और प्रमुख साहित्य प्रवृत्तियाँ

- 1.1 आदिकाल
- 1.2 नामकरण की समस्या
- 1.3 आदिकाल की प्रमुख साहित्य प्रवृत्तियाँ
- 1.4 लौकिक साहित्य

Unit 2 भक्ति काल

- 2.1 भक्ति काल का उद्भव और विकास
- 2.2 भक्ति काल की साहित्य प्रवृत्तियाँ
- 2.3 निर्गुण भक्ति काव्य
- 2.4 सूफी काव्य परंपरा

Unit 3 सूफी कवि

- 3.1 मालिक मुहम्मद जायसी
- 3.2 नूर मुहम्मद
- 3.3 मुल्ला दाऊद
- 3.4 कुतबन

Unit 4 कृति कार

- 4.1 कबीर
- 4.2 नानक देव
- 4.3 रैदास
- 4.4 दादूदयाल

Sem

III

हिन्दी नाटक : ध्रुवस्वामिनी

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी नाटक के तत्त्व पूर्व एवम् पश्चिम के संदर्भ में जाने
- विद्यार्थी द्विवेदी युगीन एवम् प्रसाद कालीन नाटकों का संक्षिप्त परिचय प्राप्त करें
- विद्यार्थी ध्रुवस्वामिनी रचना की कथावस्तु, देशकाल, पात्र एवम् संवाद योजना को जाने
- विद्यार्थी ध्रुवस्वामिनी की रचना में निहित रंगमंचिता, भाषा शैली और उद्देश्य को जाने

Unit 1 नाटक

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

Unit 2 द्विवेदीकालीन और प्रसादकालीन नाटक

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

Unit 3 ध्रुवस्वामिनी

- 3.1 कथावस्तु
- 3.2 पात्र निरूपण
- 3.3 देशकाल एवम् वातावरण
- 3.4 संवाद योजना

Unit 4 ध्रुवस्वामिनी

- 4.1 रंगमंचिता
- 4.2 भाषा शैली
- 4.3 उद्देश्य
- 4.4 संक्षिप्त परिचय

Sem
III**Old English Period to
Augustan Age**Compulsory
Marks : 70 + 30**Objectives:****To enable the prospective Teacher to**

- understand the beginnings of English Language and Literature
- acquire the knowledge of cultural and social developments that led to the changes in the forms and styles of literature writing in different periods
- understand the beginnings of English literature
- understand the historical events that gave rise to the literature of the times

Unit 1 Old English Period

- 1.1 Social background
- 1.2 Literary features
- 1.3 Middle English Period
- 1.4 Medieval Theatre

Unit 2 Elizabethan Period

- 2.1 Social background
- 2.2 Renaissance, Reformation
- 2.3 Elizabethan Drama
- 2.4 Elizabethan Poetry

Unit 3 Jacobean Age

- 3.1 Social background
- 3.2 Drama
- 3.3 Poetry & Late Renaissance Poetry
- 3.4 Prose

Unit 4 Restoration Age

- 4.1 Social Background
- 4.2 Literary features
- 4.3 Poetry & Drama
- 4.4 Prose, including Novel

Sem
III

Major Literary Texts I : Chaucer to Marlowe

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand the beginnings of English Literature
- learn the major trends of the period through the major texts of prominent writers of the period
- understand the evolution of English Language
- understand and appreciate sonnet as a form of poetry

Unit 1 Geoffrey Chaucer

- 1.1 Social background
- 1.2 Prologue to Canterbury Tales by Geoffrey Chaucer

Unit 2 William Shakespeare

- 2.1 Social background
- 2.2 The Merchant of Venice by William Shakespeare

Unit 3 Christopher Marlowe

- 3.1 University Wits
- 3.2 Dr. Faustus By Christopher Marlowe

Unit 4 Poems

- 4.1 I find no peace – Sir Thomas Wyatt
- 4.2 The Nightingale – Sir Philip Sidney
- 4.3 The Lunatic, the Lover, and the Poet – William Shakespear

Sem

III

Introduction to Linguistics

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- give basic knowledge of linguistics as a field of study
- understand and apply linguistics in language learning
- give a practical understanding of the sound system of English language
- give a practical understanding of the language structure of English

Unit 1 Linguistics

- 1.1 Linguistics: Nature and Scope, Phonetics & Phonology: Theory and Practice
- 1.2 Linguistics as a Science

Unit 2 Phonetics & Phonology

- 2.1 Organs of Speech (Description of speech sounds)
- 2.2 Vowels & Consonants: Manners and Places of articulation

Unit 3 Language Structure - 1

- 3.1 Language Structure - background
- 3.2 Grammar: Technicality and Philosophy

Unit 4 Language Structure - 2

- 4.1 Morphology
- 4.2 Syntax

Sem

III

संस्कृतभाषाशिक्षणम् -2

Compulsory

Marks : 70 + 30

उद्देश्यानि

- लिङ्लकारयोः परिचयप्राप्तिः प्रयोगः च
- कर्मणिभावेप्रयोगपठनम्
- लिङ्लकारस्य तव्यत्-अनीयर्-प्रत्यययोः च पाठनम्
- शतृशानच्-प्रयोगपठनम्

Unit 1 प्रथमः पाठः

- 1.1 विध्यर्थे विधिलिङ्लकारः
- 1.2 लङ्लकारः
- 1.3 विधिलिङ्लकारः
- 1.4 लृङ्लकारः

Unit 2 द्वितीयः पाठः

- 2.1 कर्मणिप्रयोगः - वर्तमानकाले
- 2.2 भावेप्रयोगः वर्तमानकाले
- 2.3 कर्मणि लोट्लकारः
- 2.4 भावेप्रयोगः लोट्लकारः

Unit 3 तृतीयः पाठः

- 3.1 कर्मणि / भावेप्रयोगः लङ्लकारः
- 3.2 कर्मणि / भावेप्रयोगः लिङ्लकारः
- 3.3 तव्यत्-प्रत्ययः
- 3.4 अनीयर्-प्रत्ययः

Unit 4 चतुर्थः पाठः

- 4.1 शतृप्रत्ययान्तानां प्रयोगः
- 4.2 शानच्-प्रत्ययान्तानां प्रयोगः
- 4.3 उपपदविभक्तयः
- 4.4 धातुरूपाभ्यासः - पठ्धातुः (दशलकारेषु)

Sem

III

संस्कृतभाषाशिक्षणम् - 3

Compulsory

Marks : 70 + 30

उद्देश्यानि

- हलन्तपुंलिंगशब्दानाम् उपपदविभक्तेः च पठनेन व्याकरणस्य व्यवस्थितमध्ययनम्
- विशेषणविशेष्यभावपठनेन अनुवादकौशलसम्पादनम्
- संख्यासु लिंगभेदपठनेन चित्-चन्-प्रयोगयोः विशेषपठनम्
- आत्मनेपदिधातूनां विशेषज्ञानम्

Unit 1 प्रथमः पाठः

- 1.1 हलन्तपुंलिंगशब्दाः-प्रथमाविभक्तिः
- 1.2 हलन्तस्त्रीलिंगशब्दाः-प्रथमाविभक्तिः
- 1.3 हलन्तनपुंसकलिंगशब्दाः- प्रथमाविभक्तिः
- 1.4 हलन्तशब्दाः- द्वितीया-तृतीया-चतुर्थीविभक्तयः

Unit 2 द्वितीयः पाठः -

- 2.1 हलन्तशब्दाः- पंचमी-षष्ठी-सप्तमीविभक्तयः
- 2.2 हलन्तपुंलिंगशब्दाः- सप्तसु विभक्तिषु
- 2.3 विशेषणविशेष्यभावः
- 2.4 सर्वनामशब्दाः

Unit 3 तृतीयः पाठः

- 3.1 सर्वनामशब्दाः
- 3.2 संख्यासु लिंगभेदः
- 3.3 पूरणप्रत्ययान्ताः
- 3.4 चित्-चन्-प्रयोगः

Unit 4 चतुर्थः पाठः

- 4.1 आत्मनेपदिनां धातूनां परिचयः- लट्लकारः
- 4.2 आत्मनेपदिनां धातूनां परिचयः- लोट्लकारः
- 4.3 आत्मनेपदिनां धातूनां परिचयः- लृट्लकारः
- 4.4 सम्भावनार्थे विधिलिङ्लकारः

Sem
III

नाट्यसाहित्यम् - प्रतिमानाटकम्

Compulsory

Marks : 70 + 30

उद्देश्यानि-

- 1 रामभरतयोः स्नेहवृत्तान्तस्य परिचयः
- 2 परस्परम् ऐक्यभावेन जीवनस्य बोधः
- 3 भासस्य लेखनशैल्याः विशिष्टपरिचयः
- 4 नाट्यसाहित्यस्य रसास्वादः

Unit 1 प्रथमः अंकः , द्वितीयः अंकः

- 1.1 प्रथमांकस्य रसदर्शनम्
- 1.2 रामस्य वनगमनप्रसंगः
- 1.3 द्वितीयांकस्य महत्त्वम्
- 1.4 द्वितीयांकस्य मुख्यं दृश्यम्

Unit 2 तृतीयः अंकः , चतुर्थः अंकः

- 2.1 सूतभरतयोः संवादः प्रतिमागृहप्रसंगः च
- 2.2 भरतस्य मातृभिः सह मेलनम्
- 2.3 चतुर्थके प्रवेशकस्य महत्त्वम्
- 2.4 भरतमिलापः

Unit 3 पंचमः अंकः , षष्ठः अंकः

- 3.1 सीतारामयोः संवादः
- 3.2 रामरावणयोः संवादः सीताहरणं च
- 3.3 मातापुत्रयोः मेलनम्
- 3.4 रसदर्शनम्

Unit 4 सप्तमः अंकः

- 4.1 महत्त्वम्
- 4.2 मुख्यं दृश्यम्
- 4.3 रामस्य राज्याभिषेकः
- 4.4 भरतवाक्यम्

**Sem
III****Ancient History of India :
From Mauryan to Harshvardhan****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand the Mauryan Empire
- understand post Mauryan Empire
- understand the Pre Gupta Period and the Gupta Empire
- understand Rule Age of Harshvardhan

Unit 1 The Mauryan Empire

- 1.1. Sources
- 1.2 Political History and Administration Mauryan Society and Economic
- 1.3 Religion and Culture
- 1.4 Causes for the Decline of the Mauryan Empire

Unit 2 The Pre Gupta Period

- 2.1 Brief Introduction Of Sung,
- 2.2 Kanva and Greek
- 2.3 Shak and Kshtrap
- 2.4 Satavahans

Unit 3 The Gupta Empire

- 3.1 Sources
- 3.2 Brief Political History and Administration
- 3.3 Society and Economic
- 3.4 Religions and Culture

Unit 4 Rule Age of Harshvardhan

- 4.1 Sources
- 4.2 Political History And Administration
- 4.3 Religious Policies

Sem
III

Ancient History of Gujarat

Compulsory

Marks : 70 + 30

Objective

To enable the prospective Teacher to

- understand Ancient Gujarat Sources
- understand Pre History and Proto History and Gujarat during Mauryan to Gupta Rule
- understand Maitrak Age, Chavada, Pratihāra and Rastrakut Rule
- understand Solanki and Vaghela Age

Unit 1 Ancient Gujarat

- 1.1 Sources
- 1.2 Pre History and Proto History (Lothal, Mahabharata Era, Dark Age and Buddha Age)
- 1.3 Gujarat during Mauryan to Gupta Rule

Unit 2 Maitrak Age

- 2.1 Polity and Administration
- 2.2. Society and Economy
- 2.3 Education
- 2.4 Literature And Art

Unit 3 Chavada, Pratihara and Rastrakut Rule

- 3.1 Polity and Administration
- 3.2 Economy And Society
- 3.3 Religion And Culture

Unit 4 Solanki and Vaghela Age

- 4.1 Polity
- 4.2 Administration
- 4.3 Economy And Society
- 4.4 Religion And Culture

Sem
III

History of India : 650 A.D. to 1206 A.D. (Rajput Era)

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand The Political Condition of India Before the Establishment of the Rajput Era
- understand Polity, Administration and Economy during Rajput Period
- understand Society during Rajput Period
- understand Culture: During Rajput Period

Unit 1 Condition of India before the Establishment of the Rajput Era

- 1.1 Polity and Administration
- 1.2 Invasions of Mahmud Gazni
- 1.3 Invasions Muhammad Ghuri

Unit 2 Northern and Southern India during Rajput Era -1

- 2.1 Polity
- 2.2 Administrations
- 2.3 Economies during Rajput Period

Unit 3 Northern and Southern India during Rajput Era -2

- 3.1 Society: During Rajput Period

Unit 4 Northern and Southern India during Rajput Era -3

- 4.1 Culture: During Rajput Period

Sem

III

Basics of Climatology

Compulsory

Marks : 70 + 30

Objective

To enable the prospective Teacher to

- provide knowledge on the weather and Climate
- provide Knowledge of interrelationship between man and nature
- develop new insights among students on the relevance of climatic variable stagnating on climate change
- provide knowledge on the elements of climate

Unit 1 Weather and Climate

- 1.1 Weather and climate : Definition and Significance of climatology
- 1.2 Composition and structure of the atmosphere
- 1.3 Climate classification - basis of Koppen's classification

Unit 2 Atmospheric Temperature and Pressure

- 2.1 Atmospheric temperature
- 2.2 Insolation and global heat budget
- 2.3 Atmospheric pressure and winds- Planetary, periodic and local winds

Unit 3 Clouds and Rainfall

- 3.1 Types of clouds
- 3.2 Precipitation-forms and types and distribution of rainfalls

Unit 4 Air Masses and Cyclones

- 4.1 Air-masses and fronts : concept, classification and properties
- 4.2 Atmospheric disturbances : tropical and temperate cyclones, thunderstorms and tornadoes

Sem
III**Regional Geography of India - I**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- provide knowledge on the the basic landforms, climate, soil, vegetation and population
- provide knowledge on the origin of monsoon
- understand India in the context of Asia
- understand natural vegetation of India

Unit 1 India : Evolution and Physiographical Division

- 1.1 India in the context of Asia
- 1.2 Tectonic evolution
- 1.3 Physiographic division of India
- 1.4 Drainage system of India

Unit 2 Climate of India

- 2.1 Climate of India : Origin of monsoon climate
- 2.2 Seasons

Unit 3 Natural Vegetation, Soil and Minerals

- 3.1 Natural Vegetation
- 3.2 Soil of India
- 3.3 Minerals and energy resources, iron ore, bauxite, copper, zinc, lead, gypsum, Fluorspar, mica and various clays, coal, oil and natural gas and uranium

Unit 4 Aquatic Resources and Animal Resources

- 4.1 Aquatic resources : Fish and sea foods, forest resources, forest conservation
- 4.2 Animal resources
- 4.3 Hydel power, Thermal power, atomic and non- conventional powers

Sem
III

Environmental Geography

Compulsory

Marks : 70 + 30

Objectives:**To enable the prospective Teacher to**

- understand various dimensions of the environment, their spatial distribution
- understand anthropogenic interventions and resultant impacts on various ecosystems
- understand environmental governance
- understand environmental degradation

Unit 1 Nature and scope

- 1.1 Nature and scope of Environmental Geography
- 1.2 Distinction among Environment, Ecology and Geography
- 1.3 Component of Environment

Unit 2 Natural and Human Environment

- 2.1 Classification of Environment: Natural and Human
- 2.2 Man- Environment interrelations with respect to population size, types of economy and technology
- 2.3 Exploitation of Natural Resources and environmental hazards
- 2.4 Human impact on the natural environment

Unit 3 Environmental degradation

- 3.1 Environmental degradation : Origin, causes, characteristics, types
- 3.2 Distribution and consequences – Air, water, Land, Noise Pollution

Unit 4 Environmental issues

- 4.1 Emerging Environmental issues – Population explosion, Food Scarcity, Deforestation, Global Warming, Conservation of Biodiversity, sustainable development

Sem

III

Indian Polity - I

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Indian Constitution
- understand Fundamental Right, Directive Principles in Constitution Importance
- understand the Union Government in Parliament and Supreme Court
- understand State Government. Legislative Executive and High Court

Unit 1 The Constitution of India

- 1.1 Composition and Framing of the Constitution
- 1.2 Salient features of the Indian Constitution
- 1.3 The preamble of the Constitution

Unit 2 Foundation of Indian Constitution

- 2.1 The Fundamental Rights
- 2.2 The Directive principles of the State Policy
- 2.3 Major Constitutional Amendments

Unit 3 The Union Government

- 3.1 The Parliament :Composition, Power and Functions
- 3.2 The Executive: President, P.M. and The council of Ministers
- 3.3 The Supreme Court and Judicial Activism

Unit 4 State Government

- 4.1 Legislature :Composition, Power and Functions
- 4.2 Executive: Governor, C.M. and Council of Ministers
- 4.3 The High Court and the Subordinate Courts

Sem
III

Introduction to Political Ideologies

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Political Ideologies
- understand Individualism
- understand Socialism
- understand Marxism

Unit 1 Political Ideologies

- 1.1 Meaning
- 1.2 Nature
- 1.3 Importance and Relevance

Unit 2 Individualism

- 2.1 Meaning
- 2.2 Nature
- 2.3 Argument in favour and against

Unit 3 Socialism

- 3.1 Definition
- 3.2 Characteristics
- 3.3 Major Types of Socialism

Unit 4 Marxism

- 4.1 Meaning
- 4.2 Basic Principles
- 4.3 Its Review and Present Relevance

Sem
III

Introduction to Democratic Theory - I

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand meaning and types of Democracy
- understand economic, political and social democracy
- understand Majority and Minority of Rights
- understand Dictatorship

Unit 1 Democracy and Its Types

- 1.1 Democracy: Meaning and Types
- 1.2 Method of Direct Democracy
- 1.3 Difference between Direct and Indirect Democracy

Unit 2 Economic, Political and Social Democracy and Concept of Will

- 2.1 Economic Democracy
- 2.2 Political Democracy
- 2.3 Social Democracy
- 2.4 Concept of Will in Democracy

Unit 3 Majority

- 3.1 Meaning and Types of Majority
- 3.2 Limitation of Majority
- 3.3 Majority of Rights

Unit 4 Dictatorship

- 4.1 Meaning of Dictatorship
- 4.2 Merits and Demerits of Dictatorship
- 4.3 Difference between Democracy and Dictatorship

Semester IV

Semester IV

| Semester – IV | | | | | | | | |
|---------------|-------------------|--------|--------------|--------|-------|----------|----------|-------|
| | | | Total Papers | Credit | Hours | Internal | External | Total |
| Education | Education | T/P | 2+1 | 7 | 120 | 75 | 175 | 250 |
| B.A. (Arts) | Principal | Theory | 3 | 9 | 135 | 90 | 210 | 300 |
| | First Sub-sidiary | Theory | 3 | 9 | 135 | 90 | 210 | 300 |
| | | Total | 9 | 25 | 390 | 255 | 595 | 850 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-----------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | LPC 5: Classical Sanskrit | Practical | 1 | 30 | 15 | 35 | 50 |
| 2 | Education | PS2/PS3: Pedagogy of Gujarati* | Theory | 3 | 45 | 30 | 70 | 100 |
| 3 | Education | PS2/PS3: Pedagogy of Hindi * | Theory | 3 | 45 | 30 | 70 | 100 |
| 4 | Education | PS 2/PS3: Pedagogy of English (L1)* | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Education | PS2/PS3: Pedagogy of English (L2)* | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Education | PS 2/PS3: Pedagogy of Sanskrit* | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Education | PS2/PS3: Pedagogy of Social Science* | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Education | PS2/PS3: Pedagogy of Accountancy* | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Education | PS2/PS3 : Pedagogy of Commerce* | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | Education | PS2/PS3: Pedagogy of Economics* | Theory | 3 | 45 | 30 | 70 | 100 |
| 4 | Gujarati | સ્વરૂપ : ગઝલ : રાજેન્દ્ર શુક્લની ગઝલોમાંથી પસંદ કરેલી ગઝલો | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Gujarati | સ્વરૂપ : એકાંકી : હવેલી એકાંકી સંગ્રહમાંથી પસંદ કરેલા એકાંકી | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Gujarati | ભાષાસજ્જતા અને લેખનકૌશલ - 2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Hindi | निबंधेतर गद्य विधाए | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Hindi | हिन्दी निबंध | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Hindi | भारतीय काव्यशास्त्र | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | Augustan Age to Modern Age | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | Major Literary Texts II: Jonson to Wycherley | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | English Language Teaching at School | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | Sanskrit | श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च - 1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | Sanskrit | स्वास्थ्यचिन्तनम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | नीतिशतकम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | History | History of Modern World: From Renaissance to 1871 A.D. | Theory | 3 | 45 | 30 | 70 | 100 |

| | | | | | | | | |
|----|-------------------|---|--------|---|----|----|----|-----|
| 17 | History | History of India (1206 A.D. to 1526 A.D-Delhi Saltanal) | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | History | History of Europe [1914 A.D. To 1962 A.D.] | Theory | 3 | 45 | 30 | 70 | 100 |
| 19 | Geography | Regional Geography of India- II | Theory | 3 | 45 | 30 | 70 | 100 |
| 20 | Geography | Bio Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 21 | Geography | Basics of Oceanography | Theory | 3 | 45 | 30 | 70 | 100 |
| 22 | Political Science | Indian Polity-II | Theory | 3 | 45 | 30 | 70 | 100 |
| 23 | Political Science | Major Contemporary Political Ideologies | Theory | 3 | 45 | 30 | 70 | 100 |
| 24 | Political Science | Introduction to Democratic Theory – II | Theory | 3 | 45 | 30 | 70 | 100 |

Any two subjects of Arts (Gujarati, Hindi, English, Sanskrit, History, Geography and Political Science) will have to be opted by the student.

*Optional Paper (Two Methods to be selected from the given Subjects)

Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1 , Pedagogy of Sanskrit , Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.

Sem
IV

LPC 5: Classical Sanskrit

Compulsory

Marks : 35 + 15

हेतवः

प्रशिक्षणार्थिनः ...

- विविधप्रवृत्तीनां माध्यमेन संस्कृतभाषायां श्रवणं भाषणं पठनं लेखनं च इति चतुर्षु कौशलेषु सामर्थ्यं प्राप्स्यन्ति ।
- दैनिकजीवने स्वव्यवहारे संस्कृतभाषायाः उपयोगं कर्तुं सामर्थ्यं प्राप्स्यन्ति ।
- संस्कृतभाषायां नैपुण्यं प्राप्तुं सक्षमाः भवेयुः ।
- संस्कृतभाषायाः प्रभावपूर्णप्रयोगार्थं विविधयुक्तिप्रयुक्तीनां प्रयोगं कुर्युः ।

युनिटः 1 श्रवणलेखनकौशलाधारिताः प्रवृत्तयः

- 1.1 (1) <https://www.youtube.com/watch?v=3d64p0Pd04>
(2) <https://www.youtube.com/watch?v=Jk4ID9W-gno\0>
प्रदत्त लिंकमाध्यमेन शिशुगीतद्वयं सावधानं शृण्वन्तु ।
- 1.2 (1) <https://www.drive.google.com/file/d/JjBjmgXyoSviWZCtOJooParlBCI4L/view>
(2) <https://www.youtube.com/ww/KmaEAav94> प्रदत्तलिंकमाध्यमेन संस्कृतमहत्वं दर्शयती गीतद्वयं सावधानं शृण्वन्तु, चिन्तनं कुर्वन्तु, संस्कृतेन लिखन्तु च ।
- 1.3 संस्कृतवार्ताम् शृण्वन्तु चिन्तनं च कुर्वन्तु ।
- 1.4 अष्टमकक्षायाम् नवमकक्षायाम् च अभ्यासक्रमे विद्यमानानि सुभाषितानि ध्यानपूर्वकं शृण्वन्तु चिन्तनं च कुर्वन्तु ।
- 1.5 यु ट्यूब <https://youtube.com/bmqwu-Tlowa> youtube जालपुटमाध्यमेन संस्कृतश्लोकान् शृण्वन्तु ध्यानपूर्वकं लेखनं च कुर्वन्तु ।
(प्रशिक्षणार्थिनः १ तः ५ मध्ये विद्यमानाम् प्रवृत्तिम् स्वयमेव चिनुयुः, प्रवृत्तेः वृत्तं PPT/BLOG इत्यादीनाम् माध्यमेन लिखतस्वरूपेण प्रस्तुतं कुर्युः । यत्र श्रवणकौशलस्य प्रवृत्तेः लिंक विषये उल्लेखः कर्तव्यः।)

युनिट : 2 पठनभाषणकौशलाधारिताः प्रवृत्तयः -

- 2.1 संस्कृते पंचतन्त्रकथायाः पठनं कथनं च कुर्वन्तु । (पंचतन्त्रकथाः - संस्कृतभारती, नव देहली)
- 2.2 संस्कृते लघुकथायाः पठनं कथनं च कुर्वन्तु । ('सुगन्धः' संस्कृतकथाः - संस्कृतभारती, नव देहली)
- 2.3 संस्कृते बोधकथायाः पठनं कथनं च कुर्वन्तु । (बोधकथाः-संस्कृतभारती, नव देहली)
- 2.4 'चरितं हि महात्मनाम्' पुस्तकस्य पठनं कुर्वन्तु, संक्षेपेण स्वशब्देषु वर्णनं च कुर्वन्तु ।
- 2.5 स्वपरिचयः स्वदिनचरी च ।
(उपरि निर्दिष्टाः 1 तः 5 प्रवृत्तीः समाप्य तासां वृत्तं श्राव्य उत दृश्यमाध्यमेन प्रस्तौतव्यम् ।)

विशेषः -

- 'अ' एवं च 'ब' विभागयोः आधारेण कार्यशालायाः उत प्रवृत्तेः आयोजनं कुर्वन्तु ।
- प्रशिक्षणार्थी कांचित् एकां प्रवृत्तीं चित्वा तस्याः वृत्तं संस्थायां समर्पयेत् ।
- अर्थपूर्ण-अभ्यासार्थं एताभ्यां द्वाभ्यां विभागाभ्यां न्यूनातिन्यूनं काश्चन तिस्रः प्रवृत्तयः प्रत्येकं संस्थया कर्तव्याः ।
- प्रशिक्षणार्थिना प्रस्तुतानां प्रवृत्तीनाम् आधारेण एव प्रायोगिककार्यस्य टिप्पणीलेखनं भविष्यति ।

Sem
IV

PS2/PS3: Pedagogy of Gujarati

Compulsory

Marks : 70 + 30

હેતુઓ :

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

Unit 1: ગુજરાતી ભાષા શિક્ષણના હેતુઓ

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

Unit 2: પાઠ આયોજન અને એકમ આયોજન

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

Unit 3: ભાષા શિક્ષણમાં અધ્યયન-અધ્યાપન સામગ્રી

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

Unit 4: અભ્યાસક્રમ અને પાઠ્યપુસ્તક

- 4.1 પાઠ્યપુસ્તકની લાક્ષણિકતાઓ, મહત્ત્વ અને મૂલ્યાંકન
- 4.2 શિક્ષક હાથપોથી: સંકલ્પના, લાક્ષણિકતાઓ અને મહત્ત્વ
- 4.3 ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓ
- 4.4 ગુજરાતી ભાષા શિક્ષણમાં નિદાન અને ઉપચાર

Sem
IV

PS2/PS3: Pedagogy of Hindi

Compulsory

Marks : 70 + 30

उद्देश्य

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

Unit1: हिन्दी भाषा शिक्षा का महत्त्व, सिद्धांत एवं उद्देश्य

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

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

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

Unit 3: हिन्दी भाषाकीय कौशल का विकास एवम् मूल्यांकन

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

Unit 4: हिन्दी भाषा में पाठ्य सामग्री एवम् निर्माण प्रक्रिया

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

Sem
IV**PS 2/PS3: Pedagogy of English (L1)**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1 : Theories of First Language Acquisition

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

Unit 2 : Methods and Approaches of Teaching English as the First Language

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

Unit 3 : Teaching English (L1) through English Literature

- 3.1 Literature as authentic materials
- 3.2 Teaching of Poetry and Drama
- 3.3 Teaching of Fiction and Short Story
- 3.4 Teaching of Essays

Unit 4 : Pedagogical Concerns in ELT (L1)

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

Sem
IV**PS2/PS3: Pedagogy of English (L2)**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

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

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

Unit 2 : Methods and Approaches in ELT (L2)

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

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

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

Unit 4 : Assessment and Evaluation in ELT (L2)

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

Sem
IV

PS 2/PS3: Pedagogy of Sanskrit

Optional

Marks : 70 + 30

उद्देश्यानि –

संस्कृतशिक्षणार्थं भाविशिक्षकानां सामर्थ्यवर्धनार्थम् ।

- संस्कृतशिक्षणस्य लक्ष्य-उद्देश्यानां च अवगमनार्थम् ।
- पाठ-आयोजनस्य अवगमनार्थम्, विभागानुसारं पाठ-आयोजनस्य अवगमनार्थं च ।
- संस्कृते विद्यमानानां पठन-पाठनस्रोतसाम् अवगमनार्थम् ।
- संस्कृतपाठ्यक्रमस्य पाठ्यपुस्तकानां च अवगमनार्थम् ।
- भाषायाः मूलभूतकौशलानाम् अधिग्रहणार्थं ज्ञानप्राप्त्यर्थं च ।

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 पाठायोजनम्- 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, मंचनम्, स्वत्वार्पणम्-Assignment)

Unit 3 संस्कृतशिक्षणस्य पठनपाठनस्रोतांसि ।

- 3.1 पाठ्योपकरणानि – संकल्पना, महत्त्वम्, उपयोगनियमाः चयनं च ।
- 3.2 पाठ्योपकरणानां वर्गीकरणम्, तात्कालिक-पाठ्योपकरणानि च ।
- 3.3 संस्कृताध्ययनार्थं विविधाः सन्दर्भाः - वर्तमानपत्राण, 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 (मूलभूतकौशलानां अर्थः महत्त्वम्, तेषां विकासार्थं विविधप्रवृत्तयः च) ।
- 4.4 सह-अभ्यासिकप्रवृत्तयः, संस्कृतसम्भाषणम्, संस्कृतसमाचारश्रवणम्, श्रुतलेखनम्, प्रदर्शनी ।

Sem
IV**PS2/PS3: Pedagogy of Social Science**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1: Aims and objectives of teaching Social Science

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

Unit 2: Lesson Planning and Unit Lesson Plan

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

Unit 3: Teaching learning resources in Social Science

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

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

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

Sem
IV**PS2/PS3: Pedagogy of Accountancy**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- acquire knowledge about aims and objectives of teaching Elements of Book Keeping at Higher Secondary Level
- understand Lesson planning and Unit Planning
- understand and use of technique of Elements of Book Keeping.
- understand teaching learning resources in Element of Book Keeping
- understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

Unit 1: Aims and Objectives of Teaching of Elements of Book Keeping

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

Unit 2: Lesson Planning and Unit lesson planning

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

Unit 3: Teaching Learning Resources in Elements of book Keeping

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

Unit 4: Curriculum of Elements of book keeping and Textbook

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

Sem
IV**PS2/PS3 : Pedagogy of Commerce**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1: Aims and Objectives of Teaching of Commerce

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

Unit 2: Lesson Planning and Unit lesson planning

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

Unit 3: Teaching Learning Resources in Commerce

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

Unit 4: Curriculum of Commerce and Textbook

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

Sem
IV**PS2/PS3: Pedagogy of Economics**

Optional

Marks : 70 + 30

Objectives To enable the prospective Teacher to

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

Unit 1: Aims and Objectives of Teaching of Economics

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

Unit 2: Lesson Planning and Unit lesson planning

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

Unit 3: Teaching Learning Resources in Economics

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

Unit 4: Curriculum of Economics and Textbook

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

Sem
IV

સ્વરૂપ : ગઝલ : રાજેન્દ્ર શુક્લની
ગઝલોમાંથી પસંદ કરેલી ગઝલો

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ રાજેન્દ્ર શુક્લના જીવનનો પરિચય મેળવે
- વિદ્યાર્થીઓ ગઝલનું સ્વરૂપ , ઉદ્ભવ અને વિકાસ જાણે
- વિદ્યાર્થીઓ ગઝલના વિષય વૈવિધ્યથી અવગત થાય
- વિદ્યાર્થીઓ ગઝલમાં નિરૂપાયેલ ભાષા, પ્રતીકાત્મકતા, તત્ત્વજ્ઞાન, છંદ વગેરેથી માહિતગાર થાય

Unit 1 રાજેન્દ્ર શુક્લના જીવન અને કવનનો ટૂંકો પરિચય

Unit 2 ગઝલનું સ્વરૂપ

2.1 ગઝલનો ઉદ્ભવ અને વિકાસ

Unit 3 રાજેન્દ્ર શુક્લની ગઝલનું વિષય વૈવિધ્ય

3.1 ગઝલમાં નિરૂપાયેલ પ્રતીકાત્મકતા

3.2 ગઝલમાં નિરૂપાયેલ તત્ત્વજ્ઞાન

Unit 4 રાજેન્દ્ર શુક્લની ગઝલમાં વપરાયેલ ભાષા

4.1 રાજેન્દ્ર શુક્લની ગઝલમાં વપરાયેલ છંદ

Sem
IVસ્વરૂપ : એકાંકી : હવેલી એકાંકી
સંગ્રહમાંથી પસંદ કરેલા એકાંકીCompulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ઉમાશંકરજોશીના જીવનથી પરિચિત થાય
- વિદ્યાર્થીઓ એકાંકીનું સ્વરૂપ જાણે તેમજ એકાંકી અને નાટક વચ્ચેનો તફાવત કરી શકે
- વિદ્યાર્થીઓ એકાંકીના વિષય - વૈવિધ્યને સમજે
- વિદ્યાર્થીઓ એકાંકીના પાત્ર, સંવાદ, વાતાવરણ, ભાષા વગેરેને જાણે

Unit 1 ઉમાશંકર જોશીના જીવન - કવનનો ટૂંકો પરિચય

- 1.1 શિક્ષક તરીકે
- 1.2 સાહિત્યકાર તરીકે
- 1.3 વહીવટદાર તરીકે

Unit 2 એકાંકી સ્વરૂપ

- 2.1 એકાંકી ઉદ્ભવ અને વિકાસ
- 2.2 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 બોલીના પ્રયોગ

Sem
IV

ભાષાસજ્જતા અને લેખનકૌશલ - 2

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ગદ્યના સ્વરૂપોથી પરિચિત થાય અને એક પ્રકારના ગદ્યનું બીજા પ્રકારના ગદ્યમાં રૂપાંતર કરી શકે
- વિદ્યાર્થીઓ ચર્યાપત્ર લખી શકે
- વિદ્યાર્થીઓ અહેવાલ લેખન કરી શકે
- વિદ્યાર્થીઓ સભાસંચાલન માહિતગાર થાય અને સભાસંચાલન કરવા પ્રેરાય

Unit 1 ગદ્ય રૂપાંતર

- 1.1 વાદાત્મક ગદ્ય
- 1.2 ભાવાત્મક ગદ્ય
- 1.3 વિવરણાત્મક ગદ્ય
- 1.4 વર્ણનાત્મક ગદ્ય

Unit 2 ચર્યાપત્ર

- 2.1 ચર્યાનો કેન્દ્રવર્તી વિચાર
- 2.2 ચર્યાપત્રનો આરંભ
- 2.3 પસંદગીના ઉદાહરણ
- 2.4 ઉપસંહાર

Unit 3 અહેવાલ લેખન

- 3.1 પત્રકાર તરીકેનો અહેવાલ
- 3.2 વિવિધ વિષયોની પત્રકાર પરિષદ

Unit 4 સભાસંચાલન

- 4.1 જુદા જુદા પ્રસંગનું ઉદ્બોધન

Sem
IV

निबंधेत्तर गद्य विधाए

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी निबंधेत्तर गद्य विधाओं का स्वरूपगत परिचय प्राप्त करें
- विद्यार्थी संस्मरण और रिपोर्टाज एवम् रचनाकार के बारे में जाने
- विद्यार्थी रेखाचित्र और व्यंग्य स्वरूप एवम् रचनाकार को जाने
- विद्यार्थी यात्रा वृतांत एवम् डायरी के स्वरूप एवम् साहित्यकार की जानकारी प्राप्त करें

Unit 1 निबंधेत्तर गद्य विधाओं का स्वरूपगत परिचय

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

Unit 2 शिवप्रसाद सिंह और कन्हैयालाल मिश्र

- 2.1 शिवप्रसाद सिंह
- 2.2 रूपसिंह चन्देल
- 2.3 कन्हैयालाल मिश्र 'प्रभाकर'
- 2.4 पहाड़ी रिकशा

Unit 3 महादेवी वर्मा और रामवृक्ष बेनीपुरी

- 3.1 महादेवी वर्मा
- 3.2 ठाकुरी बाबा
- 3.3 रामवृक्ष बेनीपुरी
- 3.4 सरयू भैया

Unit 4 राहुल सांकृत्यायन और मोहन राकेश

- 4.1 राहुल सांकृत्यायन
- 4.2 मेरी तिब्बत यात्रा
- 4.3 मोहन राकेश
- 4.4 स्वामी दयानंद

Sem
IV

हिन्दी निबंध

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी निबंध के स्वरूप, प्रकार, उद्भव एवम् विकास की जानकारी प्राप्त करें
- विद्यार्थी भारतेंदु हरिश्चंद्र- बालकृष्ण भट्ट की निबंध कला की जानकारी प्राप्त करें
- विद्यार्थी की नामवर सिंह- चंद्रधर शर्मा गुलेरी की निबंध रचनाओं का विश्लेषण करें
- विद्यार्थी आचार्य रामचंद्र शुक्ल- सरदार पूर्ण सिंह की निबंध रचना कला का ज्ञान प्राप्त करें

Unit 1 निबंध

- 1.1 निबंध स्वरूप
- 1.2 प्रकार
- 1.3 हिन्दी निबंध का उद्भव
- 1.4 हिन्दी निबंध का विकास

Unit 2 भारतेंदु हरिश्चंद्र और बालकृष्ण भट्ट

- 2.1 भारतेंदु हरिश्चंद्र
- 2.2 भारतवर्ष उन्नति कैसे हो सकती है
- 2.3 बालकृष्ण भट्ट
- 2.4 शिव शंभू के चिट्ठे

Unit 3 नामवर सिंह और चंद्रधर शर्मा गुलेरी

- 3.1 नामवर सिंह
- 3.2 संस्कृति और सौंदर्य
- 3.3 चंद्रधर शर्मा गुलेरी
- 3.4 कछुआ धर्म

Unit 4 आचार्य रामचंद्र शुक्ल और सरदार पूर्ण सिंह

- 4.1 आचार्य रामचंद्र शुक्ल
- 4.2 श्रद्धा भक्ति
- 4.3 सरदार पूर्ण सिंह
- 4.4 मजदूरी और प्रेम

Sem
IV

भारतीय काव्यशास्त्र

Compulsory

Marks : 70 + 30

उद्देश्य

- विद्यार्थी काव्य की परिभाषा, प्रयोजन, प्रकार एवम् दोष की जानकारी प्राप्त करें
- विद्यार्थी काव्य के गुण, शब्द शक्ति एवम् भारतीय काव्यशास्त्र के विभिन्न संप्रदायों का परिचय प्राप्त करें
- विद्यार्थी अलंकार संप्रदाय, रीति संप्रदाय, रस संप्रदाय, वक्रोक्ति संप्रदाय और ध्वनि संप्रदाय की जानकारी प्राप्त करें
- विद्यार्थी आलोचना की परिभाषा, स्वरूप, प्रकार एवम् प्रमुख आलोचक का ज्ञान प्राप्त करें

Unit 1 काव्य

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

Unit 2 भारतीय काव्यशास्त्र

- 2.1 काव्य गुण
- 2.2 शब्द शक्तियों का संक्षिप्त परिचय
- 2.3 संप्रदाय का संक्षिप्त परिचय
- 2.4 भारतीय काव्यशास्त्र के विभिन्न कवि

Unit 3 अलंकार, रीति और रस

- 3.1 अलंकार संप्रदाय, रीति संप्रदाय, रस संप्रदाय
- 3.2 औचित्य संप्रदाय
- 3.3 वक्रोक्ति संप्रदाय
- 3.4 ध्वनि संप्रदाय

Unit 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

**Sem
IV****Augustan Age to Modern Age****Compulsory****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand the developments in English Language and Literature of the period
- acquire the knowledge of cultural and social developments that led to the changes in the forms and styles of literature writing in different periods
- understand the major trends in literary works
- compare and understand the differences in literary outputs of different time periods

Unit 1 Augustan Age

- 1.1 18th Century poetry
- 1.2 Drama
- 1.3 Prose including novel

Unit 2 Romantic Age

- 2.1 Social & political background
- 2.2 Major Literary Trends - Poetry (Precursors of Romanticism, second generation & other poets), Novel

Unit 3 Victorian Age

- 3.1 Social & political background
- 3.2 Major Literary trends - Novel, Poetry, The Pre-Raphaelite School, Prose

Unit 4 Modern Age - 20th Century

- 4.1 Political & Social background
- 4.2 20th Century Poetry & Modernist poets
- 4.3 Novel - Early, Middle & Later 20th Century
- 4.4 20th Century Drama - Major playwrights, Absurd drama & Poetic Drama

**Sem
IV****Major Literary Texts - II :
Jonson to Wycherley****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- learn the major trends of the period through the major texts of prominent writers of the period
- understand the social background of the period
- learn and understand the literary features of the works
- understand better the changes in styles and form of genres in comparison to previous age

Unit 1 Restoration Age

- 1.1 Social Background
- 1.2 Every Man in His Humour by Ben Jonson

Unit 2 Metaphysical poets

- 2.1 Characteristics of Metaphysical poetry
- 2.2 John Donne - (a) The Sunne Rising (b) Death be not Proud (c) The Flea
George Herbert – (a) The Altar (b) Virtue
Andrew Marvell – To His Coy Mistress

Unit 3 Puritan Age

- 3.1 Social background
- 3.2 Paradise Lost Book-I by John Milton

Unit 4 Comedy of Manners

- 4.1 Characteristics
- 4.2 The Plain Dealer by William Wycherley

**Sem
IV****English Language
Teaching at School****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- enable students to study the practical concepts, techniques and methods of English Language Teaching at School
- give the knowledge of best practices prevalent in English Language Teaching
- acquaint the learners with tools to enhance teaching methods
- learn about and use of ALM

Unit 1 ELT: Definition

- 1.1 What is Language Teaching?
- 1.2 How do students learn English Language at School Level?
- 1.3 Issues and Challenges in ELT in Indian and Global Contexts
- 1.4 Tools and Techniques in ELT Indian and Global Contexts

Unit 2 Practicing ELT

- 2.1 English Language-Grammar Teaching at School level
- 2.2 Global best practices
- 2.3 Use of Models, charts, flash cards
- 2.4 Use of ICT

Unit 3 Activity Based ELT

- 3.1 Activity Based Learning and Teaching of English: 1
- 3.2 Use of ALM
- 3.3 Use of Script and Role Play
- 3.4 Word/Story Games

Unit 4 ELT in Practice

- 4.1 Teaching in Practice
- 4.2 Articles, Tenses, Phrases, Phrasal Verbs,
- 4.3 Modals, Sentence Types
- 4.4 Direct-Indirect, Active Passive

उद्देश्यानि

- पारम्परिक-ऐतिहासिकग्रन्थस्य अध्ययनेन आनन्दानुभूतिः
- सांख्ययोगस्य अभ्यासेन तत्त्वज्ञानचिन्तनम्
- कर्मयोगमाध्यमेन वास्तविककर्मणां बोधः
- ज्ञान-कर्म-संन्यासानाम् अवगमनम्

Unit 1 श्रीमद्भगवद्गीता अध्यायः -1

- 1.1 द्वयोःसैन्ययोःप्रमुखवीराणां वर्णनम्
- 1.2 द्वयोःसैन्ययोःशंखध्वनेःकथनम्
- 1.3 अर्जुनद्वारा सैन्यपरीक्षणम्
- 1.4 मोहबद्धस्य अर्जुनस्य हृदयदौर्बल्येन स्नेहयुक्तानि शोकयुक्तानि च वचनानि

Unit 2 श्रीमद्भगवद्गीता अध्यायः -2

- 2.1 अर्जुनस्य मोहविषये कृष्णार्जुनयोः संवादः
- 2.2 सांख्ययोगस्य विषयः
- 2.3 क्षात्रधर्मानुसारं युद्धस्य आवश्यकतायाःनिरूपणं कर्मयोगविषयः
- 2.4 स्थितप्रज्ञस्य लक्षणानि

Unit 3 श्रीमद्भगवद्गीता अध्यायः - 3,4

- 3.1 यज्ञादिकर्मणाम् आवश्यकतायाःनिरूपणं लोकसंग्रहार्थं कर्मणाम् आवश्यकता च
- 3.2 अज्ञानिनःज्ञानिनःच लक्षणानि , रागद्वेषरहितेन भूत्वा कर्मकरणस्य आवश्यकता
- 3.3 सगुणपरमात्मनःप्रभावः, महात्मनः आचरणम्
- 3.4 पृथक्-पृथक् यज्ञानां फलसहितं कथनम् , ज्ञानस्य महिमा

Unit 4 श्रीमद्भगवद्गीता अध्यायः - 5,6

- 4.1 सांख्ययोग-कर्मयोगनिर्णयः, सांख्ययोगी-कर्मयोगी-लक्षणानि महिमा च
- 4.2 ज्ञानयोगस्य विषयः, भक्तिसहितध्यानयोगस्य वर्णनम्
- 4.3 योगारूढपुरुषस्य लक्षणानि, आत्म - उद्धारस्य प्रेरणा भगवत् प्राप्तपुरुषलक्षणानि
- 4.4 मनसः निग्रहस्य विषयः, योगभ्रष्टपुरुषस्य गतिविषयः एवम् ध्यानयोगी - महिमा

Sem
IV

स्वास्थ्यचिन्तनम्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- मात्रापूर्वकभोजनस्य लाभानां ज्ञानम्
- खाद्याखाद्यवस्तूनां विवेकः
- ऋतूनां वैशिष्ट्यविषये बोधः
- ऋतुचक्रानुसारं जीवने आवश्यकानाम् अंशानाम् अवगमनम्

Unit 1 चरकसंहिता-अध्यायः-5-मात्राशितीयः (दिनचर्या) सूत्राणि- 1 to 60

- 1.1 आहारसम्बन्धिविचाराः, अंजनप्रकाराः
- 1.2 धूमपानम्, धूमपानस्य प्रकाराः
- 1.3 धूमपानस्य कालाः
- 1.4 नस्यसेवनम्, लाभाः

Unit 2 चरकसंहिता-अध्यायः-5-मात्राशितीयः (दिनचर्या) सूत्राणि- 61 to 111

- 2.1 अणुतैलनिर्माणविधिः, प्रयोगविधिः
- 2.2 दन्तपवनवर्णनम्, तस्य प्रकाराः, जिह्वानिलेखनम्
- 2.3 स्नेहाभ्यंगः, मर्दनम्, वैज्ञानिकः आधारः
- 2.4 शरीरमार्जनम्, सुगन्धिद्रव्य-रत्नादिधारणम्, क्षौरकर्म, दैनिककार्याणि च

Unit 3 चरकसंहिता-अध्यायः-6-तस्याशितीयः (ऋतुचर्या) सूत्राणि - 1 to 30

- 3.1 ऋतुसात्म्यस्य परिभाषा, आदान-विसर्गकालानुसारं षड्ऋतूनां विभाजनम्
- 3.2 विसर्गादानकालयोः वर्णनम्
- 3.3 हेमन्त-शिशिरऋतुचर्या
- 3.4 वसन्त-ग्रीष्मऋतुचर्या

Unit 4 चरकसंहिता-अध्यायः-6-तस्याशितीयः (ऋतुचर्या) सूत्राणि - 31 to 51

- 4.1 वर्षाऋतुचर्या
- 4.2 वर्षाऋतौ निषिद्धाहारविहाराः प्रशस्ताहारविहाराश्च
- 4.3 शरदऋतुचर्या
- 4.4 शरदऋतौ निषिद्धाहारविहाराः प्रशस्ताहारविहाराश्च

Sem
IV

नीतिशतकम्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- मूर्खाणां सहवासेन जायमानायाः हानेः बोधः
- विद्यावतां ज्ञानवतां च महत्त्वम्
- नीतिगतानां वचनानां जीवनादर्शः
- विविधरागयुतानां श्लोकानां गानपुरस्सरम् अभ्यासः

Unit 1 भर्तृहरिकृतीनां संक्षिप्तपरिचयः

- 1.1 शृंगारशतकम्
- 1.2 वैराग्यशतकम्
- 1.3 नीतिशतकम्

Unit 2 श्लोकसंख्या 1 तः 30

- 2.1 श्लोकसंख्या 1 तः 8
- 2.2 श्लोकसंख्या 9 तः 17
- 2.3 श्लोकसंख्या 18 तः 24
- 2.4 श्लोकसंख्या 25 तः 30

Unit 3 श्लोकसंख्या 31 तः 60

- 3.1 श्लोकसंख्या 31 तः 38
- 3.2 श्लोकसंख्या 39 तः 45
- 3.3 श्लोकसंख्या 46 तः 54
- 3.4 श्लोकसंख्या 55 तः 60

Unit 4 श्लोकसंख्या 61 तः 110

- 4.1 श्लोकसंख्या 61 तः 74
- 4.2 श्लोकसंख्या 75 तः 87
- 4.3 श्लोकसंख्या 88 तः 99
- 4.4 श्लोकसंख्या 100 तः 110

**Sem
IV****History of Modern World:
From Renaissance to 1871 A.D.****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand Feudalism in Europe, Renaissance, the Reformation
- understand The Geographical and Scientific Inventions and the Agricultural & Industrial Revolution
- understand The American War of Independence and French Revolution
- understand Napoleon Bonaparte, Achievements and the Unification of Italy and Germany

Unit 1 Feudalism, Renaissance and the Reformation in Europe

- 1.1 Feudalism:-Characteristics, Merit and Demerit, Reason Fall and Decline
- 1.2 Renaissance (Factors, Consequence, Development in Various Fields)
- 1.3 The Reformation (Factors, Consequence, Major Reformer)

Unit 2 The Geographical and Scientific Inventions

- 2.1 Factors and Consequence
- 2.2 The Agricultural & Industrial Revolution (Factors, Consequence, Invention in Various Fields)

Unit 3 The American War Of Independence and French Revolution

- 3.1 The American War of Independence Factors, Consequence and Major Events
- 3.2 Contribution of Georg Washington
- 3.3 French Revolution (Factors, Consequence, Major Events)

Unit 4 Napoleon Bonaparte and Achievements and the Unification of Italy and Germany

- 4.1 Napoleon Bonaparte and Achievements
- 4.2 The Unification of Italy
- 4.3 The Unification Germany

Sem

IV

History of India

(1206 A.D. to 1526 A.D. - Delhi Saltanal)

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Establishment the Delhi Sultanate
- understand Politics, Administration under the Delhi Sultanate
- understand Economic and Social Life in North India under the Delhi Sultanate And
- understand Vijay Nagar Empire

Unit 1 Establishment the Delhi Sultanate

- 1.1 Qutbuddin Aibak: - Carrier and Achievements
- 1.2 Iltutmish: - Carrier and Achievements
- 1.3 Razia and the Period of Instability
- 1.4 Bulban: - Carrier and Achievements

Unit 2 Khilji, Tughlaqs, Saiyads and Lodis

- 2.1 Khilji-Introduction - Reforms of Alauddin Khilji
- 2.2 Tughlaqs- Introduction and Reforms Mohammad Tughlaqs
- 2.3 Saiyads- Introduction -Lodis-Interlocution
- 2.4 Fall And Declan Of The Delhi Sultanate-Its Causes

Unit 3 Administration, Economic and Social Life Under the Delhi Sultanate

- 3.1 Administration under the Delhi Sultanate
- 3.2 Economic Life in North India under the Delhi Sultanate
- 3.3 Social Life in North India under the Delhi Sultanate

Unit 4 Vijay Nagar Empire

- 4.1 Political History
- 4.2 Vijay Nagar Bahmani Conflict
- 4.3 Krishna Dev Raya's Achievements
- 4.4 Administration, Social and Economical Conditions
- 4.5 Contribution of Vijaynagar Empire

Sem
IV

History of Europe [1914 A.D. to 1962 A.D.]

Compulsory
Marks : 70 + 30

Objectives:

To enable the prospective Teacher to

- understand First World War
- understand League Of Nations
- understand Hitler and Nazism, Mussolini and Fascism
- understand Second World War, United Nations and Military Organization

Unit 1 First World War:

- 1.1 Reasons and Consequence,
- 1.2 Peace Conference
- 1.2 Russian Bolshevik Revolution, 1917: Reasons and Consequence

Unit 2 League of Nations and Nazism

- 2.1 League Of Nations: Establishment, Aims, Organs,
- 2.2 Achievements and Failures.
- 2.3 Hitler and Nazism

Unit 3 Fascism and Second World War

- 3.1 Mussolini and Fascism
- 3.2 Second World War: - Reasons and Consequence

Unit 4 United Nations and Military Organization

- 4.1 United Nations: Establishment, Aims,
- 4.2 Organs and Achievements and Limitations
- 4.3 Military Organization

**Sem
IV****Regional Geography of India- II****Compulsory****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- provide knowledge on the land, people and economy of the India
- provide knowledge on the existing reality of resource utilization and environmental depletion
- provide knowledge on the development issues and policies
- provide knowledge on the industrial development of India

Unit 1 Agriculture

- 1.1 Agriculture : Major crops (Paddy, wheat, maize, pulses) soils, climate Conditions, major producing areas of India

Unit 2 Industries

- 2.1 Industrial development of India : Industrial Policy and major Industrial regions of India, Textile, chemical and petro-chemical Industries

Unit 3 Transportation

- 3.1 Transportation: Road Transport – Express Highways, National Highways, State Highways, Problems and Development
- 3.2 Railways, Airways, Pipelines, Roadways of India : their problems and development

Unit 4 Population

- 4.1 Population : Growth and density of population, migration – Interstate and intrastate migration, international migration and population policies

**Sem
IV****Bio Geography****Compulsory****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- provide knowledge on the basics of Bio Geography
- provide knowledge on the approaches of the study of Bio Geography
- provide knowledge on the soils as an ecological factor
- provide knowledge on the concept of Biodiversity

Unit 1 Meaning, Approach, Relevance and Signification of Biogeography

- 1.1 Meaning, Scope and Approaches to the study of Biogeography
- 1.2 Relevance and signification of Biogeography
- 1.3 Environmental Factors affecting distribution of flora and faunas

Unit 2 Soils

- 2.1 Soils as an ecological factor, soil farming factors, soil components, soil properties, soil profile and horizon, soil erosion and conservation

Unit 3 Biomes

- 3.1 Biomes with special reference to Tropical rain forests, Tropical Monsoon forest, Tropical and Temperate grass lands biomes

Unit 4 Biodiversity

- 4.1 Evolution, dispersal and distribution of plants, biodiversity- concept types and importance

Sem
IV

Basics of Oceanography

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the principles, concepts and scope of oceanography
- understand about the importance and relevance of the study of oceanography as branches of physical geographic study
- provide knowledge the relevance of Oceanography in earth and atmospheric sciences
- provide knowledge the Ocean as storehouse of resources for the future

Unit 1 Relevance, Definition and Ocean Relief

- 1.1 Relevance of Oceanography in Earth and atmospheric Sciences
- 1.2 Definition of Oceanography
- 1.3 Ocean relief - relief of the Indian, Atlantic and Pacific Oceans

Unit 2 Temperature and Salinity

- 2.1 Distribution of temperature and salinity of Oceans and seas

Unit 3 Waves, Tides and Currents

- 3.1 Circulation of Oceanic Waters : Waves and currents of the Atlantic, Pacific and Indian oceans

Unit 4 Coral Reefs and Coastal Environment

- 4.1 Marine deposits and coral reefs, costal environment
- 4.2 Oceans as storehouse of resources for the future
- 4.3 ocean pollution

Sem
IV

Indian Polity - II

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand center-state relation
- understand constitutional functionaries
- understand Political parties
- understand Major issues in Indian Politics

Unit 1 Centre-State Relation

- 1.1 Legislative Relations
- 1.2 Executive Relations
- 1.3 Financial Relation

Unit 2 Important of Constitutional Functionaries

- 2.1 Election Commission
- 2.2 Finance Commission
- 2.3 A.G. and C.A.G.

Unit 3 Political Parties in India

- 3.1 I.N.C. and B.J.P.
- 3.2 Other national Political Parties
- 3.3 Some major regional Parties : Shive Sena, Akali Dal, TDP, AIADMK, DMK

Unit 4 Major Issues in Indian Politics

- 4.1 Regionalism
- 4.2 Criminologicalism of politics
- 4.3 Naxalism and Terrorism

Sem
IV

Major Contemporary Political Ideologies

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Totalitarianism
- understand Gandhism
- understand Anarchism and Utilitarianism
- understand Nationalism and Internationalism

Unit 1 Totalitarianism

- 1.1 Fascism
- 1.2 Nazism

Unit 2 Anarchism & Utilitarianism

- 2.1 Anarchism
- 2.2 Utilitarianism

Unit 3 Gandhism and Sarvodaya

- 3.1 Gandhism
- 3.2 Sarvodaya

Unit 4 Nationalism and Internationalism

- 4.1 Nationalism
- 4.2 Internationalism

Sem
IV

Introduction to Democratic Theory - II

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand future values of Democracy
- understand tolerance, Political parties and Party system
- understand public opinion
- understand success of democracy and future of democracy

Unit 1 Democracy and its Principals

- 1.1 Features of Democracy
- 1.2 Value of Democracy
- 1.3 Principals of Democracy

Unit 2 Tolerance and Party System in Democracy

- 2.1 Tolerance: Meaning and Importance
- 2.2 Importance of Political Parties in Democracy
- 2.3 Party System in Democracy

Unit 3 Public Opinion and Democracy

- 3.1 Public Opinion: Definition and Meaning
- 3.2 Means of Public Opinion
- 3.3 Importance of Public Opinion

Unit 4 Success of Democracy

- 4.1 Condition for the success of Democracy
- 4.2 Merits and Demerits of Democracy
- 4.3 Future of Democracy

Semester v

Semester V

| Semester – V | | | | | | | | | |
|--------------|-------------------|------------|--------------|-----------|------------|------------|------------|------------|------------|
| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total |
| Education | Education | Theory | 3 | 9 | 135 | 90 | 210 | 300 | 300 |
| | School Internship | Practicals | 1 | 5 | 150 | 200 | 00 | 200 | 200 |
| B.A. (Arts) | Principal | Theory | 4 | 12 | 180 | 120 | 280 | 400 | 200 |
| Total | | | 8 | 26 | 465 | 410 | 490 | 900 | 900 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-----------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Curriculum Development Principles | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Language Across Curriculum | Theory | 3 | 45 | 30 | 70 | 100 |
| 3 | Education | Assessment and Evaluation in Learning | Theory | 3 | 45 | 30 | 70 | 100 |
| 4 | Education | Pre-Practice Teaching (Micro-Simulation, School Exposure) | Practical | 5 | 150 | 200 | 00 | 200 |
| 5 | Gujarati | ભાષાવિજ્ઞાન - 1 | Theory | 5 | 150 | 200 | 00 | 200 |
| 6 | Gujarati | સાહિત્ય વિવેચનના સિદ્ધાંતો - 1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Gujarati | મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રમુખ સર્જક અને સ્વરૂપ | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Gujarati | સ્વરૂપ : સોનેટ : મહારાં સોનેટમાંથી પસંદ કરેલા સોનેટ | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Gujarati | અનુવાદવિજ્ઞાન અને પ્રૂફ રીડિંગ | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | English for Employability | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | Major Literary Texts III: (Victorian Literature to early 20th Century) | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | English in India | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | English | Teaching Literature at School level (o) | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | English | Indian Schools of Literary Criticism (o) | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | શ્રીમદ્ભગવદ્ગીતા જીવનવ્યવસ્થાપનં ચ - 2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Sanskrit | અભિજ્ઞાનશાકુન્તલમ્-1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Sanskrit | અભિજ્ઞાનશાકુન્તલમ્-2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | Sanskrit | છન્દશાસ્ત્રમ્ - નિયતાંશ: | Theory | 3 | 45 | 30 | 70 | 100 |
| 19 | Sanskrit | સ્તોત્રસાહિત્યમ્ | Theory | 3 | 45 | 30 | 70 | 100 |
| 20 | History | History of India: Mughal Period (1526-1707) | Theory | 3 | 45 | 30 | 70 | 100 |
| 21 | History | History of India: Maratha Period | Theory | 3 | 45 | 30 | 70 | 100 |
| 22 | History | History of India (1757 A.D to 1857 A.D) | | | | | | |
| 23 | History | History of Modern World | | | | | | |
| 24 | History | Modern History of China and Japan (1840-1950) | Theory | 3 | 45 | 30 | 70 | 100 |
| 25 | Geography | Human Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 26 | Geography | Philosophy of Geographical Thought | Theory | 3 | 45 | 30 | 70 | 100 |
| 27 | Geography | Cartographic Method I | Practical | 3 | 45 | 30 | 70 | 100 |
| 28 | Geography | Industrial Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 29 | Geography | Settlement Geography | Theory | 3 | 45 | 30 | 70 | 100 |

Sem
V**CuS 1 : Curriculum
Development Principles**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- understand Concept and Principles of Curriculum
- develop an understanding of Types and Approaches to Curriculum
- understand various foundations of Curriculum
- comprehend the process of Curriculum Development

Unit 1 Curriculum: Concept & Principles

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

Unit 2 Types & Approaches of Curriculum

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

Unit 3 Foundations of Curriculum Development

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

Unit 4 Process of Curriculum Development

- 4.1 Establishing Philosophy and Need Assessment
- 4.2 Formation of Goals and Objectives
- 4.3 Selection and Organisation of Content & Learning Experiences
- 4.4 Evaluation of Curriculum

Sem
V**Language Across Curriculum**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1 Language and Society

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

Unit 2 Language Acquisition

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

Unit 3 Reading, Writing and Analysis

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

Unit 4 Classroom and Language

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

Sem
V**Assessment and Evaluation
in Learning**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective teacher educators**

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

Unit 1 Assessment & Evaluation

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

Unit 2 Tools of Assessment and Evaluation

- 2.1 Types of 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, benefits
- 4.4 Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations

Sem
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SI 1 : Pre Practice Teaching

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

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

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

School Internship

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

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

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

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

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

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

Minimum One Educational Movie should be selected for Film review

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

Sem

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ભાષાવિજ્ઞાન - 1

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ભાષા શું છે તે જાણે અને આસપાસ બોલાતી ભાષાને સમજે
- વિદ્યાર્થીઓ ભાષા - બોલી - માન્યભાષાને જાણે અને પોતાની બોલીને ભાષાવિજ્ઞાના દષ્ટિકોણથી જોવાનો પ્રયત્ન કરે
- વિદ્યાર્થીઓ ભારતમાં બોલાતી ભાષાઓના કુળથી પરિચિત થાય
- વિદ્યાર્થીઓ પ્રવર્તમાન ભાષાઓથી પરિચિત થાય

Unit 1 ભાષા

- 1.1 ભાષા એક સામાજિક પ્રવૃત્તિ
- 1.2 ભાષા માનવ મગજની નીપજ
- 1.3 ભાષા સાંકેતિક વ્યવસ્થા
- 1.4 ભાષા શીખવાની પ્રક્રિયા

Unit 2 ભાષા અને બોલી

- 2.1 માન્ય ભાષા - એક આદર્શ
- 2.2 ભાષા વૈવિધ્ય - સામાજિક પરિમાણના સંદર્ભમાં
 - ધંધાના વિશેષ સંદર્ભમાં
 - ચબરાક્રિયા પ્રયોગો
 - વાસ્તવિક વપરાશના સંદર્ભમાં

Unit 3 ભારતીય ભાષાઓ - ૧

- 3.1 તિબેટ - બર્મન ભાષાકુળની ભાષાઓ
- 3.2 ઓસ્ટ્રો - ઓશિયાટિક અથવા મુંડાકુળની ભાષાઓ
- 3.3 દ્રવિડ ભાષાકુળની ભાષાઓ
- 3.4 ભારતીય આર્યકુળની ભાષાઓ

Unit 4 ભારતીય ભાષાઓ - ૨

- 4.1 હિન્દી, મરાઠી, બંગાળી, પંજાબી

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સાહિત્ય વિવેચનના સિદ્ધાંતો - 1

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ લલિતકલા વિશે જાણે
- વિદ્યાર્થીઓ સંસ્કૃત અને પશ્ચિમની કાવ્ય વિચારધારને સમજે
- વિદ્યાર્થીઓ કાવ્યના પ્રયોજન, હેતુઓ સમજે
- વિદ્યાર્થીઓ કાવ્યની અર્વાચીન વિચારધારથી માહિતગાર થાય

Unit 1 લલિતકલાની વિભાવના

- 1.1 ભારતીય અને પાશ્ચાત્ય વિદ્વાનોના મંતવ્ય
- 1.2 સાહિત્યકલાની વિભાવના : ભારતીય અને પાશ્ચાત્ય વિદ્વાનોના મંતવ્ય
- 1.3 સાહિત્યકલા વ્યાખ્યા
- 1.4 શબ્દની વ્યુત્પત્તિ
- 1.5 વિદ્વાનોના મંતવ્ય

Unit 2 કાવ્યની વ્યાખ્યા : સંસ્કૃત અને પાશ્ચાત્ય વિચારધારાઓ સંદર્ભે

- 2.1 કાવ્યના પ્રયોજન : વિદ્વાનોના મંતવ્ય

Unit 3 કાવ્યના હેતુઓ

- 3.1 પ્રતિભા, વ્યુત્પત્તિ, અભ્યાસ

Unit 4 અર્વાચીન સાહિત્યની વિવિધ વિચારધારાઓ

- 4.1 પ્રશિષ્ટ સાહિત્ય, કૌતુકરાગી સાહિત્ય, વાસ્તવદર્શી સાહિત્ય, આધુનિક સાહિત્ય

Sem
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મધ્યકાલીન ગુજરાતી સાહિત્યનો ઇતિહાસ - પ્રમુખ સર્જક અને સ્વરૂપ

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ નરસિંહ પહેલાના સાહિત્ય, સાહિત્ય સ્વરૂપ અને પ્રમુખ કૃતિઓને જાણે
- વિદ્યાર્થીઓ મધ્યકાલીન ગુજરાતી સાહિત્યના પરિબળો, વિશેષતાઓ, લક્ષણોથી પરિચિત થાય
- વિદ્યાર્થીઓ મધ્યકાલીન સર્જકોથી પરિચિત થાય
- વિદ્યાર્થીઓ મધ્યકાળના સાહિત્ય સ્વરૂપ અને કૃતિઓનો પરિચય કેળવે

Unit 1 નરસિંહ પૂર્વેનું સાહિત્ય

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

Unit 2 મધ્યકાલીન ગુજરાતી સાહિત્યના પ્રેરકબળો

- 2.1 રાજકીય, સામાજિક, ધાર્મિક
- 2.2 મધ્યકાલીન ગુજરાતી સાહિત્યની વિશેષતાઓ અને પ્રમુખ લક્ષણો

Unit 3 સર્જક પરિચય

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

Unit 4 સાહિત્યસ્વરૂપ અને કૃતિ પરિચય

- 4.1 પદ, આખ્યાન, છપ્પા, પદ્યવાર્તા, ગરબી
- 4.2 નરસિંહના પદ, નળાખ્યાન, સિહાસન બત્રીસી, દયારામની ગરબીઓ

Sem
Vસ્વરૂપ : સોનેટ : મહારાં સોનેટમાંથી
પસંદ કરેલા સોનેટ

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ બ. ક. ઠાકોરના જીવનને જાણે
- વિદ્યાર્થીઓ સોનેટના સ્વરૂપ અને ઉદ્ભવ - વિકાસની માહિતી મેળવે
- વિદ્યાર્થીઓ સોનેટના વિષય વૈવિધ્ય, ભાષા, સંવેદન વગેરે જાણે
- વિદ્યાર્થીઓ અન્ય સર્જકો પરના બ. ક. ઠાકોરના પ્રભાવને અવલોકે

Unit 1 સર્જક પરિચય

- 1.1 બ.ક.ઠાકોરનું જીવન - કવન
- 1.2 ગદ્યકાર તરીકે, પદ્યકાર તરીકે, પત્રકાર તરીકેનો ટૂંકો પરિચય

Unit 2 સોનેટનું સાહિત્ય સ્વરૂપ

- 2.1 સોનેટનો ઉદ્ભવ અને વિકાસ
- 2.2 મહારાં સોનેટનું સ્વરૂપ (પશ્ચિમના સ્વરૂપને પોતાની રીતે કઈ રીતે ગોઠવ્યા)
- 2.3 પ્રથમ સોનેટ સંગ્રહ તરીકે મૂલ્યાંકન

Unit 3 સોનેટની ભાષાશૈલી

- 3.1 સોનેટમાં વિચારપ્રધાનતા, સંવેદનો, ઊર્મિ

Unit 4 બ. ક. ઠાકોરનો એમના પછીના સોનેટ સર્જકો પર પ્રભાવ

- 4.1 નિરંજન ભગત, સુન્દરમ્, ઉશનસ, રાજેન્દ્ર શાહ, જયંત પાઠક

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અનુવાદવિજ્ઞાન અને પ્રૂફ રીડિંગ

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ અનુવાદના પ્રકાર વિશે જાણે
- વિદ્યાર્થીઓ અનુવાદની પ્રક્રિયા સમજે
- વિદ્યાર્થીઓ અનુવાદ કરી શકે
- વિદ્યાર્થીઓ પ્રૂફ રીડિંગ જાણે અને કરી શકે

Unit 1 અનુવાદના પ્રકાર

- 1.1 અનુવાદ એટલે શું?
- 1.2 શાબ્દિક અનુવાદ
- 1.3 ભાવનુવાદ
- 1.4 રૂપાંતર અથવા છાયાનુવાદ

Unit 2 અનુવાદની પ્રક્રિયા

- 2.1 અનુવાદમાં રાખવાની કાળજી
- 2.2 મશીન દ્વારા થતો અનુવાદ

Unit 3 અનુવાદના પ્રયોગો (પ્રાયોગિક)

- 3.1 વાક્યોનો અનુવાદ
- 3.2 પરિચ્છેદનો અનુવાદ
- 3.3 કૃતિના અંશોનો અનુવાદ

Unit 4 પ્રૂફ રીડિંગ

- 4.1 પ્રૂફ રીડિંગની સંજ્ઞાની સમજ
- 4.2 પરિચ્છેદનું પ્રૂફ રીડિંગ (પ્રાયોગિક)

Sem
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English for Employability

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- enhance the language skill of the students
- enhance the employability skills of the students
- understand the differences between formal and informal language
- learn skills in formal language usage

Unit 1 Professional English-1

- 1.1 Letter Writing – Formal
- 1.2 Email Writing
- 1.3 Curriculum Vitae

Unit 2 Professional English-2

- 2.1 Report Writing
- 2.2 Job Interview

Unit 3 Functional Communication

- 3.1 Group Discussion

Unit 4 Interpersonal Skills

- 4.1 Interpersonal Skills-definition and importance
- 4.2 Active Listening

Sem
V**Major Literary Texts - III :
(Victorian Literature to Early 20th Century**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- learn the major trends of the period through the major texts of prominent writers of the period.
- learn the influence of Social conditions on literary output
- understand the changing trends in literary genres
- get acquainted with the major literary figures of the time

Unit 1 Novels

- 1.1 David Copperfield by Charles Dickens
- 1.2 Jane Eyre by Charlote Bronte

Unit 2 Poetry

- 2.1 Alfred Lord Tennyson – ‘Crossing the Bar’, ‘Break, Break, Break’.
- 2.2 Robert Browning – ‘My Last Duchess’, ‘Porphyria’s Lover’.
- 2.3 Matthew Arnold – ‘Dover Beach’.

Unit 3 Play

- 3.1 George Bernard Shaw’s Pygmalion

Unit 4 The 20th Century:

- 4.1 W. B. Yeats – ‘Byzantium’, ‘Easter 1916’
- 4.2 Wilfred Owen – ‘Anthem for Doomed Youth’
- 4.3 Siegfried Sassoon – ‘Suicide in the Trenches’
- 4.4 Rupert Brooke – ‘The Soldier’

Sem
V**English in India**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- acquire knowledge of history of English studies in India
- understand the changes and issues that arose in India as a result of introduction of English in India
- understand the influence of historical events and their impact on English language usage for present generation
- understand the position of English in India today

Unit 1 Macaulay's Minute on Education

- 1.1 Raja Rammohun Roy's 'Letter to Lord Amherst on Education'.
- 1.2 Macaulay's 'Minute on Education'.

Unit 2 Teaching and Learning of English in pre-independence India

- 2.1 Wood's Despatch
- 2.2 The dissemination phase

Unit 3 English and Society in India

- 3.1 English as a unifying agency
- 3.2 English becomes a second language

Unit 4 Issues in the pedagogy of English in India

- 4.1 English as a global language
- 4.2 Teaching English in Post-Independent India

Sem
V**Teaching Literature
at School level**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- study the basic concepts, techniques and methods of Teaching of Literature at School Level
- teach the application of Methods of teaching literature effectively
- learn different methods of teaching literature effectively
- innovate techniques of teaching literature

Unit 1: Teaching Literature at School level

- 1.1 Importance of Teaching Literature at School Level
- 1.2 Major Issues
- 1.3 English Language, Literature and Multilingualism

Unit 2: Teaching English Language through Literature

- 2.1 Creative expressions
- 2.2 Proper pronunciations
- 2.3 Tone, Pitch and Intonation

Unit 3: Various Methods and Techniques

- 3.1 Use of ICT
- 3.2 Use of Music and Drama
- 3.3 ALM, Projects and Models

Unit 4: Teaching in Practice (From existing English school textbooks only)

- 4.1 Poetry
- 4.2 Short story/lesson
- 4.3 Drama

Sem
V**Indian Schools of Literary Criticism**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- study various schools of literary criticism in India
- teach the application of Indian schools of literary criticism to texts
- understand the aspects of Indian culture & literature
- compare Indian schools of literary criticism with western schools of literary criticism

Unit 1: Indian Aesthetics-1

- 1.1 Introduction to Indian Aesthetics
- 1.2 Rasa theory

Unit 2: Indian Aesthetics-2

- 2.1 Dhvani
- 2.2 Vakrokti

Unit 3: Indian Aesthetics-3

- 3.1 Auchitya
- 3.2 Riti & Alamkaras

Unit 4: Indian Aesthetics : Application

- 4.1 On a select poem
- 4.2 On a select short story
- 4.3 On a select one-act play

Sem
V

श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च – 2

Compulsory

Marks : 70 + 30

उद्देश्यानि

- पारम्परिक-ऐतिहासिकग्रन्थस्य अध्ययनेन आनन्दानुभूतिः
- ज्ञानविज्ञानयोगाभ्यासेन भारतीयतत्त्वज्ञानागमनम्
- राजविद्याराजगुह्ययोग-अभ्यासः तस्य महत्त्वं च
- भक्तियोगाभ्यासेन ईश्वरस्य अनन्यभक्तिविषयकस्य रसस्यानुभूतिः

Unit 1 श्रीमद्भगवद्गीता-अध्यायः -7

- 1.1 विज्ञानसहितःज्ञानविषयः, भगवतः व्यापकतायाःवर्णनम्
- 1.2 आसुरी-स्वभावयुतानां निन्दनं भगवद्भक्तानां च प्रशंसा
- 1.3 अन्यदेवानाम् उपासनाविषयः
- 1.4 भगवतःप्रभावं स्वरूपं च अज्ञानवतां निन्दा जानवतां च महिमवर्णनम्

Unit 2 श्रीमद्भगवद्गीता-अध्यायः -8,9

- 2.1 ब्रह्म-अध्यात्म-कर्मादिविषयेषु अर्जुनस्य सप्त प्रश्नाः तेषामुत्तराणि च
- 2.2 शुक्लकृष्णमार्गयोःविषयः
- 2.3 जगदुत्पत्तेः परिचयः, भगवतःस्वरूपवर्णनम्
- 2.4 सकाम-निष्काम-उपासनायाःफलम्, निष्कामभगवद्भक्त्याःमहिमा

Unit 3 श्रीमद्भगवद्गीता-अध्यायः - 10

- 3.1 भगवतःविभूतेःयोगशक्तेःच कथनम्
- 3.2 फल-प्रभावसहितं भक्तियोगस्य कथनम्
- 3.3 अर्जुनद्वारा भगवतःस्तुतिः
- 3.4 भगवता स्व-विभूतीनां योगशक्त्याःच कथनम्

Unit 4 श्रीमद्भगवद्गीता-अध्यायः - 11,12

- 4.1 विश्वरूपदर्शनार्थम् अर्जुनस्य प्रार्थना, भगवता विश्वरूपस्य वर्णनम्
- 4.2 अर्जुनेन कृता स्तुतिः, भगवता युद्धार्थं कृतं प्रोत्साहनम्, चतुर्भुजरूपदर्शनम्
- 4.3 भगवत्प्राप्तेःउपायविषयाः
- 4.4 भगवत्प्राप्तपुरुषाणां लक्षणानि

Sem
V

अभिज्ञानशाकुन्तलम् - 1

Compulsory

Marks : 70 + 30

उद्देश्यानि

- कालिदासेन कृतस्य प्रकृतिवर्णनस्य अध्ययनम्
- नाटकविधायाः अभ्यासः, शृंगाररसस्य समुचितम् अध्ययनम्
- पितापुत्रयोः स्नेहः
- पितुःकण्वमुनेः उपदेशः

Unit 1 अभिज्ञानशाकुन्तलम् – अंकः – 1

- 1.1 तपोवने काश्यपस्य अनुपस्थितिः
- 1.2 कण्वस्य आश्रमः
- 1.3 दुष्यन्तशाकुन्तलयोः प्रणयस्य पूर्वसज्जता
- 1.4 दुष्यन्तशाकुन्तलयोः प्रणयः

Unit 2 अभिज्ञानशाकुन्तलम् – अंकः – 2

- 2.1 दुष्यन्तस्य तपोवनगमनम्
- 2.2 दुष्यन्तस्य विरहः
- 2.3 विदूषकस्य उक्तिभिः प्रहसनम्
- 2.4 द्वितीयांकस्य महत्त्वम्

Unit 3 अभिज्ञानशाकुन्तलम् – अंकः – 3

- 3.1 मदनलेखप्रसंगः
- 3.2 लतामण्डपे दुष्यन्तस्य प्रवेशः
- 3.3 दुष्यन्तशाकुन्तलयोः स्नेहाभिव्यक्तिः
- 3.4 गौतम्याः प्रवेशः

Unit 4 अभिज्ञानशाकुन्तलम् – अंकः – 4

- 4.1 दुर्वाससः शापप्रसंगः
- 4.2 काश्यपप्रवेशः
- 4.3 शकुन्तलायाः गमनम्
- 4.4 श्लोकचतुष्टयम्

Sem
V

अभिज्ञानशाकुन्तलम् - 2

Compulsory

Marks : 70 + 30

उद्देश्यानि

- शकुन्तलायाः व्यथायाः वर्णनम्
- अभिनवनाट्यविधायाः रसानुभूतिः
- शकुन्तलाभरतयोः दुष्यन्तेन सह अपूर्वमेलनस्य वर्णनम्
- कालिदासकृतीनां परिचयेन साहित्यरसास्वादः

Unit 1 अभिज्ञानशाकुन्तलम् – अंकः – 5

- 1.1 शकुन्तलाप्रत्याख्यानम्
- 1.2 हंसपदिकायाः गीतम्
- 1.3 पंचमांकस्य रसदर्शनम्
- 1.4 वेधकः करुणरसः

Unit 2 अभिज्ञानशाकुन्तलम् – अंकः – 6

- 2.1 प्रवेशकः
- 2.2 मुख्यं दृश्यम्
- 2.3 सानुमत्याः प्रसंगः
- 2.4 धनमित्रस्य प्रसंगः, सामान्यम् अवलोकनम्

Unit 3 अभिज्ञानशाकुन्तलम् – अंकः – 7

- 3.1 इन्द्रलोकात् दुष्यन्तस्य प्रत्यागमनम्
- 3.2 सर्वदमनेन सह मेलनम्
- 3.3 शकुन्तलामेलनम्
- 3.4 दुष्यन्तस्य स्पन्दनानि

Unit 4 कालिदासकृतीनां संक्षिप्तपरिचयः

- 4.1 रघुवंशम्
- 4.2 मेघदूतम्
- 4.3 कुमारसम्भवम्
- 4.4 विक्रमोर्वशीयम्

Sem
V

छन्दःशास्त्रम् – नियतांशः

Optional

Marks : 70 + 30

उद्देश्यानि

- विविधच्छन्दसां परिचयेन गानपद्धतेः ज्ञानम्
- छन्दसां प्राथमिकज्ञानप्राप्तिः
- छन्दसां संविधानम् उदाहरणसहितम्

Unit 1 छन्दशास्त्रपरिचयः- वैदिकछन्दांसि

- 1.1 गायत्री
- 1.2 उष्णिक्
- 1.3 बृहती
- 1.4 जगति

Unit 2 समवृत्तछन्दांसि 2

- 2.1 अनुष्टुप्
- 2.2 इन्द्रवज्रा, उपेन्द्रवज्रा
- 2.3 उपजातिः
- 2.4 तोटकम्, भुजंगप्रयातम्

Unit 3 समवृत्तछन्दांसि

- 3.1 वसन्ततिलका
- 3.2 मालिनी, हरिणी
- 3.3 शार्दूलविक्रीडितम्, पृथ्वी
- 3.4 शिखरिणी, मन्दाक्रान्ता

Unit 4 अर्धसमवृत्तछन्दांसि

- 4.1 वियोगिनी
- 4.2 पुष्पिताग्रा
- 4.3 अपरवक्त्र
- 4.4 जातिछन्दांसि – (मात्रामेळ) 1 आर्या 2 गीतिः

Sem

V

स्तोत्रसाहित्यम्

Optional

Marks : 70 + 30

उद्देश्यानि

- परमतत्त्वे श्रद्धायाः आविर्भावः, दिव्यस्तोत्राणां माधुर्यस्य परिचयः
- चिदानन्दरूपस्य परमात्मनः दर्शनम्
- मानवजीवने क्वचित् वीतरागस्य बोधः
- मातृवन्दनम् , मातुः कारुण्यपूर्णस्य स्वरूपस्य परिचयः

Unit 1 स्तोत्रसाहित्यस्य संक्षिप्तपरिचयः

- 1.1 स्तोत्रशब्दस्यार्थः
- 1.2 विविधानि स्तोत्राणि
- 1.3 छन्दोबद्धानि भावपूर्णानि च स्तोत्राणि
- 1.4 प्रान्तीयसाहित्येषु स्तोत्राणां प्रभावः

Unit 2 निर्वाणषट्कम्

Unit 3 चर्पटपंजरिकास्तोत्रम्

Unit 4 देव्यपराधक्षमापनस्तोत्रम्

Sem
V**History of India:
Mughal Period (1526-1707)**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- understand Mughals Period Sources
- understand India On The Eve Of Babar's Invasion
- understand Babar To Shershah, Establishment Of The Mughals Rule
- understand Akbar And His Rule, Mevad And Maharana Pratap and rule of Jahangir to Aurangzeb and decline Of The Mughals Empire

Unit 1 Mughal Period

- 1.1 Sources
- 1.2 India On The Eve Of Babar's Invasion: Political and Social Condition

Unit 2 Babar to Shershah

- 2.1 Babar to Shershah
- 1.2 Reforms and Shershah
- 1.3 Establishment of the Mughals Rule

Unit 3 Akbar and His Rule

- 3.1 Administration-Mansabdari System
- 3.2 Economic Condition- Socio-Religious Reforms
- 3.3 Art and Architecture
- 3.4 Mevad and Maharana Pratap

Unit 4 Rule of Jahangir to Aurangzeb and Decline of the Mughal Empire

- 4.1 Rule of Jahangir
- 4.2 Rule of Sahjahan and His Achievements
- 4.3 Rule of Aurangzeb
- 4.4 Decline of the Mughals Empire

Sem
V

History of India: Maratha Period

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Rise Of The Maratha Power
- understand Achievements Of Shivaji Maharaj
- understand Rule Of Peshwas And Expansion Of The Maratha Power
- understand Decline and fall of the Maratha Power

Unit 1 Rise of the Maratha Power

- 1.1 Rise of the Maratha Power
- 1.2 Achievements of Shivaji Maharaj
- 1.3 Consolidation of the Maratha Power

Unit 2 Rule of Peshwas and Expansion of the Maratha Power

- 2.1 Balaji Vishvanath
- 2.2 Bajirav –I
- 2.3 Balaji Bajirav

Unit 3 Maratha Administrative System

- 3.1 Council of Eight Ministers, Military
- 3.2 Society and Economy
- 3.3 Religious and Cultural Condition

Unit 4 Battle of Panipat-3 and Its Consequences

- 4.1 Battle of Panipat-3
- 4.2 Its Consequences
- 4.3 Post-Panipat Northern Politics
- 4.4 Decline and fall of The Maratha Power

Sem
V**History of India
(1757 A.D. to 1857 A.D.)**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- understand Establishment Of British Power In India and Governor Generals And Policies
- understand First Indian Independence War, Changes In The Policies After 1858
- understand Socio-Economic Condition Of India During The Company's Rule
- understand Social and Religious Reforms-Movement during the 19Th Century in India

Unit 1 Establishment of British Power in India

- 1.1 Battle of Plassey and Buxar
- 1.2 Warren Hastings
- 1.3 Charles Cornwallis
- 1.4 Wellesley

Unit 2 Governor Generals and Policies

- 2.1 Francis Edward Rawdon Hastings
- 2.2 William Bentinck – Internal Policy and Reforms
- 2.3 Dalhousie – Internal Policy (Reforms, Doctrine of Lapse – Khalsa Policy)

Unit 3 First Indian Independence War 1857 A.D.

- 3.1 Its Causes and Consequences
- 3.2 Reasons of Failure and Its Nature
- 3.3 Queen Victoria's Declaration (1958 A.d)

Unit 4 Changes in the Policies After 1858

- 4.1 Socio-Economic Condition Of India During The Company's Rule
- 4.2 Social and Religious Reforms-Movement during the 19Th Century

Sem

V

History of Modern World

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Cold War To End Of Cold War
- understand Emergence Of Third World And Non-Alignment
- understand European Union And Unification Of Eastern (Communist) Europe
- understand Development of Modern Literature, Art and Science

Unit 1 Cold War to End of Cold War

- 1.1 Cold War: - meaning, reasons and effects
- 1.2 End of Cold War:-process

Unit 2 Emergence of Third World and Non-Alignment

- 2.1 Non-Alignment-Origin
- 2.2 Meaning and Definition
- 2.3 Non-Aligned Movement

Unit 3 European Union and Unification of Eastern (Communist) Europe

- 3.1 European Union
- 3.2 Unification of Eastern (Communist) Europe

Unit 4 Development of Modern Literature, Art and Science

- 4.1 Modern Literature
- 4.2 Art
- 4.3 Science

Sem
V**Modern History of
China and Japan (1840-1950)**Optional
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

- understand China And Imperialism During The 19Th Century
- understand War And Rebellion In China and Revolution Of 1911
- understand Opening Of Japan To The West and Meiji Restoration And Constitution
- understand Wars and Reform in Japan, Militarism and Imperialism, World War and Japan

Unit 1 China and Imperialism during the 19th Century

- 1.1 Opium Wars-Battle of Concessions
- 1.2 Taiping Rebellion
- 1.3 China- Japan War-1894-95
- 1.4 Boxer Rebellion -1900

Unit 2 Revolution of 1911 and 1949

- 2.1 Sun-Yat-Sen
- 2.2 Yuan Shikai and Chiang Kai-Shek
- 2.3 Communist Revolution-1949

Unit 3 Opening of Japan to the West

- 3.1 Meiji Restoration and Constitution
- 3.2 Economic, Social and Educational Reforms
- 3.3 Nationalism and Foreign Affairs -Sino-Japanese War, Russo-Japanese War
- 3.4 World War I and Japan

Unit 4 Militarism and Imperialism (1930-1945)

- 4.1 Manchurian Crisis
- 4.2 Second Sino-Japanese War-1937
- 4.3 Role in the World War II
- 4.4 Japan after Second World War

Sem

V

Human Geography

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the humankind transforms and gets transformed by geographic space
- provide knowledge on the relevance of human-environmental relationships
- provide knowledge on the movement and migrations of population
- provide knowledge on the tribes distribution

Unit 1 Meaning, Scope and Schools of Human Geography

- 1.1 Human Geography : Meaning and scope, its relation with other branches of Geography
- 1.2 Schools of Human Geography:- Determinism, Possibilism and Neo-Determinism

Unit 2 Races of Mankind

- 2.1 Races of mankind:- criteria of classification according to G. Taylor, classification and distribution of races according to G. Taylor, migration zone theory by G. Taylor

Unit 3 Distribution, Habitat, Occupation, Social Organization of Tribes

- 3.1 Distribution of Tribes in the world
- 3.2 Habitat, Occupation and social organization : Pigmies, Eskimos and Khirgiz

Unit 4 Population

- 4.1 Distribution of population: world distribution pattern physical, economic and social factors influencing spatial distribution. Migration – internal and international, general laws of migration

Sem
V**Philosophy of Geographical Thought**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- provide knowledge on the philosophical and methodological issues in the development of the discipline of geography
- provide knowledge on the nature and trend of ancient, modern and post-modern trends
- provide knowledge on the foundation of modern geography
- provide knowledge on the ancient Indian geography

Unit 1 Greek-Roman Period, Medieval Period, German, French, British and American School

- 1.1 Geographical knowledge of the ancient world: Greek-Roman Period
- 1.2 Contributions of explorers
- 1.3 Geography of medieval period: contributions by Arab geographers
- 1.4 Contribution of modern geographers - Contribution of German, French, British and American School

Unit 2 Modern Geography

- 2.1 Foundation of modern geography
- 2.2 Dualism and Dichotomies in Geography: physical vs human, systematic vs regional and determinism vs possibilism

Unit 3 Contemporary Trends

- 3.1 Contemporary Trends - Quantitative paradigm - Behavioural revolution - Perception and Cognition mental maps Marxism/Radicalism and welfare approach Modernism vs post-modernism – post structuralism and post colonialism

Unit 4 Indian geography

- 4.1 Geographical knowledge of the ancient India
- 4.2 Indian Geography Base and Trends - Impact of post-colonialism and Gandhism on Indian geography

Sem
V**Cartographic Method - I**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- provide knowledge on the nature and scope of cartography
- provide knowledge on the scale
- provide knowledge on the enlargement and reduction
- provide knowledge on the cartogram

Unit 1 Introduction of Cartography

- 1.1 Nature and Scope of cartography
- 1.2 Basic principles of cartography
- 1.3 Map and their types, tools of map making, map design

Unit 2 Scale

- 2.1 Scale - their use, methods of showing scale
- 2.2 construction of scale
- 2.3 Conversion of scale, types of scale- Linear, Diagonal and Comparative (two exercise for each scale)

Unit 3 Enlargement and Reduction

- 3.1 Enlargement and reduction of map (Two exercise)

Unit 4 Cartograms

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

Sem
V

Industrial Geography

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the nature, scope and recent development
- understand about the distribution pattern of industries
- provide knowledge on the world industrial region
- provide knowledge on the environmental degradation due to industries

Unit 1 Development of Industrial Geography

- 1.1 Nature, scope and recent development of Industrial Geography
- 1.2 Factors of localization of industries, Weber and Hoover - theories and models of industrial location

Unit 2 Important Industries

- 2.1 Distributional pattern of important industries :- iron and steel, cotton textiles, chemicals and petro chemicals

Unit 3 Major Industrial Regions

- 3.1 Major industrial regions of the world with special reference of India

Unit 4 Environmental Degradation

- 4.1 Environmental degradation caused by industries
- 4.2 Impact of Industries on economic development

Sem
V

Settlement Geography

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the scope and approaches
- provide knowledge on the types and pattern of rural settlements
- provide knowledge on the Von Thunen model
- provide knowledge on the functional classification of urban centres

Unit 1 Definition, Scope and Approaches

- 1.1 Definition, scope and approaches to study of the settlement geography
- 1.2 Archeological finds and settlement- Mesopotamia, The Nile Valley, The Indus Valley

Unit 2 Rural Settlement

- 2.1 Characteristics of rural settlements
- 2.2 Distribution of rural settlement
- 2.3 Types and pattern of rural settlement

Unit 3 Urban Systems

- 3.1 Urban Systems - the law of the primate city and rank size rule
- 3.2 Theories explaining the internal structure of cities- the concentric ring theory

Unit 4 classification of Urban Centers

- 4.1 Functional classification of urban centers – Harris and Nelson
- 4.2 Theory of Christaller and its application
- 4.3 Theory of Losch and its application

Semester VI

Semester VI

| Semester – VI | | | | | | | | | | |
|---------------|-------------------|-----------|--------------|----------|-----------|------------|------------|------------|------------|------------|
| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total | |
| Education | Education | Theory | 3 | 9 | 135 | 90 | 210 | 300 | 300 | |
| | Education (EPC) | Practical | 1 | 1 | 30 | 15 | 35 | 50 | 300 | |
| | School Internship | Practical | 1 | 4 | 120 | 100 | 00 | 100 | 300 | |
| B.A. (Arts) | Principal | Theory | 4 | 12 | 180 | 120 | 280 | 400 | 200 | |
| | | | Total | 9 | 26 | 465 | 325 | 525 | 850 | 900 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-----------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Teacher and Learner in Society | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Knowledge and Curriculum | Theory | 3 | 45 | 30 | 70 | 100 |
| 3 | Education | Advanced pedagogy | Theory | 3 | 45 | 30 | 70 | 100 |
| 4 | Education | Optional Paper (Any One) 1. Environment Education 2. Yoga in Education 3. Educational Management | Practical | 1 | 30 | 15 | 35 | 50 |
| 5 | Education | Practice Teaching | Practical | 4 | 120 | 100 | 00 | 100 |
| 5 | Gujarati | ભાષાવિજ્ઞાન - 2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Gujarati | સાહિત્ય વિવેચનના સિદ્ધાંતો - 2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Gujarati | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : સુધારકયુગ અને પંડિતયુગનો ઇતિહાસ - પ્રમુખ સર્જકો અને સ્વરૂપ | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Gujarati | ગ્રંથકાર : રમણભાઈ નીલકંઠ : ભદ્રંભદ્ર : સ્વરૂપ પરિચય | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Gujarati | ગુજરાતી બાળસાહિત્ય | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | Non - Fiction | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | Major Literary Texts IV: The 20 th Century | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | Study of Literary Forms: Biography and Autobiography | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | English | Translation Studies | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | English | Indian Literature in Translation | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | શ્રીમદ્ભગવદ્ગીતા જીવનવ્યવસ્થાપનં ચ – 3 | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Sanskrit | સન્ધિપ્રકરણમ્ – લઘુસિદ્ધાન્તકૌમુદી | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Sanskrit | મહાભારતમ્ – નિયતાશ: | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | Sanskrit | વિદુરનીતિ:-પ્રથમોઽધ્યાય: | Theory | 3 | 45 | 30 | 70 | 100 |
| 19 | Sanskrit | ચારુદત્તમ્ | Theory | 3 | 45 | 30 | 70 | 100 |
| 20 | History | History of India (1876 A.D to 1914 A.D) | Theory | 3 | 45 | 30 | 70 | 100 |
| 21 | History | History of India (1915 A.D. to 1947 A.D.) | Theory | 3 | 45 | 30 | 70 | 100 |
| 22 | History | Constitution of India | Theory | 3 | 45 | 30 | 70 | 100 |
| 23 | History | History of U.S.A. (1861 A.D. to 1960 A.D.) | Theory | 3 | 45 | 30 | 70 | 100 |
| 24 | History | Main Currents of Cultural History of India | Theory | 3 | 45 | 30 | 70 | 100 |
| 25 | Geography | Economic Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 26 | Geography | Geography of Tourism | Theory | 3 | 45 | 30 | 70 | 100 |
| 27 | Geography | Cartographic Methods-II | Practical | 3 | 45 | 30 | 70 | 100 |
| 28 | Geography | Political Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 29 | Geography | Geography of Population | Theory | 3 | 45 | 30 | 70 | 100 |

**Sem
VI****CoS 1: Teacher and Learner in Society****Compulsory****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- develop an understanding of aspects related with nation and learner
- develop an understanding about their roles and responsibilities
- develop an understanding of teaching as a profession, roles and challenges
- develop the realization about the roles of teachers in 21st century

Unit 1 Learners and Nation

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

Unit 2 Roles and Responsibilities of Learner

- 2.1 Developing responsible citizenship
- 2.2 Adolescent Health and concerns
- 2.3 Ensuring cyber safety and security
- 2.4 Conflict, Peace and learner

Unit 3 Teaching as a Profession, Roles, Challenges

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

Unit 4 Being a Teacher in 21st Century

- 4.1 Characteristics of 21st Century Learners
- 4.2 Skills required in a 21st Century for Teachers
- 4.3 Code of Conduct of a Teacher
- 4.4 Roles of a Teacher in Online Education: A Paradigm Shift

Sem
VI**CuS 2 : Knowledge and Curriculum**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

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

Unit 1 Epistemology and Basics of Knowledge

- 1.1 Epistemology: Meaning and Concept
- 1.2 Knowledge: Meaning, Concept, Nature, Scope and Characteristics
- 1.3 Sources and Types of Knowledge
- 1.4 Distinction between: Knowledge and Information, Knowledge and Belief, Knowledge and Skill, Local and Universal; Concrete and Abstract; Theoretical and Practical; Contextual and Textual; School and out of School Knowledge

Unit 2 Process of Knowledge

- 2.1 Components of Knowledge Process
- 2.2 Approaches to Acquiring Knowledge
- 2.3 Process of Knowing and Knowledge: The Indian Way
- 2.4 Process of Construction of Knowledge and Factors involved in Construction of Knowledge

Unit 3 Translating Knowledge to Curriculum

- 3.1 Knowledge as a Foundation of Curriculum and Knowledge Activation through Curriculum
- 3.2 Infusing Knowledge Processes in Curriculum Development
- 3.3 The responsibility of selection and Legitimacy of inclusion of knowledge in School Curriculum
- 3.4 Evaluating Knowledge Potential in Curriculum

Unit 4 Issues and Trends in Knowledge and Curriculum

- 4.1 Dimensions of Curriculum Design: Articulation, Balance, Continuity, Scope Sequence, Integration
- 4.2 Curriculum Planning – Concept and Levels
- 4.3 Autonomy in Curriculum Development – Meaning and Effect
- 4.4 Benchmarking in Curriculum – Concept and Importance

Sem
VI**PS 4 : Advance Pedagogy**Compulsory
Marks : 70 + 30**Objectives****To enable the prospective Teacher to**

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

Unit 1 Introduction to Advance Pedagogy

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

Unit 2 Advance Pedagogy-1

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

Unit 3 Advance Pedagogy-2

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

Unit 4 Assessment and Evaluation

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

Sem
VI**EPC 3 O1 : Environmental Education**

Optional

Marks : 35 + 15

Objectives**To enable the prospective Teacher to**

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

Section A

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

Section B

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

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

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

Sem
VI**EPC 3 O2 : Yoga in Education**

Optional

Marks : 35 + 15

Objectives**To enable the prospective Teacher to**

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

Section A

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

Section B

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

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

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

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

Sem
VI**EPC 3 O3 : Educational Management**

Optional

Marks : 35 + 15

Objectives**To enable the prospective Teacher to**

- understand functions of various educational agencies
- suggest way to improvise functioning of the school
- develop understanding regarding functioning of various types of schools
- acquire resource management skill

Section A

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

Section B

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

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

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

Sem
VI**SI : Practice Teaching**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand the concept of stray lessons
- develop the proficiency in delivering stray lessons
- develop the ability to reflect on the lessons delivered by them
- develop skills for preparing TLM

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

Sem
VI

ભાષાવિજ્ઞાન - 2

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ભાષાના રૂપવિચારથી પરિચિત થાય
- વિદ્યાર્થીઓ ભાષા પરિવર્તન સમજે
- વિદ્યાર્થીઓ ભાષાના વિવિધ તબક્કાઓને જાણે
- વિદ્યાર્થીઓ ગુજરાતની મુખ્ય બોલીઓનો પરિચય કેળવે

Unit 1 રૂપવિચાર

- 1.1 અર્થ, રૂપ, રૂપ-ઘટક, મુક્ત-નિબદ્ધ રૂપ, જોડાનારા રૂપો, શૂન્ય રૂપ, ખાલીરૂપ
- 1.2 રચના - સાદી રચના, અંગસાધક સાદીરચના (ખુલ્લી રચના), પદસાધક સાદી રચના (બંધ રચના), સમાસ રચના, અંત:કેન્દ્રી રચના, બહિ:કેન્દ્રી રચના

Unit 2 ભાષા પરિવર્તન

- 2.1 ધ્વનિ પરિવર્તન, વ્યાકરણીય પરિવર્તન, સાદૃશ્ય પરિવર્તન, ધ્વનિ સાદૃશ્યમૂલક પરિવર્તન, અર્થ પરિવર્તન, અર્થસંકોચ - અર્થવિસ્તાર, અર્થસમૂહ પરિવર્તન
- 2.2 સ્વર પરિવર્તન, દીર્ઘ સ્વરોનું પરિવર્તન (દીર્ઘસ્વરોનું ડ્રસ્વત્વ), ડ્રસ્વ સ્વરોનું દીર્ઘત્વ
- 2.3 પ્રાચીન ભારતીય આર્યથી મધ્યમાં થયેલા વ્યંજનોનું પરિવર્તન, શબ્દની શરૂઆતમાં એકવડા વ્યંજનોમાં થતું પરિવર્તન, ડ્રસ્વસ્વરોનું દીર્ઘ થવું, 'હ'નો લોપ, 'હ'નો પ્રક્ષેપ, સંયુક્ત વ્યંજનનો વિશ્લેષ, કેટલાક સંયોગોમાં સ નો શ થયો, 'ર' કારનું આગમન / 'ર' કારનો પ્રક્ષેપ

Unit 3 ગુજરાતી ભાષાનો વિકાસ

- 3.1 ગુજરાતી ભાષાના વિકાસની ત્રણ ભૂમિકાઓ
- 3.2 ભૂમિકાઓની ધ્વનિવિષયક (ઉચ્ચારણ) લાક્ષણિકતાઓ, વ્યાકરણની વિશેષતાઓ - લક્ષણો, શબ્દભંડોળમાં પરિવર્તન

Unit 4 ગુજરાતની બોલીઓ

- 4.1 ભાષા અને બોલી, કાઠિયાવાડી - સૌરાષ્ટ્રી, ઉત્તર ગુજરાતી - પટ્ટણી, મધ્ય ગુજરાતી - ચરોતરી, દક્ષિણ ગુજરાતી - સુરતી

Sem
VI

સાહિત્ય વિવેચનના સિદ્ધાંતો - 2

Compulsory

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ કાવ્યની શક્તિ જાણે
- વિદ્યાર્થીઓ સંસ્કૃત કાવ્યશાસ્ત્રની વિવિધ વિચારધારાઓથી માહિતગાર થાય
- વિદ્યાર્થીઓ સર્જન પ્રક્રિયા સાથે સંકળાયેલા તત્ત્વો જાણે
- વિદ્યાર્થીઓ વિવેચનનું સ્વરૂપ, કાર્યક્ષેત્ર અને પદ્ધતિઓ જાણે

Unit 1 કાવ્યની શક્તિ

- 1.1 અભિધા, લક્ષણા, વ્યંજના

Unit 2 સંસ્કૃત કાવ્યશાસ્ત્રની વિવિધ વિચારધારાઓ

- 2.1 રસ, ધ્વનિ, વક્રોક્તિ, રીતિ, અલંકાર, ઔચિત્ય (પરિચયાત્મક)

Unit 3 સર્જન પ્રક્રિયા સાથે સંકળાયેલ તત્ત્વો

- 3.1 અલંકાર, છંદ - લય - ગેયતા, કલ્પન, પુરાકલ્પન, પ્રતીક, પરંપરા અને પ્રયોગ

Unit 4 વિવેચનનું સ્વરૂપ, કાર્યક્ષેત્ર અને પદ્ધતિઓ

- 4.1 સિદ્ધાંત વિવેચન, પ્રત્યક્ષ વિવેચન, કૃતિલક્ષી વિવેચન, કર્તાલક્ષી વિવેચન, ભાવકલક્ષી વિવેચન
- 4.2 વિવેચનની પદ્ધતિ - ઐતિહાસિક, તુલનાત્મક, વર્ણનાત્મક

Sem
VIઅર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : સુધારકયુગ અને
પંડિતયુગનો ઇતિહાસ - પ્રમુખ સર્જકો અને સ્વરૂપCompulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ અર્વાચીન ગુજરાતી સાહિત્યના યુગવિભાગોથી પરિચિત થાય
- વિદ્યાર્થીઓ સુધારકયુગની લાક્ષણિકતાઓ, પ્રમુખ સર્જકોથી માહિતગાર થાય
- વિદ્યાર્થીઓ પંડિતયુગ અને તેના પ્રમુખ સર્જકોથી માહિતગાર થાય
- વિદ્યાર્થીઓ બન્ને યુગના પ્રમુખ સાહિત્યસ્વરૂપ અને કૃતિઓથી માહિતગાર થાય

Unit 1 અર્વાચીન ગુજરાતી સાહિત્ય ભૂમિકા અને વલણો

1.1 અર્વાચીન ગુજરાતી સાહિત્યના યુગવિભાગો

Unit 2 સુધારકયુગની લાક્ષણિકતાઓ

2.1 સુધારકયુગના પ્રમુખ સર્જકો
નર્મદ, દલપતરામ, નવલરામ, નંદશંકર મહેતા

Unit 3 પંડિતયુગના સાહિત્યના પ્રેરકબળો અને લક્ષણો

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

Unit 4 બન્ને યુગના કેટલાક સાહિત્ય સ્વરૂપો અને કૃતિઓ

4.1 નિબંધ (નર્મદ, દલપતરામ, નવલરામ), નવલકથા, ઊર્મિકાવ્ય
4.2 મિથ્યાભિમાન, સાસુવહુની લડાઈ, કરણઘેલો, સરસ્વતીચંદ્ર, પૂર્વાલાપ, રાઈનો પર્વત, કુસુમમાળા

Sem
VIગ્રંથકાર : રમણભાઈ નીલકંઠ :
ભદ્રંભદ્ર : સ્વરૂપ પરિચય

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ રમણભાઈ નીલકંઠના જીવનનો પરિચય મેળવે
- વિદ્યાર્થીઓ નવલકથાના સાહિત્ય સ્વરૂપથી પરિચિત થાય
- વિદ્યાર્થીઓ નવલકથા અને લઘુનવલકથાનો ફરક કરી શકે
- વિદ્યાર્થીઓ તે સમયના સમાજને જાણી, સાહિત્ય દ્વારા સુધારો કેવી રીતે થાય તે સમજે

Unit 1 સર્જક પરિચય

1.1 રમણભાઈ નીલકંઠનું જીવન - કવન

Unit 2 નવલકથાની વ્યાખ્યા

- 2.1 નવલકથાનું સાહિત્યસ્વરૂપ - લક્ષણો
- 2.2 નવલકથાનો ઉદ્ભવ અને વિકાસ

Unit 3 નવલકથામાંથી પસંદ કરેલા પ્રકરણોનો અભ્યાસ

3.1 નવલકથા અને લઘુનવલકથાની તુલના

Unit 4 નવલકથામાં પ્રગટ થતો સમાજ સુધારો, હાસ્ય અને તત્ત્વજ્ઞાન

Sem
VI

ગુજરાતી બાળસાહિત્ય

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ બાળસાહિત્યથી પરિચિત થાય
- વિદ્યાર્થીઓ બાળસાહિત્યકારોના જીવન - કવનથી પરિચિત થાય
- વિદ્યાર્થીઓ બાળવાર્તાઓ જાણે અને સમજે
- વિદ્યાર્થીઓ બાળકાવ્યો જાણે અને સમજે

Unit 1 બાળસાહિત્યકાર ગિજુભાઈ બઘેકા

- 1.1 જીવન અને સર્જન
- 1.2 કૃતિ - દીવાસ્વપ્ન

Unit 2 બાળસાહિત્યકાર રમણભાઈ સોની

- 2.1 જીવન અને સર્જન
- 2.2 કૃતિ - રમણ સોનીના બાળનાટકો

Unit 3 બાળસાહિત્ય - બાળવાર્તાઓ (પસંદ કરેલી)

Unit 4 બાળસાહિત્ય - બાળકાવ્યો (પસંદ કરેલાં)

Sem
VI

Non - Fiction

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand the prose writings of the representative writers
- develop a sense of literary appreciation in the minds of students
- understand the difference between fiction and non-fiction
- understand different styles of writing in non-fiction

Unit 1 Non - Fiction-1

- 1.1 Francis Bacon - Of Studies, and Of Friendship
- 1.2 Joseph Addison - Sir Roger at Theatre

Unit 2 Non - Fiction-2

- 2.1 Richard Steele - Sir Roger and the Widow
- 2.2 Oliver Goldsmith - The Man in Black

Unit 3 Non - Fiction-3

- 3.1 Charles Lamb - Dream Children
- 3.2 William Hazlitt - On Disagreeable People

Unit 4 Non - Fiction-4

- 4.1 A. G. Gardiner - The Fellow Traveller
- 4.2 G. K. Chesterton - The Worship of the Wealthy

**Sem
VI****Major Literary Texts - IV :
The 20th Century****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- learn the major trends of the period through the major texts of prominent writers of the period
- learn about the influence of contemporary events on literary output
- understand and compare the changing trends in various literary genres
- understand the differences in style and form of literary genres in comparison to previous age

Unit 1 Poetry

- 1.1 T. S. Eliot – ‘The Love Song of J. Alfred Prufrock’, ‘The Hollow Men’
- 1.2 Dylan Thomas – ‘Do not go Gentle into that Good Night’, ‘And Death Shall Have No Dominion’
- 1.3 W. H. Auden – ‘As I Walked out One Evening’, ‘Funeral Blues’
- 1.4 Ted Hughes – ‘Hawk Roosting’, ‘The Jaguar’

Unit 2 Novel

- 2.1 To the Lighthouse by Virginia Woolf

Unit 3 Drama

- 3.1 Waiting for Godot by Samuel Beckett

Unit 4 Modern Novel

- 4.1 Lord of the Flies by William Golding

Sem
VI

Study of Literary Forms : Biography and Autobiography

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce Biography and Autobiography as Literary forms
- understand the differences between a biography and autobiography
- learn about the evolution of the style and form of biography
- learn about the evolution of the style and form of autobiography

Unit 1 Introduction to Biography & Autobiography

- 1.1 Biography & Autobiography : detailed study of genres

Unit 2 Biography & Autobiography-1

- 2.1 Definition, Characteristics and types

Unit 3 Biography & Autobiography-2

- 3.1 History of Biography & Autobiography

Unit 4 Text (Excerpts):

- 4.1 I know why the Caged Bird Sings by Maya Angelou
4.2 Story of My Life by Helen Keller
4.3 The Story of My Experiments with Truth by M. K. Gandhi
4.4 The Life of Pope by Samuel Johnson

**Sem
VI****Translation Studies****Optional****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- study nature and scope of translation studies as a complementary discipline to literary studies
- study practical aspects of translation
- understand translation as a creative art
- understand theories of translation studies

Unit 1 Introduction to Translation Studies

- 1.1 Nature of Translation
- 1.2 Kinds of Translation
- 1.3 Qualities of a Translator

Unit 2 Historical Contexts of Translation

- 2.1 Texts by Harish Trivedi on Historical Contexts of Translation
- 2.2 Indian Context
- 2.3 Western Context
- 2.4 Function of Translation

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

- 4.1 Poem
- 4.2 Stories
- 4.3 On-act Play

Sem
VI

Indian Literature in Translation

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- establish the concept of Indian Literature
- study the aims, present status, major issues in Indian Literature in Translation
- get acquainted with the problems and issues in Translation of Indian literatures into English
- understand the differences in Indian Writing in English and Translation of Indian Literatures into English

Unit 1 Importance of English Translation of Indian Literatures

- 1.1 Problems and Issues related to Translation of Indian Literatures into English

Unit 2 Novel

- 2.1 Samskara by U. R. Anantha Murthy

Unit 3 Drama

- 3.1 Hayavadana by Girish Karnad

Unit 4 Short Stories

- 4.1 Short Stories in English Translation by Ismat Chughtai

Sem
VI

श्रीमद्भगवद्गीता जीवनव्यवस्थापनं च - 3

Compulsory

Marks : 70 + 30

उद्देश्यानि

- श्रीमद्भगवद्गीतायाम् उक्तानां त्रिगुणानां पठनम्
- पूर्णपुरुषोत्तमस्य स्वरूपावगमनम्
- अर्जुनस्य मोहभंगकर्तृत्वबोधयोः बोधः

Unit 1 श्रीमद्भगवद्गीता अध्यायः -13

- 1.1 ज्ञानसहितः क्षेत्रक्षेत्रज्ञयोःविषयः
- 1.2 ज्ञानसहितः प्रकृतिपुरुषयोःविषयः

Unit 2 श्रीमद्भगवद्गीता अध्यायः -14,15

- 2.1 ज्ञानमहिमा-प्रकृतिपुरुषाभ्यां जगतःउत्पत्तिः, त्रिगुणविषयः
- 2.2 भगवत्प्राप्तेःउपायः, गुणातीतपुरुषस्य लक्षणानि
- 2.3 संसारवृक्षस्य वर्णनं भगवत्प्राप्तेःउपायः, जीवात्मा-विषयः
- 2.4 प्रभावसहितस्य परमेश्वरस्य स्वरूपस्य विषयः, क्षर-अक्षर-पुरुषोत्तमस्य विषयः

Unit 3 श्रीमद्भगवद्गीता अध्यायः - 16,17

- 3.1 दैवी-आसुरीसम्पदायाः वर्णनम्
- 3.2 शास्त्रविपरीतानाम् आचरणानां त्यागस्य शास्त्रानुकूल आचरणस्य प्रेरणा
- 3.3 आहार-यज्ञ-तप-दानादीनां भेदाः
- 3.4 'ओम् तत्सत्' प्रयोगस्य बोधः

Unit 4 श्रीमद्भगवद्गीता अध्यायः - 18

- 4.1 त्यागविषयः, सांख्यसिद्धान्तस्य कथनम्
- 4.2 त्रिगुणानुसारं ज्ञान-कर्म-कर्ता-बुद्धि-धृति-सुखानां च पृथक् पृथक् भेदाः
- 4.3 फलसहितः वर्णधर्मस्य विषयः, ज्ञाननिष्ठायाःविषयः
- 4.4 भक्तिसहितः कर्मयोगस्य विषयः, गीतामाहात्म्यम्

Sem
VI

सन्धिप्रकरणम् - लघुसिद्धान्तकौमुदी

Compulsory

Marks : 70 + 30

उद्देश्यानि

- सन्धिनियमानां विशेषज्ञानार्थम्
- स्वरान्तशब्दानां ज्ञानार्थम्
- व्यंजनान्तानां शब्दानां ज्ञानार्थम्
- विसर्गसन्धिनां ज्ञानार्थम्

Unit 1 अच्-सन्धिः

Unit 2 गुणसन्धिः

Unit 3 हल्-सन्धिः

Unit 4 विसर्गसन्धिः

Sem
VI

महाभारतम् - नियतांशः

Compulsory

Marks : 70 + 30

उद्देश्यानि

- महाभारतस्य संक्षिप्तपरिचयप्राप्त्यर्थम्
- व्यासोच्छिष्टं जगत्सर्वम् इति सूक्त्यनुसारं वेदव्यासस्य शैली-परिचयः
- आदर्शसमाजजीवनस्य चित्रदर्शनम्
- वैश्विकसाहित्ये महाभारतस्य प्रभावः

Unit 1 Introduction to Epic Mahabhaarata

रचनाकालः - स्थल-सन्दर्भाः, ऐतिहासिकत्वम्, प्रक्षेपाः

- 1.1 कथापरिचयः, शैली, उपजीव्यत्वम्, पर्वविभाजनम्
- 1.2 विराटपर्व, किंचकवधपर्व (नियतांशः)
- 1.3 रसदर्शनम्, समाजजीवनम्, पात्रालेखनम्, विश्वसाहित्योपरि प्रभावः
- 1.4 प्रक्षेपाः

Unit 2 कथापरिचयः

- 2.1 शैली
- 2.2 उपजीव्यत्वम्
- 2.3 पर्वविभाजनम्

Unit 3 विराटपर्व- किंचकवधपर्व

- 3.1 विराटपर्व (नियतांशः)
- 3.2 विराटपर्व- (नियतांशः)
- 3.3 किंचकवधपर्व (नियतांशः)
- 3.4 किंचकवधपर्व (नियतांशः)

Unit 4 ऐतिहासिकता

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

Sem
VI

विदुरनीतिः - प्रथमोऽध्यायः

Optional

Marks : 70 + 30

उद्देश्यानि

- नीतिशिक्षायाः उपदेशार्थम्
- राजनीतेः सामान्यनियमानाम् अवगमनाय
- विविधच्छन्दसाम् उदाहरणभूतानां पद्यानां ज्ञानप्राप्त्यर्थम्
- बोधदायकानां श्लोकानां द्वारा जीवनमूल्यानां प्राप्तिः

Unit 1 श्लोकसंख्या 1 तः 30

Unit 2 श्लोकसंख्या 31 तः 60

Unit 3 श्लोकसंख्या 61 तः 90

Unit 4 श्लोकसंख्या 91 तः 128

Sem
VI

चारुदत्तम्

Optional

Marks : 70 + 30

उद्देश्यानि

- भासनाटकानां लालित्यम् अनुभवितुम्
- विभिन्नरसैः आनन्दवर्धनम्
- भासस्य रचनाकौशलस्य आस्वादः
- प्रहसनम्।

Unit 1 प्रथमः अंकः

Unit 2 द्वितीयः अंकः

Unit 3 तृतीयः अंकः

Unit 4 चतुर्थः अंकः

Sem
VI

History of India (1876 A.D. to 1914 A.D.)

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Lytton And Rippon Reforms
- understand Nationalist Movement And Organizations Before The Indian National Congress
- understand Establishment And Activities Of Indian National Congress
- understand George Curzon And Policies- Partition Of Indian National Congress and Revolutionary Activities in India and Foreign

Unit 1 Governor Generals and Policies-1

- 1.1 Lytton: Reforms- Reasons of Unpopularity
- 1.2 Rippon: Reforms-Reasons of Popularity

Unit 2 Nationalist Movement

- 2.1 Organizations before the Indian National Congress
- 2.2 Establishment and Activities of Indian National Congress
- 2.3 Indian Councils Act 1892

Unit 3 Governor Generals and Policies-2

- 3.1 George Curzon and Partition of Bengal (1905)
- 3.2 Swadeshi Movement
- 3.3 The Indian Councils Act 1909 (Morley-Minton Reforms)

Unit 4 Rise of Jhalvad and revolutionary activities

- 4.1 Partition of Indian National Congress
- 4.2 Revolutionary Activities in India
- 4.3 Revolutionary Activities In Foreign

**Sem
VI****History of India
(1915 A.D. to 1947 A.D.)****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand Political Development In India During 1915-1947
- understand Gandhi In India-Satyagraha
- understand Indian National Army And Subhashchandra Bose
- understand Process of Indian Independence

Unit 1 Political Development in India

- 1.1 The Home Rule League Movement
- 1.2 Montagu–Chelmsford Reforms
- 1.3 Government of India Act 1919
- 1.4 Rowlett Act and Jallianwala Bagh Massacre

Unit 2 Gandhi in India-Satyagraha

- 2.1 Non Co-Operation Movement-Factors- Activities-End of Movement
- 2.2 Swaraj Paksh and activities
- 2.3 Simon Commission
- 2.4 Nehru Report

Unit 3 National Movements

- 3.1 Civil Disobedience Movement--Factors-Activities-End
- 3.2 Dandi March
- 3.3 Quit India Movement-Factors-Activates- End

Unit 4 Process of Independence

- 4.1 Indian National Army and Subhashchandra Bose
- 4.2 Process of Indian Independence
- 4.3 Indian Independence Act (1947 A.D.)

Sem
VI

Constitution of India

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Indian constitution
- understand The Process Of Construction Of The Indian Constitution
- understand Characteristics Of The Indian Constitution
- understand Provisions of Governance and Rule

Unit 1 Indian constitution

- 1.1 Concept of Constitution
- 1.2 The Process of Construction of the Indian Constitution
- 1.3 Characteristics of the Indian Constitution
- 1.4 Preamble- The Union and Its Territory - Citizenship -Fundamental Rights-Directive Principles of State Policy-Fundamental Duties

Unit 2 The Union

- 2.1 The President and Vice-President and Parliament
- 2.2 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 and the State Legislature
- 3.2 Chief Minister and Council Of Ministers
- 3.3 Legislative Procedure
- 3.4 The Advocate-General for the State

Unit 4 The Union Judiciary

- 4.1 The High Courts in the States
- 4.2 Comptroller and Auditor-General of India
- 4.3 Tribunals and Elections
- 4.4 Amendment of the Constitution

**Sem
VI****History of U.S.A.
(1861 A.D. to 1960 A.D.)****Optional
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand Conflict and Civil War in U.S.A.
- understand Wars and Movement in U.S.A.
- understand Presidencies Of U.S.A. and Policies
- understand U.S.A. And United Nations and U.S.A.-Cold War and Social Cultural and Scientific Development of U.S.A. After Second World War

Unit 1 Conflict and Civil War

- 1.1 Causes and Effects
- 1.2 Abraham Lincoln - Carrier and Achievements
- 1.3 Modernization of U.S.A.

Unit 2 Movements and Wars

- 2.1 Populist Movement
- 2.2 Spanish American War
- 2.3 The Progressive Movement
- 2.4 Theodore Roosevelt and Policies

Unit 3 Presidencies of U.S.A. and Policies

- 3.1 Taft and Dollar Diplomacy
- 3.2 Woodrow Wilson
- 3.3 Great Depression
- 3.4 F.D. Roosevelt

Unit 4 U.S.A and the World

- 4.1 U.S.A. And United Nations
- 4.2 U.S.A. And Cold War
- 4.3 Social, Cultural and Scientific Development of U.S.A.
- 4.4. U.S.A. After Second World War

**Sem
VI****Main Currents of
Cultural History of India****Optional
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand Main Currents Of Cultural History Of India Like, Indus Valley Civilization and Society, Economy, Polity And Religion As Reflected In Vedic Literature
- understand Spread Of Buddhism and Cultural Achievements Of The Guptas
- understand Impact Of The Bhakti And Sufi Movements, Religious Policy Of The Mughal
- understand Socio- Religious Reforms Movements In India During The 19th Century And Contribution Of Vivekananda And Gandhi To Indian Culture

Unit 1 Main Currents of Cultural History of India-1

- 1.1 Indus Valley Civilization: Social, Economic and Cultural Contribution-Town Planning
- 1.2 Society, Economy, Polity and Religion As Reflected In Vedic Literature

Unit 2 Main Currents of Cultural History of India-2

- 2.1 Ashok, Kanishka, Harshvardhan and Spread of Buddhism
- 2.2 Cultural Achievements of the Guptas

Unit 3 Main Currents of Cultural History of India-3

- 3.1 Impact of the Bhakti and Sufi Movements on the Indian Society
- 3.2 Religious Policy of the Mughal with Special Reference to Akbar and Aurangzeb

Unit 4 Main Currents of Cultural History of India-4

- 4.1 Socio- Religious Reforms Movements in India during the 19Th Century
- 4.2 Contribution of Vivekananda and Gandhi to Indian Culture

**Sem
VI****Economic Geography****Compulsory****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- provide knowledge on the meaning and scope of Economic Geography
- develop new insights among students on the relevance of economy and geography
- provide knowledge on the economic activities
- provide knowledge on the manufacturing activities

Unit 1 Meaning, scope and Approaches

- 1.1 Meaning and scope of Economic Geography. Approach to the study of economic geography, recent trends, changing relationship between economics and economic geography

Unit 2 Economic Activities

- 2.1 Economic activities: characteristics and importance of primary, secondary and tertiary economic activities

Unit 3 Manufacturing Activities

- 3.1 Manufacturing Activities: signification and types, factors of Industrial Location. Theories of Industrial Location - Weber's Model

Unit 4 Energy Resources and International Trade

- 4.1 Energy resources: conventional energy resources – coal, petroleum, non - conventional energy resources, solar energy. International trade: problems and prospects

Sem
VI

Geography of Tourism

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand of nature and scope, trends and patterns
- provide knowledge on the geographical, environmental and socio-cultural aspects
- understand the principles of tourism and analyse the prospects and problems
- provide knowledge on the recent trends of tourism

Unit 1 Scope and Nature

- 1.1 Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter-Relations; Geographical Parameters of Tourism by Robinson

Unit 2 Type of Tourism

- 2.1 Type of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage

Unit 3 Recent Trends of Tourism

- 3.1 Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE)

Unit 4 Impact of Tourism

- 4.1 Impact of Tourism: Economy, Environment, Society

**Sem
VI****Cartographic Methods - II****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- provide knowledge on different land forms
- provide knowledge on profile
- provide knowledge on the weather maps and charts
- provide knowledge on the Indian daily weather reports

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, spur, saddle/pass, Gorge, Cliff, Plateau, Conical Hill, Volcanic crater hill, Knob –(total 17 land-forms)

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 - Introduction of weather instruments-Dry Wet Thermometer, Celsius & Fahrenheit Thermometer, rain-gauge, Aneroid barometer, Hygrometer, wind wane and Anemometer

Unit 4 Indian Daily Weather Reports

- 4.1 Interpretation of Indian Daily Weather Reports (IDWR) (Two exercise) Hyther-graph and climograph

Sem
VI**Political Geography**

Optional

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand the nature and scope of political geography
- provide knowledge on the the linkages between political geography and geo politics
- provide knowledge on the the boundaries and frontiers
- provide knowledge on the Heartland and Rimland model

Unit 1 Nature, Scope and Approaches

- 1.1 Nature and scope of political Geography. Political geography and geo-politics. Approaches to the study of political Geography: Hartshorn's functional and Jone's Unified Field theory

Unit 2 State, Nation and Nationstate

- 2.1 Concept of State, Nation and Nationstate. Geographical factors of state: physical, spatial and human and economic

Unit 3 Boundary and Frontier

- 3.1 Boundary and Frontier and their classification

Unit 4 Heartland and Rimland

- 4.1 Global strategies models: Meckinder's Geographical Pivot and Heartland model, Spykman's Rimland model. Critical assessment of Heartland and Rimland model and their relevance to world geo politics

**Sem
VI****Geography of Population****Optional****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- provide knowledge on the nature, scope and significance
- provide knowledge on the population dynamics
- provide knowledge on the different perspectives related to population
- understand the various population policies and programme

Unit 1 Nature, Scope and Approaches

- 1.1 Nature, scope and signification, approaches to study population geography: recent trends, sources of population data; The census, Vital registration and other sources

Unit 2 Population Dynamics

- 2.1 Population dynamics: growth, fertility and mortality measurement. Migration: types, determinant and consequences, theories of migration

Unit 3 Population Characteristics

- 3.1 Population characteristics: sex composition- measurement, determinants and distribution. Declining sex ratio

Unit 4 Population and Resources

- 4.1 Population and resources: over population, under population, optimum population. Population problems with special reference to India : food, housing, unemployment and poverty. Indian population policy

Semester VII

Semester VII

| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total |
|-------------|-----------------|--------------|--------------|-----------|------------|------------|------------|------------|------------|
| Education | Education | Theory | 1 | 3 | 45 | 30 | 70 | 100 | 300 |
| B.A. (Arts) | Education (EPC) | Practical | 1 | 1 | 30 | 15 | 35 | 50 | 200 |
| | Education (EPC) | Practical | 1 | 1 | 30 | 15 | 35 | 50 | 200 |
| | Internship | Practical | 1 | 7 | 210 | 200 | 00 | 200 | 200 |
| B.A. (Arts) | Principal | Theory | 4 | 12 | 180 | 120 | 280 | 400 | |
| | | Total | 8 | 24 | 495 | 380 | 420 | 800 | 900 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-----------|--|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Inclusive Education | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Reflective Reading | Practical | 1 | 30 | 15 | 35 | 50 |
| 3 | Education | Art in Education | Practical | 1 | 30 | 15 | 35 | 50 |
| 4 | Education | Internship | Practical | 7 | 210 | 200 | 00 | 200 |
| 5 | Gujarati | સાહિત્ય મીમાંસા : પૂર્વની મીમાંસા (પ્રમુખ) | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Gujarati | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ગાંધીયુગ અને અનુગાંધીયુગ - પ્રમુખ સર્જક અને સ્વરૂપ | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Gujarati | ગુજરાતી વ્યાકરણ - 1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Gujarati | ગુજરાતી પ્રશિષ્ટ કૃતિઓ : નંદબત્રીસી અને સરસ્વતીચંદ્ર ભાગ - ૧ | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | Gujarati | ગ્રંથકાર : ગાંધીજી : હિન્દસ્વરાજ : સ્વરૂપ પરિચય | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | Introduction to Literary Criticism I (Western) | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | Study of Literary forms: Essay and Novel | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | Indian Writing in English | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | English | Women's Writing | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | English | English Language Teaching in Higher Education | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | कारकसमासयोः नियतांशः | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Sanskrit | भुवमानीता भगवद्भाषा- उपन्यासः | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Sanskrit | पस्पशाह्निकम् | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | Sanskrit | सौन्दर्यलहरी | Theory | 3 | 45 | 30 | 70 | 100 |
| 19 | Sanskrit | वेदपरिचयः | Theory | | | | | |
| 20 | History | History of Contemporary India | Theory | 3 | 45 | 30 | 70 | 100 |
| 21 | History | Teaching of History | Theory | 3 | 45 | 30 | 70 | 100 |

| | | | | | | | | |
|----|-----------|---|-----------|---|----|----|----|-----|
| 22 | History | Historical Essays-1 | Theory | 3 | 45 | 30 | 70 | 100 |
| 23 | History | Understanding of Indian Culture | Theory | 3 | 45 | 30 | 70 | 100 |
| 24 | History | History of Modern World (Decolonization to Globalization) | Theory | 3 | 45 | 30 | 70 | 100 |
| 25 | Geography | Geography of Natural Hazards | Theory | 3 | 45 | 30 | 70 | 100 |
| 26 | Geography | Agricultural Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 27 | Geography | Cartographic Methods – III | Practical | 3 | 45 | 30 | 70 | 100 |
| 28 | Geography | Resource Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 29 | Geography | Geography of Urban System | Theory | 3 | 45 | 30 | 70 | 100 |

Sem
VII**CuS 3 : Inclusive Education**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective Teacher to**

- understand concept of Inclusive Education
- develop competencies for understanding disabilities
- acquaint and understand instructional strategies for inclusive education
- develop knowledge about policies and framework for inclusive education

Unit 1 Introduction of Inclusive Education

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

Unit 2 Understanding to Disabilities

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

Unit 3 Instruction strategies for Inclusive Education

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

Unit 4 Policies and Framework Facilitating Inclusive Education

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

Transactions

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

Objectives**To enable the prospective Teacher to**

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

Section A : Context And Diversity In Text

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

- 1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies
- 1.2 Davis's nine potential component skills of comprehension
 1. Word meanings
 2. Word meanings in context
 3. Follow passage organization
 4. Main thought
 5. Answer specific text-based questions
 6. Text-based questions with paraphrase
 7. Draw inferences about content
 8. Literary devices
 9. Author's purpose.
- 1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

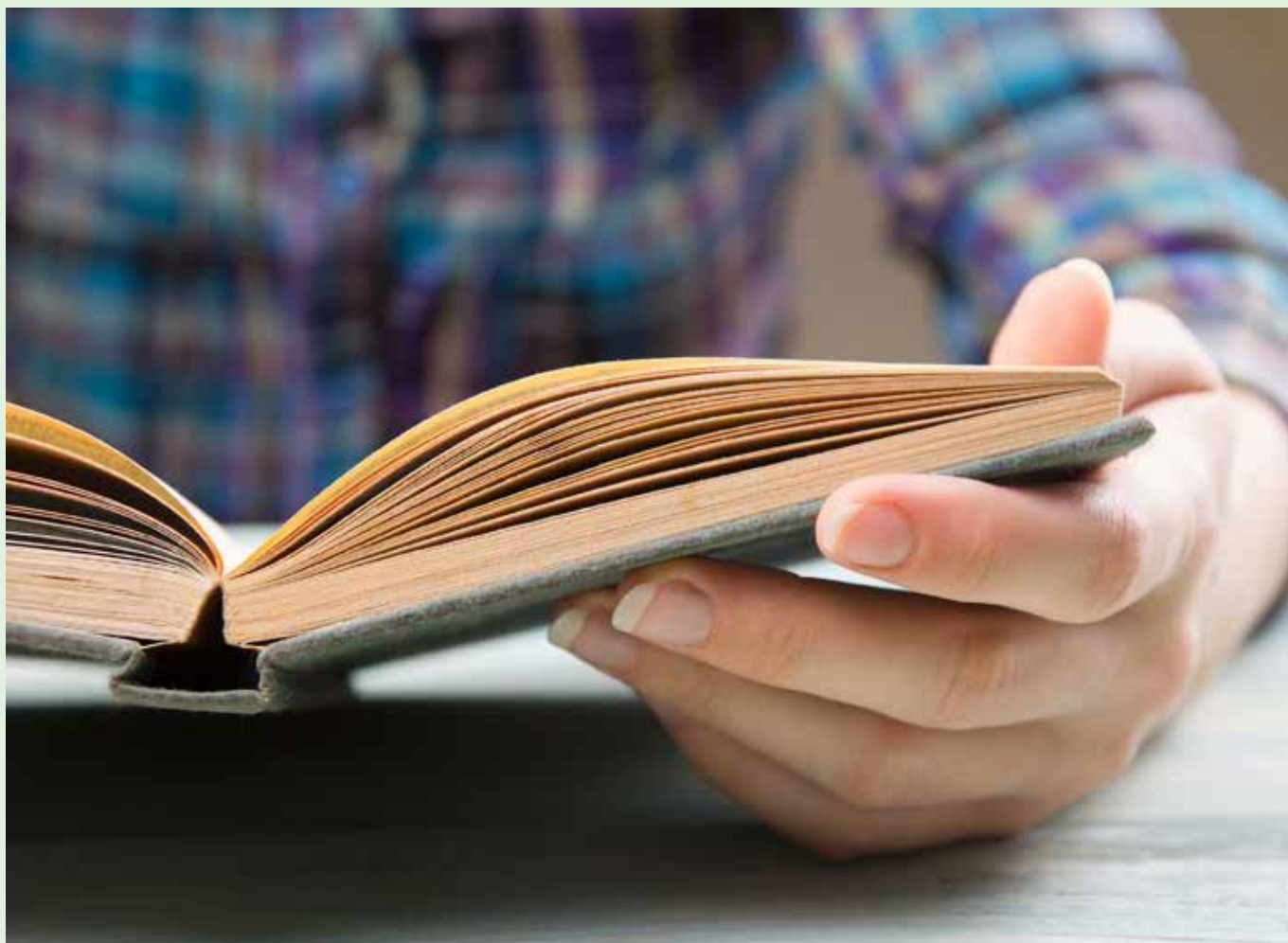
Section B : Reflections On Curricular Practices

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

- 2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection
- 2.2 Reflection in action, reflection on action –Donald Schon

Activities for Section A :

1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.
3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one 's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)
4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.
5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent



during the given period. Present it in audio/visual/audio-visual form other than the text.

Activities for Section B :

1. Select a text analyses the structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)
2. Reflect upon your experiences that helped you in transforming the theory taught to you and practice that you adopted related with microteaching skills
3. Select an event related to microteaching and reflect upon the experiences of preparing and presenting the skill and the process of thinking at the time of teaching
4. Select an event related to any curricular or co- curricular activity in which you have participated. List down the sequence of the events and elaborate at least one / two events during the process which might have weakened / strengthen/ changed changed your thoughts/ attitudes
5. Researching and select an article of your choice. Research on the chain of events and develop a journal related to the event

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

Objectives**To enable the prospective Teacher to**

- identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum
- develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks
- relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art
- develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning

Section A : Music and Fine Arts in Education (Conceptual Understanding)

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

Section B : Dance and Drama in Education (Conceptual Understanding)

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

Activity of Section A**Music**

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

Fine Arts

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

Objectives**To enable the prospective Teacher to**

- develop ability to handle school activities independently
- develop the proficiency in imparting lessons
- develop the proficiency in conducting curricular and co-curricular activities
- develop the ability to analyze and review books and literary texts
- develop skills for identifying problem and conducting action research
- develop the ability to report the administrative and management system of school
- develop the ability to reflect on their daily routine in schools

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

Sem
VII

સાહિત્ય મીમાંસા : પૂર્વની મીમાંસા (પ્રમુખ)

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ભારતીય સાહિત્ય મીમાંસાથી પરિચિત થાય અને વિદ્યાર્થીઓ ભરતમુનિનું રસસૂત્ર સમજે
- વિદ્યાર્થીઓ આનંદવર્ધનનો ધ્વનિ વિચાર સમજે
- વિદ્યાર્થીઓ કુન્તકનો વક્રોક્તિ વિચાર સમજે
- વિદ્યાર્થીઓ જગન્નાથનો રમણીયતા વિચાર સમજે

Unit 1 ભરતમુનિનું રસસૂત્ર

- 1.1 રસ પ્રક્રિયા, ભટ્ટ લોલ્લટ, ભટ્ટ શંકુક, ભટ્ટ નાયક અને અભિનવ ગુપ્તની રસસૂત્રની ટીકા તથા રસસૂત્રની વિચારણા, રસપ્રતીતિના વિદ્યો અને તેનું નિરસન - નિદર્શન

Unit 2 આનંદવર્ધનનો ધ્વનિ વિચાર

- 2.1 ધ્વનિવાદ, ધ્વનિ સ્વરૂપ, ધ્વનિના પ્રકારો

Unit 3 કુન્તકનો વક્રોક્તિ વિચાર

- 3.1 વક્રોક્તિના પ્રકારો અને માર્ગો

Unit 4 જગન્નાથનો રમણીયતા વિચાર

- 4.1 રમણીયતાની વ્યાખ્યા, રમણીયતાની વિભાવના, જગન્નાથના કાવ્ય અંગેના વિચારો

Sem
VII

અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : ગાંધીયુગ અને અનુગાંધીયુગ - પ્રમુખ સર્જક અને સ્વરૂપ

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ગાંધીયુગના પ્રેરકબળો અને લક્ષણો જાણે અને વિદ્યાર્થીઓ ગાંધીયુગના પ્રમુખ સર્જકોનો પરિચય મેળવે
- વિદ્યાર્થીઓ અનુગાંધીયુગના વ્યાવર્તક લક્ષણો જાણે
- વિદ્યાર્થીઓ અનુગાંધીયુગના પ્રમુખ સર્જકોનો પરિચય મેળવે
- વિદ્યાર્થીઓ બન્ને યુગના કેટલાક સાહિત્ય સ્વરૂપો અને કૃતિઓનો પરિચય મેળવે

Unit 1 ગાંધીયુગના સાહિત્યના પ્રેરકબળો અને લક્ષણો

- 1.1 ગાંધીયુગનું સાહિત્ય નિષ્કર્ષ અને મૂલ્યાંકન

Unit 2 ગાંધીયુગના પ્રમુખ સર્જકો

- 2.1 કાકાસાહેબ કાલેલકર, કિશોરલાલ મશરૂવાળા, મહાદેવભાઈ દેસાઈ, કનૈયાલાલ મુનશી, રમણલાલ દેસાઈ, ઉમાશંકર જોશી

Unit 3 અનુગાંધીયુગના સર્જકો

- 3.1 દર્શક, પન્નાલાલ પટેલ, જ્યોતીન્દ્ર દવે, રાજેન્દ્ર શાહ, નિરંજન ભગત, હરીન્દ્ર દવે

Unit 4 બન્ને યુગના કેટલાક સાહિત્ય સ્વરૂપો અને કૃતિઓ

- 4.1 લલિત નિબંધ, ડાયરી, ટૂંકીવાર્તા
- 4.2 તણખામંડળ - ૧, જનમટીપ, બારીબહાર, સ્વપ્નપ્રયાણ

Sem
VII

ગુજરાતી વ્યાકરણ - 1

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ સંજ્ઞા વિશે જાણે
- વિદ્યાર્થીઓ વિશેષણ, ક્રિયાવિશેષણ વિશે જાણે
- વિદ્યાર્થીઓ લેખનરીતિ, વિરામચિહ્નો, સમાસ વિશે જાણે
- વિદ્યાર્થીઓ છંદ સમજે

Unit 1 નામ- સંજ્ઞા, તેનાં પ્રકારો

- 1.1 ધાતુ - સ્થિતિ, ક્રિયા, પ્રક્રિયા, અવસ્થા

Unit 2 વિશેષણ , તેનાં પ્રકારો

- 2.1 ક્રિયાવિશેષણ, તેનાં પ્રકારો

Unit 3 લેખન રીતિ, વિરામચિહ્નો

- 3.1 સમાસ - તેનાં પ્રકારો

Unit 4 છંદ

- 4.1 શિખરિણી, મંદાકાન્તા, પૃથ્વી, હરિણી, શાદૂલવિકીડિત, સ્વધરા, વસંતતિલકા, ઇન્દ્રવજ, ઉપેન્દ્રવજ, ઉપજાતિ, ચોપાઈ, દહોરો, સવૈયા, હરિગીત, ઝૂલણા

Sem
VIIગુજરાતી પ્રશિષ્ટ કૃતિઓ :
નંદબત્રીસી અને સરસ્વતીચંદ્ર ભાગ - ૧Optional
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓએ કૃતિને પ્રશિષ્ટ કેમ કહેવાય? તે સમજે
- વિદ્યાર્થીઓ પ્રશિષ્ટ કૃતિઓને જાણે
- વિદ્યાર્થીઓ શામળ અને ગોવર્ધનરામ ત્રિપાઠીના જીવન - કવન વિશે જાણે
- વિદ્યાર્થીઓ પ્રશિષ્ટ કૃતિઓનો અભ્યાસ કરે

Unit 1 સાહિત્ય સ્વરૂપ

- 1.1 પદ્યવાર્તાનું સ્વરૂપ
- 1.2 નવલકથાનું સ્વરૂપ
- 1.3 પ્રશિષ્ટ કૃતિના લક્ષણો

Unit 2 સર્જકના જીવનનો પરિચય

- 2.1 શામળનું જીવન - પરિચયાત્મક
- 2.2 ગોવર્ધનરામ ત્રિપાઠીનું જીવન - પરિચયાત્મક

Unit 3 નંદબત્રીસીનો કૃતિલક્ષી અભ્યાસ

Unit 4 સરસ્વતીચંદ્ર ભાગ - ૧ કૃતિલક્ષી અભ્યાસ

Sem
VII

ગ્રંથકાર: ગાંધીજી :
હિન્દસ્વરાજ : સ્વરૂપ પરિચય

Optional
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ગાંધીજીના જીવનનો વધુ પરિચય કેળવે
- વિદ્યાર્થીઓ ગાંધીવિચારના પાયા તરીકે હિન્દસ્વરાજને સમજે
- વિદ્યાર્થીઓ ગાંધીજીના સ્વરાજ, સમાજ સુધારો, શોષણ, શોષક, યંત્ર, કેળવણીના વિચારો જાણે
- વિદ્યાર્થીઓ સંવાદાત્મક લેખનને સમજે

Unit 1 ગાંધીજીનું જીવન - કવન

Unit 2 ગાંધીવિચારનો પાયો - હિન્દસ્વરાજ

- 2.1 ગાંધીજીના સ્વરાજ વિશેના ખ્યાલો
- 2.2 ગાંધીજીના સુધારા વિશેના ખ્યાલો
- 2.3 ગાંધીજીના શોષણ અને શોષક વિશેના ખ્યાલો

Unit 3 ગાંધીજીની યંત્ર વિશેની વિચારણા

- 3.1 ગાંધીજીના કેળવણી વિષયક ખ્યાલો

Unit 4 કૃતિની ભાષાશૈલી

- 4.1 કૃતિની સંવાદાત્મક રજૂઆત

**Sem
VII****Introduction to Literary
Criticism - I (Western)****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- introduce literary critical texts from ancient classical to the Neo-classical period
- learn about the new critical ideas prevalent
- learn and compare the trends in critical theories
- enable critical thinking with respect to literary texts

Unit 1 Nature, Function and Types of Literary Criticism

- 1.1 Nature and Function of Literary Criticism
- 1.2 Types of Literary Criticism
- 1.3 Critical and Literary Terms: Aestheticism, Allegory, Imagery, Symbols and Symbolism, Farce.

Unit 2 Ancient Greek Criticism

- 2.1 Ancient Greek Criticism
- 2.2 Aristotle – Theory of Imitation and Tragedy
- 2.3 Longinus – ‘On the Sublime’.

Unit 3 Criticism of Renaissance period

- 3.1 Renaissance Criticism
- 3.2 General Characteristics of Renaissance Criticism
- 3.3 Sir Philip Sidney – ‘An Apology for Poetry’.

Unit 4 Criticism of Neo-classical age

- 4.1 Neo-Classic Criticism and its chief features
- 4.2 John Dryden – ‘Essay on Dramatic Poesy’.

Sem
VII

Study of Literary forms : Essay and Novel

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce Essay as literary forms
- enable students to study Essay as a literary form along with how to approach them as student/teacher
- introduce Novel as a literary form
- enable students to study Novel as a literary form along with how to approach them as student/teacher

Unit 1 Essay and its types

- 1.1 Essay as a literary form (ref. R. J. Rees)
- 1.2 Qualities of an Essayist
- 1.3 Types of Essay

Unit 2 Essays - Texts

- 2.1 'Of Studies' by Francis Bacon
- 2.2 'On Saying Please' by A. G. Gardiner
- 2.3 'Swaraj' by Mahatma Gandhi

Unit 3 Novel as a literary form

- 3.1 Novel as a literary form (ref. R. J. Rees)

Unit 4 Novel - Text

- 4.1 Robinson Crusoe by Daniel Defoe

Sem
VII

Indian Writing in English

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- study the category of Indian Writing in English with its various dimensions
- understand the history of IWE briefly
- understand the changing trends in IWE
- understand the portrayal of Indian & Indian culture in IWE

Unit 1 A Brief History of Indian Writing in English

- 1.1 Idea of Indian Writing in English: History of Indian Writing in English
(A Brief Survey with the help of M K Naik's Text History of Indian Writing in English).

Unit 2 Novel - Text

- 2.1 The Guide by R K Narayan

Unit 3 Drama

- 3.1 The Sleepwalkers by Nissim Ezekiel

Unit 4 Poetry by Modern Indian Poets

- 4.1 A. K. Ramanujan, Nissim Ezekiel, Kamala Das, Keki N. Daruwala, Arun Kolatkar

Sem
VII

Women's Writing

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce Women's Studies
- introduce works by women writers
- sensitize and make students aware of various women's issues
- study and understand the works written by women from the perspective of women

Unit 1 Novel - Text

- 1.1 That Long Silence by Shashi Deshpande

Unit 2 Poetry - Text

- 2.1 'Select poems by Kamala Das
- 2.2 Select poems by Maya Angelou

Unit 3 Short Stories - Texts

- 3.1 Selected Short Stories from The Inner Courtyard by Lakshmi Holmstrom

Unit 4 Drama - Text

- 4.1 Play: Lights Out by Manjula Padmanabhan

**Sem
VII****English Language Teaching
in Higher Education****Optional****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand the beginnings and theories of English language teaching in India
- get the knowledge of various dimensions of ELT
- learn various techniques, methods and approaches of ELT
- understand the theories of Language Acquisition

Unit 1 History of English in India

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

Unit 2 Theories of Language learning

- 2.1 Theories of Language Learning
- 2.2 Behaviorism
- 2.3 Cognitive
- 2.4 Theories of Second Language Acquisition

Unit 3 Aspects of Language Teaching

- 3.1 Dimensions of English Language Teaching
- 3.2 Organizational and Technological Dimension
- 3.3 Psychological and social Dimension
- 3.4 Pedagogical Dimension

Unit 4 Theories of ELT

- 4.1 Use of various Techniques, Methods and Approaches of English Language Teaching
- 4.2 Grammar Translation Method
- 4.3 Direct and Functional Method
- 4.4 Communicative Method

Sem
VII

कारकसमासयोःनियतांशः

Compulsory

Marks : 70 + 30

उद्देश्यानि

- कारकानां व्यवस्थितज्ञानसम्पादनम्
- कारकाध्ययनेन सुगमतया अर्थबोधः व्यवहारः च
- समासपठनेन भाषाज्ञाने नैपुण्यप्राप्तिः
- समासस्य विविधकारकानां च सम्यक् परिचयः

Unit 1 कारकप्रकरणम्

- 1.1 प्रथमाविभक्तिः
- 1.2 द्वितीयाविभक्तिः
- 1.3 तृतीयाविभक्तिः
- 1.4 चतुर्थीविभक्तिः

Unit 2 कारकप्रकरणम्

- 2.1 पंचमीविभक्तिः
- 2.2 षष्ठीविभक्तिः
- 2.3 सप्तमीविभक्तिः
- 2.4 सम्बोधनम्

Unit 3 समासः-

- 3.1 द्वन्द्वसमासः
- 3.2 द्विगुसमासः
- 3.3 अव्ययीभावः

Unit 4 समासः

- 4.1 तत्पुरुषः
- 4.2 कर्मधारयः
- 4.3 बहुव्रीहिः

Sem
VII

भुवमानीता भगवद्भाषा

Compulsory

Marks : 70 + 30

उद्देश्यानि

- संस्कृतोपन्यासस्य अभिनवप्रयोगास्वादः
- हिब्रुकथामाध्यमेन संस्कृतभाषा प्रचाराय ज्ञानप्राप्तिः
- रोचककथायाः माध्यमेन नवीनमार्गान्वेषणाय यत्नः
- मातृभाषा-संस्कृतप्रचारोपायनिमित्तं दिशाप्राप्तिः

Unit 1 : प्रकरणम् - 1तः 6

Unit 2 : प्रकरणम् - 7तः 12

Unit 3 : प्रकरणम् - 13तः 18

Unit 4 : प्रकरणम् - 19तः 25

Sem
VII

पस्पशाह्निकम्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- व्याकरणाध्ययनस्य लाभानां पूर्तिः
- व्याकरणाध्ययनस्य विशिष्ट-सामान्यप्रयोजनानां पठनम्
- व्याकरणरचनायाः पद्धतिम् अवगन्तुम्
- वर्णानाम् उपदेशविषये

Unit 1 : व्याकरणाध्ययनस्य मुख्यं प्रयोजनम्

Unit 2 : व्याकरणाध्ययनस्य गौणं प्रयोजनम्

Unit 3 : व्याकरणरचनायाः पद्धतिः- शब्दानाम् उपदेशः

Unit 4 : वर्णोपदेशप्रयोजनानि – शब्दनित्यत्त्वप्रतिपादनम्

Sem
VII

सौन्दर्यलहरी

Optional

Marks : 70 + 30

उद्देश्यानि

- परमगुह्यानां तत्त्वानाम् अन्वेषणे साहाय्यभूतमिदं स्तोत्रम्
- मातुःपार्वत्याः स्वरूपदर्शनम्
- तन्त्रविधेः अवगमनाय साहाय्यकरम्

Unit 1 : सौन्दर्यलहरी- श्लोकाः – 1 to 25

Unit 2 : सौन्दर्यलहरी- श्लोकाः – 26 to 50

Unit 3 : सौन्दर्यलहरी- श्लोकाः – 51 to 75

Unit 4 : सौन्दर्यलहरी- श्लोकाः – 76 to 103

Sem
VII

वेदपरिचयः

Optional

Marks : 70 + 30

उद्देश्यानि

- वैदिकसूक्तानाम् अध्ययनम्
- विभिन्नैः सूक्तैः वैदिकज्ञानसम्पादनम्
- राष्ट्रसूक्ताध्ययनम्
- ब्राह्मणसाहित्यस्य वेदकालीनसमाजजीवनस्य च परिचयः

Unit 1 वैदिकसूक्तानि - ऋग्वेदतः

- 1.1 अग्निसूक्तम्-1.1, ईन्द्रसूक्तम्-2.12
- 1.2 विश्वामित्रनदीसूक्तम्- 3.33, नासदीयसूक्तम्- 10.129
- 1.3 वाक्सूक्तम्- 10.125
- 1.4 प्रस्वापिनीसूक्तम्- 7.55

Unit 2 वैदिकसूक्तानि-सामवेदतः

- 2.1 उत्तरार्चिकम् – 1.1 (सोमरसः)
- 2.2 शुक्लयजुर्वेदतः - शिवसंकल्पसूक्तम् 1.6
- 2.3 अथर्ववेदतः - 1 पृथ्वीसूक्तम्- 12.1
- 2.4 राष्ट्राभिवर्धनसूक्तम्- 1.29

Unit 3 ब्राह्मण साहित्य का परिचय

Unit 4 वेदकालीनं समाजजीवनम्

Sem
VII

History of Contemporary India

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand contemporary Indian political situation
- understand social and economic developments and changes after independence
- understand wars with Pakistan and china
- understand development of education after independence

Unit 1 India after independence-1

- 1.1 process of national integrity
- 1.2 Non align movement
- 1.3 Reconstruction of states

Unit 2 India after independence-2

- 2.1 Panchayati raj and five year planning
- 2.1 Indo china war 1962
- 2.3 India Pakistan war 1965

Unit 3 India after independence-3

- 3.1 India Pakistan war 1971
- 3.2 Navnirman movement 1974
- 3.3 The emergency-1975

Unit 4 India after independence-4

- 4.1 development of education after independence:
- 4.2 Radhakrishnan commission.
- 4.3 Kothari education commission.
- 4.4 National policy of education-1986

Objectives**To enable the prospective Teacher to**

- understand Basic Elements of Teaching of History
- understand Meaning-Scope-Need of History Education
- understand Objectives, Values And Different Methods of Teaching History
- understand Use of Teaching Aids And Teacher of History

Unit 1 Meaning of History Teaching

- 1.1 Meaning, Concept and Nature of History
- 1.2 Scope of History
- 1.3 Need of Teaching History
- 1.4 The Place of History in the Secondary Schools Curriculum

Unit 2 Aims and Objectives of Teaching History

- 2.1 Aims and Objectives
- 2.2 Values of Teaching History
- 2.3 Different Methods of Teaching History

Unit 3 Teaching aids in History Teaching

- 3.1 Various Teaching Aids
- 3.2 Some Guidelines for Using Audio – Visual Aids
- 3.3 Historical Excursion

Unit 4 History Room and Text book

- 4.1 History Room
- 4.2 The Text Book of History
- 4.3 Importance of a History Teacher and Training

Sem
VII

Historical Essays - 1

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Nature of Historical Essays
- understand Historical Essays on Indian Culture and Empires
- understand Historical Essays on National And International War And Leaders
- understand Historical Essays on National and International Events and National and International Institutions

Unit 1 Historical Essays-1

- 1.1 Indus Valley Civilization
- 1.2 Vedic Literature
- 1.3 Guptā Age as Golden Age

Unit 2 Historical Essays-2

- 2.1 Unification of Italy and Germany
- 2.2 First and Second World War
- 2.3 League of Nation and United Nations

Unit 3 Historical Essays-3

- 3.1 First Indian Independent War 1857
- 3.2 Mahatma Gandhi and Mass Movement
- 3.3 Process of National Unification in India-1947

Unit 4 Historical Essays-4

- 4.1 Socio Religious Movements of India in 19Th Century
- 4.2 Sardar Patel
- 4.3 Dr Babasaheb Ambedkar

Sem
VII

Understanding of Indian Culture

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Educational Institutes In Ancient India
- understand Art And Culture During Guptas Empire- Rajput Age- Satavahans, Pallvas, Cholas, Vakatakas, Sultanate Age-Mughal Period
- understand Vijaynagar And Bahaman Kingdom
- understand Bhakti – Sufi Movements and Contribution of India to World

Unit 1 Educational Institutes in Ancient India

- 1.1 Takshila, Nalanda, Vallabhi
- 1.2 Art and Culture during Guptas Empire
- 1.3 Cultural Achievements of Satavahans, Pallvas, Cholas, Vakatakas
- 1.4 Art and Culture during Rajput Age

Unit 2 Art, Culture and Religious Movements

- 2.1 Sultanate Age- Literatures, arts and culture
- 2.2 Bhakti – Sufi Movements
- 2.3 Literatures, Art and Culture of Vijaynagar and Bahaman Kingdom

Unit 3 Achievement and Development of Mughal Period

- 3.1 Literatures
- 3.2 Art and Culture
- 3.3 Science and Technology

Unit 4 Contribution of India to World

- 4.1 Literature and Art
- 4.2 Sculpture and Architecture
- 4.3 Science and Technology

Sem
VII

History of Modern World (Decolonization to Globalization)

Optional
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Events Of Modern World
- understand Decolonization
- understand Constraining Development-Latin America &- Africa
- understand European Union And Globalization

Unit 1 Events of Modern World

- 1.1 Decolonization
- 1.2 Break Up Of Colonial Empires: British, French, And Dutch

Unit 2 Factors Constraining Development

- 2.1 Latin America
- 2.2 Africa

Unit 3 Consolidation and Expansion of European Community

- 3.1 European Union-Organs of the Union
- 3.2 Possible Expansion of the European Union

Unit 4 Globalization

- 4.1 Meaning
- 4.2 Advantages
- 4.3 Disadvantages
- 4.4 Apprehensions

Objectives**To enable the prospective Teacher to**

- provide knowledge on the hazards and disaster
- provide knowledge on the cyclones
- provide knowledge on the earthquake and volcanoes
- provide knowledge on the tsunami

Unit 1 Meteorological Hazards

- 1.1 Natural hazards and disaster definition and areas
- 1.2 Meteorological hazards - cyclone typhoon, hurricane and draughts, forest fires
- 1.3 Causes of Meteorological hazards Natural disaster, assessment, effects and control measures

Unit 2 Geological Hazards

- 2.1 Natural hazards - Geological - earthquake, volcanoes - Causes of earthquake and volcanoes its effects and control measures

Unit 3 Geomorphic Hazards

- 3.1 Natural hazards - Geomorphic - landslide, soil erosion and gullying, coastal erosion
- 3.2 Causes of geomorphic hazards assessment, effects and control measures

Unit 4 Hydrological Hazards

- 4.1 Natural hazards - hydrological flood, failure of natural dams, tsunamis etc.
- 4.2 Causes of hydrological hazards assessment, effects and control measures
- 4.3 Concept of Vulnerability, mitigation, prevention, preparedness response and recovery

Sem
VII

Agricultural Geography

Compulsory

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the the nature and origin of agriculture and its regions
- understand the agricultural development and productivity in India
- understand the land system and cropping pattern
- understand and analyse the historical perspective of agriculture

Unit 1 Nature and Scope of Agricultural Geography

- 1.1 Nature, scope, significance and development of agricultural geography
- 1.2 Origin and dispersal of agriculture, Determinants of Agricultural - Physical, economic, social and technological

Unit 2 Land System, Cropping Pattern and Green Revolution

- 2.1 Land holding, land tenure system, land reforms, land use policy and planning
- 2.2 Cropping pattern, intensity of cropping
- 2.3 Green revolution – its impact and consequences

Unit 3 Theories of Agriculture

- 3.1 Theories of agricultural location based on multi-dimensional factors. Von thunen's theory, whittlesey's classification of agricultural region
- 3.2 Regional pattern of productivity in India

Unit 4 Problems, Management, Planning of Indian Agriculture

- 4.1 Food deficit and food surplus regions
- 4.2 Problems in Indian agriculture, Management and planning
- 4.3 Contemporary Issues – Food, nutrition and hunger, Food security, draught and food security, role of irrigation, Employment in the agricultural sector

Objectives**To enable the prospective Teacher to**

- provide knowledge on the topographical maps
- provide knowledge on the cartographical symbols
- provide knowledge on the surveying
- provide knowledge on the aerial photographs and remotesensing

Unit 1 Topographical Maps

- 1.1 Study of Survey of India – Topographical maps, classification and scale
- 1.2 Interpretation of Survey of India, toposheets (any two)

Unit 2 Cartographical Symbols

- 2.1 Types of cartographic symbols and their uses - Point, Line, Area symbols, Line Graph, Simple Bar graph and compound Bar Graph, Dots, Choropleth, Proportional Circles, Squares, Sphere, Divided Circle. Their merits and demerits and comparative study (one exercise of each)
- 2.2 Use of symbols, letters and shades, use and importance of qualitative and quantitative maps

Unit 3 Surveying

- 3.1 Basic principles of Surveying
- 3.2 importance of surveying in Geography
- 3.3 plane table Survey, chain survey and Prismatic compass Survey (only theory)

Unit 4 Aerial Photographs and Remote Sensing

- 4.1 Fundamentals of Aerial photographs and remote sensing
- 4.2 Computer cartography and Geographical information system (only theory)

Sem
VII

Resource Geography

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the nature, scope and definition of resources
- provide knowledge on the resource conservation
- provide knowledge on the water resources
- provide knowledge on the energy resources

Unit 1 Nature and Scope of Resource Geography

- 1.1 Nature, scope and signification of geography of resources
- 1.2 Definition and concept of natural resources
- 1.3 Classification of resources

Unit 2 Resource Conservation and Management

- 2.1 Characteristic of natural resources: resource conservation and management with reference to land and forest resources

Unit 3 Water Resources

- 3.1 Water resources- fresh water resources, marine resources, major fishing grounds of the world, fish distribution and exploitation

Unit 4 Energy Resources

- 4.1 Energy resources- conventional energy resource- coal, petroleum, non-conventional – solar and geothermal energy

Objectives**To enable the prospective Teacher to**

- provide knowledge on the relevance of an urban economy and geography and associated problems
- provide knowledge on the demographic and other aspects of urbanization
- provide knowledge on the urban hierarchy
- provide knowledge on the rural - urban fringe

Unit 1 Urbanisation

- 1.1 Definition and nature of urbanization, history of urbanization Demographic, economic and social aspects of urbanization
- 1.2 Urbanisation and industrialization

Unit 2 Urban System

- 2.1 Urban system: site and situation, urban hierarchy, Rank-Size rule Law of primate city, Sphere of urban influence Suburbanization and urban sprawl, Satellite towns

Unit 3 Urban Land Use

- 3.1 Urban land use – theories regarding internal structure of the city Urban morphology, Rural urban fringe Global city and changing urban functions, Concept of green belt

Unit 4 Theories

- 4.1 Christelle's central place theory, August Losch's theory of market centres
- 4.2 Urban planning, Urban plans, Urban renewal and urban redevelopment
- 4.3 Issues related urbanisation - Urban slums, Urban transportation and environment degradation

Semester VIII

Semester VIII

| | | | Total Papers | Semester | Credit | Hours | Internal | External | Total |
|-------------|-------------------------------|--------------|--------------|-----------|------------|------------|------------|------------|------------|
| Education | Education | Theory | 1 | 3 | 45 | 30 | 70 | 100 | 300 |
| | Education (EPC) | Practical | 1 | 1 | 30 | 15 | 35 | 50 | 200 |
| | Block Teaching and Internship | Practical | 1 | 8 | 240 | 200 | 100 | 300 | 200 |
| B.A. (Arts) | Principal | Theory | 4 | 12 | 180 | 120 | 280 | 400 | |
| | | Total | 9 | 24 | 495 | 365 | 485 | 850 | 900 |

| Sr. No. | Subject | Title of the paper | T/P | Credit | Hours | Internal | External | Total |
|---------|-----------|---|-----------|--------|-------|----------|----------|-------|
| 1 | Education | Gender, School and Society | Theory | 3 | 45 | 30 | 70 | 100 |
| 2 | Education | Optional Paper (Any One) 1. Educational Statistics 2. Guidance and Counselling 3. Value Education | Practical | 1 | 30 | 15 | 35 | 50 |
| 3 | Education | Block Teaching and Internship | Practical | 8 | 240 | 200 | 100 | 300 |
| 4 | Gujarati | સાહિત્ય મીમાંસા : પશ્ચિમની મીમાંસા (પ્રમુખ) | Theory | 3 | 45 | 30 | 70 | 100 |
| 5 | Gujarati | અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ : આધુનિક યુગ - પ્રમુખ સર્જક અને સ્વરૂપ | Theory | 3 | 45 | 30 | 70 | 100 |
| 6 | Gujarati | ગુજરાતી વ્યાકરણ - 2 | Theory | 3 | 45 | 30 | 70 | 100 |
| 7 | Gujarati | સ્વરૂપ : આખ્યાન : સુદામા ચરિત | Theory | 3 | 45 | 30 | 70 | 100 |
| 8 | Gujarati | સાહિત્યિક વિવેચન | Theory | 3 | 45 | 30 | 70 | 100 |
| 9 | English | Introduction to Literary Criticism - II (Western) | Theory | 3 | 45 | 30 | 70 | 100 |
| 10 | English | Study of Literary Forms: Poetry and Drama | Theory | 3 | 45 | 30 | 70 | 100 |
| 11 | English | American Literature | Theory | 3 | 45 | 30 | 70 | 100 |
| 12 | English | Postcolonial Literature | Theory | 3 | 45 | 30 | 70 | 100 |
| 13 | English | Comparative Literature | Theory | 3 | 45 | 30 | 70 | 100 |
| 14 | Sanskrit | વેદાન્તચિન્તમ્-તૈત્તિરીયોપનિષદ્ | Theory | 3 | 45 | 30 | 70 | 100 |
| 15 | Sanskrit | વેદાન્તચિન્તમ્-કેનોપનિષદ્ | Theory | 3 | 45 | 30 | 70 | 100 |
| 16 | Sanskrit | સાંખ્યદર્શનપરિચય-નિયતાંશ: | Theory | 3 | 45 | 30 | 70 | 100 |
| 17 | Sanskrit | યોગદર્શનપરિચય:-પાતાંજલયોગસૂત્રમ્ -નિયતાંશ: | Theory | 3 | 45 | 30 | 70 | 100 |
| 18 | Sanskrit | ન્યાયદર્શનપરિચય--નિયતાંશ: | Theory | | | | | |
| 19 | History | Elements of Historical Method | Theory | 3 | 45 | 30 | 70 | 100 |
| 20 | History | Historical Essays-2 | Theory | 3 | 45 | 30 | 70 | 100 |

| | | | | | | | | |
|----|-----------|--|-----------|---|----|----|----|-----|
| 21 | History | Historical Study of Architectural Monuments of India | Theory | 3 | 45 | 30 | 70 | 100 |
| 22 | History | Study of Tourism | Theory | 3 | 45 | 30 | 70 | 100 |
| 23 | History | Women In Indian History | Theory | 3 | 45 | 30 | 70 | 100 |
| 25 | Geography | Social Geography | Theory | 3 | 45 | 30 | 70 | 100 |
| 26 | Geography | Regional Planning And Development | Theory | 3 | 45 | 30 | 70 | 100 |
| 27 | Geography | Cartographic Method-IV | Practical | 3 | 45 | 30 | 70 | 100 |
| 28 | Geography | Geography of Transportation | Theory | 3 | 45 | 30 | 70 | 100 |
| 29 | Geography | Rural Geography | Theory | 3 | 45 | 30 | 70 | 100 |

Objectives**To enable the prospective Teacher to**

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

Unit 1: Gender: Concepts and Emergence

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

Unit 2: Gender: Representations & Issues

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

Unit 3: Gender: Policies, Provisions

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

Unit 4: Gender Safety and Children

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

Sem
VIIIEPC 4 O1 :
Educational StatisticsOptional
Marks : 35 + 15**Objectives****To enable the prospective Teacher to**

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

Section A

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

Section B

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

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

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

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

Sem
VIIIEPC 4 O2 :
Guidance and CounsellingOptional
Marks : 35 + 15**Objectives****To enable the prospective Teacher to**

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

Section A

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

Section B

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

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

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

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

Sem
VIIIEPC 4 O3 :
Value EducationOptional
Marks : 35 + 15**Objectives****To enable the prospective Teacher to**

- understand the concept of various value and analyse it
- review and reflect on the events involving value judgement
- prepare report of their reflections

Section A

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

Section B

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

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

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

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

Objectives**To enable the prospective Teacher to**

- develop ability to handle school activities independently
- develop the proficiency in imparting lessons
- develop the proficiency in preparing blueprint
- develop the ability to administer psychological test
- develop the ability to reflect on their daily routine in schools

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

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

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

Sem
VIIIસાહિત્ય મીમાંસા :
પશ્ચિમની મીમાંસા (પ્રમુખ)Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ પશ્ચિમની સાહિત્ય મીમાંસાથી પરિચિત થાય અને વિદ્યાર્થીઓ એરિસ્ટોટલની ટ્રેજેડીને જાણે
- વિદ્યાર્થીઓ લોન્જાઈનસના ઉદાત્તતાના ખ્યાલનો પરિચય મેળવે
- વિદ્યાર્થીઓ ટી.એસ.એલિયટના વિચારોને જાણે
- વિદ્યાર્થીઓ નવ્યવિવેચનને જાણે

Unit 1 એરિસ્ટોટલ

- 1.1 ટ્રેજેડીની વ્યાખ્યા, ટ્રેજેડીના ઘટકતત્ત્વો

Unit 2 લોન્જાઈનસ

- 2.1 ઉદાત્તતાના ખ્યાલનો પરિચય
- 2.2 લોન્જાઈનસનો કાવ્યવિચાર
- 2.3 ઉદાત્તતાના ઉદ્દગમ સ્ત્રોત, વિદ્વન્કર દોષો

Unit 3 ટી. એસ. એલિયટ

- 3.1 એલિયટના સાહિત્ય વિષયક વિચારો
- 3.2 કવિતાના ત્રણ સૂર
- 3.3 વિવેચનનું કાર્ય

Unit 4 નવ્યવિવેચકો (પરિચયાત્મક)

- 4.1 જહોન કોવ રેન્સમ, એલન ટેટ, કલિન્થ બ્રુક્સ, બ્લેકમૂર,
- 4.2 યોર વિન્ટર્સ, કેનિથ બર્ક, વિલિયમ વિમસેટ

Sem
VIIIઅર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ :
આધુનિકયુગ - પ્રમુખ સર્જક અને સ્વરૂપCompulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ આધુનિક યુગના પ્રેરકબળો અને લક્ષણોથી માહિતગાર થાય
- વિદ્યાર્થીઓ આધુનિક યુગના પ્રમુખ સર્જકોનો પરિચય મેળવે
- વિદ્યાર્થીઓ સાહિત્યના કેટલાક સ્વરૂપો અને કૃતિઓનો પરિચય મેળવે
- વિદ્યાર્થીઓ સાહિત્યિક સંસ્થાઓને જાણે

Unit 1 આધુનિકયુગના પ્રેરકબળો

- 1.1 આધુનિકયુગના લક્ષણો

Unit 2 આધુનિકયુગના પ્રમુખ સર્જકોનો પરિચય

- 2.1 સુરેશ જોષી, દિગ્વીશ મહેતા, રઘુવીર ચૌધરી, ભોળાભાઈ પટેલ, સરોજ પાઠક, હિમાંશી શેલત, ધ્રુવ ભટ્ટ

Unit 3 સાહિત્યસ્વરૂપો અને કૃતિઓ

- 3.1 નવલકથા, નાટક,
જન્મન્ટિકે, પેરેલિસિસ, અમૃતા, વિદિશા

Unit 4 સાહિત્યિક સંસ્થાઓનો પરિચય

- 4.1 ગુજરાત વર્નાક્યુલર સોસાયટી, ગુજરાત સાહિત્યસભા, ફાર્બસ ગુજરાતી સભા
- 4.2 ગુજરાત સાહિત્ય અકાદમી, ગુજરાતી સાહિત્ય પરિષદ, ક.લા.સ્વાધ્યાય મંદિર, નર્મદસભા

Sem
VIII

ગુજરાતી વ્યાકરણ - 2

Compulsory
Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ વિભક્તિ, સર્વનામ વિશે સમજે
- વિદ્યાર્થીઓ કાળ - અર્થ - અવસ્થા, વાક્ય પ્રકાર વિશે સમજે
- વિદ્યાર્થીઓ સ્વર અને વ્યંજન સંધિ તેમજ ગુજરાતી ભાષાના શબ્દોની સંધિ જાણે
- વિદ્યાર્થીઓ અલંકાર વિશે સમજે

Unit 1 વિભક્તિ

1.1 સર્વનામ

Unit 2 કાળ - અર્થ - અવસ્થા

2.1 વાક્યરચના, કર્તારિ, કર્મણિ, ભાવે (પ્રયોજક), સાદું - સંયુક્ત - સંકુલ વાક્ય

Unit 3 સંધિ

3.1 સ્વર સંધિ, વ્યંજન સંધિ

Unit 4 અલંકાર

4.1 ઉપમા, ઉત્પ્રક્ષા, રૂપક, વ્યતિરેક, અતિશયોક્તિ, સ્વભાવોક્તિ, વ્યાજ-સ્તુતિ, શ્લેષ, અનન્વય, દષ્ટાંત, વર્ણાનુપ્રાસ - વર્ણસગાઈ, શબ્દાનુપ્રાસ - યમક, પ્રાસાનુપ્રાસ, પ્રાસસાંકળી

Sem
VIII

સ્વરૂપ : આખ્યાન : સુદામાચરિત

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ પ્રેમાનંદના જીવનનો પરિચય મેળવે
- વિદ્યાર્થીઓ આખ્યાન સાહિત્યનો પરિચય મેળવે
- વિદ્યાર્થીઓ આખ્યાન તરીકે સુદામાચરિતનું મૂલ્યાંકન કરે
- વિદ્યાર્થીઓ આખ્યાનના પાત્રો, રસ, ગુજરાતીપણું વગેરે શોધે

Unit 1 પ્રેમાનંદનું જીવન

- 1.1 આખ્યાનકાર પ્રેમાનંદ

Unit 2 આખ્યાન સાહિત્ય સ્વરૂપ

- 2.1 આખ્યાનનો ઉદ્ભવ અને વિકાસ

Unit 3 પ્રેમાનંદના મુખ્ય આખ્યાનનો પરિચય

- 3.1 સુદામાચરિતનું આખ્યાન તરીકે મૂલ્યાંકન

Unit 4 સુદામાચરિતના પાત્રો, રસ

- 4.1 સુદામાચરિતમાં ગુજરાતીકરણ
- 4.2 સુદામાચરિત ભક્તિકાવ્ય કે મૈત્રીકાવ્ય

Sem
VIII

સાહિત્યિક વિવેચન

Optional

Marks : 70 + 30

હેતુ

- વિદ્યાર્થીઓ ગુજરાતીભાષામાં થતાં વિવેચનથી માહિતગાર થાય
- વિદ્યાર્થીઓ ગુજરાતીભાષાના વિવેચકોનો પરિચય મેળવે
- વિદ્યાર્થીઓ વિવેચકોની આગવી વિવેચન શૈલી જાણે
- વિદ્યાર્થીઓ વિવેચન પ્રવૃત્તિ કે કૃતિના આસ્વાદ કરતાં થાય

Unit 1 સાહિત્યિક વિવેચનનું સ્વરૂપ

- 1.1 સાહિત્યિક વિવેચનની સમસ્યા

Unit 2 સાહિત્યિક વિવેચનના પ્રકાર

- 2.1 સર્જન - ભાવન કેન્દ્રી
- 2.2 સાહિત્ય સ્વરૂપ કેન્દ્રી

Unit 3 ગુજરાતી વિવેચક - આનંદશંકર ધ્રુવ

- 3.1 સર્જકનું જીવન - કવન
- 3.2 વિવેચન ક્ષેત્રે પ્રદાન

Unit 4 ગુજરાતી વિવેચક - યોગેન્દ્ર વ્યાસ

- 4.1 સર્જકનું જીવન - કવન
- 4.2 વિવેચન ક્ષેત્રે પ્રદાન

**Sem
VIII****Introduction to Literary
Criticism - II (Western)****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- introduce literary critical texts from the Romantic age to the rise of New Criticism
- learn about the new critical ideas prevalent
- learn and compare the trends in critical theories
- think critically with respect to literary texts

Unit 1 Romantic Age

- 1.1 Romantic Criticism and its Characteristics
- 1.2 William Wordsworth – The Preface to ‘The Lyrical Ballads’
- 1.3 S. T. Coleridge on ‘Imagination’ and ‘Fancy’

Unit 2 Victorian Age

- 2.1 Victorian Criticism and its Characteristics.
- 2.2 Matthew Arnold – ‘The Function of Criticism at the Present Time’
- 2.3 Matthew Arnold’s ‘Touchstone Method’

Unit 3 Modern Age

- 3.1 20th Century Criticism and its Characteristics
- 3.2 T. S. Eliot – ‘Tradition and Individual Talent’
- 3.3 T. S. Eliot’s concept of ‘Objective Correlative’ and ‘Dissociation of Sensibility – Unification of Sensibility’

Unit 4 New Criticism

- 4.1 The Rise of New Criticism and its characteristics
- 4.2 I. A. Richards – ‘Figurative Language’

Sem
VIII

Study of Literary Forms : Poetry and Drama

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- study various dimensions of drama as a literary form and how to approach drama as a student/teacher
- study poetry as a literary form along with how to approach poetry as student/teacher.
- understand different types of poetry
- learn about different types of drama

Unit 1 Poetry and its types

- 1.1 The Lyric, The Ode, The Sonnet, The Elegy, The Idyll, The Epic, The Ballad, The Satire

Unit 2 Poetry - Texts

- 2.1 Lycidas by John Milton
- 2.2 Idylls of the King (excerpt) by Alfred Lord Tennyson

Unit 3 Drama and its types

- 3.1 Tragedy and Comedy
- 3.2 Tragi-Comedy, Farce and Melodrama,
- 3.3 The Masque
- 3.4 The Dramatic Monologue

Unit 4 Drama - Text

- 4.1 The One-Act Play: The Marriage Proposal by Anton Chekhov

Sem
VIII

American Literature

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce to the history of American Literature
- study nature of American Literature
- learn about various American writers
- learn about the forms and styles of writing in major literary texts

Unit 1 History of American literature

- 1.1 History of American Literature (A Brief Survey)
- 1.2 Chief Characteristics
- 1.3 Poets
- 1.4 Prose Writers and Thinkers

Unit 2 Poetry

- 2.1 Introduction to American Poetry
- 2.2 Study of Select Poems of Emily Dickenson
- 2.3 Study of Select Poems of Walt Whitman
- 2.4 Study of Select Poems of Robert Frost

Unit 3 Drama

- 3.1 Introduction to American Play
- 3.2 Death of a Salesman by Arthur Miller

Unit 4 Novel

- 4.1 Introduction to American Fiction
- 4.2 Farewell to Arms by Ernest Hemingway

Sem
VIII

Comparative Literature

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce students to Comparative Literature
- study nature and function of Comparative Literature
- apply comparative theories
- learn about the major schools of Comparative literature

Unit 1 Definition of Comparative literature

- 1.1 What is Comparative Literature?
- 1.2 Basic Concepts
- 1.3 World Literature
- 1.4 History of Comparative Literature

Unit 2 Major schools of Comparative literature

- 2.1 Major Schools
- 2.2 American School of Comparative Literature
- 2.3 French School of Comparative Literature

Unit 3 Drama and its types:

- 3.1 Comparative Literature in India
- 3.2 Tagore
- 3.3 Sisir Kumar Das

Unit 4 Applying Comparative theories

- 4.1 Applied

Sem
VIII

Postcolonial Literatures

Optional
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- introduce students to Postcolonial Theory
- study nature and function of Postcolonial Literatures.
- introduce students to Postcolonial literatures
- learn to apply postcolonial theory to texts

Unit 1 Postcolonial Theory

- 1.1 Introduction to Postcolonial Theory
- 1.2 Orientalism - 'Introduction' by Edward Said

Unit 2 Novel

- 2.1 Things Fall Apart by Chinua Achebe

Unit 3 Poetry

- 3.1 Select poems by Edward Kamau Brathwaite and Derek Walcott

Unit 4 Drama

- 4.1 Play: A Dance of Forests by Wole Soyinka

Sem
VIII

वेदान्तचिन्तनम्- तैत्तिरीयोपनिषद्

Compulsory

Marks : 70 + 30

उद्देश्यानि

- शिक्षावल्याः मन्त्रैः भव्यगुरुकुलपरम्परायाः बोधः
- मूल्यशिक्षणम्
- सत्य-ज्ञान-अनन्तानां चर्चा
- पंचकोशविवरणस्य अवगमनम्

Unit 1. तैत्तिरीयोपनिषद्- शिक्षावल्ली

1.1 अनुवाक्- 1 to 12

Unit 2. तैत्तिरीयोपनिषद्- ब्रह्मानन्दवल्ली

2.1 अनुवाक्- 1 to 9

Unit 3. तैत्तिरीयोपनिषद्- भृगुवल्ली

3.1 अनुवाक्- 1 to 10

Unit 4. तैत्तिरीयोपनिषद् के दार्शनिक विचार

Sem
VIII

वेदान्तचिन्तनम् - केनोपनिषद्

Compulsory
Marks : 70 + 30

उद्देश्यानि

- ब्रह्मणः वास्तविकः परिचयः प्राप्तव्यः
- आन्तरिकानां बाह्यांशानां च भेदावगमनम्
- उपनिषदः पठनेन जगतः परिचयः
- ब्रह्मणः सर्वोपरितायाः अवगमनम्

Unit 1. केनोपनिषद् - 1

Unit 2. केनोपनिषद् - 2

Unit 3. केनोपनिषद् - 3

Unit 4. केनोपनिषद् - 4

Sem
VIII

सांख्यदर्शनपरिचयः - नियतांशः

Compulsory

Marks : 70 + 30

उद्देश्यानि

- दार्शनिकविचाराणां पृष्ठभूमिं ज्ञातुम्
- जगतः विषमतायाः समाधानविषये अवगमनम्
- सत्कार्यवादस्य व्याख्याबोधः
- सांख्यदर्शनस्य लोकप्रियतायाः प्रभावः

Unit 1. षड्दर्शनेषु सांख्यदर्शनस्य स्थानम्, सांख्यदर्शनपरम्परायाः परिचयः,

- 1.1 कारिका:- 1 to 5
- 1.2 कारिका:- 6 to 10
- 1.3 कारिका:- 11 to 15
- 1.4 कारिका:- 16 to 20

Unit 2. कारिका:- 21 to 40

- 2.1 कारिका:- 21 to 25
- 2.2 कारिका:- 26 to 30
- 2.3 कारिका:- 31 to 35
- 2.4 कारिका:- 36 to 40

Unit 3. कारिका:- 41 to 60

- 3.1 कारिका:- 41 to 45
- 3.2 कारिका:- 46 to 50
- 3.3 कारिका:- 51 to 55
- 3.4 कारिका:- 56 to 60

Unit 4. कारिका:- 61 to 72

- 4.1 कारिका:- 61 to 64
- 4.2 कारिका:- 64 to 68
- 4.3 कारिका:- 68 to 72
- 4.4 सांख्य-आचार्याःसाहित्यं च

Sem
VIII

योगदर्शनपरिचयः-पातंजलयोगसूत्रम्-नियतांशः

Optional

Marks : 70 + 30

उद्देश्यानि

- समाधिद्वारा आत्मनः अनुभूतये
- चित्तवृत्तीनां नियमनं कर्तुम्
- यम-नियम-आसनादीनां ज्ञानप्राप्तये
- जीवने योगस्य महत्त्वं ज्ञातुम्

Unit 1. षड्दर्शनेषु योगशास्त्रस्य स्थानम्, योगदर्शनपरम्परायाः परिचयः, पातंजलयोगसूत्रम्

1.1 समाधिपादः -1 to 10

Unit 2. पातंजलयोगसूत्रम्

1.1 समाधिपादः -11 to 20

Unit 3. पातंजलयोगसूत्रम्

3.1 समाधिपादः -28 to 37

Unit 4. पातंजलयोगसूत्रम्

4.1 समाधिपादः -38 to 51

Sem
VIII

न्यायदर्शनपरिचयः - नियतांशः

Optional

Marks : 70 + 30

उद्देश्यानि

- न्यायदर्शनपरम्परायाः परिचयप्राप्त्यर्थम्
- द्रव्य-गुण-पदार्थादीनां परिचयप्राप्त्यर्थम्
- तर्कशक्तेः विकासार्थम्
- तर्कसंग्रहं पठित्वा प्रकृतेः महत्त्वपूर्णपरिचयं प्राप्तुम्

Unit 1. षड्दर्शनेषु न्यायदर्शनस्य स्थानम्, न्यायदर्शनपरम्परायाः परिचयः, तर्कसंग्रहः

1.1 (1/4) 1 to 25

Unit 2. तर्कसंग्रहः

1.1 (1/4) 26 to 50

Unit 3. तर्कसंग्रहः

3.1 (1/4) 51 to 75

Unit 4. तर्कसंग्रहः

4.1 (1/4) 76 to 100

Sem
VIII

Elements of Historical Method

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Concept and Nature of History
- understand Research in History, Sources of History and Foot Notes
- understand History Related Institution
- understand Historians and Their Contribution

Unit 1 History Concept and Nature

- 1.1 History Concept, Nature and Research in History
- 1.2 Need of Researcher
- 1.3 Characteristics of Historian
- 1.4 Writing of Historical Book

Unit 2 Sources of History

- 2.1 Sources of History and Their Classification
- 2.2 Authenticity and Credibility of Documents
- 2.3 Kautilya's Arthshastra
- 2.4 Inscriptions of Girnar

Unit 3 Rewriting History

- 3.1 Need For Rewriting History
- 3.2 Foot-Notes: Its Uses and Abuses
- 3.3 Practical Use of Footnotes
- 3.4 Op.cit and Ibid

Unit 4 Institution and historians

- 4.1 National Archives
- 4.2 L.D. Institute of Indology and B.J. Institute of Learning and Research.
- 4.3 Hariprasad Shastri and R C Majumdar

Objectives**To enable the prospective Teacher to**

- understand Nature of Historical Essays
- understand Historical Essays on Indian Culture, Empires
- understand Historical Essays on National And International War and Leaders
- understand Historical Essays on National and International Events and National and International Institutions

Unit 1 Historical Essays -1

- 1.1 Renaissance and Religious Reformation in Europe
- 1.2 Modern Worlds Revolutions

Unit 2 Historical Essays -2

- 2.1 Economical Policies of Lenin and Stalin
- 2.2 Abraham Lincoln and Franklin Roosevelt

Unit 3 Historical Essays -3

- 3.1 Literature and Art during Solanki Vaghela Period
- 3.2 Contribution of Social Reformer of Gujarat (Durgaram Maheta, Narmad, Dalpatram, Mahipatram Rupram, Sayajirav Gayakvad)

Unit 4 Historical Essays -4

- 4.1 Important Institutions of Gandhian Age (Ahmadabad Majur Mahajan, Gujarat Harijan Sevak Sangh, Bhil Seva Mandal Dahod, Swaraj Ashram Vedachhi, Gram Dakshinamurti)
- 4.2 Grass Root Workers of Gandhian Activates (Ansuya Sarbhai, Ravishankar Maharaj, Jugatram Dave, Pushpaben Maheta, Thakkarbapa, Muldas Vaishya)

Sem
VIII

Historical Study of Architectural Monuments of India

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Architecture and Characteristic of Indian Architecture From Harappan Culture to Modern Culture
- understand Various Monuments of India
- understand Various Architecture Bases on Political Situations
- understand Various Architecture Bases on Religion

Unit 1 Architecture and Characteristic of Indian Architecture

- 1.1 Architectural Monuments of Harappa and Mohenjo-Daro
- 1.2 Mauryan to Gupt Architecture

Unit 2 Temple Architecture of India: Early and Later

- 2.1 Northern Indian
- 2.2 South Indian

Unit 3 Various Architecture Bases On Religion

- 3.1 Buddhist Architecture and Jain Architecture
- 3.3 Islamic Architecture and Sikh Architecture

Unit 4 Various Architecture Bases On Political Situations

- 4.1 Rajput Architecture and Maratha Architecture
- 4.3 European Colonial Architecture

Sem
VIII

Study of Tourism

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- understand Tourism and Role of Government in Tourism
- understand Historical Application In The Development of Tourism
- understand Economic, Social And Cultural Impact of Tourism
- understand Various Types of Tourist Places in Gujarat and India

Unit 1 Tourism

- 1.1 Definition and Regulations
- 1.2 Types of Tourism
- 1.3 Historical Application in the Development of Tourism

Unit 2 Role of Government in Tourism

- 2.1 Transporters in Tourism
- 2.2 Economic Impacts of Tourism
- 2.3 Social and Cultural Impacts of Tourism

Unit 3 Places of Tourist Interested In India

- 3.1 North India and Rajasthan
- 3.2 South India
- 3.3 East and North East India
- 3.4 Maharashtra and Madhya Pradesh

Unit 4 Places of Tourist Interest In Gujarat

- 4.1 Historical (Lothal, Dholavira, Junagadha ,Champaner, Modhera, Patan, Ahmedabad,)
- 4.2 Religious (Somanath, Dwarka, Ambaji, Pavagadha)
- 4.3 Natural (Polo Forest, Kuchchha Desert, Saputara, Sasngir, Pirotan Island)

**Sem
VIII****Women in Indian History****Optional****Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- understand Status of Women In Indian Society: Ancient, Medieval and Modern Periods
- understand Social Reform Movement And Surfacing of Women Issues In The 19th century
- understand Women And Education
- understand Laws Pertaining To Women and Various Women Leaders

Unit 1 Status of Women in Indian Society

- 1.1 Ancient and Medieval
- 1.2 Modern Periods
- 1.3 Social Reform Movement and Surfacing of Women Issues in The 19th century
- 1.4 Women and Education, Laws Pertaining To Women

Unit 2 Representative Women Leaders

- 2.1 Raziya Sultan-Rani Laxmibai
- 2.2 Pandit Ramabai-Savitribai Phule
- 2.3 Anasuya Sarabhai
- 2.4 Sucheta Kriplani

Unit 3 Representative Women Freedom Fighter

- 3.1 Kittur Rani Chennamma-Rani Gaidinliu
- 3.2 Annie Besant, Madam Bhikhaji Cama
- 3.3 Sarojini Naidu
- 3.4 Lakshmi Sahgal: Freedom Fighter

Unit 4 Women's Organizations

- 4.1 Vanita Vishram
- 4.2 Sewa
- 4.3 The Contribution of Women in Politics, Science
- 4.4 Art and Literature

Sem
VIII

Social Geography

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the nature and scope of social geography
- provide knowledge on the formations of social groups
- provide knowledge on the role of races
- provide knowledge on the unity in diversity

Unit 1 Nature, Scope and Approaches

- 1.1 Social Geography: definition, nature, scope, significance and approaches

Unit 2 Social Interaction and Social Groups

- 2.1 Geographic basis of social interaction and relations
- 2.2 Formations of social groups - community and society
- 2.3 Concept of social space, space and society, socio-cultural region

Unit 3 Race, Ethnicity, Religion, Cast, Language

- 3.1 The role of race, ethnicity, religion, caste and language in the evolution of social regions
- 3.2 Aspects of unity in diversity in Indian society Social transformation – sanskritisation - role of rural-urban interaction

Unit 4 Industrialization, Urbanization , Modernization and Globalization

- 4.1 Processes of industrialization, urbanization, modernization and globalization and their impact on Indian

**Sem
VIII****Regional Planning
and Development****Compulsory
Marks : 70 + 30****Objectives****To enable the prospective Teacher to**

- the relevance of balanced regional development and spatial inequalities in geography
- provide knowledge on the issue of development and disparities
- provide knowledge on the disparity and diversity
- provide knowledge on the Panchayati Raj

Unit 1 Region

- 1.1 Fundamentals: Concept and Definition of Region, Types of Region- Regional Planning Concept as multidisciplinary subject, Goal and Aim of regional Planning, Objectives of regional planning, Process of Regional Planning, Methods for Delineation of Region, principles of regionalization and approaches to regional planning

Unit 2 Theoretical Outlook

- 2.1 Theoretical outlook – Theories of Albert Hirschman and Gunnar Myrdal model circular and cumulative Causation, Core and periphery model by John Friedmann, Growth pole model by Francois Perroux, Growth Centre and Growth Foci Approach by R P Misra

Unit 3 Disparity and Diversity

- 3.1 Disparity and Diversity – Regional disparities in India, Measurement of Regional Disparity: Indicators and Indices – Criteria, scale and Technique such as Ranking, Quartile Index, Z score, deprivation Index

Unit 4 Planning

- 4.1 Planning regions, regional development and planning strategies with reference to Five Year Plans, multi-level planning in India State – District - Block level planning and role of Panchayati Raj. Planning for tribal – agricultural - industrial and urban (metropolitan)

Sem
VIII

Cartographic Methods - IV

Compulsory
Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- provide knowledge on the map projection
- provide knowledge on the projection drawing
- provide knowledge on the geographical data
- provide knowledge on the survey

Unit 1 Map Projection

- 1.1 Map projection theory: Scale and projection, classification and choice of map projection, properties, merits and demerits and use of map projections

Unit 2 Projection Drawing

- 2.1 Projection drawing work: - Zenithal Polar Gnomonic
- 2.2 Zenithal Polar Stereographic
- 2.3 Zenithal Polar Orthographic
- 2.4 Cylindrical Equal Area Projection
- 2.5 Conical Projection with One-standard Parallel

Unit 3 Geographical Data

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

Unit 4 Survey

- 4.1 Village Survey or geographical tour and Field report – to be included in the Journal along with data, graphs, diagrams, maps and photographs

Objectives**To enable the prospective Teacher to**

- provide knowledge on the nature and scope of transportation
- understand about the importance and relevance of the study of transportation
- provide knowledge on the modes and means of transportation
- provide knowledge on the environmental degradation due to transportation

Unit 1 Nature, Scope and Development

- 1.1 Nature, Scope and development of transport Geography
- 1.2 Factors affecting the development of transportation- physical, economic, social, cultural and institutional

Unit 2 Means of Transportation

- 2.1 Modes and means of transportation, Railways and Road ways Airways and Water ways as a mode of transportation

Unit 3 Role of Transportation

- 3.1 Role of transportation in Regional Development

Unit 4 Environmental Degradation

- 4.1 Transportation and environmental degradation National highways development and planning in India

Sem
VIII

Rural Geography

Optional

Marks : 70 + 30

Objectives

To enable the prospective Teacher to

- general concepts, nature and issues of rural Geography
- acquaint the students about nature of rural settlement
- provide knowledge on the rural infrastructure
- provide knowledge on the rural morphology

Unit 1 Concept, Scope and Approaches

- 1.1 Concept and scope of rural geography; different approaches to study of rural Geography; concept and significance of rural development: Indicators of rural development

Unit 2 Settlement

- 2.1 Rural Settlements: Definition and characteristics; Types and patterns of rural settlements and their distribution with special reference to spacing, rural house type, based on building materials, size and shape

Unit 3 Rural Infrastructure, Facilities and Amenities

- 3.1 Rural infrastructure, facilities and amenities, New Agricultural technology: rural transportation, rural education, rural industries and rural marketing

Unit 4 Development Strategies in India

- 4.1 Critical review of development strategies in India; Integrated Rural Development Programme (I.R.D.P.), Community Development Programmes Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA)

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Evaluation Pattern

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

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

****LPC:** Gujarati/Hindi/Classical Sanskrit and English

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

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

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 |

Instructions about Examination

1. ASSESEMNT

1.1 There shall be two components for assesment of learners

1. Continuous and Comprehensive Evaluation (Internal Assessment)
2. Semester End Examination (External Examination)

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

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

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

1.4 Practical, Oral (Viva-voce) Examination

1. The practical examination shall be organised by the respective College as per the instructions of the University. Principal of the college 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 Examinerrrs appointed by the University and to assist external examiner there shall be one internal examiner duly appointed by the University.
3. In event of assessment is to be carried out by reviewing the submissions of candidate, the examination shall be carried out jointly by internal as well as external evaluators by the University.

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

Since the B.Ed. Course is governed by the rules and regulations stipulated by the NCTE, the 80% of the presence is required in theory classes and 90% of the presence is required in Practice Teaching/field based practicum/School Internship for 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/ College to select any of these. The ratio of marks will be 1:1:1:3 for each. The detailed Marks statement shall be submitted to Examination Section on or before the last day of the respective semester. Plagiarism of any kind in assignment/project work/ seminar/ any submission etc. will be punishable by the concerned departments.

EXTERNAL EVALUATION (70 % of Marks)

External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

3.2 ASSESSMENT

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

3.3 GRADING SYSTEM AS PER UGC 10 POINT SCALE SYSTEM.

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

i.e. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

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 of the concerned College.
- 5.2 Gold Medal(s) shall be awarded on the basis of Total Marks obtained by the student in all the semesters. Medal will only be awarded for the Courses in which minimum 5 Students are enrolled in last semester.
- 5.3 If two or more students have secured the same Marks, then the marks secured by the students in the external examination only shall be taken into consideration in awarding the Gold Medals.
- 5.4 If both students also secure the same external marks, then both the students should be awarded the Gold Medal
- 5.5 The Rank Holders on the basis of Marks shall be awarded the University Gold medal for being First. The Second and third Rank holders shall be given rank certificates by the university. The University shall also issue Certificates indicating the name of the Medal awarded to the students.
- 5.6 The University may also consider issuing other Certificates of Merit or overall conduct at any convocation organized by the University.
- 5.7 A student who has been fined or has been expelled from the Hostel / College/University for any act of indiscipline shall not be eligible for the award of gold medal(s). A student who has failed in any course and has cleared the course in a Repeat Examination shall not be eligible for award of Gold Medals.

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- Dr. Ajayshingh Chauhan Associate Professor, CUG, Gandhinagar.
- DR. Dhvanil Parekh Assistant Professor, Gujarati Vibhag, Gujarat Vidyapith, Ahmedabad.
- Dr. Balvant Jani Ex. VC HNGU, Patan & former Head, Saurashtra University, Rajkot.
- Dr. Naresh L. Ved Ex. VC Gujarati University, former Head, Department of Sardar Patel University, Anand.
- Dr. Kirtida Shah Head, Department of Gujarati, Gujarat University, Ahmedabad.
- Dr. Usha Upadhyay Professor & Head, Gujarat Vidyapith, Ahmedabad.

Board of Studies for English

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- Dr. Swarnabharti Evani Asst. Prof. of English, IITE
- Dr. Balaji Rangnathan Professor, School of language, Central University, Gandhinagar
- Dr. Darshana Trivedi Prof. & Head, School of Language, Gujarat University, Ahmedabad
- Dr. R.K.Mandalia Asso. Prof. Dept. of English, SP University, VVnagar
- Dr. Om Joshi Asst. Prof. Dept. of English, Narsinh Maheta University, Junagadh
- Dr. Chirag Dhandhukiya Asst. Prof. of English, C. N. Arts & B.D. Commerce college, Kadi
- Prof. Ameer Upadhyay Hon. Vice-Chancellor, BAOU, Ahmedabad
- Prof. Atanu Bhattacharya Professor & Dean, Centre for English studies, Central University, Gandhinagar
- Prof. Jagdish Joshi Prof. & Director, UGC-MHRDC, Gujarat University, Ahmedabad
- Dr. Urmish Mehta Asso. Prof., Gujarat Arts and Science college, Ahmedabad
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- Dr. Vishwas Joshi Asso. Prof. Sardar Krishinagar, Dantiwada

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- Shri Mihirbhai Upadhyay Director, Eklavya Sanskrit Academy, Ahmedabad
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- Dr. Jagdish S Chaudhari Rincipal, S.V. Arts College, Ahmedabad,
- Dr. Falguni G. Parikh, Associate Professor Shri H K Arts College, Ashram Road, Ahmedabad,
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- Dr. Vasantkumar R Patel Assistant Professor Department Of History Sardar Patel University, Vallabha Vidyanagar, Anand
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**Curriculum of four languages (LPC) Gujarati, Hindi, English and Sanskrit are revised from academic year 2022.
The revised Board of Studies for Languages and Pedagogy of Languages (as per regulation 2021)**

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| Ms. Megha Tadv | Assit. Professor, Center of Education, IITE, Gandhinagar |
| Dr. Nishant Joshi | Assit. Professor, Center of Education, IITE, Gandhinagar |
| Dr. Prem Narayan Singh | Professor, IUCTE (Inter University Center for Teacher Education), Varanasi |
| Dr. H. B. Patel | Professor, Department of Education, Central University of Gujarat, Gandhinagar |
| Dr. Rameshbhai Patel | Asso. Professor, A. G. Teachers College, Ahmedabad |
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| Dr. Anjanaben Chaudhari | Principal, Snatak Adhyapan Mandir, Vedachi |

યુનિવર્સિટી ગીત

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

તૂટે તિમિર તણાં હર બંધન . . .
આઈ.આઈ.ટી.ઈ. તુજને વંદન . . . (૨)

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

તુજને કોટિ કોટિ અભિનંદન . . .
આઈ.આઈ.ટી.ઈ. તુજને વંદન . . . (૨)

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

પ્રગટે જ્ઞાન તણાં જ્યાં સ્પંદન . . .
આઈ.આઈ.ટી.ઈ. તુજને વંદન . . . (૨)



Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

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