

Curriculum Framework

B.Ed.-M.Ed. (3-Year)

From AY 2022



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

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Published by

Dr. Himanshu C. Patel

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

**Curriculum Framework for
B.Ed.-M.Ed. Course (3-Year)**
in force from
Academic Year 2022

From the desk of Vice Chancellor

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Semester wise Distribution of Credits and Marks

B.ED.- M.ED.					
	Hrs	Credit	Internal	External	Total
Sem 1	540	26	440	560	1000
Sem 2	525	27	355	595	950
Sem 3	645	30	550	350	900
Sem 4	600	29	415	485	900
Sem 5	480	28	330	420	750
Sem 6	540	28	340	560	900
Total	3330	168	2430	2970	5400

AE : Assessment and Evaluation

LS : Learner Studies

ES : Educational Studies

CuS : Curriculum Studies

CoS : Contemporary Studies

LPC : Language Proficiency and Curriculum

PS : Pedagogical Studies

EPC : Enhancing Professional Capabilities

SI : School Internship

Semester I

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychology of Learner	T	45	3	30	70	100
2	Perspective in Education	T	45	3	30	70	100
3	Curriculum Development Principles	T	45	3	30	70	100
4	ICT in Curriculum	T	45	3	30	70	100
5	Optional Paper (Any One) General Pedagogy for Maths and Science (O) General Pedagogy for Languages, Social Sciences and Commerce (O)	T	45	3	30	70	100
6	Gujarati Language	P	30	1	15	35	50
7	Hindi Language	P	30	1	15	35	50
8	Reflective Reading	P	30	1	15	35	50
9	Art in Education	P	30	1	15	35	50
10	Communication & Compository Writing	T+P	45	2	30	70	100
11	Pre-practice Teaching (Micro- Simulation)	P	150	5	200	0	200
	Total		540	26	440	560	1000

Semester II

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Learning & Teaching	T	45	3	30	70	100
2	Teacher & Learner in Society	T	45	3	30	70	100
3	Developing the Self	T	45	3	30	70	100
4	Knowledge and Curriculum	T	45	3	30	70	100
5	English Language	P	30	1	15	35	50
6	Pedagogy of Teaching Method 1	T	45	3	30	70	100
7	Pedagogy of Teaching Method 2	T	45	3	30	70	100
8	Environment Education(O)/ Yoga in Education(O)/ Educational Management(O)	P	30	1	15	35	50
9	Yoga Studies	T+P	45	2	30	70	100
10	Educational Statistics(O) / Guidance and Counselling(O) / Value Education(O)	P	30	1	15	35	50
11	Practice Teaching(Stray lessons)	P	120	4	100	0	100
	Total		525	27	355	595	950

Semester III

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Methods of Research in Education:1	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Primary and Early Childhood Care and Education (O1)						
	Secondary and Higher Secondary Education (O1)						
	Value Education (O1)						
3	Inclusive Education	T	45	3	30	70	100
4	Language across the curriculum	T	45	3	30	70	100
5	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	Preparation of Theme Paper and its presentation	P	60	2	50	0	50
7	Preparation & Presentation of TLM/ e content development	P	60	2	50	0	50
8	Preparation and Presentation of Research Proposal	P	60	2	100	0	100
9	Internship B.Ed.	P	210	7	200	0	200
	Total		645	30	550	350	900

Semester IV

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychological Foundations in Education-1	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Guidance & Counselling (O2)						
	Measurement and Evaluation (O2)						
	Educational Statistics-1 (O2)						
3	Gender, School and Society	T	45	3	30	70	100
4	Teacher Education	T	60	4	30	70	100
5	Classical Sanskrit	P	30	1	15	35	50
6	Advance Pedagogy	T	45	3	30	70	100
7	Block Teaching	P	120	4	110	0	110
8	Internship B.Ed. & Annual lesson	P	120	4	90	100	190
9	Dissertation (Tool Development)	P	60	2	50	0	50
	Total		600	29	415	485	900

Semester V

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Methods of Research in Education-2	T	60	4	30	70	100
2	ICT in Education	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Psychological Testing (O3)						
	Instructional Technology (O3)						
	Psychological Testing (O3)						
4	Inclusion: Concept and Policy Framework	T	60	4	30	70	100
5	Sociological Foundations of Education	T	60	4	30	70	100
6	Management & Administration	T	60	4	30	70	100
7	Preparation and administration of psychological test	P	60	2	50	0	50
8	Internship M.Ed.-I	P	60	2	100	0	100
	Total		480	28	330	420	750

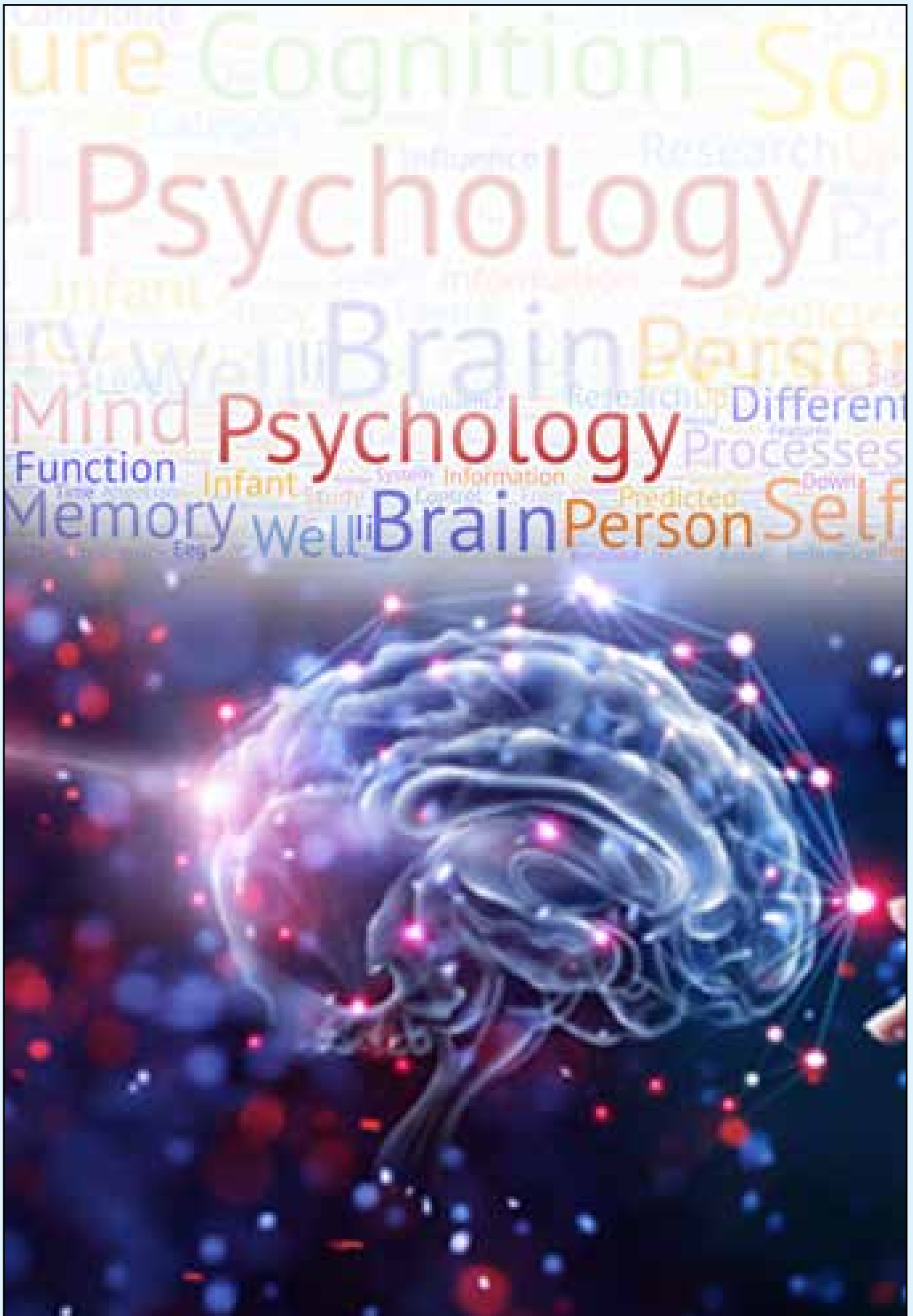
Semester VI

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychological Foundation in Education-2	T	60	4	30	70	100
2	Philosophical Foundations in Education	T	60	4	30	70	100
3	Educational Studies	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Higher Education (O4)						
	Environmental Studies (O4)						
5	Curriculum Development	T	60	4	30	70	100
6	Academic Writing	P	60	2	30	70	100
7	Internship M.Ed.-II	P	60	2	100	0	100
8	Dissertation	P	120	4	60	140	200
	Total		540	28	340	560	900

Semester I

Semester I

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychology of Learner	T	45	3	30	70	100
2	Perspective in Education	T	45	3	30	70	100
3	Curriculum Development Principles	T	45	3	30	70	100
4	ICT in Curriculum	T	45	3	30	70	100
5	Optional Paper (Any One) General Pedagogy for Maths and Science (O) General Pedagogy for Languages, Social Sciences and Commerce (O)	T	45	3	30	70	100
6	Gujarati Language	P	30	1	15	35	50
7	Hindi Language	P	30	1	15	35	50
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9	Art in Education	P	30	1	15	35	50
10	Communication & Compository Writing	T+P	45	2	30	70	100
11	Pre-practice Teaching (Micro- Simulation)	P	150	5	200	0	200
	Total		540	26	440	560	1000



Sem

Compulsory

I

Psychology of Learner

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

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

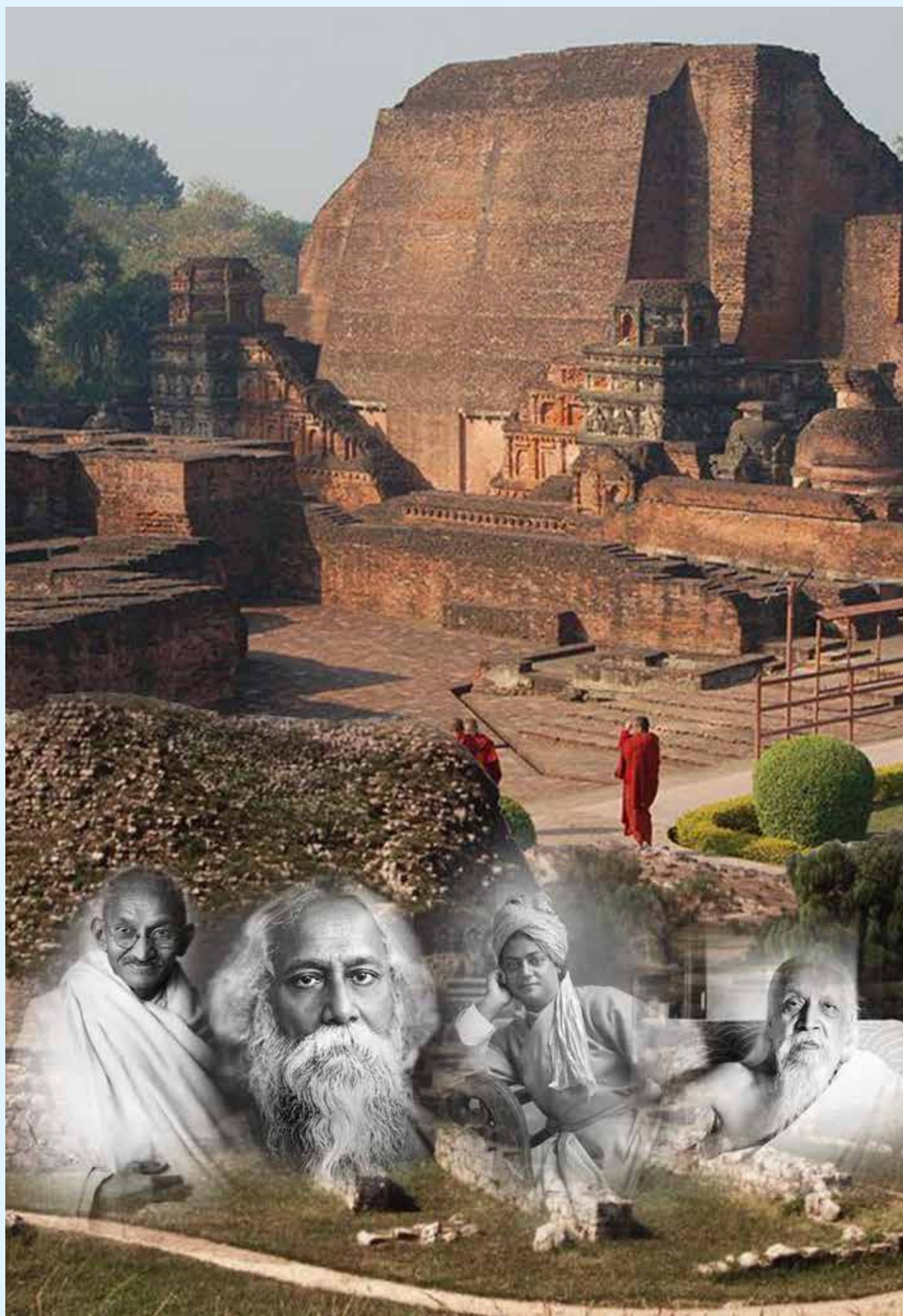
- 2.1 Piaget's Cognitive Development Theory
- 2.2 Vygotsky's Theory of Cognitive Development
- 2.3 Kohlberg's Moral Development Theory
- 2.4 Erickson's Theory of Psycho-Socio Development

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: 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.



Objectives**To enable the prospective teachers:**

- to understand the Education as a System in India and Education envisioned by Indian Thinkers.
- to understand the importance of Development of Education System.
- to understand the policies implemented in Post-independence Era.
- to 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 Aurbindo
- 1.4 Ancient Educational Institutions: Takshashila, Nalanda and Valabhi

Unit 2: Education in India

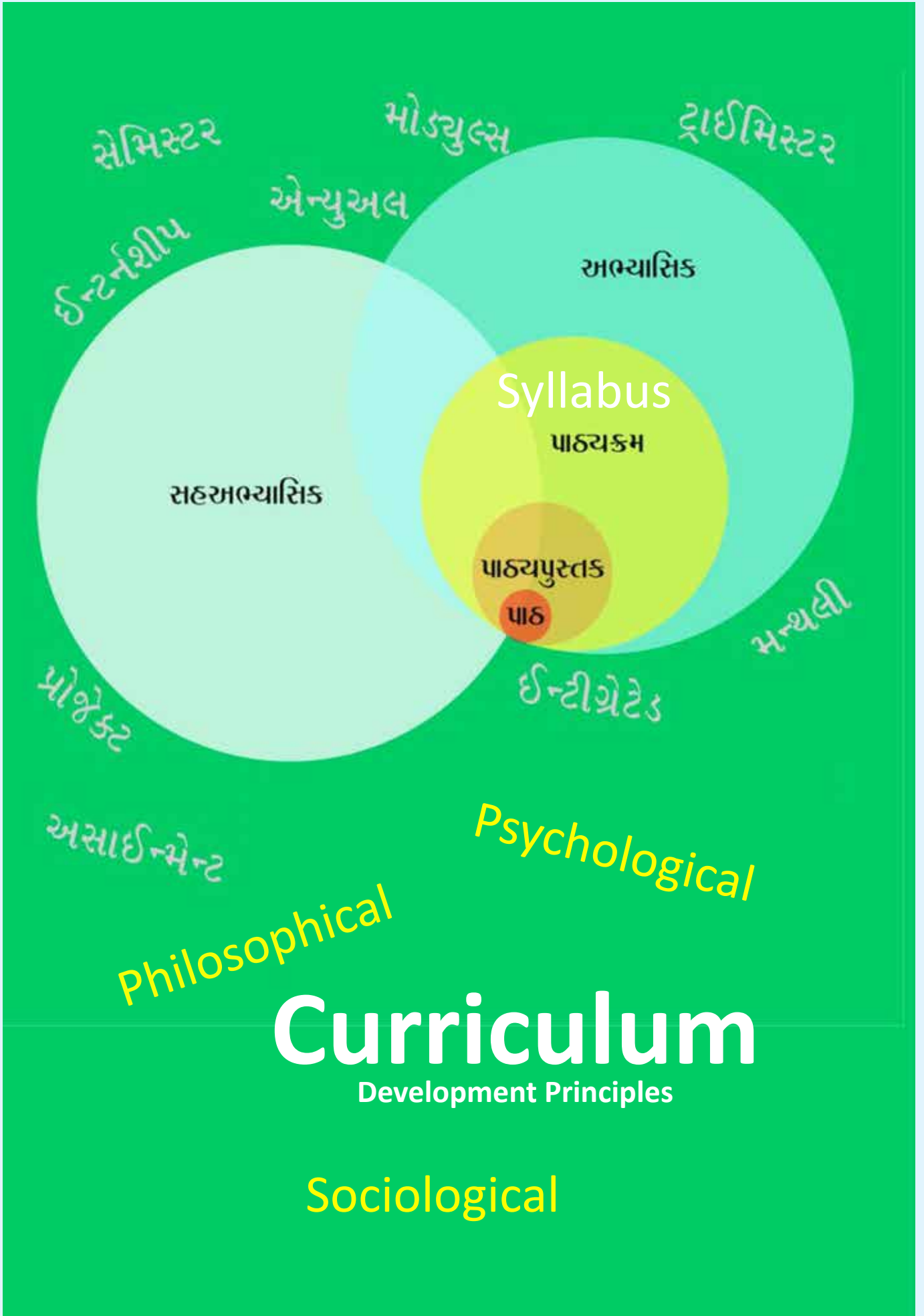
- 2.1 Education in Ancient India: Vedic System of Education
- 2.2 Efforts of strengthening Education System through Math, Mandir, Pathshala and Madressa
- 2.3 Reformation through Education in Indian Societies: Raja Rammonan Ray, Dayanand Saraswati, Thiruvalluvar, Sant Gyaneshwar
- 2.4 Wardha Scheme of 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



Objectives**To enable the prospective teachers:**

- to understand Concept and Principles of Curriculum.
- to develop an understanding of Types and Approaches to Curriculum.
- to understand various foundations of Curriculum
- to 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

I

ICT in Curriculum

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

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

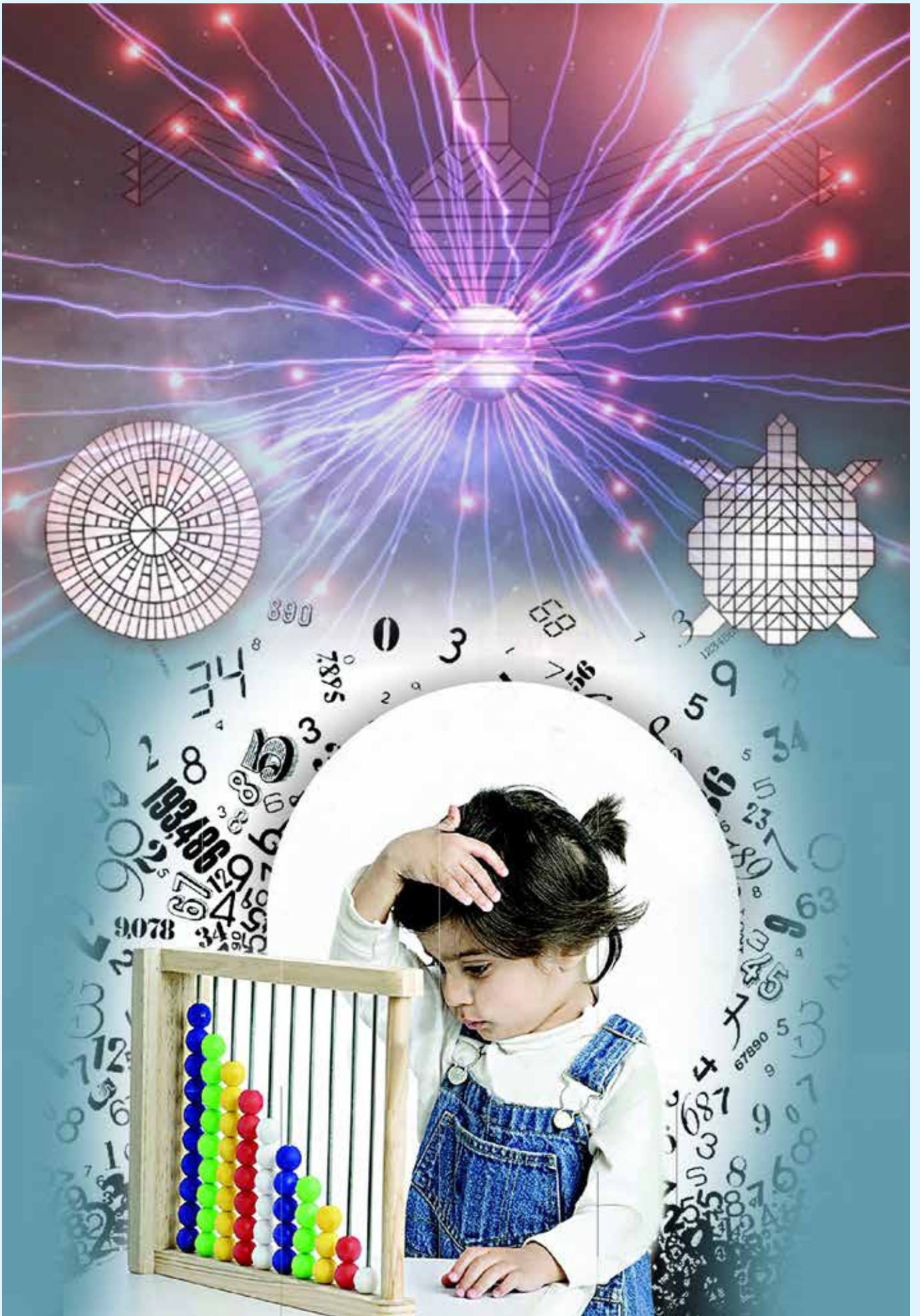
- 2.1 Technological Pedagogical Content Knowledge (TPCK) – Concept and Meaning
- 2.2 Technology integrated learning experiences
- 2.3 Online Teaching Tools – Google Classrooms, Interactive Virtual Classroom platforms like Google Meet, WebEx , Zoom, Microsoft Team
- 2.4 Assistive technology: Concept &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

I

General Pedagogy for Mathematics and Science

Optional

Marks : 70 + 30

Objectives

To enable the prospective teachers:

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

Unit 1: Values and Corelation of Mathematics and Science

- 1.1 Concept of Faculty and Discipline with Reference to Mathematics and Science
- 1.2 Scope of Science and Mathematics; Values - Disciplinarian, Cultural and Utilitarian
- 1.3 Corelation: i) Mathematics: with its branches and Social Sciences
ii) Science: with its branches and Social Sciences
iii) Mathematics and Science
- 1.4 Mathematics and Science in School Curriculum and day to day life: Need and Importance

Unit 2: Pedagogical Perspectives

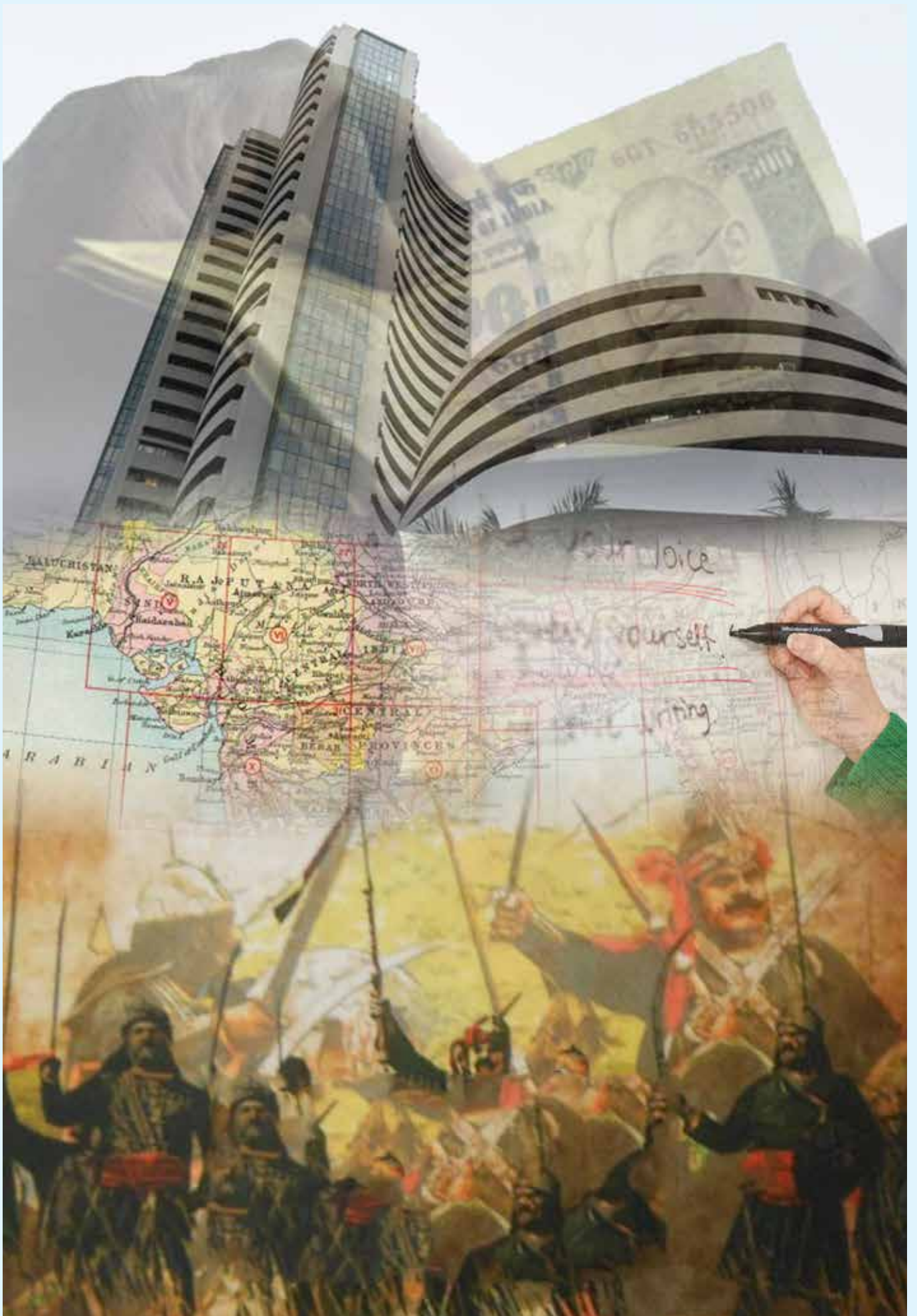
- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science

Unit 3: Methods of Teaching Mathematics and Science

- 3.1 Inductive - Deductive, Demonstration
- 3.2 Comparison, Logical Approach
- 3.3 Analysis -Synthesis, Experiment Method
- 3.4 Project, Exhibition

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

I

PS1 O2 : General Pedagogy for Languages, Social Sciences & Commerce

Optional

Marks : 70 + 30

Objectives

To enable the prospective teachers:

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to 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

Gujarati Language

Compulsory

I

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.

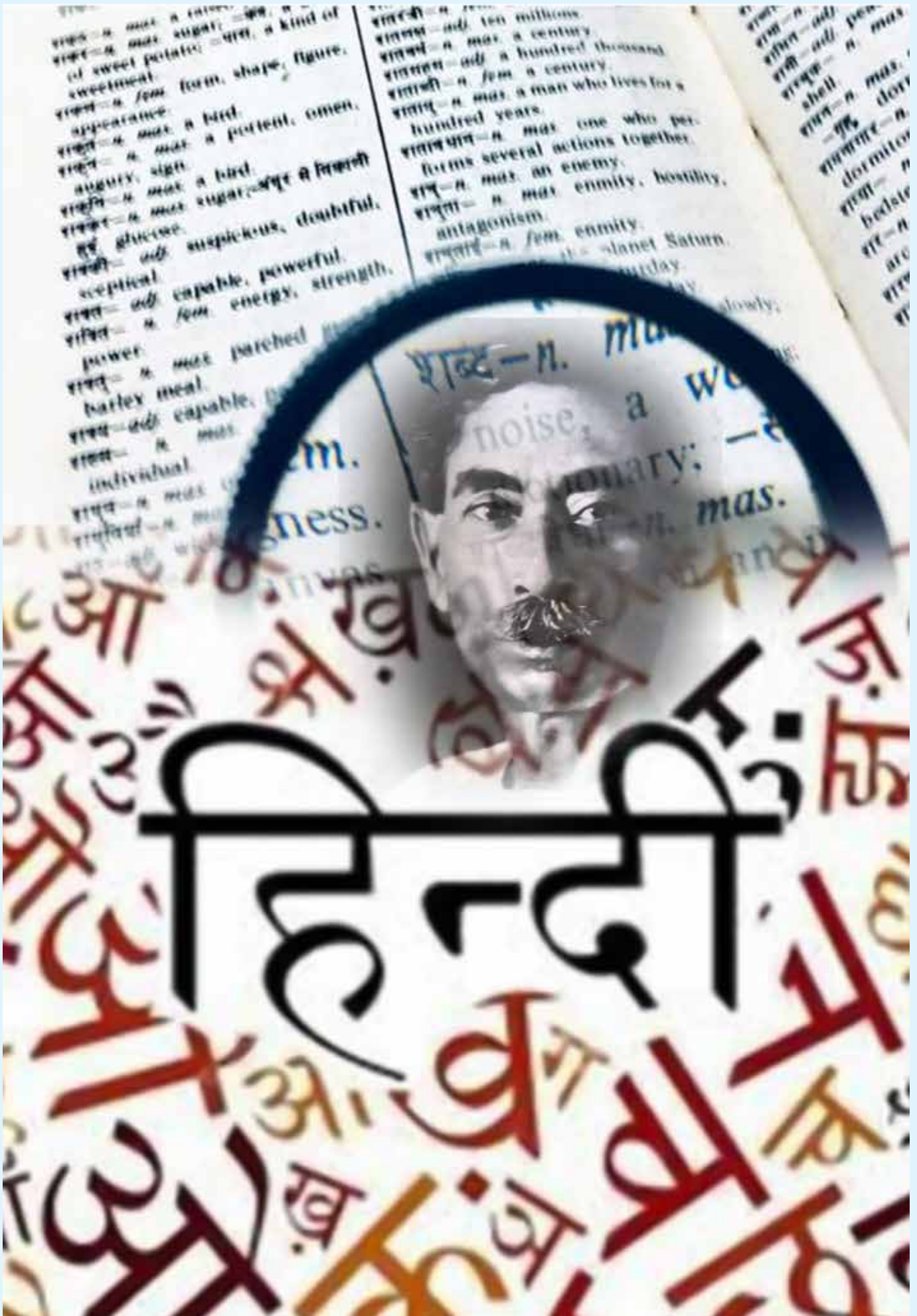
(પ્રશિક્ષણાર્થીઓએ ક્રમ 1 થી 5 ની પ્રવૃત્તિ જાતે પસંદ કરવાની અને પ્રવૃત્તિનો અહેવાલ પાવર પોઇન્ટ પ્રેઝેન્ટેશન, બ્લોગ જેવા સ્વરૂપે લેખિતમાં રજૂ કરવો. જેમા શ્રવણ કૌશલ્યની પ્રવૃત્તિની લિંકની નોંધ કરવાની રહેશે.)

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 પ્રશિક્ષણનાર્થીઓ 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.



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।

Reflective Reading

Marks : 35 + 15

Objectives

To enable the prospective teachers:

- 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.
- to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.
- to 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

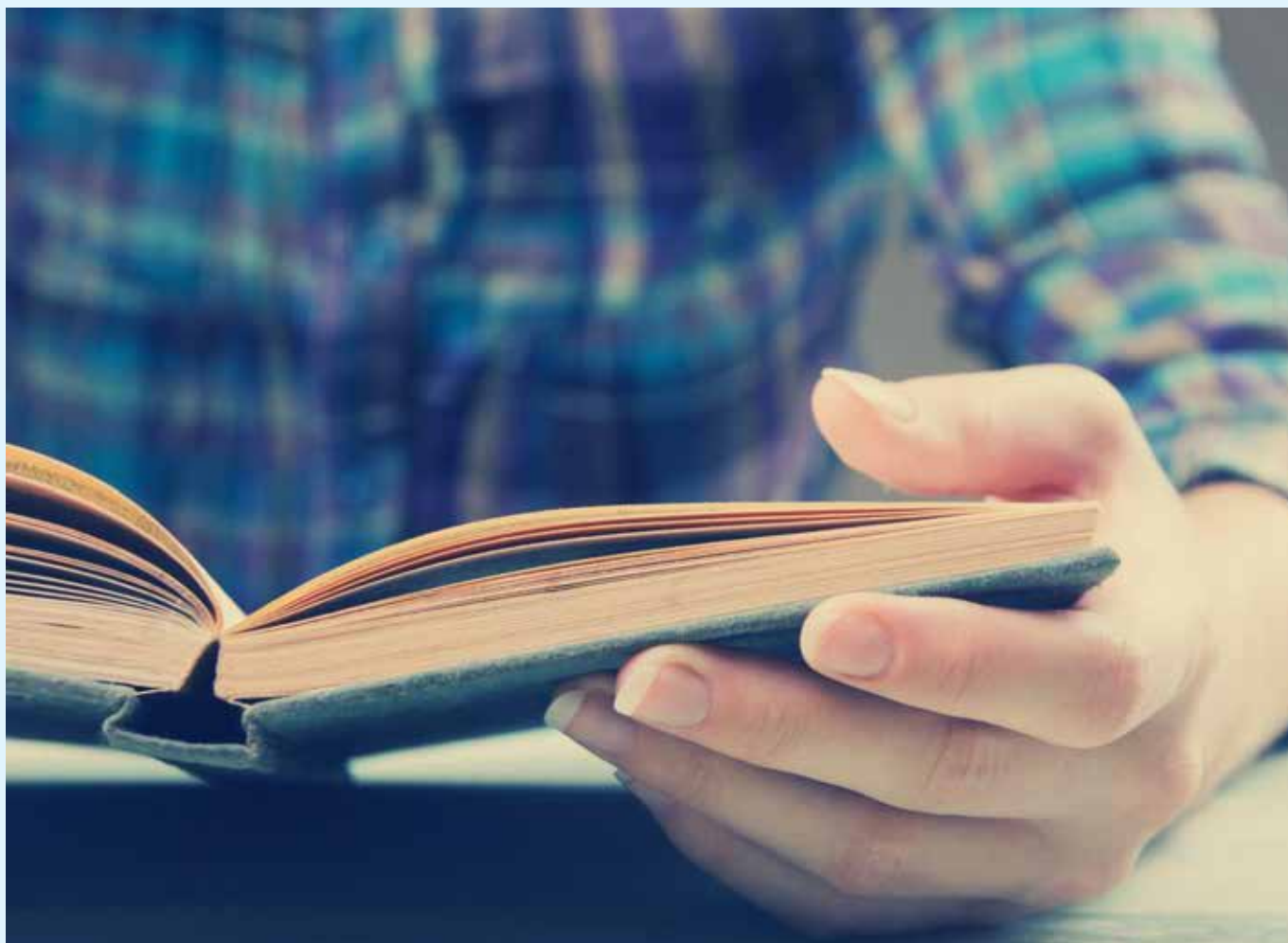
Section B : Reflections On Curricular Practices

(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 :

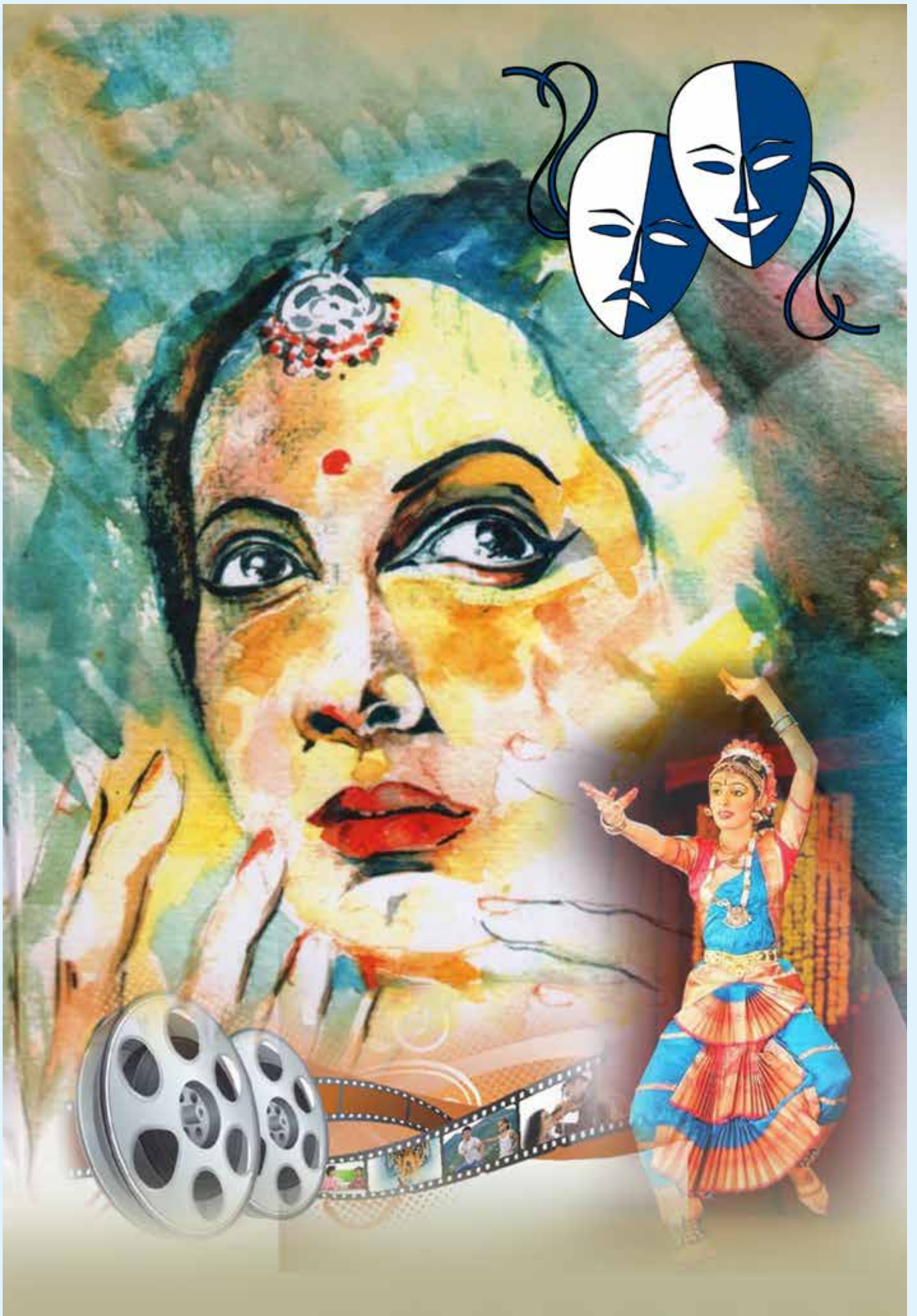
1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text 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 teachers:**

- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.
- to 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.
- to 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.

3. How can we use Clay Modeling, Paper Modeling and other crafts to teach any topic or concept of Mathematics, science or even languages and Social Sciences? Select a topic or a concept from any textbook and Prepare a Model to teach that topic or concept through any type of modeling. Prepare a report.
4. Select a unit of any textbook where more than one characters or concepts are discussed and they are inter-related as well. Prepare a collage containing all these characters or concepts on a single drawing sheet. Show how can it be used in the classroom. Prepare a report.
5. Study the school text and make a list of at least 10 two dimensional images and 10 three dimensional images. Can you prepare better two dimensional and three dimensional images related to that topic in the textbook? If yes, show how and prepare it. Prepare a report of its use in the classroom.

Activity of Section B

Dance

1. Study the tribal and regional dances and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation. Make presentation in your class.
2. Study the Classical Dance of an artist (Watch his/her videos available on internet) and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation.
3. Select a text from your school textbooks and list out various aspects of dance forms angles, moves, culture etc. that are available in the school text. Prepare a report and presentation.
4. Perform a folk dance (in group) that is related to any of the textbooks of school education and that can help the learners of that standard to understand that unit. Prepare a report.
5. Select a concept of your choice and prepare a nritya naatika of atleast 10-15 minutes to explain the concept. Prepare a report.

Drama

1. Select a concept from your text book and present the concept in the form of a full length play of at least 40 minutes. Prepare a script and a report.
2. Select a topic of creating awareness / current event from your textbooks and prepare an awareness campaign using mime/street play. Prepare a report.
3. Select a character from any textbook of languages or social sciences. Prepare and perform mono acting exhibiting that character. Prepare a report.
4. Study the various Rasas of Natyashastra given by Bharat. Find out various dialogues given in the language textbooks. Find out which dialogues are related to which Rasas? Perform those dialogues without reading and learn to produce that Rasa through the art of dialogue delivery or Role play (individually or in group). Prepare a report.
5. Find out good dialogues from movies that teaches a particular value to all of us. Perform that individually or in group on the stage. Prepare a report.

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 trainees to:**

- To gain insight and reflect on the concept and process of communication.
- To develop an insight for academic listening and note taking.
- To acquaint with academic communication and its importance.
- To develop skills of writing and identification of different styles.

Unit 1 Communication Skills

- 1.1 Meaning, concept and components of effective communication
- 1.2 Strategies of effective communication
- 1.3 Role and usage of ICT in effective communication
- 1.4 Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

Unit 2: Academic Listening and Note taking- Informational, Critical and Therapeutic listening

- 2.1 Meaning, concept and importance of Informational listening, Critical Listening and Therapeutic listening
- 2.2 Academic Listening- Listening to Lectures, observing tone and taking notes.
- 2.3 Skills for a good listener – Listening to educational film
- 2.4 Developing and Presenting the notes

Unit 3: Academic Communication- classroom communication, seminar and workshops

- 3.1 Meaning, concept and importance
- 3.2 Seminar – skills for presenting research paper and article
- 3.4 Academic Workshops - Developing and Participating in workshop
- 3.5 Communicating with publishers for publication of articles and research paper

Unit 4: Types of Writing – Expository, Narrative, Descriptive, Argumentative

- 4.1 Meaning and concept of Expository, Narrative, Descriptive, Argumentative writings
- 4.2 Development or writing of Expository, Narrative, Descriptive, Argumentative paragraphs
- 4.3 Identification of different type of writing from the given sample
- 4.4 Writing of Expository, Narrative, Descriptive, Argumentative paragraphs

Sem

I

Pre Practice Teaching

Compulsory

Marks : 200

Objectives**To enable the prospective teachers:**

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to 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



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

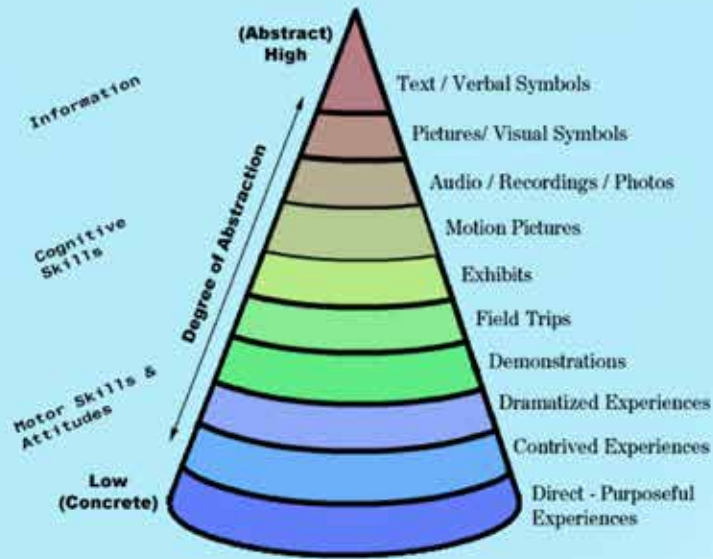
Minimum One Educational Movie should be selected for Film review

- | | | |
|------------------------------|-------------------------|------------------------|
| 1. Not one less | 14. Three Idiots | 27. Hicchki |
| 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 |

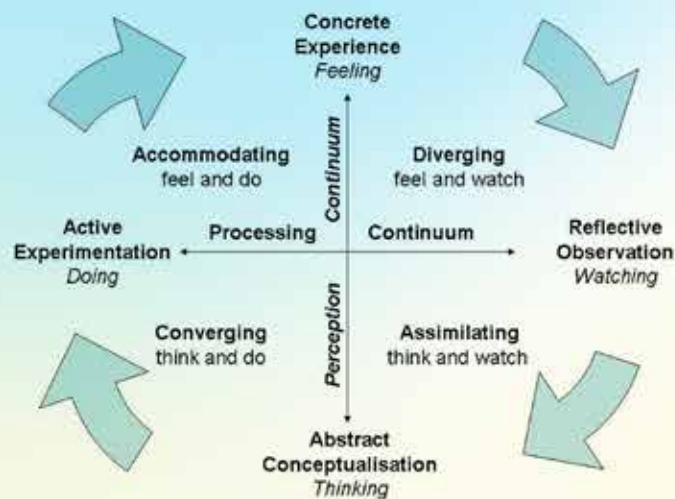
Semester II

Semester II

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Learning & Teaching	T	45	3	30	70	100
2	Teacher & Learner in Society	T	45	3	30	70	100
3	Developing the Self	T	45	3	30	70	100
4	Knowledge and Curriculum	T	45	3	30	70	100
5	English Language	P	30	1	15	35	50
6	Pedagogy of Teaching Method 1	T	45	3	30	70	100
7	Pedagogy of Teaching Method 2	T	45	3	30	70	100
8	Environment Education(O)/ Yoga in Education(O)/ Educational Management(O)	P	30	1	15	35	50
9	Yoga Studies	T+P	45	2	30	70	100
10	Educational Statistics(O) / Guidance and Counselling(O) / Value Education(O)	P	30	1	15	35	50
11	Practice Teaching(Stray lessons)	P	120	4	100	0	100
	Total		525	27	355	595	950



Graphic courtesy of Edward L. Counts, Jr.



Sem

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Learning and Teaching

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

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

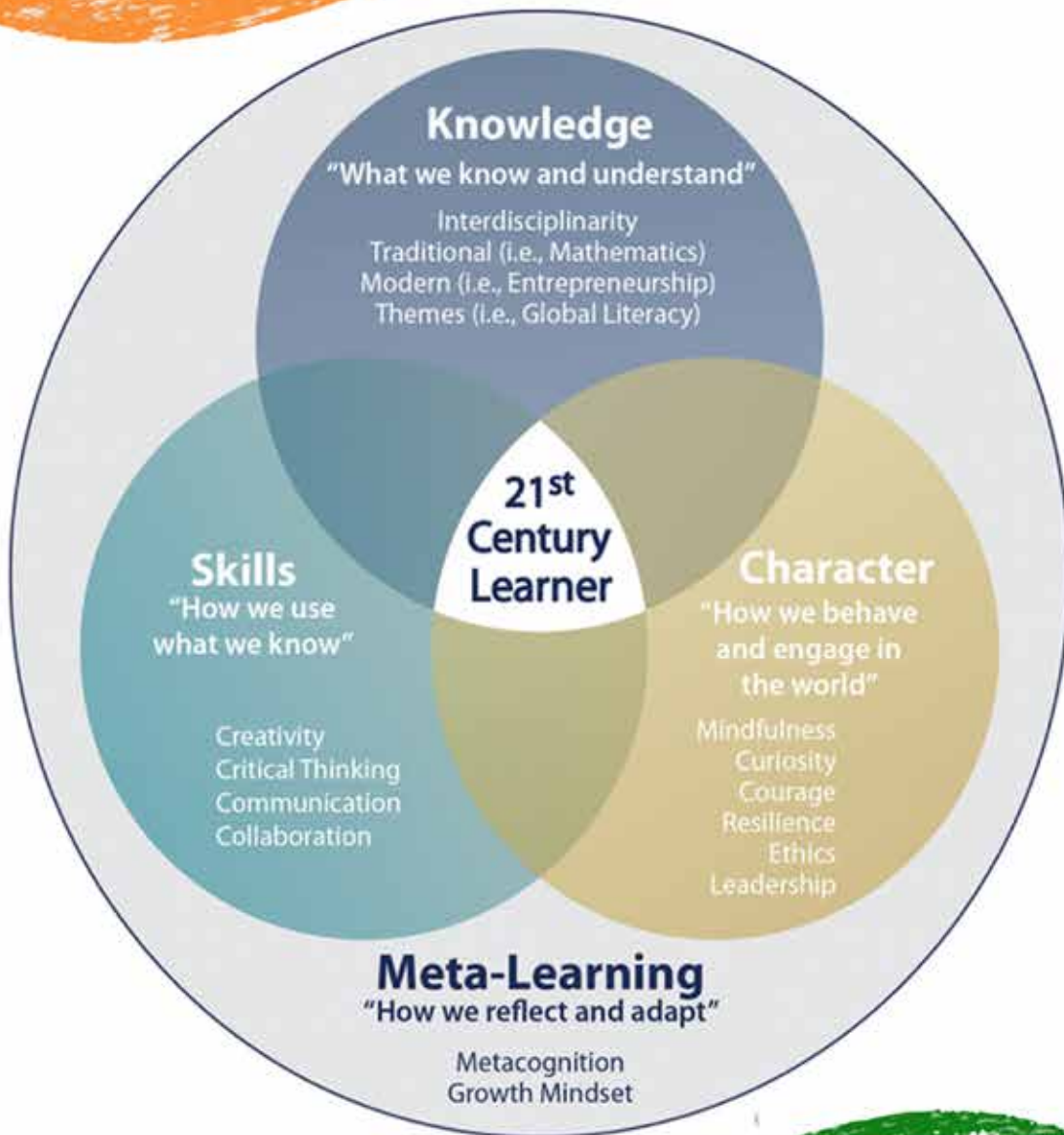
- 2.1 Classical Conditioning theory
- 2.2 Operant Conditioning theory
- 2.3 Learning by trial and error
- 2.4 Gestalt theory (Insight learning)

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



Objectives**To enable the prospective teachers:**

- to develop an understanding of aspects related with nation and learner
- to develop an understanding about their roles and responsibilities.
- to develop an understanding of teaching as a profession, roles and challenges
- to 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

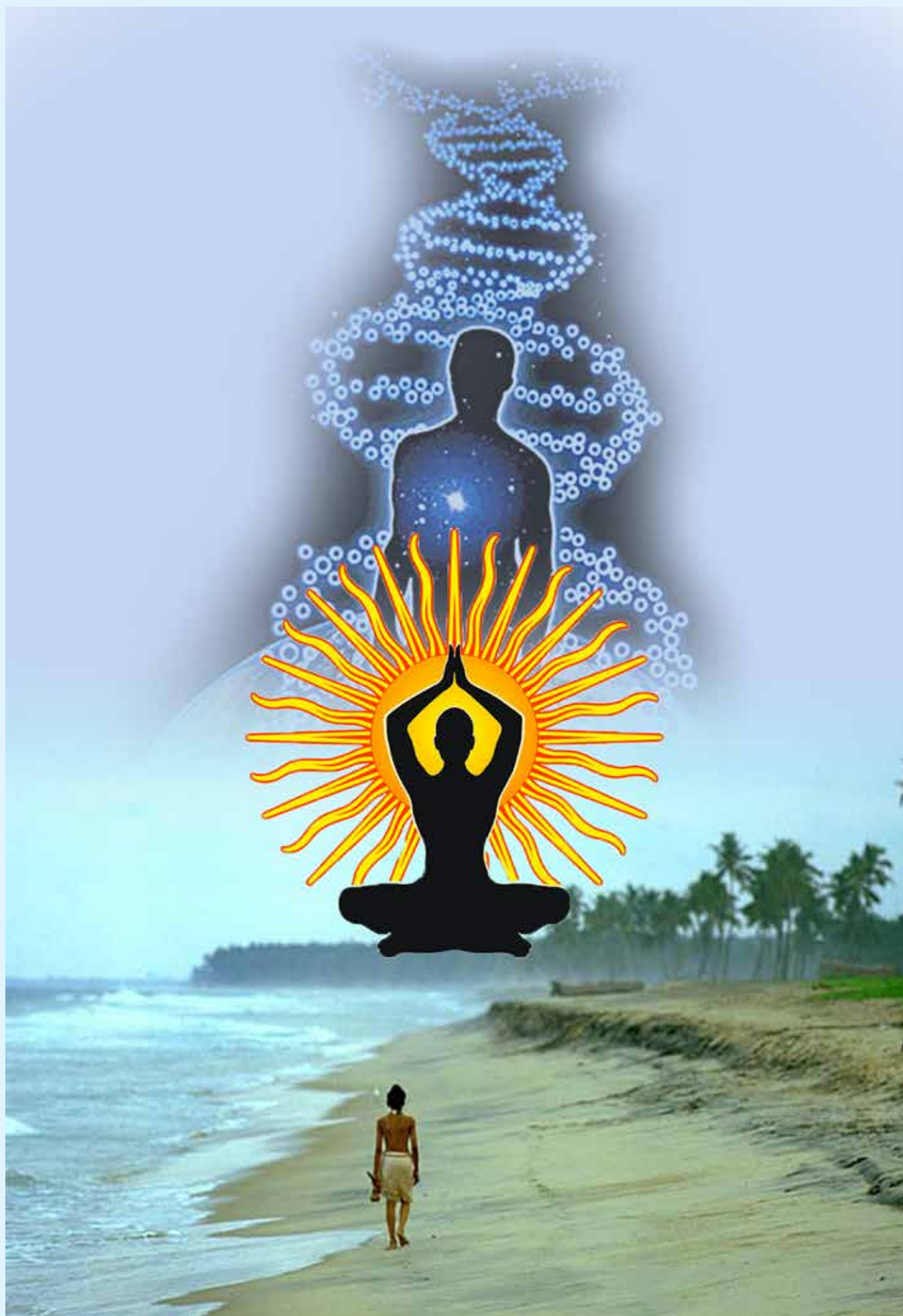
- 2.1 Developing responsible citizenship
- 2.2 Adolescent Health and concerns
- 2.3 Ensuring cyber safety and security
- 2.4 Conflict, Peace and learner

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

Compulsory

II

Developing the Self

Marks : 70 + 30

Objectives:**To enable the prospective teachers:**

- to develop critical understanding of concept of self and self-identity.
- to analyze the role of socialization in development of self.
- to analyze the role of spiritualism in development of self
- to critically discuss 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

Objectives**To enable the prospective teachers:**

- to describe meanings of knowledge.
- to understand abstract nature of knowledge.
- to identify different facets of knowledge.
- to 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

Compulsory

II

English Language

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

Pedagogy of Gujarati

Optional

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

II

Pedagogy of Hindi

Optional

Marks : 70 + 30

उद्देश्य

- प्रशिक्षणार्थी भाषा का महत्व, 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 महत्व, सिद्धांत एवं उद्देश्य

- 1.1 हिन्दी भाषा के लक्षण एवम् महत्व
- 1.2 हिन्दी राष्ट्रभाषा का उत्तरदायित्व एवं उद्देश्य
- 1.3 ब्लूम टेक्नोमी 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 महत्व, आदर्श पाठ योजना के मानदंड
- 2.2 इकाई योजना संकल्पना, सोपान और महत्व, 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 प्रवृत्तियां
- 3.2 कथन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
- 3.3 वाचन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
- 3.4 लेखन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां

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 महत्व, आदर्श पाठ्यपुस्तक की लाक्षणिकता और मूल्यांकन
- 4.3 टीचर्स हैंडबुक की संकल्पना, लाक्षणिकता और महत्त्व
- 4.4 सह पाठ्यक्रम गतिविधियां: भाषा प्रयोगशाला, भाषा मंडल, साहित्यिक भाषा संस्थान की मुलाकात

Sem

II

Pedagogy of English (L2)

Optional

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to understand the historical perspectives, Aims and Objectives of ELT (L2)
- to 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
- to 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
- to understand concept and types of assessment and evaluation in ELT (L2) and to apply that
- to 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

II

Pedagogy of English (L1)

Optional

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to understand the theories of First Language Acquisition and its relevance of teaching English (L1)
- to 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
- to understand the various techniques to teach the various genres of English Literature
- to 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

II

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 ।

Objectives**To enable the prospective teachers:**

- to understand the aims and objectives of teaching Mathematics
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Mathematics
- to understand Curriculum of Mathematics and Mathematics Textbook

Unit 1: Aims and Objectives of Mathematics

- 1.1 Concept of Mathematics and Elements of Mathematics: Axioms, Postulates, Propositions and Theorems
- 1.2 Taxonomy of Educational Objectives
- 1.3 General and specific Objectives
- 1.4 Instructional Objectives of Teaching Mathematics

Unit 2: Lesson planning and Unit Lesson Planning

- 2.1 Lesson planning : Concept, Steps and Advantages
- 2.2 Characteristics of Ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming

Unit 3: Teaching Learning Resources in Mathematics

- 3.1 Teaching Aids: Concept, Importance, Principles of use and selection
- 3.2 Classification of Teaching Aids and Improvised teaching aids
- 3.3 Various Learning and Reference Resources in Mathematics: Journal and Magazine, Reference Books, Virtual lab, Apps, Documentaries and Movies of Mathematics and Mathematicians, Websites and Blogs
- 3.4 Mathematics Laboratory: Need, Importance, Use and Resources

Unit 4: Curriculum of Mathematics and Mathematics Textbook

- 4.1 Objectives of Mathematics Curriculum at Various level
- 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Mathematics textbook.
- 4.3 Teacher Handbook: Concept, Characteristics and Importance
- 4.4 Co-curricular activities: Mathematics Club, Fair, Field Trip, Maths Olympiad

Sem

II

Pedagogy of Science

Optional

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to understand the aims and objectives of teaching Science
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Science
- to understand Curriculum of Science and Science Textbook

Unit 1: Aims and Objectives of Teaching Science

- 1.1 Concept of Science and Elements of Science: Facts, Concept, Principles, Hypothesis, Generalization
- 1.2 Taxonomy of Educational Objectives
- 1.3 General and Specific Objectives
- 1.4 Instructional Objectives of Teaching Science

Unit 2: Lesson planning and Unit Lesson Planning

- 2.1 Lesson planning : Concept, Steps and Advantages
- 2.2 Characteristics of Ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming, Play-way

Unit 3: Teaching Learning Resources in Science

- 3.1 Teaching Aids: Concept, Importance, Principles of use and selection
- 3.2 Classification of Teaching Aids and Improvised teaching aids
- 3.3 Various Learning and Reference Resources in science: Science fiction (Rhymes, Hykus, Drama), Journal and Magazine, Encyclopedia, Reference Books, Virtual lab, Apps, Documentaries and Movies of Science and Scientists, Websites and Blogs
- 3.4 Science Laboratory: Concept, Types and Importance
 - Planning and layout of General Science Laboratory
 - Characteristics of Laboratories at Higher Secondary Level
 - Maintenance of Science laboratory

Unit 4: Curriculum of Science and Science Textbook

- 4.1 Objectives of Science Curriculum at Various level
- 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.
- 4.3 Teacher Handbook: Concept, Characteristics and Importance
- 4.4 Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination

Objectives**To enable the prospective teachers:**

- to understand aims and objectives of teaching Social Science
- to understand lesson planning and unit lesson plan in Social Science
- to understand teaching learning resources in Social Science
- to 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

II

Pedagogy of Accountancy

Optional

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to acquire knowledge about aims and objectives of teaching Elements of Book Keeping at Higher Secondary Level
- to understand Lesson planning and Unit Planning
- to understand and use of technique of Elements of Book Keeping.
- to understand teaching learning resources in Element of Book Keeping
- to 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

Optional

II

Pedagogy of Commerce

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- To acquire knowledge about aims and objectives of teaching Commerce at Higher Secondary Level
- To understand Lesson planning and Unit Planning
- To understand and use of technique of Commerce.
- To understand teaching learning resources in Commerce.
- To 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

II

Pedagogy of Economics

Optional

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to acquire knowledge about aims and objectives of teaching Economics at Higher Secondary Level
- to understand Lesson planning and Unit Planning
- to understand and use of technique of Economics.
- to understand teaching learning resources in Economics.
- to 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

Optional

II

Environmental Education

Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand functions of various Environmental Education centers.
- to conduct case study on Environmental Education and NGO or Academic organization.
- to prepare report on implementation Environmental policies.
- to conduct interview for Environmental Education activities at the school
- to 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

Optional

II

Yoga in Education

Marks : 35 + 15

Objectives**To enable the prospective teachers:**

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

Section A

1. Perform any five Paranyama and prepare a video of it.
Anulom vilom, Bhrastika, 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

Optional

II

Educational Management

Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand functions of various educational agencies.
- to suggest way to improvise functioning of the school
- to develop understanding regarding functioning of various types of schools
- to 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 adopted 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.

Objectives:**To enable the prospective teacher trainees to:**

- develop an understanding of yoga and its philosophy.
- to familiarize with the theories of first four limbs and methods of Astang yoga
- to familiarize with the theories of second four limbs and methods of Astang yoga
- realize the importance of Astang yoga for Self development.

Unit-1: Yoga-It's Philosophy

- 1.1 Introduction and Meaning of yoga
- 1.2 Brief History of yoga
- 1.3 Importance of yoga
- 1.4 Effect of yoga on body and Daily routine of a healthy person.

Unit-2: Astang yoga: First four limbs

- 2.1 Yama (The five "abstentions"): Ahimsa (non-violence), Satya (Truth, non-lying), Asteya (non-covetousness), Brahmacharya (non-sensuality, celibacy), and Aparigraha (non-possessiveness).
- 2.2 Niyama (The five "observances"): Shaucha(purity), Santosha(contentment), Tapas (austerity), Svadhyaya (study of the Vedic scriptures to know about God and the soul), and Ishvara-Pranidhana (surrender to God).
- 2.3 Asana: Literally means "seat", and in Patanjali's Sutras refers to the seated position used for meditation.
- 2.4 Pranayama ("Suspending Breath"): Prāna, breath, "āyāma", to restrain or stop. Also interpreted as control of the life force.

Unit-3: Astang yoga: Second four limbs

- 3.1 Pratyahara ("Abstraction"): Withdrawal of the sense organs from external objects
- 3.2 Dharana ("Concentration"): Fixing the attention on a single object.
- 3.3 Dhyana ("Meditation"): Intense contemplation of the nature of the object of meditation.
- 3.4 Samadhi ("Liberation"): merging consciousness with the object of meditation

Unit-4: Yog Practicies (Practical)

- 4.1 Pranayams: Bhastrika, anulom-vilom, kapalbhati, bahya, agnisar, bramri, udgit, ujjai shitli, sitkari, nadisodhan, karnrogantak, suryabhedi, chandra bhedi etc .)
- 4.2 Asanas;
Standing postures : garudasan, trikonasan, dhruvasan, natrajasan.
Sittingpostures : yogmudrasan, baudhpadmasan, vakrasan, ardhmasendrasan, vajrasan, kukutasan, sidhasan, kapotasan, marjarasan
- 4.3 Posture : naukasan(viprit), bhekasana, dhanurasana, salbhasana, bhujangasana
Seepine posture : Naukasan, sarvangasana, halasana, matsyasan, vipritkarni Surya namaskar
- 4.4 Relaxation exercises and savasan is compulsory between and end of session.

Sem

Optional

II

Educational Statistics

Marks : 35 + 15

Objectives**To enable the prospective teachers:**

- to acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- to enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- to develop skills and competencies in the student teachers for the use of the statistical techniques in the field.
- to enable the student teacher 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

II

Guidance and Counselling

Optional

Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand functions of various counseling centers.
- to conduct case study on Divyang children and NGO or Academic organization.
- to prepare report on implementation of RTE.
- to conduct an interview of counsellor to find out guidance and counselling activities at the school
- to 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

Optional

II

Value Education

Marks : 35 + 15

Objectives**To enable the prospective teachers:**

- to understand the concept of various value and analyse it.
- to review and reflect on the events involving value judgement.
- to 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.

Sem

II

Practice Teaching

Compulsory

Marks : 100

Objectives:**To enable the prospective teachers:**

- to understand the concept of stray lessons.
- to develop the proficiency in delivering stray lessons.
- to develop the ability to reflect on the lessons delivered by them.
- to 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

Semester III

Semester III

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Methods of Research in Education:1	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Primary and Early Childhood Care and Education (O1)						
	Secondary and Higher Secondary Education (O1)						
	Value Education (O1)						
3	Inclusive Education	T	45	3	30	70	100
4	Language across the curriculum	T	45	3	30	70	100
5	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	Preparation of Theme Paper and its presentation	P	60	2	50	0	50
7	Preparation & Presentation of TLM/ e content development	P	60	2	50	0	50
8	Preparation and Presentation of Research Proposal	P	60	2	100	0	100
9	Internship B.Ed.	P	210	7	200	0	200
	Total		645	30	550	350	900

Objectives**To enable the prospective teacher trainees to:**

- understand the basics of educational research
- develop the skill of reviewing related literature and previous research
- understand the meaning of variables, objectives and hypotheses of research.
- acquire skills for conducting review of related literature and develop research proposal.

Unit 1 Basics of Educational Research

- 1.1 Educational Research: Definitions, Meaning and characteristics
- 1.2 Types of Research: Basic / Fundamental Research, Applied research, Action Research, Types of Research According to the type of Data: Quantitative Research, Qualitative Research,
- 1.3 Areas of Educational Research
- 1.4 Steps of research process

Unit 2 Review of Related Literature

- 2.1 Criteria for Selecting Research Problem:
- 2.2 Review of Related Literature: Meaning and Need
Sources: Preliminary, Primary, Secondary and Tertiary: Biographies, Dictionaries, Electronic Sources etc.
- 2.3 Conceptual and theoretical Framework; Operationalisation of terms used
- 2.4 Analysis of Review: Meta-Analysis

Unit 3 Variables, Objectives and Hypotheses of Research

- 3.1 Research Questions: Characteristics, Points to be kept in mind while forming Research Questions
- 3.2 Objectives of Research: Points to be kept in mind and Importance
- 3.3 Variable: Meaning and Types- Independent, Dependent, Moderator, Controlled and Intervening Variable
- 3.4 Hypothesis: Concept and Characteristics
Types: Declarative, Directional, Non-directional, Question Form, Null and Research Hypothesis

Unit 4 Population, Sample and Sampling Technique

- 4.1 Universe and Population: Concept
- 4.2 Sample: Concept, Characteristics and Importance
- 4.3 Sampling: Meaning, Need and Characteristics
- 4.4 Types of Sampling: Probability: Random, Stratified, Systematic and Cluster
Non Probability: Incidental, Purposive, Convenient, Quota and snowball Special: Multiphase, Multistage, Double and Match Pair Sampling

Sem

III

Primary and Early Childhood Care and Education (O1)

Optional

Marks : 70 + 30

Objectives

To enable the prospective teacher trainees to:

- understands the concepts pertaining to ECCE.
- understand goals of development and learning in ECCE curriculum.
- critically reflect on the policies of Primary Education.
- familiarize with diverse aspects of organization and administration of Primary Schools.

Unit-1 Early Childhood Care and Education

- 1.1 ECCE- Concept & Objectives
- 1.2 Principles of early learning and development and its implications
- 1.3 Children Learning methods- Play & Activity
- 1.4 Care Stimulation and Interaction at ECCE Centre and role parents

Unit-2 Goals of Development and Learning in Early Childhood Care and Education

- 2.1 Physical, Health, Motor, Sensory and perceptual Development
- 2.2 Language & Cognitive Development
- 2.3 Development of Creative and Aesthetic Appreciation
- 2.4 Pedagogical approaches to ECCE

Unit-3 Primary Education: Concept and Policies

- 3.1 Concept, objectives and aims of Primary Education.
- 3.2 Critical Reflection on the policies of Primary Education;
 - Kothari Commission (1964-66) with reference to development of Primary Education.
 - NPE-1986 with reference to Primary Education.
 - NCF- 2005 National Curriculum Frame Work (Meaning; Curriculum at Primary School Level and its features).
- 3.3 Critical Reflection on RTE-2009 : Rights of Children and Teachers
- 3.4 Critical Reflection on NEP-2020 with reference to Primary Education

Unit-4 Structure of Primary Education and type of school

- 4.1 Structure of Primary Education
- 4.2 Hierarchy of officials of Primary Education Organization; their roles and responsibilities
- 4.3 Navoday Vidhyalay, Ashram Shala, Eklavya Model School, Kendriya Vidyalaya, KGBV: Objectives, Functions and Facilities
- 4.4 Role of Ministry of Education, NCERT, GCERT and DIET in Primary Education

Objectives:**To enable the prospective teacher trainees to:**

- Understand the concept of secondary and higher secondary Education
- Know and analyze the Structures of Secondary and Higher Secondary Education in India
- Understand the problem and challenges related to secondary and higher secondary education
- Know the New Trends and Innovation in Secondary and Higher Secondary Education

Unit-1: Perspective and Context Of Secondary and Higher Secondary Education

- 1.1 Concept of Secondary and Higher Secondary Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Secondary and Higher Secondary Education in Pre - Independent India
- 1.3 Recommendations of Commissions and Policies on Secondary and Higher secondary Education: Mudaliar commission, Kothari commission, Yashpal Committee, NPE 1986, NKC-2005, NEP-2020
- 1.4 Recommendations of Delor's commission in terms of four pillars of Education

Unit-2: Structure Of Secondary and Higher Secondary Education

- 2.1 Structure and Status of Secondary and higher secondary Education in India: with context to different Boards, types of Schools, different streams, different levels, Open schooling, Nature and forms of inequality.
- 2.2 Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
- 2.3 Vocational Education at higher secondary school level
- 2.4 Global Perspectives: Secondary and Higher Secondary Education in England, USA, Australia, Russia.

Unit-3: Problems And Challenges Of Secondary And Higher Secondary Education

- 3.1 Universalisation of Secondary Education: objective, implementation, fund, achievement.
- 3.2 Alternative Schooling at Secondary Stage
- 3.3 Problems and their remedies in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Education of girls, disadvantaged and differently able children and slow learners and interventions to solve the problems

Unit-4: New Trends And Innovation In Secondary And Higher Secondary Education

- 4.1 Rashtriya Madhamik Shiksha Abhiyan (RMSA)-Objectives and Functioning
- 4.2 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning, online Learning.
- 4.3 Innovation in examinations: Innovations in Board Examinations, CCE, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination
- 4.4 Quality assessment and accreditation as suggested by NEP-2020

Sem

Optional

III

Value Education (O1)

Marks : 70 + 30

Objectives:

- The student teacher-educators will be able to
- develop the theoretical understanding of values.
- to familiarize with the theories and methods of value development.
- realize the importance of value education for national and global development.
- value and different procedures of solution about the conflict.

Unit 1 Concept of Value and Value Education

- 1.1 Meaning, definition, nature and characteristics of Values
- 1.2 Classification of values: Personal, social, moral, human, constitutional, Gandhian, universal values; Extrinsic and intrinsic values; Hierarchy of values
- 1.3 Value Education: Meaning, objectives and need; Philosophical and Sociological Basis of Value Education
- 1.4 Indian concept of Values

Unit 2 Theories, Models of Value Development

- 2.1 Theories of Value Development: Social learning theory, Psychoanalytic theory and Cognitive Development Theory.
- 2.2 Process of Value Development: Knowledge, Perception and Actualization.
- 2.3 Models of Value Development: Value Analysis model, Value discussion model, Value clarification model, rational building model, Role playing model,
- 2.4 Value Crisis and Value Conflict; Role of Family, Peer Group, Mass Media and Technology.

Unit 3 Approaches and Methods of Value Education

- 3.1 Curricular Approaches to Value Education: Direct approach of teaching of values as a subject, Indirect and Integrated approach of teaching values through curricular subjects.
- 3.2 Co-curricular Approaches to Value Education: Morning Assembly, Extramural Talks, Celebrations, Game and sports, Dance, Drama and songs, NCC and NSS.
- 3.3 Evaluation of values: Need for evaluating values, Methods of Evaluation of values- Value Tests, Value Perception Scale, Observation and anecdotes.
- 3.4 Teachers as a Role model for Value Development.

Unit 4 Value Education and National Development

- 4.1 Constitutional values reflected in the Preamble of the Constitution of India: Liberty, Integrity, Unity, Equality, Fraternity, Sovereignty, Socialism and Democracy
- 4.2 Constitutional values reflected in the Fundamental rights and duties: Patriotism, Nationalism, Humanism, Environmentalism, Harmonious living, Gender equality, National Integration and International Understanding, Scientific temper and inquiry, Individual and collective excellence.
- 4.3 Strategies to foster constitutional values among youth.
- 4.4 Value orientation of Teacher Education Curricula.



Sem

III

Inclusive Education

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

- to understand concept of Inclusive Education
- to develop competencies for understanding disabilities
- to acquaint and understand instructional strategies for inclusive education
- to 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



Sem

Compulsory

III

Language Across Curriculum

Marks : 70 + 30

Objectives

To enable the prospective teachers:

- to understand language, its various roles in society and its various shades.
- to be familiar with theoretical issues of the language acquisition.
- to develop the language skills of the students and analyze their reading and writing
- to 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
III

Assessment and Evaluation in Learning

Compulsory
Marks : 70+30

Objectives

To enable the prospective teachers:

- to understand concept of assessment and evaluation
- to understand and differentiate tools of assessment and evaluation.
- to understand about elementary statistics in evaluation.
- to 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

III

Preparation of Theme Paper and its Presentation

Compulsory

Marks : 00 + 50

Objective of the course:**To enable the prospective Teachers to**

- to think about topics on which they can prepare theme papers.
- to prepare presentations on theme papers.
- to present theme papers to seminar or workshop.
- To work in group for identifying topics on education.
- To refer the material from various sources.
- To write papers in different styles.
- To present the paper in seminar or workshop arranged for the purpose.

Suggested Framework

According to the title of the dissertation students are allotted the topic for the theme paper. The format for the theme paper is discussed in the class based on various theme paper as well as good articles. After that there is deliberation and discussion with the students on the given topic. As per the need of the students, they refer library and access computer lab for the reference and conceptualize and put it in writing. One-month time is provided to the students for the preparation of the theme paper. After the completion of the paper they submit it online, and after that according to schedule they present the paper within 15-20 min.

Evaluation is done on the basis of presentation, content of the paper according to Topic and way of presentation.

Sem III	Preparation & Presentation of TLM/ E Content Development	Compulsory Marks : 00 + 50
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Objectives**To enable the Prospective Teacher trainees to:**

- To review various teaching learning material.
- Identify, compare and contrast teaching learning material.
- cultivate skills for developing teaching learning material
- develop skills for presentation of teaching learning material

Presentation of Teaching Learning Material (Conceptual Understanding)

- 1.1 Understanding Teaching Learning Material and its types.
- 1.2 Selecting appropriate Teaching Learning Material for construction.
- 1.3 Preparation of teaching learning material.
- 1.4 Presentation of Teaching Learning Material.

Suggested Framework

Any one Teaching learning material is to be prepared based on any topic from B.Ed. Syllabus. The topic selected can be presented in any form (Physical or virtual) of TLM and any type – Video, Audio or Audio Video. Some of the suggested TLM types are

- Development of TLM 3 D Model
- Conceptual Model in the form of some report or project
- Virtual Model in the form of app or some coding program
- e learning material in 4 Quadrant

Sem
III**Preparation and Presentation of
Research Proposal**Compulsory
Marks : 00+ 100**Objectives**

To enable the prospective teachers:

- To develop skills of literature review and develop and analytical skills.
- to write a detailed research proposal.
- to present the research proposal.

Details and Submissions

- Research Review at least 10
- Preparation of Research Proposal
- Presentation of Research Proposal and approval

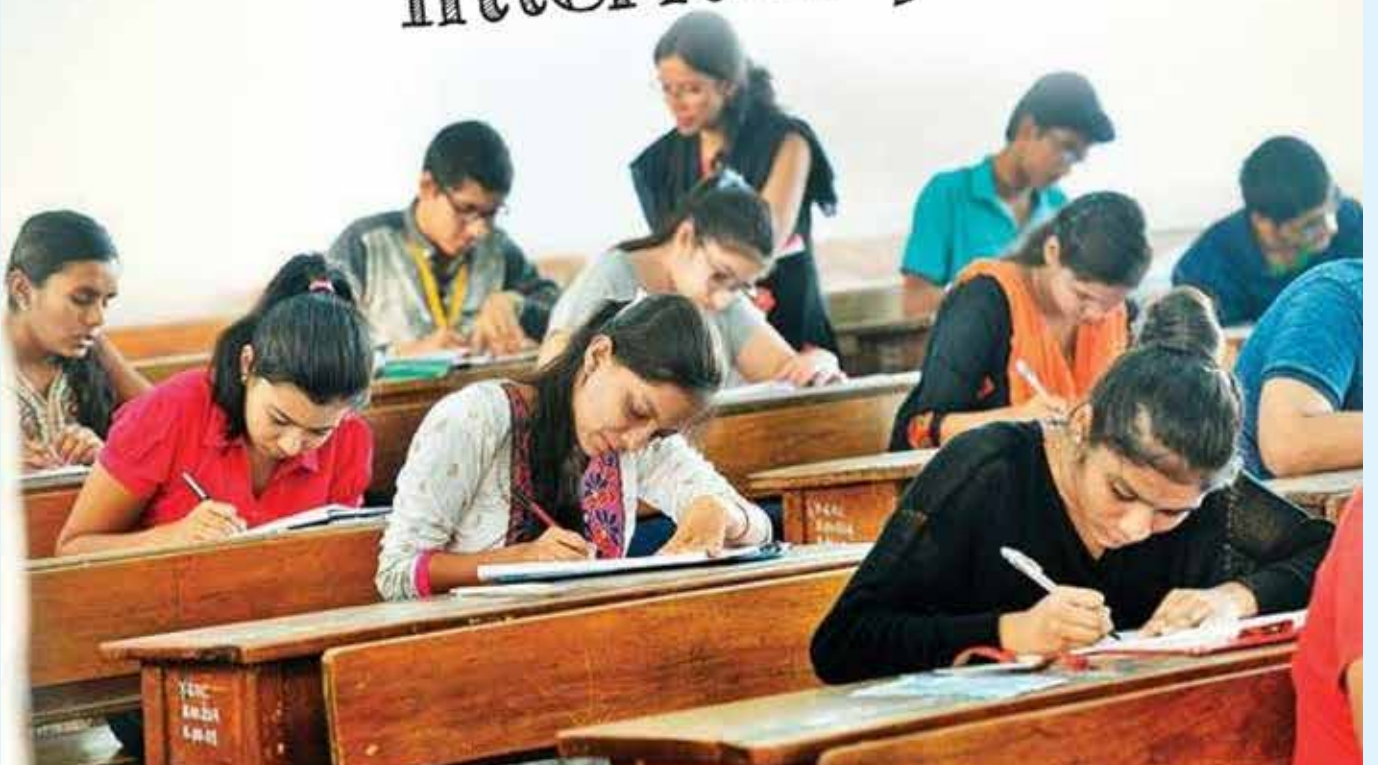
Suggested Framework for developing Research Proposal

- Introduction
- Title of research and statement of the problem
- Review of related literature, conceptual framework
- Rational and need for the study;
- Area of Research
- Type of Research
- Method of Research
- Objectives of Research
- Hypothesis and or Research questions
- Variables of Research
- Operational and conceptual definitions and or explanation of terms
- Scope, limitations and delimitations of Research
- Population and sample
- Tool of Research
- Intervention Program (in case of experimental research)
- Technique of data analysis
- Chapterization
- Time frame and Budget;
- References

(The framework can be changed or modified depending upon the type and need of research problem)



Internship



Objectives

To enable the prospective teachers:

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

Semester IV

Semester IV

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychological Foundations in Education-1	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Guidance & Counselling (O2)						
	Measurement and Evaluation (O2)						
	Educational Statistics-1 (O2)						
3	Gender, School and Society	T	45	3	30	70	100
4	Teacher Education	T	60	4	30	70	100
5	Classical Sanskrit	P	30	1	15	35	50
6	Advance Pedagogy	T	45	3	30	70	100
7	Block Teaching	P	120	4	110	0	110
8	Internship B.Ed. & Annual lesson	P	120	4	90	100	190
9	Dissertation (Tool Development)	P	60	2	50	0	50
	Total		600	29	415	485	900

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

- understand concept of learning and association and field theories of learning.
- to understand theories of learning with reference to Cognitivism, Behaviorism, Constructivism and Humanism
- understand the concept of Learning Curve and Transfer of Learning
- acquaint with the concepts of Constructivism, Motivation, Thinking and Reasoning

Unit 1 Learning and Learning Theories – Association and Field Theory

1.1 Learning

- Meaning, Characteristics of learning
- Factors affecting learning
- Schools of Thoughts related to Education: Cognitive, Behavioristic, Constructive, Humanistic

1.2 Hull's Drive Reduction Theory of learning- Association Theory

- Four Level Learning Theory
- Postulates for Learning
- Educational Implications

1.3 Kurt Lewin's Field Theory of Learning-Behaviorism – Field Theory

- Meaning and basic elements
- Experiment
- Educational Implication

1.4 Tolman's Sign Gestalt Theory of learning- Field Theory

- Meaning of Sign – Gestalt Theory
- Types of learning
- Laws of Learning
- Educational Implications

Unit 2 Learning Theory – Cognitivism, Behaviorism, Constructivism and Humanism

2.1 Gagne's Hierarchy of Learning - Cognitivism

- Meaning and conditions
- Events of Instructions
- Educational Implications

2.2 Bandura's Theory of Social Learning - Behaviorism

- Meaning and Essentials of Social Learning
- Bobo Doll Experiment
- Social Learning Process
- Educational Implications

2.3 Bruner's Theory of Discovery Learning - Constructivism

- Meaning and types of Concept
- Meaning of Discovery Learning
- Steps and educational implication

2.4 Rogers's Learning theory (Experiential Learning)- Humanism 1

- Meaning and elements of experiential learning
- Educational Implication

Unit 3 Learning Curve and Transfer of Learning

3.1 Learning Curve

- Meaning, Types, Characteristics & Educational Implications
- Plateaus and Causes of Plateaus in Learning Curve;
- Suggestions to Remove Plateaus of Learning Curve

3.2 Transfer of Learning

- Meaning and types of transfer
- Role of environment in transfer of learning
- Educational Implication

3.3 Theories of Transfer of Learning-1

- Mental Discipline (Faculty Theory)
- Identical Elements
- Theory of Generalization

3.4 Theories of Transfer of Learning-2

- Theory of Apperception
- Theory of Transposition

Unit 4 Constructivism, Motivation, Thinking and Reasoning

4.1 Constructivism

- Concept, Characteristics and types
- Role of teacher in constructivist learning and Educational Implications
- Vygotsky's theory of social constructivism: concept of ZOP

4.2 Theories of Motivation

- Concept and Types of motivation
- McClelland's Motivation Theory
- Educational Implication

4.3 Thinking

- Meaning, Definition & Characteristics of Thinking
- Types, Methods & Tools of Thinking
- Essentials of Effective Thinking

4.4 Reasoning

- Meaning, Definition & Characteristics of Reasoning
- Kinds & Steps of Reasoning
- Role of teacher in developing reasoning of students

Sem

IV

Guidance and Counselling (O2)

Optional

Marks : 70 + 30

Objectives**To enable the Prospective Teacher trainees to:**

- understand concepts related to guidance.
- get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
- understand concepts related with counselling.
- know and use the agencies for providing guidance and counseling services to students and to understand issues in counselling services.

Unit 1 Introduction to Guidance

1.1 Nature and Scope of Guidance

- Misconception of Guidance
- Nature and Scope
- Meaning and Definition of Guidance
- Characteristics of Guidance

1.2 The need for Guidance

- Changing conditions of home, society, population, labour and industry, leisure time
- Changing religion and moral values
- Individual needs

1.3 Principles and Basic Assumptions in Guidance Types of Guidance

- Educational Guidance: Concept, needs and Characteristics Vocational guidance :Concept, needs and Characteristics

1.4 • Personal Guidance: Concept, needs, and Characteristics

- Individual and Group Guidance:
- Purpose and Program
- Techniques of Group Guidance: Panel Discussion, Seminar, Exhibition, Career talk, Career Conference etc.

Unit 2 Organization and Administration of Guidance Services

2.1 Organizational Patterns for Guidance Services

- Organization of Guidance program: Need, Nature and Objectives
- Principles of Organization
- Responsibilities of guidance Personnel

2.2 Organizing Basic Guidance Services

- Orientation/ Induction Service
- Individual Inventory service
- Information Service
- Counseling Service
- Placement Service
- Follow-up Service

Evaluation of Guidance Services: Need, Criteria and techniques of evaluation

2.3 Administration of Guidance Services

- Administrative relationship

- Planning and Executing Guidance Service Establishment of Guidance Centre
 - Need
 - Objectives
 - Infrastructure
 - Guidance services
 - Modes of functioning
- 2.4 Status of Guidance Services Globe Over
- Scenario Building
 - Face to Face and On line guidance service Institutions providing various Guidance Services
 - Government
 - NGO
 - Private Web services

Unit 3 Introduction to Counselling

- 3.1 Counseling:
- Concept and Nature,
 - Principles of counseling.
 - Counseling Process 1
- 3.2 Counseling approaches:
- Directive,
 - Nondirective and
 - Eclectic
- 3.3 Types of Counseling:
- Group counseling vs. individual counseling.
 - Counseling for adjustment
- 3.4 Characteristics:
- Characteristics of good counseling.

Unit 4 Counselling Process and Issues in Counselling

- 4.1 Counseling Process:
- Preparation for Counseling
 - Counseling skills
 - Factors affecting Counseling process.
 - Case study and Case conference: Purpose, Plan, Procedures, and Precautions
- 4.2 Group Counseling:
- Introduction and assumptions in group Counseling
 - The process of group Counseling
 - Values of group Counseling
 - Limitations of group Counseling
- 4.3 Preparation and Training for Counseling
- Academic preparation
 - Qualities of a good Counselor
 - Professional Ethics for Counselor
- 4.4 Problems and Issues
- Organization and Administration of Guidance and Services
 - Guidance services for Special Groups
 - Changing roles of functionaries

Sem
IV**Measurement and Evaluation (O2)**

Optional

Marks : 70 + 30

Objectives**To enable the prospective teacher trainees to:**

- understand the process and theories of measurement and evaluation.
- understand objectives, norm referenced and criterion referenced test.
- identify, compare and contrast tools of measurement.
- understand standardized tests and acquaint them with process of standardisation.

Unit 1 Process & Theories of measurement

- 1.1 Concept and need of evaluation, Inter relationship between measurement and evaluation
- 1.2 Functions of evaluation & Basic principles of evaluation
- 1.3 Classical Test Theory(CTT) : Concept, Characteristics and Importance Item Response Theory(IRT): Concept, Characteristics and Importance
- 1.4 True scores and Errors of Measurement, Marks and Grades

Unit 2 Objectives & Norm-Referenced and Criterion-Referenced Test

- 2.1 Taxonomy of educational objectives: Cognitive Domain Affective domain, Psychomotor domain
- 2.2 Concepts of Norms Referenced and Criterion referenced Test Difference between NRT and CRT
- 2.3 Steps for constructions of Criterion-Referenced Test : Instructional intent specifying the domain, item development, item review and test development.
- 2.4 Types of tests: Achievement Test, Diagnostic Test, Domain-Referenced Test

Unit 3 Tools of measurement and evaluation

- 3.1 Subjective tools of Evaluation
- 3.2 Objective tools of Evaluation
- 3.3 Supply type questions: Simple question, completion question, short answer question, long answer question/essay questions (Characteristics, merits, limitations and improvement of each type).
- 3.4 Selection type question: constant alternative, multiple choice, matching, Re-arrangement. (Characteristics, merits, limitations and improvement of selection type item).

Unit 4 Process of standardizing a test

- 4.1 Standardized Test: Nature and use of standardized test Criteria for selecting a good standardized test: planning, reliability, validity, objectivity, Discriminating power, Adequacy, Usability and Comparability
- 4.2 Reliability: Concepts and types of reliability.
- 4.3 Validity: Concept and types of validity.
- 4.4 Standard Scores and Norms : Z-score, t-score, stanine, Letter Grade, Percentile Rank.

Objectives

To enable the Prospective Teacher trainees to:

- The student learns the various statistical method used in analysis of data.
- The student understands the basic concepts of educational statistics.
- Students develop the ability to select proper statistics with various data.
- Students develop the ability to evaluate critically the result of analysis of data.

Unit 1 Meaning of Educational Statistics

- 1.1 Meaning of statistics
- 1.2 Meaning of statistics in Education
- 1.3 Scale of Measurement
- 1.4. Tabulation of data and different forms of graphic presentation and their uses of in educational research

Field Engagement:

- Prepare a tabulation of the various forms of data
- Prepare different types of graphical presentation of the data

Unit 2 Descriptive statistics

- 2.1. The frequency distribution, measures of central tendency and variability, their calculation and use
- 2.2. The normal distribution-the normal probability curve-its important properties and applications
- 2.3. Scaling of test items
- 2.4. Scaling of judgments

Field Engagement:

- Check any data of the research conducted by any student whether it follows normal distribution or not using different methods
- Take a data of scores given by the Judges of any competition conducted at the institution level and conduct scaling of their judgments

Unit 3 Correlation and Regression

- 3.1. The coefficient of correlation-Linear, Biserial, Point Biserial, tetrachoric, phi, contingency, product-moment
- 3.2. Rank Difference, Partial and Multiple Correlation
- 3.3. Regression and Prediction; Linear regression-the regression line in prediction;
- 3.4. The regression equations and accuracy of prediction

Field Engagement:

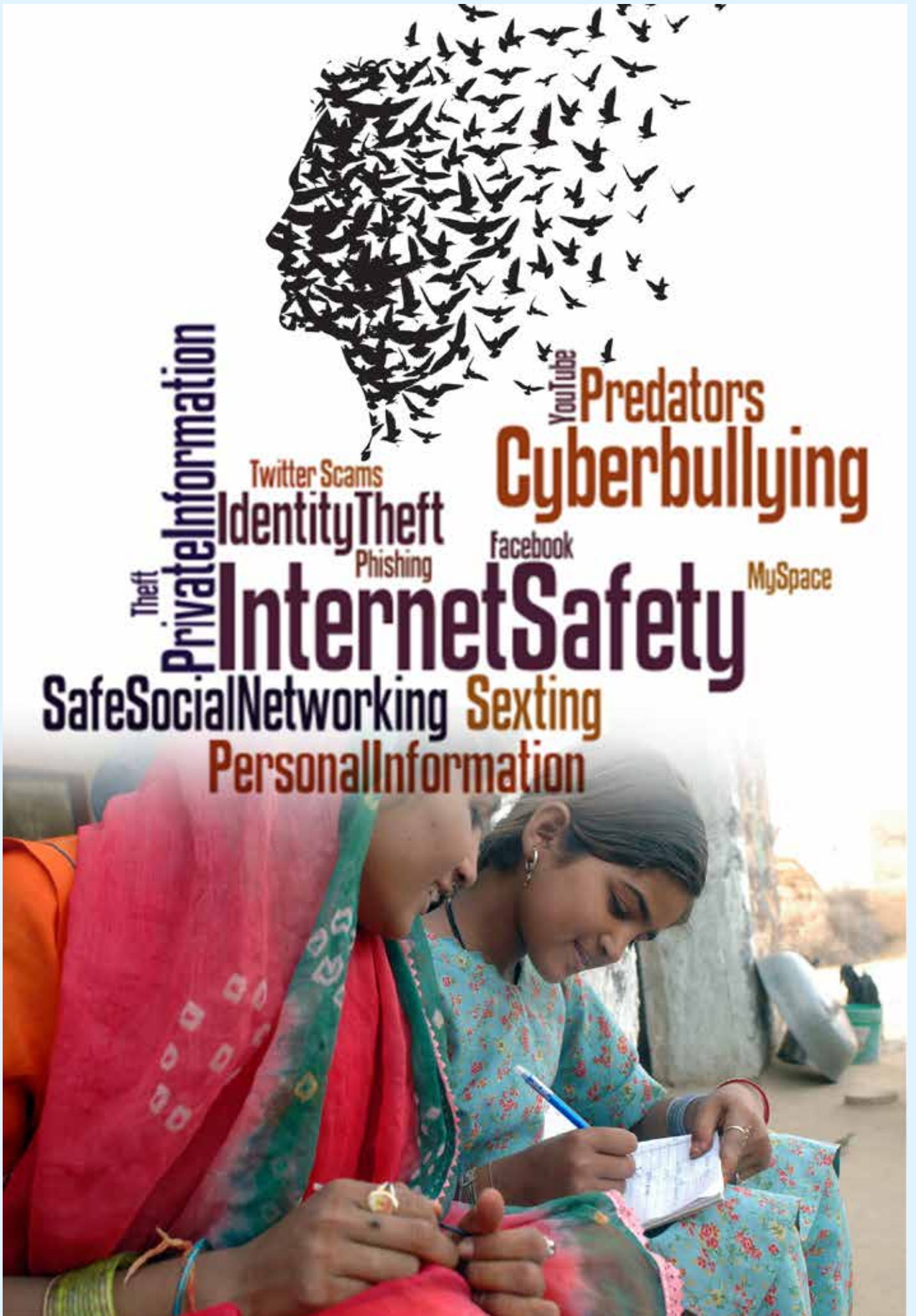
- Take a score of i3T test of students studying in institution and find the correlation of it with qualification exam scores and predict the achievement in first year. Check the authenticity of your prediction by comparing the actual score
- Take a score of students in various subjects and find the linear, partial and multiple correlation among them

Unit 4 Reliability and Validity of Test

- 4.1. Item analysis
- 4.2. Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent.
- 4.3. Validity: Meaning, Methods, Calculations, length of test of validity.
- 4.4. Process of Standardization of Test

Field Engagement:

- Conduct the item analysis of a multiple choice test conducted at the institution level
- Find the reliability and validity of a test conducted at the institution level



Objectives**To enable the prospective teachers:**

- to acquire awareness regarding issues related to gender prevailing in school.
- to gain understanding regarding psychological and sociological perspective regarding gender.
- to find solution to reduce issue related to gender bias in Society.
- to 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

Objectives**To enable the prospective teacher trainees to:**

- understand historical perspective of Teacher Education.
- acquaint themselves with teaching as profession and roles of organizations in Teacher Education.
- understand organizational pattern and broad organisation of Teacher Education.
- acquaint with Research, Problems, Innovations and Issues in Teacher Education

Unit 1 Concept of Teacher Education & Teacher Education in India : Historical Perspective

- 1.1 Meaning of Teacher Education; Purpose and Objectives of Teacher Education at various stages (Pre - School , Primary Stage , Secondary and Higher Secondary)
- 1.2 Types of Teacher Education: Pre-Service, In Service
 - Teacher Education in Ancient India
 - Teacher Education in Pre-Independence Period
- 1.3 Teacher Education in Post-Independence Period
- 1.4 Teacher Education as perceived in NPE – 1986 and NCFTE – 2009

Unit 2 Teaching As a Profession & Role and Responsibility of various organizations in Teacher Education

- 2.1 Characteristics which make teaching a Profession; Responsibilities of the teachers in the teaching profession & Preparation of professional personnel
- 2.2 Research and development in teaching profession Teaching Profession in the future decade
- 2.3 Role of Organizations like:1:UGC, 2:NCERT, 3:NCTE, 4: IASE
- 2.3 Role of Organizations like:1:IITE, 2:CASE, 3:SCERT, 4:CTEs,5:DIETs

Unit 3 Teacher Education in India

- 3.1 Organizational Patterns:D.Ed. /P.T.C.; ; D.P.Ed.' B.P.Ed.;
- 3.2 Organizational Patterns:B.Ed. (1 Yr. , 2 Yrs., 4 Yrs. Integrated course); B.Ed. (Basic Education); B.Ed. (Special Education); B.Ed. through Distance Mode; M.Ed. (Full time, Part time, Distance mode)
- 3.3 Broad Organizations of Teacher Education Admission Process, Planning and Scheduling of Course
Curriculum components -
 - i. Foundation Courses
 - ii. Content cum methodologies
 - iii. Special Areas
 - iv. Practice Teaching
 - v. Practical Work
- 3.4 Limitations of Teacher Education with respect to organization

Unit 4 Research, Problems, Innovations and Issues in Teacher Education

- 4.1
 - Research Trends in Teacher Education
 - Micro Teaching , Models of Teaching , Simulation, Demonstration , Criticism lesson
- 4.2 Competency Based Teacher Education
 - Innovations in Curriculum development
 - Innovations in evaluation process
- 4.3
 - Quality v/s Quantity
 - Content cum Methodology
 - Integration of theory and practice
 - Curricular concerns in teacher education: [ICT, life skills, joyful learning, value education etc.]
- 4.4
 - Integration of various components as envisaged in NPE - 1986 , NCF - 2000 and 2006, NCFTE – 2009
 - Preparing teachers for single teacher schools/ multi-grade classrooms
 - Teacher Performance Appraisal



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 श्रुण्वन्तु ।
- 1.2 (1) <https://www.drive.google.com/file/d/JjBjmgXyoSviWZCtOJooParlBCI4L/view>
(2) <https://www.youtube.com/ww/KmaEAv94> प्रदत्तलिंकमाध्यमेन संस्कृतमहत्वं दर्शयती गीतद्वयं सावधानं श्रुण्वन्तु, 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 काचित् एकां प्रवृत्तिं 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**Advance Pedagogy**

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

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

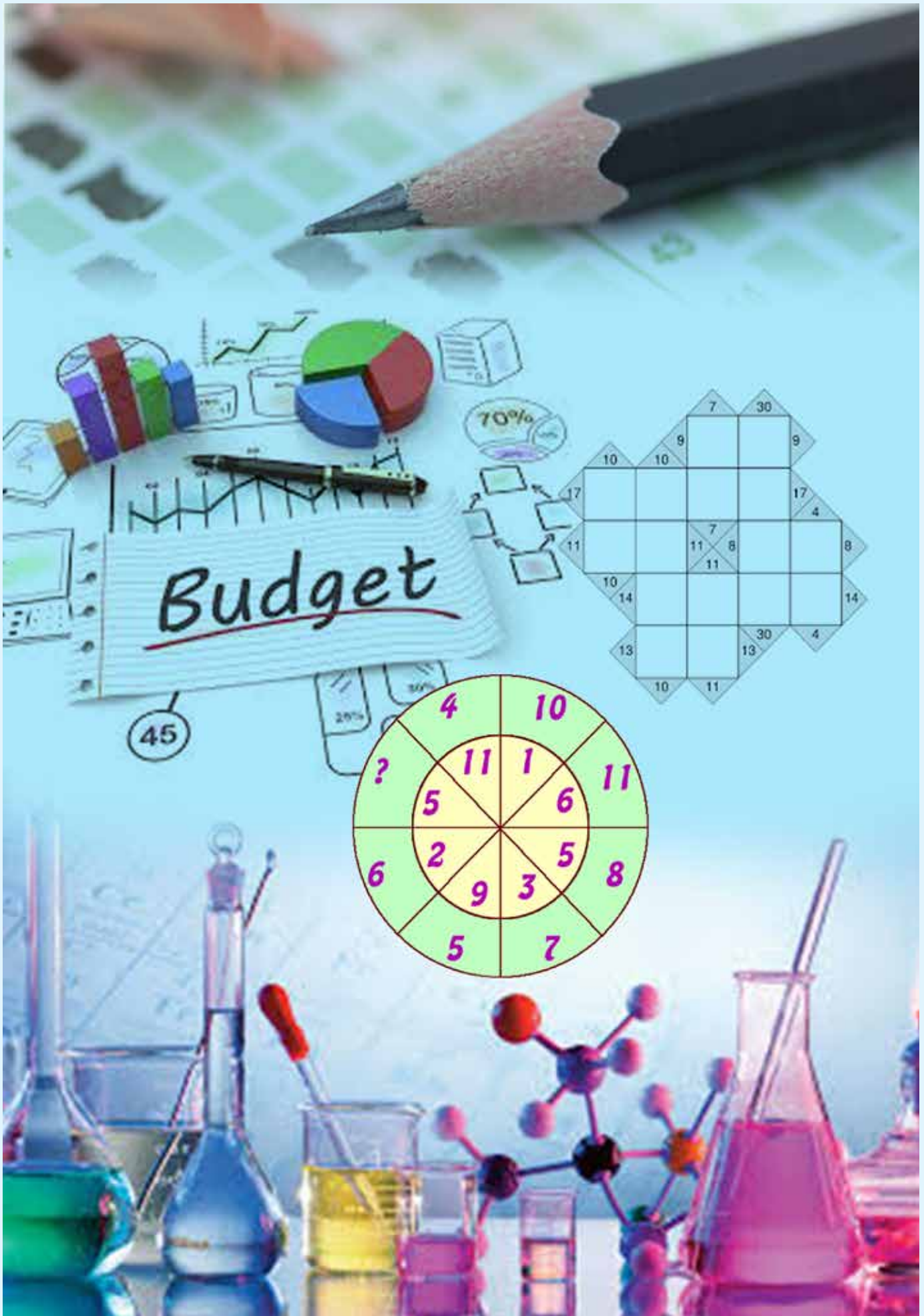
- 4.1 Rubrics: Concept, types, Development and its effective use
- 4.2 Portfolio: Concept, types, Development and its effective use
- 4.3 Diagnosis and Remedial measures , Action Research
- 4.4 Modern tools and techniques for formative assessment

Sem
IV**Dissertation (Tool Development)**Compulsory
Marks : 00+ 50**Objectives****To enable the prospective teachers:**

- To develop skills of writing the introductory and conceptual framework for research report.
- To develop and validate research tool.
- To present their research progress.

Activities to be performed

Credit	Hrs.	Activity
2	60	Development and validation of tool
		Submission of Chapter 1, 2 and 3
		Presentation of work done



Sem
IV**Block Teaching and Internship**Compulsory
Marks : 200**Objectives****To enable the prospective teachers:**

- to develop ability to handle school activities independently.
- to develop the proficiency in imparting lessons.
- to develop the proficiency in preparing blueprint.
- to develop the ability to administer psychological test.
- to develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Block Teaching								
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
Submissions			Blue Print in each method of 50 marks			30		30
			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		
			M1	M2		Int.	Ext.	Total
Annual Lesson	-	-	1	1	2	-	100	100

Semester v

Semester V

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Methods of Research in Education-2	T	60	4	30	70	100
2	ICT in Education	T	60	4	30	70	100
2	Optional Paper (Any One)	T	60	4	30	70	100
	Psychological Testing (O3)						
	Instructional Technology (O3)						
	Psychological Testing (O3)						
4	Inclusion: Concept and Policy Framework	T	60	4	30	70	100
5	Sociological Foundations of Education	T	60	4	30	70	100
6	Management & Administration	T	60	4	30	70	100
7	Preparation and administration of psychological test	P	60	2	50	0	50
8	Internship M.Ed.-I	P	60	2	100	0	100
	Total		480	28	330	420	750

Objectives**To enable the teacher trainees to**

- understand characteristics of tools of research and their types.
- understand methods of research in education.
- develop abilities of data handling
- develop skill for writing a research report.

Unit 1 Tools And Techniques Of Research

- 1.1 Tools of Research: Concept and Overview of Types
Construction and Standardization of Tool: Steps, Reliability, Validity and Norms
- 1.2 Interview: Meaning, Advantages, Limitation and Types Rating Scale: Concept and Types – Likert, Thurston & Q-Sort Check-List: Points to be kept in Mind while Constructing Check-list
- 1.3 Questionnaire, Schedule and Inventory: Meaning and Steps of Construction
- 1.4 Observation: Meaning, Types, Advantages and limitations

Unit 2 Methods Of Research

- 2.1 Historical Research: Meaning, Purposes, Sources and Steps
- 2.2 Descriptive Research: Meaning and characteristics
 - Survey: Meaning and Types
 - Interrelationship studies: Co-relational Research and Casual Comparative Research, Case Study
 - Developmental studies: Longitudinal: Cross sectional studies.
- 2.3 Experimental Research: Meaning; Characteristics -control, manipulation, observation, replication Experimental Designs: Pre, true and quasi experimental designs Validity of experimentation: Internal and External Validity, Factors affecting validity
- 2.4 Qualitative Research: Meaning and Purpose Ethnographical, Phenomenological and Anthropological Research: Concept

Unit 3 Data Handling

- 3.1 Scales of Measurement: Meaning; Types –nominal, ordinal, interval, ratio,
- 3.2 Descriptive Statistics: Concept and types- Measures of central tendency and graphical presentations
- 3.3 Inferential Statistics: Parametric and Non Parametric Test: Introduction and Conditions (No Computations), Level of Significance: Concept , Type – 1 Error, Type – 2 Error,
- 3.4 Meaning of treatment of data, editing coding classification tabulation

Unit 4 Writing Research Report

- 4.1 Research report: meaning and type (thesis, dissertation, journal article, paper)
Parts of Research: Preliminary, content and supplementary
- 4.2 Format, style, typing, quotations, footnotes, Referencing(APA Latest Edition), pagination, tables, figures, graphs, plaques
- 4.3 Criteria for evaluating research report
- 4.4 Ethics and Plagiarism in research

Sem

Compulsory

V

ICT in Education

Marks : 70 + 30

Objectives**To enable the prospective teacher trainees to:**

- Understand meaning and application of information and communication technology.
- Understand the process of communication.
- understand the application of multimedia and process of e content development
- apply knowledge of ICT for academic and research writings

Unit-1: Information and Communication Technology (ICT) and internet

- 1.1 Meaning of ICT , Difference between ICT and Educational Technology
- 1.2 Application of ICT in context of education – classroom, professional development and school management
- 1.3 Information Literacy : Meaning, purpose and standards
- 1.4 Internet: Meaning and application in education Internet Security – Virus

Unit-2: Understanding Communication Process

- 2.1 Communication: concept and need Elements – context, sender, message, receiver, feedback and noise
- 2.2 Types of communication: Target related, Process related, message related, Direction related
- 2.3 Barriers to effective classroom communication ,
- 2.4 Models of Communication : Linear, Interactive and Transactional Model

Unit-3: Multimedia and e-content

- 3.1 Multimedia: meaning of text, graphics, animation, audio and video; integration of multimedia in education
- 3.2 Approaches to IT Based Teaching Learning Process: Computer Assisted Instruction, Computer Managed Instruction, Computer Aided Instruction, Web Based Instruction, Web Enhanced Instruction
- 3.3 E-Content: Design, standards and development (ADDIE Model)
- 3.4 E-Content Tools: Concept and Examples - Freeware, Open Source Software, Proprietary Software and Public Domain Software

Unit-4: Academic and research content on web

- 4.1 Online Journals and abstraction services, Meaning of Database, Indexing and impact factor
- 4.2 Web services for review, bibliography, references and citation: INFLIBNET, Open Journal Access System (OJAS)
- 4.3 Plagiarism – Meaning and identification Plagiarism Software : URKUND,
- 4.4 Report writing : Use of Microsoft office and google suit services in report writing

Objectives**To enable the prospective teacher trainees to:**

- develop an understanding of nature of psychological measurement and its underlying principles.
- acquaint with techniques of psychological measurement.
- develop skills in testing select psychological constructs.
- develop ability to administer, score, interpret and report psychological tests.

Unit 1 Psychological Measurement and Testing

- 1.1 Psychological Measurement: Meaning, Nature and Scope, Psychological and physical measurement: Difference
- 1.2 Need of psychological measurement in Educational Practices
- 1.3 Psychological testing: Meaning, nature and Characteristics of Psychological measurement
- 1.4 Scope and Use of psychological test in educational practices

Unit 2 Techniques of Psychological Measurement: Meaning, Steps, importance, merits and limitations

- 2.1 a. Testing Techniques: Teacher-made tests
- 2.2 b. Testing Techniques: Standardized Psychological Tests
- 2.3 a. Non Testing Techniques : Rating Scale, Questionnaires, Interview, Inventories
- 2.4 b. Non Testing Techniques: Personal Records, Sociometric and Projective techniques,

Unit 3 Testing of Psychological Constructs: Concept, need and available Standardized Tools

- 3.1
 - Intelligence Tests
 - Aptitude Test
 - Achievement Test
- 3.2
 - Attitude Scale: Thurston and Likert
- 3.3
 - Interest Inventory
 - Personality Inventory
- 3.4 Criteria for Test selection and Preparation
 - Technical criteria: Reliability, Validity and norms
 - Practical criteria: Ease of Administration, cost, time.

Unit 4 Administration, Scoring, Interpretation and Reporting Psychological Tests

- 4.1 Administration: Steps and precautions to be taken during administration of psychological tests
- 4.2 Scoring: Scoring of psychological test with reference to available standardized tests and analysis of test results
- 4.3 Interpretation: Interpreting test result for stakeholders (students, parents and authorities)
- 4.4 Reporting of test: Preparing Psychological Test Report and Reporting the test results to students, teachers and parents.

Sem

Optional

V

Instructional Technology (O3)

Marks : 70 + 30

Objectives**The prospective teachers will be able :**

- to understand Foundations of Educational, Instructional and learning Technology
- to understand concepts and models of Instructional Technology
- to understand concepts and models of Instructional Design
- to understand Planning and Procedures of Instructional Media

Unit 1 Foundations of Educational, Instructional and Learning Technology

- 1.1 Concept of Educational technology, Instructional technology and learning technology
Meaning of Technology of Education and Technology in Education
- 1.2 Forms of Education Technology: Teaching Technology, Instructional Technology and Behaviour Technology
- 1.3 Approaches to Media Use: Integrated, Complementary, Supplementary, Standalone (independent)
- 1.4 Historical Overview: Programmed learning stage, Media application stage and Computer application stage

Unit 2 Instructional Technology

- 2.1 Concept of Instruction and Instructional Technology
Forms of Instructional Technology: Hardware Approach, Software Approach and System Approach
- 2.2 Pedagogy of Technology Integration
- 2.3 E-learning Development Process: Preparation of Instructional Media for E-Learning and Blended Learning, Designing Learning Experiences using Open Education Resources
- 2.4 Instructional Strategies for Online Courses: Meaning and Types - Learning Contracts, Small Group Work Discussion, Projects, Collaborative Learning, Self-Directed Learning, Case Study, Mentorship, Forum

Unit 3 Instructional Design

- 3.1 Concept, need and Principles of instructional design
Difference between Instructional Design and Instructional System Design
- 3.2 Learning theories and their implications for instructional design – behaviorist, cognitivist, constructivist and eclectic approach
- 3.3 Stages of development of instructional design- Instructional goals; Need analysis- Audience and Environment Analysis, Performance objectives; Criterion referenced test items, Developing instructional strategy and material, Evaluation
- 3.4 Models of Instructional Design: Dick and Carrie, ADDIE Model, and ASSURE Model

Unit 4 Planning and Producing Instructional Media

- 4.1 Concept, characteristics and Preparation of Self Learning Material
- 4.2 Concept, characteristics and types of Programmed Learning Material – Linear , Branched and Mathetics
- 4.3 Online Course Development Process:
Team – Web developer, programmer and graphic designer
Interactive Multimedia: Concept,
Steps for Developing Multimedia- Storyboard and Prototype of multimedia,
Multimedia Development Tools and Software
- 4.4 Emerging Trends: Learning Management System, Learning Content Management System, Creative Commons and Open Education Resources, Licensing and Copyright on Using and Sharing Resources

Sem
V**Educational Statistics- 2 (O3)**

Optional

Marks : 70 + 30

Objectives**To enable the prospective teacher trainees to:**

- understand statistical interpretations in educational research and to examine the scope of application of research.
- develop an ability to evaluate critically the results of analysis of data.
- develop the understanding of multivariate analysis techniques.
- differentiate between parametric and non parametric analysis techniques.

Unit 1 Testing Hypothesis

- 1.1 The hypothesis of chance-null hypothesis
- 1.2 The meaning of statistical inference, the significance of the mean, the median, the measures of variability, of percentages, of the coefficient of correlation
- 1.3 The significance of the difference between means and other statistics
- 1.4 Principals of sampling and the use of standard error formulas

Field Engagement

- Conduct the above analysis using SPSS and Excel
- Discuss the various types of hypothesis and how to test those hypothesis

Unit 2 Non Parametric Tests

- 2.1 Chi square Test, Sign Test, Median Test
- 2.2 Mann-Whitney U-Test
- 2.3 Kolmogorov- Smirnov Test
- 2.4 Kruskal Walis Testing, Candall Tests

Field Engagement

- Compare the results of parametric and non parametric test
- Conduct the above analysis using SPSS and Excel

Unit 3 Analysis of Variance

- 3.1 Analysis of Variance: Concept and Assumptions
- 3.2 Homogeneity test of Variance
- 3.3 Computation One way, Two way and factorial design
- 3.4 Analysis of covariance

Field Engagement

- Conduct the above analysis using SPSS and Excel
- Find the ANOVA and ANCOVA of the data

Unit 4 Multivariate Analysis

- 4.1 Factor Analysis
- 4.2 Discriminant Analysis
- 4.3 Cluster Analysis
- 4.4 Meta-Analysis

Field Engagement

- Conduct the above analysis using SPSS and Excel
- Seminar on Multivariate Analysis

Sem

Compulsory

V

Inclusion: Concept and Policy Framework

Marks : 70 + 30

Objectives**To enable the prospective teacher trainees to:**

- understand basic concepts of inclusive Education
- identify and appreciate the diversities in the society
- build barrier free environment for Students with Special Needs in Inclusive Classrooms
- develop insight regarding Constitutional provisions and legal frameworks for facilitating inclusive education.

Unit -1 Introduction of Inclusive Education

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

Unit -2 Understanding to Diversities

- 2.1 Understanding diversities: concept, types (disability as a dimension of diversity)
- 2.2 Disability as a social construct, classification of disability and its educational implications
- 2.3 Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)
- 2.4 Introduction to Sensory Disabilities (HI, VI, Deafblind)

Unit 3: Building Inclusive Learning Environments

- 3.1 Definition and concept of Adaptation, Accommodation and Modification
- 3.2 Barriers to inclusive education
- 3.3 Role of teacher
- 3.4 Peer mediated instruction: Peer tutoring, Cooperative learning

Unit -4 Policies and Framework Facilitating Inclusive Education

- 4.1 Constitutional provisions: RTE (2009), NPE of Students with Disabilities (2006), RPwD (2016), NTA (1999) IEDSS (2013)
- 4.2 International Perspective: Salamanca 1994, UNCRPD, IEDSS (2013)
- 4.3 Concessions and Provisions for PwDs
- 4.4. Role of national Institutes (NIs) and NGOs

Sem

Compulsory

V

Sociological Foundations of Education

Marks : 70 + 30

Objectives

To enable the prospective teacher trainees to:

- understand concept of sociology and education.
- appreciate the socio-cultural context of education.
- understand the relation between society and education.
- understand the sociological issues and their remedies.

Unit-1 Sociology and Education

- 1.1 Concept, nature and definitions of Sociology;
- 1.2 Relationship between Education & Sociology
- 1.3 Branches of Sociology: Sociology of knowledge, Rural Sociology, Sociology of Mass media
- 1.4 Concept, Nature and Scope of sociology of Education

Unit-2 Socio-cultural Context of Education

- 2.1 Culture: Meaning, Nature, Cultural change and Cultural Lag - Relation between education and culture
- 2.2 Nature of Indian Society: social and cultural changes in India
- 2.3 Social Change: Meaning, Nature, Pattern and Factors; Interrelationship between Education and Social Change
- 2.4 Modernization and Post-modernization as social movements and their educational implications

Unit-3 Society and Education

- 3.1 Concept of socialization, Education as a socialization process
- 3.2 Social Stratification: Concept, meaning & factors affected Social Stratification.
- 3.3 Social Mobility: Concept, Meaning, types and factors affecting
- 3.4 Future of Social Institutions in India: Challenges to Education

Unit 4 Sociological Issues and Remedies

- 4.1 Equality and Equity
- 4.2 Gender issues, disadvantaged section of Indian society (SC, ST and OBC)
- 4.3 Unemployment & Poverty
- 4.4 LPG, Urbanization Vs Ruralization

Sem
V**Management and Administration**Compulsory
Marks : 70+30**Objectives****The prospective teachers will be able**

- to understand concepts of educational management.
- to apply appropriate educational management theory and approach in school management.
- to identify appropriate leadership model as per educational institute requirement.
- to gain understanding regarding various quality monitoring agencies in India.

Unit 1 Introduction of Educational Management

- 1.1 Educational Management: Meaning, Nature and Characteristics
- 1.2 Importance and Scope of Educational Management
- 1.3 Functions of Educational Management
- 1.4 Structure of Educational Management in India (with reference to Higher Education, Technical Education, Vocational Education, School Education)

Unit 2 Theories and Approach of Educational Management

- 2.1 Scientific Management Theory
- 2.2 Fayol's Theory of Management
- 2.3 Human Relation Approach
- 2.4 Human Behavior Approach

Unit 3 Models of Leadership

- 3.1 Leadership: Meaning and nature, quality of good leader
- 3.2 Blake and Mouton's Managerial Grid Model
- 3.3 Fiedler's Contingency Model
- 3.4 Tri-dimensional Model, Hersey and Blanchard's Model

Unit 4 Quality in Education

- 4.1 Total Quality Management and Six Sigma
- 4.2 Cost of Quality: Appraisal Costs, Cost Benefit Analysis
- 4.3 NAAC
- 4.4 Quality Council of India

Sem
V**Preparation and Administration of
Psychological Tests**Compulsory
Marks : 00 + 50**Objectives****To enable the prospective Teachers to**

- review and analyze the available psychological test.
- understand the process of psychological testing.
- develop ability to construct psychological test.
- develop skills for administering psychological test.
- develop skill for scoring and interpreting psychological test.

Administration of Psychological Tests and Preparation (Conceptual Understanding)

- 1.1 Understanding psychological tests.
- 1.2 Selecting appropriate psychological tests.
- 1.3 Administering psychological tests.
- 1.4 Interpretations of data received from testing.

Suggested Framework

The objective of the paper is to develop the skills related with constructing and preparing the psychological test that is related with the measurement of a psychological attribute. The paper is to be introduced by giving basic understanding of psychological tests. This understanding can be linked with theory paper of Psychological Testing that is offered separately. The students should have motivated to select a topic related to attitude, aptitude, motivation, personality, achievement etc. The student may also select a topic related to the tool of his dissertation with the permission of his or her guide.

The student has to select an appropriate topic with the help of teacher in charge. After the selection of topic, the students have to go through the standardised procedure of developing test. Once prepared the test is to be administered and the data is to be interpreted.

Suggestive Steps for the Paper

S.No. Steps

- 1 Preparing Theoretical Background –
 - a. Theory on which test is to be based and clarity on components
 - b. selecting the type of test/scale/inventory
 - c. Planning the nature, purpose of test and selecting sample
 - d. Selecting the components/subcomponents and preparing test items
 - e. Expert validation
2. Pilot Testing
- 3 Item Analysis-
 - a. Fixing criterion for item validation
 - b. Item Validation / difficulty index /discrimination value
 - c. Reliability
- 4 Administration of test
- 5 Standardization – (optional)
 - a. Fixing Norms
 - b. Reliability
 - c. Validity
- 6 Submission in the form of report

Sem
V

Internship M.ED. I

Compulsory-
Marks : 00+ 100**Objectives****To enable the prospective teachers:**

- To develop skills of doing research on psychological attribute, social research and status surveys.
- To develop skills of guiding and supervising microteaching lessons of B.Ed. trainees.
- To develop an understanding of role, functions and process various agencies related with teacher education.
- To develop and understanding of the role of technology in content development and re- search.
- To develop an understanding of social roles of teachers as volunteers.
- To develop skills of effectively presenting the work done.

Activities to be performed

Credit	Hrs.	Activity
2	60	Implementation of a Psychological Test/Status Survey/Social Research
		Guidance, checking and supervision of Microteaching Lessons of B.Ed. Students
		Visit to an agency of curriculum development/text book bureau/ DIET/ GCERT/ Teacher Education Institution
		Visit to Secondary Teacher Training Institute, GCERT /INFLIB-NET/GIET / an institute of special education/NGO and contribute as a teacher/volunteer
		Presentation of submissions

Semester VI

Semester VI

S.No.	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	Psychological Foundation in Education-2	T	60	4	30	70	100
2	Philosophical Foundations in Education	T	60	4	30	70	100
3	Educational Studies	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Higher Education (O4)						
	Environmental Studies (O4)						
5	Curriculum Development	T	60	4	30	70	100
6	Academic Writing	P	60	2	30	70	100
7	Internship M.Ed.-II	P	60	2	100	0	100
8	Dissertation	P	120	4	60	140	200
	Total		540	28	340	560	900

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

- to understand meaning, theories and measurement of intelligence.
- identify personality, theories and measurement of personality
- to appreciate unique qualities of individuals.
- To enable the learners to accept his /her emotions.

Unit 1 Intelligence- Meaning, Theories and Measurement

1.1 Intelligence

- Meaning & definitions
- Types of Intelligence: Spiritual, Emotional, Cognitive(Mental)
- Role of intelligence in child development
- Intelligence Theories : Cattell, Vernon

1.2 Theories of Intelligence

- Cognitive Intelligence: Cattell, Vernon, Gardener
- Emotional Intelligence: Goleman, Mayer & Salovey Model

1.3 Measurement of Intelligence

- Intelligence and Intelligence Quotient: Concept
- Types of Intelligence Test
- Uses and Limitations of Intelligence Test

1.4 Intelligence Test

International: Binet Simon, Stanford Binet and Wechsler Scale

Indian : Desai K.G., Bhatt C. L, Group Tests, Shah G.B. Non-Verbal Group Intelligence Test

Unit 2 Personality and its Theories

2.1 Freud Theory of Personality

- The Id, Ego, Super Ego
- Factors affecting Personality: Mind (Conscious, Pre Conscious, Unconscious)
Oedipus Complex, Electra Complex, Sibling Rivalry
- Stages of Personality Development

2.2 Jung's Theory of Personality

- Basic Concepts of Jung's Theory of Personality: Racial or Collective Unconscious Mind,
- Concept of Polarity, Equivalence and Entropy
- Personality Characteristics
- Functions & Types of Personality

2.3 Rogers' Theory of Personality

- Assumptions of Rogers' Theory of Personality
- Development of Personality
- Fully Functioning Person

2.4 Gordon Allport's Theory of Personality

- Concept of Personality

- Hierarchy of Personality Traits: Cardinal, Central, Secondary

Unit 3 Emotional and Spiritual Development

3.1 Emotional Development

- Nature and characteristics of emotions, types
- Greenspan's stages of emotional development
- Enhancing emotional development

3.2 Theories of Emotions-1

- James-Lange Theory
- Cannon_Bard Theory
- Goleman's Theory

3.3 Spiritual Intelligence: Concept and Principles

- Concept of Spiritual intelligence
- Principles of Spiritual Intelligence

3.4 Spiritual Intelligence: Components

- Components of Spiritual Intelligence: Openness, precision, generosity, Kindness, Humility, Integrity

Unit 4 4.1 Attitude

- Meaning and characteristics
- Heider's Balance theory
- Factors of attitude formation

4.2 Interest and Aptitude

- Meaning and types of interest
- Meaning and definition of aptitude
- Measurement for interest and aptitude

4.3 Group and Group Dynamic

- Meaning of group, steps of group formation
- Group Dynamic: Concept and importance
- Role of communication in group dynamic
- Measurement of group dynamic

4.4 Conflict

- Nature of social conflict
- Forms of social conflict: Overt, objective and subjective
- Methods of Conflict resolution
- Two dimensional model

Sem

VI

Philosophical Foundations of Education

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teacher trainees to:**

- introduce to Philosophy and Philosophy of Education.
- identify Indian schools of philosophy and educational thinkers.
- know Schools of Philosophy and Educational Thinkers around the World
- to develop competence in analyzing philosophical texts and review the researches in the areas of pure philosophy and educational philosophy and to draw implications thereof.

Unit 1 : Introduction to Philosophy and Philosophy of Education

- 1.1 Definitions, Concept and Nature of Philosophy from Bhartiya and Western Perspectives
- 1.2 Relation between Philosophy and Education
- 1.3 Branches of Philosophy; Metaphysics, Epistemology and Axiology; their Educational Implications
- 1.4 Philosophical attitude and its implications in educational practices.

Unit 2 : Indian Schools of Philosophy and Educational Thinkers

- 2.1 Samkhya Darshan, Yog Darshan and Uttar Mimamsa Darshan
- 2.2 Buddhism, Jainism
- 2.3 Gandhiji, Tagore, Swami Vivekananda
- 2.4 Sri Aurobindo, J. Krishnamurty, Pandit Deendayal Upadhyay

Unit 3 : Schools of Philosophy and Educational Thinkers around the World

- 3.1 Idealism, Realism, Naturalism, Pragmatism and Existentialism, Post-modernism
- 3.2 Islamic and Christian philosophies of education
- 3.3 Herbert Spencer, Rousseau, John Dewey
- 3.4 Michel Foucault, Paulo Freire, Martin Buber

Unit 4 : Philosophical analysis and implications of Text and Researches in Educational

- 4.1 Analysis of Selected Philosophical Texts from Educational Perspectives
- 4.2 Analysis of Selected Educational and Literary Texts from Educational Perspectives
- 4.3 Analysis of Selected Movies / Documentaries from Educational Perspectives
- 4.4 Nature of Research in Educational Philosophy with illustrations of at least 3 research studies.

Objectives**To enable the prospective teacher trainees to**

- understand education as a phenomenon and concept related with education studies.
- comprehend theoretical perspectives of education.
- identify and appreciate vision of school education and develop abilities to foresee and resolve challenges.
- Understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.

Unit-1 Educational studies

- 1.1 Meaning, Concept and Scope of Educational studies
- 1.2 Disciplinary and Interdisciplinary nature of education
- 1.3 History of Educational Studies
- 1.4 Future of Education in relation to ICT and Artificial Intelligence

Unit-2 Theoretical perspectives of education

- 2.1 Educational ideologies for Education studies.
- 2.2 Meaning, characteristics and importance of
- 2.3 Schoolling
 - b. Pedagogy & Andragogy
 - c. Knowledge generation
 - d. Sustainable education
- 2.4 Education as a socially contrived system influenced by Social, cultural, political, economic and technological factors.
- 2.5 Prioritizing the aims of Indian education in context of a democratic, secular, egalitarian and a human society.

Unit-3 Vision of School Education

- 3.1 Development of relationship between child and the environment: school practices with life outside the school: ICT and Teaching-Learning.
- 3.2 Role Perception: Teacher as role model, as a facilitator, as a autonomous individual, and as a co-learner.
- 3.3 Quality and excellence in education and Millennium Developmental Goals
- 3.4 Contemporary challenges to school education.

Unit-4 Various issues and concerns of Educational studies

- 4.1 LPG, Localization, Globalization of Education
- 4.2 Nationalization and internationalization of education
- 4.3 ODL, Blended Learning, Home Schooling
- 4.4 Researches in Educational Studies

Objectives**To enable the prospective teacher trainees to:**

- understand perspectives and context in Higher Education
- know and analyze the structure of Higher Education in India
- recognize problem and face challenges related to Higher Education
- acquaint with New Trends and Innovation in Higher Education

Unit-1: Perspective And Context Of Higher Education

- 1.1 Concept of Higher Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Higher Education in Pre - Independent and Post-Independent India focus on nature and progress
- 1.3 Recommendations of Commissions and Policies on
- 1.4 Higher Education: University commission, National education commission (1968), NPE-1986, NEP-2020
- 1.5 Role of Councils: NCTE, AICTE

Unit-2: Structure Of Higher Education

- 2.1 Courses, Pattern, Activities
- 2.2 Structure and Status of Higher Education in India: with context to different Branches, Pattern, types of Universities, GER in Various streams
- 2.3 Management system of Higher Education: Education Ministry, UGC, Department of Higher education, Directorate, Universities, role of Department of Education., KCG, Role and functions.
- 2.4 Global Perspectives: Higher Education in England, USA, Australia, Canada, Privatization, Globalization and their impact on Economy. Study at abroad Issues and benefits

Unit-3: Problems And Challenges Of Higher Education

- 3.1 Maximizations of Higher Education: Needs, implementation, fund, achievement.
- 3.2 ODL: Open Universities, Distance Learning Programme
- 3.3 Problems/challenges/strategies/intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Quality of Higher Education: Teaching- learning, students-teacher ratio, Mode of Curriculum transaction, wastage and stagnation, issue regarding research quality

Unit-4: New Trends And Innovation In Higher Education

- 4.1 NAAC: Objectives, Functioning, Issues
- 4.2 Rashtriya Uchchar Shiksha Abhiyan (RUSA)-Objectives and Functioning
- 4.3 Innovations in Teaching learning at Higher Education- Online and Blended Methods, Use of ICT, Role of Doordarshan, MOOC, SWAYAM, CBCS
- 4.4 Innovation in examinations: Online Exam, Open Book Examination, CCE, Use of ICT in Examination, Introduction of NTA

Sem
VI**Environmental Studies (O4)**Optional
Marks : 70 + 30**Objectives****To enable the prospective teacher trainees to:**

- Understand concepts of environment and environment education.
- Develop awareness towards environmental concerns.
- Sensitize towards environmental issues
- Acquaint with the role of various agencies in environment conservation.

Unit 1: Environment and Environment Education

- 1.1 Environment: Concept
- 1.2 Environment Education: Concept and Need
- 1.3 Environment Education: Objectives of Environment Education
- 1.4 Significance of Environment Education

Unit 2: Environment Awareness

- 2.1 Concept of Environment Awareness
- 2.2 Need of Environment Awareness
- 2.3 Eco - Club: Meaning and Objectives
- 2.4 Activities of Eco club - Related to Environment Awareness

Unit 3: Environment Issues

- 3.1 Pollution (Air, Water, Noise, Land): Causes and Remedies
- 3.2 Global warming: Concept and its Impact
- 3.3 Ozone Layer Depletion: Causes, Impact and Remedies
- 3.4 Deforestation: - Causes, Impact and Remedies

Unit:-4 Role of Various Agencies in Environment Conservation

- 4.1 Individual: School, Teacher and Learner
- 4.2 Community
- 4.3 Role of Mass Media, Print Media and Electronics Media (TV, Radio, Movie, Internet)
- 4.4 Role of Government and NGOS

Objectives**To enable the prospective teacher trainees to**

- understand various concepts and foundations of curriculum
- comprehend various models of curriculum design and evaluation.
- promote critical inquiry in curriculum studies.
- Critically comment on various issues of curriculum development

Unit 1 Concepts and Foundations

- 1.1 Concept of curriculum development, curriculum as process and product
- 1.2 Components of Curriculum and their Relationship: objectives, content, methods, learning, experiences and evaluation.
- 1.3 Patterns of Curriculum Organisation:
 - a) Psychological Principles: Known to unknown, Simple to complex, easy to difficult
 - b) Content Organisation: topical, spiral, organized, incidental, time period, regression
- 1.4 Curriculum change: concept and factors

Unit 2 Models of Curriculum Design and Evaluation

- 2.1 Hilda Taba :Comprehensive Evaluation Model
- 2.2 Ralph Tyler : Objective Model of Evaluation
- 2.3 Robert Stakes: Countenance Model
- 2.4 Mukhopadhyaya : Curriculum Evaluation Model
- 2.5 Stufflebean: CIPP Model

Unit 3 Inquiry in Curriculum Studies

- 3.1 Relevance, Flexibility, Quality, Contextually and Plurality in curriculum
- 3.2 Role of Narrative Inquiry and multiculturalism in developing Learning Experiences
- 3.3 Characteristics and role of teacher in humanistic and social reconstructionist curriculum
- 3.4 Research in Curriculum: Critical Studies (social justice, cultural and linguistic difference etc.), innovations and teacher education

Unit 4 Issues in curriculum Development

- 4.1 Role of different agencies in curriculum development (Who should design curriculum schools, university, government or professional bodies like NCERT, SCERT, UGC, NCTE etc.)
- 4.2 Curriculum Transaction: Concept and variation in transaction due to diversity in culture, language and competence of teacher
- 4.3 Curriculum Evaluation: Feedback mechanism, collecting evidences from stakeholders and steps for improving curriculum
- 4.4 Impact of NEP 2020 on curriculum of school education with reference to aims, objectives, methods, learning experiences and evaluation

Sem
VI**Academic Writing**Compulsory-
Marks : 70 + 30**Objectives****To enable the prospective teachers to:**

- understand the concept of different types of writing and writing style
- critically comment on the reports- project report, institutional report, minutes of staff meeting
- comprehend the academics in the form of books and films and talks by academicians
- be aware about the current trends in education
- present a seminar on various reports and policy documentation
- to self-criticize, defend on their point, counter question the opponent on the academic presentations/cross question

Unit 1 Types of Writing and Writing Styles

- 1.1 Concept of Narrative, Descriptive and Persuasive Writing and Difference between narrative, descriptive and persuasive writing
- 1.2 Concept of Theme paper and research paper, review paper and the difference between the two
- 1.3 Writing of Project Reports, Field Visit Reports, Minutes of Staff Meeting
- 1.4 Writing of Abstract, Executive Summary, Paraphrasing and Summarizing

Unit 2 Writing a Review by Reviewing Surveys, Film and Speeches of Famous Academicians

- 2.1 Review of TED Talks
- 2.2 Review of Speech of A P J Abdul Kalam, Narendra Modi, Jawaharlal Nehru, Swami Vivekanand and M K Gandhi
- 2.3 Review of Films-Ek Doctor Ki Maut, Aadhar Sheela, Dead Poets Society, Short Films related to Education
- 2.4 Reviewing the related literature from Surveys, Shodganga, INFLIBNET, ERIC, Dissertation Abstract International

Unit 3 Critical Analysis of Various Policies and Act (Group Activities on the basis of Divergent and Convergent thinking)

- 3.1 New Education Policy, Teach R
- 3.2 NCTE Regulation 2014 Two Year integrated B.Ed., M.Ed. B.Sc Ed and MSc Ed (BSc-BEd and MSc- MEd)
- 3.3 RTE 2009
- 3.4 UGC Regulation PhD 2009 (For Doctoral Studies)

Unit 4 Writing of Research Proposal and Reporting Doctoral Thesis

- 4.1 Steps of writing Research Proposal
- 4.2 Reporting of Chart/Graphs and Tables-Explain, Compare and Narrate
- 4.3 APA style of Writing and APA style of Referencing
- 4.4 Plagiarism and Antiplagiarism Software

Objectives

To enable the prospective teachers:

- To develop skills of imparting lessons to B.Ed. Trainees.
- To develop skills of observing peer lessons.
- To develop an understanding of planning various curricular, co-curricular activities.
- To develop and understanding of the role of institutional head and functioning of institution.
- To develop skills of reflection and writing reflective diary.
- To develop skills of effectively presenting the work done.

Activities to be performed

Credit	Hrs.	Activity
2	60	Lessons in Teacher Education Institution
		Observation of Lessons
		Planning of curricular/co-curricular activity/ Time Table/unit planning
		Interview of Head/ Institutional Analysis
		Reflective Diary
		Presentation of submissions

Sem

Compulsory

VI

Dissertation

Marks : 140 + 60

Objectives

To enable the prospective teachers

- To collect the data for research.
- To analyses the data and compute the result.
- To develop skills of writing the data analysis and result for research report.
- To present their research work and its findings.

Activities to be performed

Credit	Hrs.	Activity
4	120	Data Collection
		Data Analysis and Results
		Submission of Chapter 4, 5 and/6
		Submission of Research Report
		Presentation of work done

School Internship

School Internship

Practice Teaching and Internship

The practice teaching and internship component aims at concretizing the experience of the trainee to be an effective teacher. The theory course provided the necessary knowledge which forms the basis for developing professional skills and competencies in teaching and learning. Next few pages present the practical components and activities that are to be performed during the course of 2 years.

The major objectives of practice teaching and internship components will be to develop:

1. A better understanding of the theoretical concepts, principles and their applications.
2. Competencies for undertaking multiple role of a teacher and develop understanding of the school system.
3. Professional skills and competencies for effective teaching and learning.
4. An understanding of the real life work atmosphere and the challenges therein.
5. A positive attitude towards teaching profession with an inclination towards innovations.
6. Ability to reflect upon the school experiences and foster self-development.

Student teacher is given first exposure of school environment in 1st semester and various types of learning experiences continues till 4th semester. During the course of practice teaching the student teacher will be gradually exposed to school environment followed by exposure to various microteaching skills, simulation, stray lessons, finally leading to a whole school experience.

School Internship Overview

Semester	Title	Code
I	Pre practice Teaching (School Observation, Microteaching and Simulation)	SI 01
II	Practice Teaching (Stray Lessons)	S1 02
III	Internship (10-12 Weeks at Upper Primary School)	SI 03
IV	Block Teaching & Internship (4 -6 Weeks at Secondary School)	SI 04

Semester wise Distribution of Credits and Marks				
Semester	Credit	Internal	External	Total Marks
I	4	200		200
II	4	100		100
III	7	200		200
IV	8	200		200
Annual Lesson			100	100
Total	23	700	100	800

Sem

I

Pre Practice Teaching

Compulsory

Marks : 200

Objectives

To enable the prospective teachers:

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to 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	-		
			Film Review and Reflective writing			20	-		
	5.0	150	Total			200	-		200

Sem

II

Practice Teaching

Compulsory

Marks : 100

Objectives:**To enable the prospective teachers:**

- To understand the concept of stray lessons.
- To develop the proficiency in delivering stray lessons.
- To develop the ability to reflect on the lessons delivered by them.
- To 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

Objectives**To enable the prospective teachers:**

- To develop ability to handle school activities independently.
- To develop the proficiency in imparting lessons.
- To develop the proficiency in conducting curricular and co-curricular activities.
- To develop the ability to analyze and review books and literary texts.
- To develop skills for identifying problem and conducting action research.
- To develop the ability to report the administrative and management system of school.
- To 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
IV**Block Teaching and Internship**Compulsory
Marks : 200**Objectives****To enable the prospective teachers:**

- To develop ability to handle school activities independently.
- To develop the proficiency in imparting lessons.
- To develop the proficiency in preparing blueprint.
- To develop the ability to administer psychological test.
- To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Block Teaching								
Lessons	4	120	4	4	10	100		100
Test			1	1				
Observation			5	5				
			Test Result Analysis and Remedial Lesson Planning (1+1)					

Type of Activity	Credit	Hrs.	Activity	Marks		
				Int.	Ext.	Total
Internship						
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
Submissions			Blue Print in each method of 50 marks	30		30
			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		
			M1	M2		Int.	Ext.	Total
Annual Lesson	-	-	1	1	2	-	100	100

Sem
V

Internship M.ED. I

Compulsory-
Marks : 00+ 100**Objectives****To enable the prospective teachers:**

- To develop skills of doing research on psychological attribute, social research and status surveys.
- To develop skills of guiding and supervising microteaching lessons of B.Ed. trainees.
- To develop an understanding of role, functions and process various agencies related with teacher education.
- To develop and understanding of the role of technology in content development and re- search.
- To develop an understanding of social roles of teachers as volunteers.
- To develop skills of effectively presenting the work done.

Activities to be performed

Credit	Hrs.	Activity
2	60	Implementation of a Psychological Test/Status Survey/Social Research
		Guidance, checking and supervision of Microteaching Lessons of B.Ed. Students
		Visit to an agency of curriculum development/text book bureau/ DIET/ GCERT/ Teacher Education Institution
		Visit to Secondary Teacher Training Institute, GCERT /INFLIB-NET/GIET / an institute of special education/NGO and contribute as a teacher/volunteer
		Presentation of submissions

Sem
VI

Internship M.ED. II

Compulsory
Marks : 00 + 100**Objectives**

To enable the prospective teachers:

- To develop skills of imparting lessons to B.Ed. Trainees.
- To develop skills of observing peer lessons.
- To develop an understanding of planning various curricular, co-curricular activities.
- To develop and understanding of the role of institutional head and functioning of institution.
- To develop skills of reflection and writing reflective diary.
- To develop skills of effectively presenting the work done.

Activities to be performed

Credit	Hrs.	Activity
2	60	Lessons in Teacher Education Institution
		Observation of Lessons
		Planning of curricular/co-curricular activity/ Time Table/unit planning
		Interview of Head/ Institutional Analysis
		Reflective Diary
		Presentation of submissions

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

Evaluation Pattern

Type of Paper	Internal			External			Grand Total
	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					
EPC T/P*	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	35	70	100
	Attendance	5					
	CCE	5		Practical	35		
	From Prelim Exam	15					
EPC Practical**	Submission	20	50	-	-	-	-
	Presentation	20					
	Viva	10					

***EPC Theory/Practical Papers*:** Yoga Studies, Communication and Compisitory Writing, Academic Writing

****EPC Practical Papers:** Prepration and Presentation of TLM/E Content Development, Prepration of Theme Paper and Its Presentation, Prepration and Administration of Psychological Tests

*****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

Evaluation Pattern

Preparation and Presentation of Research Proposal						
SEM	Credit	Hrs.	Activity	Marks		
				Internal	External	Total
I	2	60	Research Review at least 10	20	-	20
			Preparation of Research Proposal	40	-	40
			Presentation of Research Proposal and approval	40	-	40
				100	-	100
Dissertation (Tool Development)						
SEM	Credit	Hrs.	Activity	Marks		
II	2	60		Internal	External	Total
			Development and validation of tool	20	-	20
			Submission of Chapter 1, 2 and 3	20	-	10
			Presentation of work done	10	-	20
				50	-	50
Dissertation						
SEM	Credit	Hrs.	Activity	Marks		
IV	4	120		Internal	External	Total
			Data Collection	20	-	20
			Data Analysis and Results	20	-	20
			Submission of Chapter 4, 5 and/6	20	-	20
			Submission of Research Report	-	40	40
			Presentation of work done	-	100	100
				60	140	200

Evaluation Pattern

Internship M.ED. I						
SEM	Credit	Hrs.	Activity	Marks		
				Internal	External	Total
II	2	60	Implementation of a Psychological Test/Status Survey/Social Research	20	-	20
			Guidance, checking and supervision of Microteaching Lessons of B.Ed. Students	20	-	20
			Visit to an agency of curriculum development/text book bureau/ DIET/ GCERT/ Teacher Education Institution	20	-	20
			Visit to Secondary Teacher Training Institute, GCERT / INFLIBNET/GIET / an institute of special education/ NGO and contribute as a teacher/volunteer	20	-	20
			Presentation of submissions	20	-	20
				100	-	100
Internship M.ED. II						
SEM	Credit	Hrs.	Activity	Marks		
				Internal	External	Total
IV	2	60				
			Lessons in Teacher Education Institution	20	00	20
			Observation of Lessons	10	00	10
			Planning of curricular/ co-curricular activity/ Time Table/unit planning	10	00	10
			Interview of Head/ Institutional Analysis	20	00	20
			Reflective Diary	20	00	20
			Presentation of submissions	20	00	20
				100	00	100

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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• Prof. Satish S. Shukla	Professor, Dept. of Education Gujarat University, Ahmedabad
• Prof. Ashutosh Biswal	Professor, Department of Education, The M.S. Uni. of Baroda, Vadodara
• Dr. Mahesh Raval	Principal, Maitri Vidyapith, Surendranagar
• Dr. Neelu Ghosh	Principal, D.D. Chowksi College of Secondary Education, Palanpur
• Dr. Mahesh N. Dixit	Associate Professor, IASE, Gujarat Vidyapith
• Dr. Jignesh Patel	Associate Professor, Centre of Education, Children's University, Gandhinagar
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• Dr. Hitesh Patel	Assistant Teacher, Jubilee Institute, Umreth

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• Dr. Viral Jadav	Associate Professor, IITE, Gandhinagar
• Dr. Rajesh Rathod	Assistant Professor, IITE, Gandhinagar
• Dr. D. A. Uchat	Prof. (Retd.) Department of Education, Saurashtra University, Rajkot
• Prof. R.C. Patel	Head & Dean, Department of Education, The M.S. University of Baroda, Vadodara
• Prof. Dharmendra Bakaraniya	Professor & Head, Department of Education, Kutchh University
• Dr. Bipin Patel	Principal, B.D. Shah college of Education, Modasa
• Dr. J.K. Talati	Principal, R.P Anada College of Education, Borsad
• Dr. Sanjay Thaker	Principal, M.N. Shukla College of Education, Ahmedabad
• Dr. Kaushal Yadav	Principal, A.G. Teachers College, Ahmedabad
• Dr. Amitkumar Mali	Assistant Professor, Department of Education, VN SUGU, Surat
• Dr. Keval Andhariya	Assistant Professor, MNK Dalal College of Education For women, Ahmedabad
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- Prof. Hasmukh B. Patel Dean, School of Education, Central University of Gujarat, Gandhinagar
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- Dr. Sandip Boricha Assistant Professor, Shri MNK Dalal college of Education, Ahmedabad
- Dr. Dipti Kundal Assistant Professor, Shri MM Vaidya College of Education, Vadhvan
- Dr. Rajendrasinh Jadeja Director, CDC, CVM University, Vallabh Vidyanagar (invitee)
- Dr. Nidatt Barot Principal, Institute of Language Teaching, Rajkot (invitee)
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- Dr. Devang Mehta Assistant Professor, Kadi Sarva Vishva Vidyalaya, Gandhinagar
- Dr. Jayesh Patel Assistant Professor, STT college of Education, Visnagar

Co-ordinators:

- Prof. Divya M. Sharma, Professor, CoE, IITE
- Dr. Viral B. Jadav, Asso. Professor, CoE, IITE

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 આહ્વાહન,
સુરાષ્ટ્રના નિર્માણને સાર્થક કરતું ઉત્તમ શિક્ષણ,

પ્રગટે જ્ઞાન તણાં જ્યાં સ્પંદન . . .
આઈ.આઈ.ટી.ઈ. તુજને વંદન . . .(૨)



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

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