

# Kadi Sarva Vishwavidyalaya Gandhinagar

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

&

UGC Approved

## Curriculum for Two Year Bachelor of Education

(Revised and implemented with effect from **June 2015**)

Prepared as per the Guidelines of NCTE Curriculum Framework - 2014



**Year: 2015-17**

**Faculty of Education,  
Kadi Sarva Vishwavidyalaya  
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**COURSE FOR SEMESTER –IV**  
**GENDER, SCHOOL AND SOCIETY (CC5)**

**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher trainees will be able to:**

- 1. understand gender related issues**
- 2. Understand equalization in reference to social and cultural context**
- 3. Get acquainted with the role of gender related to government, law, and self-unification.**
- 4. Get the information and become aware of gender related exploitation and safety at various level.**
- 5. Understand the role of education to remove the gender differences**
- 6. Understand the role of Education at Various levels.**



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>UNIT:1 Gender: Meaning, Concept, Identification</b> 1.1 Gender – Meaning and concept (in social and cultural context) 1.2 Meaning of Gender-Equality(Cast, Class, Religion, Area) 1.3 Scenario of Gender Equality with reference to Indian context 1.4 Social reforms for Gender Equality	2 2 2 2	8	25%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4,8,9
2	<b>UNIT: 2 Gender related status</b> 2.1 During the freedom war in India (1855 to 1947) 2.2 After the freedom war in India (1847 to Present) <ul style="list-style-type: none"> <li>➤ Gender related economical</li> <li>➤ Social</li> <li>➤ Family</li> <li>➤ Religion</li> <li>➤ Professional</li> <li>➤ Educational Status</li> </ul>	2 6	8	25%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference. Book No. 2,8,9
3	<b>Unit : 3 Gender related provisions</b> 3.1 Gender related Governments policy provisions, Implementation 3.2 The role of law provisions and self-unification's to remove the gender related legal disparity 3.3 Gender related exploitation, safety and education 3.4 Role of education to remove the	2 2 2 2	8	25%	Discussion, Dramatization , Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference. Book No. – 4,8,9

	differences related gender						
4	<b>UNIT-4 Gender Equality- Role of School and Society:</b> 4.1 Role of Teacher, School and various school programs.( Co-curricular activity) 4.2 Role of Family and Society 4.3 Role of NGO's and Mass Media	3 3 2	8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference. Book No. 1,2
	<b>TOTAL</b>		<b>32 HOURS</b>	<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

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

#### REFERENCES:

1. Agrawal J.C.(2013), Philosophical and Sociological Perspectives in Education, Shipra Publications, New Delhi.
2. Amodkumar Sing, 2011, Encyclopedia of Women and gender psychology, volume 1 &2. DPS publication house, New Delhi India.
3. Eminent Indian Women from the Vaidik Age to Present, 2005, Advaita Ashram, Kolkatta.
4. HarshidaRamuPandai (1997). Strimanasshastra University GrandthNirman Board, Ahmedabad -380006.
5. Kalpna Shah (1989), "Stri no Darjjo and Bhumika", University GrandthNirman Board, Ahmedabad -380006.
6. Leonard Broom and Philip Selznick,1995, Principal of Sociology, Harper International Edition, Singapore. Page-50 to 110.
7. Mafatlalpatel, Mahilasashaktikaran, Ranna de Prakhn, Ahmedabad -380001.
8. Shankar Rao C,N(2014), Sociology Principles of Sociology with an introduction to social thought, S.Chand Publication, New Delhi.
9. Thakur & Thakur(2013), Teacher in Emerging Indian Society, Agrawal Publications, Agra.



**COURSE FOR SEMESTER – IV**  
**KNOWLEDGE AND CURRICULUM (CC6)**

**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

1. To enable the students to learn about epistemological bases of knowledge.
2. To acquaint the students with the curriculum reform in the Indian context
3. To understand the changes in education in the context of society, culture and modernization
4. To enable the students to understand the concepts and approaches of curriculum development.
5. Develop the skill of curriculum evaluation.



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit 1 :Concept of Knowledge</b> 1.1 Brief meaning of knowledge 1.2 Importance of knowledge 1.3 Distinction between the following - Knowledge and Skill - Teaching and Training - Knowledge and information - Reason and brief 1.4 Modern child – centered Education - Mahatma Gandhiji – Ravindranath Tagore Activity based learning - John Dewey – Discovery based leaning - Ploto& Paulo freire – Need and significance of dialogue in education	2 2 2  2	8	25%	Lecture  Group Discussion  Project Work	Handouts  PowerPoint presentation  Transparencies	Reference Book No.15, 13,14
2	<b>Unit : 2Context of society</b> 2.1 Meaning of society, culture and modernity 2.2 Changes in education due to industrialization and democracy, leading individual autonomy and reason. 2.3 Understanding of education in relation to modern values like equity and equality, individual opportunity and social justice and dignity – Dr. Ambedakar. 2.4 Concept of nationalism, universalism, and secularism – reference to Tagore and Shri Krishnamurti	2 2 2 2	8	25%	Lecture  Group Discussion	PowerPoint presentation  Transparencies	Reference Book No 14,16
3	<b>Unit 3 : Understanding curriculum &amp; Development</b>		8	25%	Lecture	PowerPoint presentation	Reference Book No. 1

	3.1 Concept and importance of curriculum	2			Group Discussion	n	
	3.2 Role of the state in the curriculum	2					
	3.3 Relationship between the curriculum framework and syllabus.	2					
	3.4 Stage of curriculum construction.	2					
4	<b>Unit 4 : Evaluation of Curriculum</b>		8	<b>25%</b>	Lecture	Transparencies	Reference Book No. – 2,11
	4.1 Various co-curricular activities and its impact on reconstruction of society.	2			Group Discussion	PowerPoint presentation	
	4.2 Relationship between power, ideology and curriculum.	2					
	4.3 Process/Steps of critical analyses of textbook, children literature, handbooks.	2					
	4.4 Evaluation of curriculum.	2					
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100



## REFERENCES:

1. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
2. Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
3. Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
4. Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
5. Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
6. Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
7. Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
8. Herbert, J. W. & Geneva, D. H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
9. Jenkins, D., & Shifnan, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
10. Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing
11. Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
12. Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
13. Modi Hitesh V. and others (2009), “KadaavaniketatvaikaneSamajshastriyaAdharo” AksharPrakashan, Ahemdabad
14. RavalNatubhaiAne Anya. (2006), “VikasmanBhartiyaSamajmaShikshak”, NiravPrakashan, Ahmedabad
15. Sharma, R., (2011). *Philosophical and Sociological foundation of Education*, Akshar Publication, Ahamedabad.

**COURSE FOR SEMESTER – IV**  
**CREATING AN INCLUSIVE SCHOOL (CC-7)**

**Credits – 2**

**Marks: 50**

**Learning Outcome:**

**Teacher trainees will be able to:**

- 1. develop understanding about culture, policy and way of functioning of an inclusive school.**
- 2. examine the definitions of ‘deficiency’ and ‘Inclusion’ in the Psychosocial contexts of equal education.**
- 3. analyze the policies & initiate programs related to inclusion.**
- 4. Identify the obstacles related to the policies and methods regarding ‘Learning and Participation’ in the inclusive school.**
- 5. identify and implement actions areas to make schools and classrooms more diversity friendly.**



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1.	<b>Unit I. Introduction of Special Children</b> 1.1 Special child : Concept and Types (Gifted, Slow Learner, Deaf & Dump and Blind)1 1.2 Understanding Environmental Diversity : social, cultural, linguistic and economic 1.3 Role of teacher for developing confidence of special children	3 3 2	8	25%	Lecture cum Discussion, Assignment Group Discussion	Handout PPT OHP	Reference Book No.3
2.	<b>Unit- 2 Policy Perspectives</b> 2.1 National Education Policy regarding Inclusive school, UNESCO 2.2 R.T.E.Act (2009), SarvaShikshaAbhiyan, Recommendations of UGC and its Implication 2.3 Special skills regarding Communication with reference to Special Children	2 4 2	8	25%	Lecture cum Discussion, Assignment Group Discussion Field Work	Chart PPT Handout, OHP	Reference Book No.3,9
3.	<b>Unit – 3 Inclusive Schools</b> 3.1 Concept of Inclusion : Meaning, justification, strengths and challenges with reference to barrier free and right bas 3.2 Inclusive Schools : Meaning, Concept, Nature, Climate 3.3 Evaluation Method for Special Children in Inclusive School 3.4 Co-curricular activities for Special Children in Inclusive School	2 2 2 2	8	25%	Lecture cum Discussion, Assignment Group Discussion Seminar Activity Based	Handout, PPT PPT PPT, OHP Videos, Charts	Reference Book No 2
4.	<b>Unit – 4 Nurturing Inclusion Classroom</b>		8	25%	Lecture cum	PPT, OHP	Reference Book No. – 6

4.1	Classroom technology : options, impact and challenges	3			Discussion, Assignment		
4.2	Use of ICT in Inclusive classrooms	3			Group	Handout	
4.3	Involving external agencies for networking including NGOs	2			Discussion Seminar	Chart, PPT	
<b>TOTAL</b>		<b>32 Hours</b>		<b>100%</b>			

### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

### REFERENCES

1. Curriculum Framework two year B.Ed. programme (2014), National Council for Teacher Education, New Delhi.
2. Deshpabhu, Suchitra, Inclusive Education in India, New Delhi :Kaniksha Publishers.
3. F.R. Santoki, Development of Learner and Teaching learning process, Varishan Publication.
4. Nanubhai Donga, “ShikshannuManovighan” Nirav Publication, Ahmedabad
5. RCI (2013) Status of disability in India 2012, New Delhi : RCI publication Ranganathan, Snehlata. (2004) Guidelines for children with special educational needs. New Delhi :Kaniksha Publishers.
6. Sharma, Yogendra K., Inclusive Education, New Delhi :Kaniksha Publishers.
7. The Report of R.T.E. (2009),Government of India, Minister of Education.
8. Umadevi, M.R. (2010), Special Education, Hyderabad :Neelkamal Publishers.
9. Vinita Advani&VibhaDwivedi, Development of Education System in Indian and School Management, Akshar Publisher.

**COURSE FOR SEMESTER – IV**  
**DEVELOPING TEACHING APTITUDE (SOC1)**

**Credit: 2**

**Marks: 50**

**Learning Outcome:**

Teacher trainees will be able to:

1. To enable the students to be familiar with the contribution of school of psychology to education.
2. To enable them to understand the theoretical contribution and conceptual background of theories of learning.
3. To Assist them in developing insight in to educational implications of these concepts and principles
4. Understand the basic concept of education & philosophy.
5. The importance & role of education in the progress of teacher and Indian society.
6. The contribution of the great educators to the field of education.
7. Develop understanding about the various as peck of multimedia and its usage in education.
8. Develop Knowledge Understanding skills &Uses of knowledge of General knowledge.



## SCHEME OF TEACHING AND ASSESSMENT

Unit	Content	Instruction Hours		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit -1 Educational Psychology</b> 1.1 Dimensions of Development: <ul style="list-style-type: none"> <li>• Psychosocial Development</li> <li>• Emotional Development</li> <li>• Moral Development</li> </ul> 1.2 Maxim & Principle of teaching learning: <ul style="list-style-type: none"> <li>• Maxim of teaching</li> <li>• Principle of learning.               <ul style="list-style-type: none"> <li>➤ Pavlov's theory</li> <li>➤ B.F Skinner's theory</li> </ul> </li> </ul> 1.3 Correlates of learning. <ul style="list-style-type: none"> <li>• Motivation: Meaning, Effecting factors of motivation, types of motivation</li> <li>• Interest, Aptitude, Meaning Concept</li> </ul>	03  03  02	08	25%	Lecture Discussion	PowerPoint Presentation, Handouts	- Reference Book No. 1,6,7 -
2	<b>Unit-2 Philosophy of Education:</b> 2.1 Philosophy of education: Meaning & Objective. 2.2 Types of Education. <ul style="list-style-type: none"> <li>• Formal Education</li> <li>• Informal Education</li> <li>• Non-Formal Education</li> </ul> 2.3 Theories of philosophy with reference to concept , objective, curriculum, methods <ul style="list-style-type: none"> <li>• Idealism</li> <li>• Naturalism</li> </ul> 2.4 Indian Philosophers <ul style="list-style-type: none"> <li>• Mahatma Gandhi</li> <li>• GijubhaiBadheka</li> </ul>	01 01  03  03	08	25%	Lecture Discussion Role Play	LCD Projector	- Reference Book No 3, 4, 6, 9.

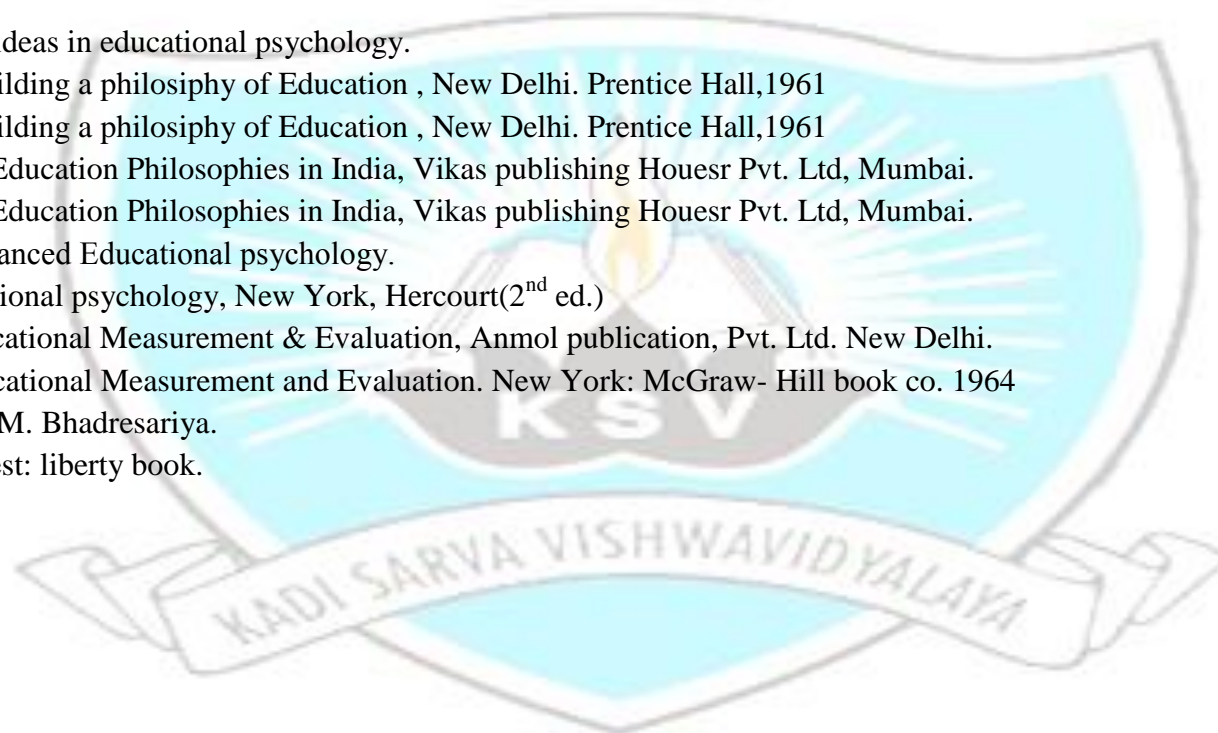
	• Montessori						
3	<b>Unit-3 Educational Technology</b> 3.1 Educational Technology: Meaning , nature Hardware & Software technology 3.2 Teaching Learning Technology <ul style="list-style-type: none"> <li>• E- Learning</li> <li>• Tele- Conferencing</li> <li>• Multi Media Package</li> </ul> 3.3 Evaluation & Measurement: <ul style="list-style-type: none"> <li>• Meaning of evaluation &amp; measurement</li> <li>• Tools of Evaluation:               <ul style="list-style-type: none"> <li>➤ Meaning of Teacher made test &amp; Standardized test:</li> </ul> </li> </ul> 3.4 Examination Techniques: <ul style="list-style-type: none"> <li>• Types of examination.</li> <li>• Drawbacks of present</li> <li>• Innovation in examination system.</li> </ul> 3.5 Action research: Meaning & steps.	01 02 02 02 01	08	25%	Lecture Discussion Role Play Activities	PowerPoint Presentatio n, Handouts	-Reference Book No.8,9,10
4	<b>Unit- 4 General Knowledge</b> 4.1 General Knowledge <ul style="list-style-type: none"> <li>• Constitutional Fundamental Duties</li> <li>• Gujarati Literature</li> <li>• Political Policy &amp; Administration trad and Structure</li> <li>• Science &amp; Technology</li> <li>• Sports &amp; Games</li> <li>• Great Personalities</li> <li>• Music &amp;Arts</li> <li>• Indian history</li> <li>• Indian Geography</li> </ul> 4.2 Reasoning Ability 4.3 Logical Ability	04 02 02	08	25%	Lecture Discussion Activities Demonstratio n	PowerPoint Presentatio n, Handouts, LCD Projector	Reference Book No.8,9
<b>TOTAL</b>			<b>32 HOURS</b>	<b>100 %</b>			

## OBJECTIVE-WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	comprehension	Application	Analysis	synthesis	Evaluation	Total
15	20	15	15	15	20	100

### REFERENCES:

1. Agarwal ,J.C. Basic ideas in educational psychology.
2. Broudy, Harry S. Building a philosophy of Education , New Delhi. Prentice Hall,1961
3. Broudy, Harry S. Building a philosophy of Education , New Delhi. Prentice Hall,1961
4. Chaube S.P. (1993) Education Philosophies in India, Vikas publishing Houesr Pvt. Ltd, Mumbai.
5. Chaube S.P. (1993) Education Philosophies in India, Vikas publishing Houesr Pvt. Ltd, Mumbai.
6. Chauhan. S.S., “Advanced Educational psychology.
7. Cronbach L.J.Educational psychology, New York, Hercourt(2<sup>nd</sup> ed.)
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10. Target TAT – Dr. D.M. Bhadresariya.
11. Teacher Eligibility test: liberty book.



## **COURSE FOR SEMESTER – IV**

### **YOGA EDUCATION (SOC 2)**

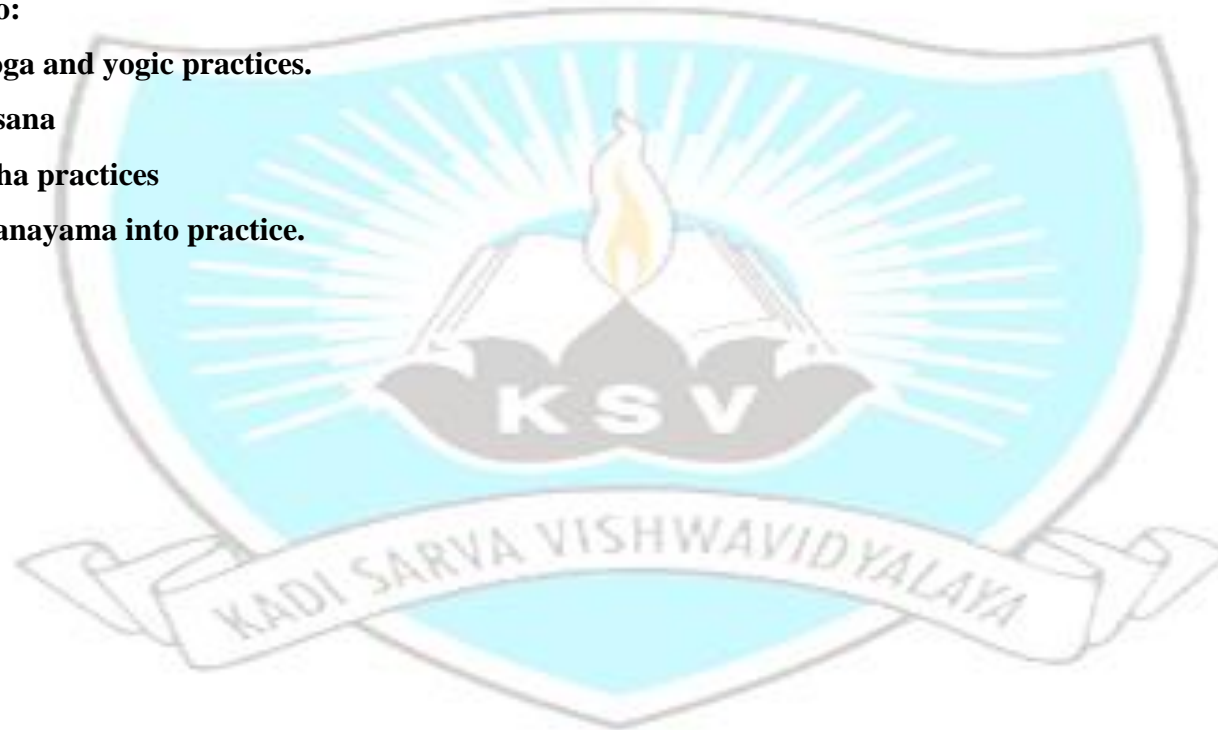
**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

- 1. Write Introduction to yoga and yogic practices.**
- 2. Apply Applied yoga, Aasana**
- 3. Identify Pranamaya kosha practices**
- 4. Apply the theories of Pranayama into practice.**



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit-1 Introduction to yoga and yogic practices.</b> 1.1 Introduction of yoga concept. 1.2 Objectives of yoga 1.3 Definition of yoga education 1.4 Misconception about yoga		8	25%	Lecture Cum Discussion, Assignments	Handouts, LCD, Projector,	Reference Book No.2
2	<b>Unit – 2 Applied yoga</b> 2.1 Standing Asana 2.2 Vrikshasana, 2.3 Ardhchakrasana, 2.4 Bhunaman		8	25%	Assignment. Presentation, Performing the Asana	Handouts, LCD Projector, Charts	Reference Book No.4
3	<b>Unit – 3 Suryanamaskar: Twelve Posture</b>	8	8	25%	Assignment. Presentation, Performing the Asana	Handouts, LCD Presentation	Reference Book No1
4	<b>Unit–4 Pranamaya practices:</b> 4.1 Meaning, Definition, Importance Stages: i. Rechaka ii. Pooraka iii. Kumbhaka iv. Based on methods: 1. Bhramari 2. Kapalabhati 3. Bhastrika 4. Lom avilom		8	25%	Lecture Cum Discussion, Group Discussion, Assignment Project work	Handouts, LCD Projector, Charts	Reference Book No4
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

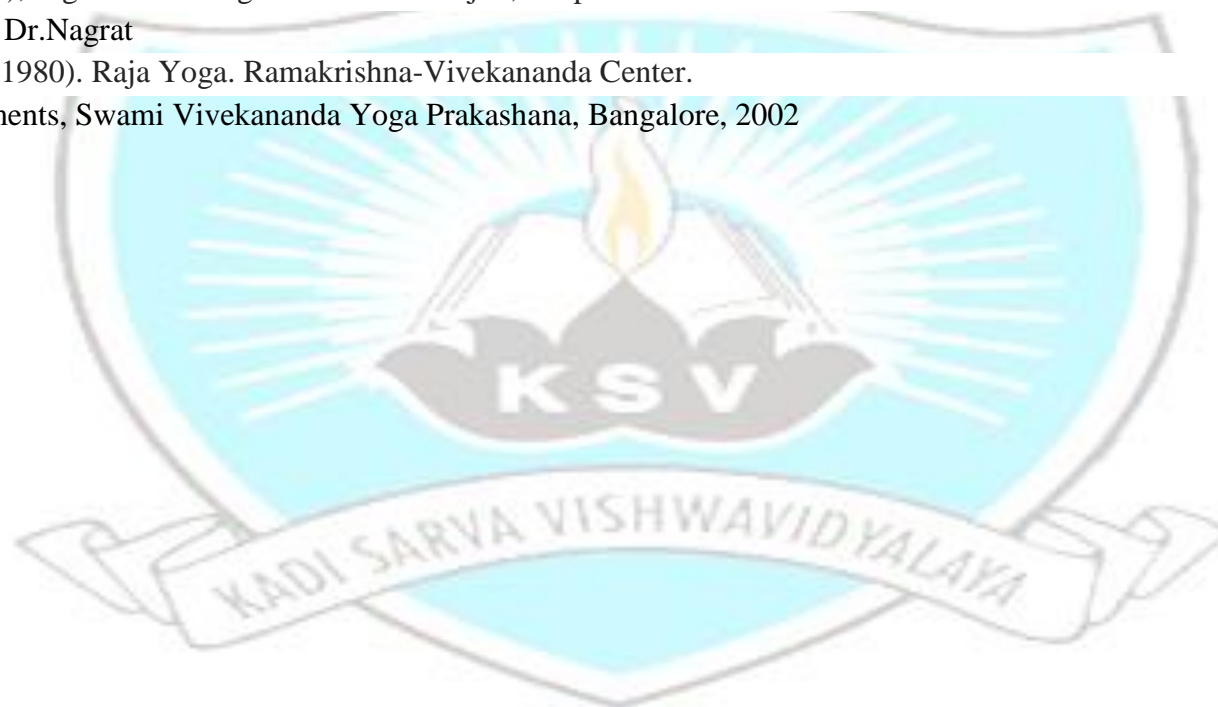


## OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	comprehension	Application	Analysis	synthesis	Evaluation	Total
15	20	20	15	15	15	100

## REFERENCES:

1. Human anatomy and physiology prepared by LYU.
2. Iyengar, B. K. S. (2002), Light on the Yoga Sutras of Patanjali, HarperCollins UK
3. Stress management by Dr.Nagrat
4. Vivekananda, Swami (1980). Raja Yoga. Ramakrishna-Vivekananda Center.
5. Yoga for common ailments, Swami Vivekananda Yoga Prakashana, Bangalore, 2002



## COURSE FOR SEMESTER – IV

### VOCATIONAL EDUCATION (OC)

Credits -2

Marks -50

**Learning Outcomes:**

**Teacher Trainees will be able to:**

1. know the meaning and concept of vocation education
2. know the objectives and goal of vocational education
3. understand the professional Approach
4. understand the personality measuring implement
5. know the program and institution of vocation education
6. set up vocational services for the school
7. administer, score and interpret test

**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested methodology	Teaching aids	References
		Sub Units	Total Hours				
1	<b>Unit – 1 Role of Vocational Education</b> 1.1 Meaning , concepts 1.2 Aims and objectives 1.3 Need and Principles 1.4 Professional Approach 1.5 Current trends and problems 1.6 Job satisfaction	1 1 2 1 1 2	8	25%	Discussion Simulation Group task	Handouts, LCD Projector, Computer	Reference. Book No. 7
2	<b>Unit-2 Personality measuring implement</b>		8	25%	Assignment,	PPTs,	Reference. Book No. –

	2.1 Sociogram 2.2 Work Experience 2.3 Career week 2.4 Career conference 2.5 Questionnaire 2.6 Observation 2.7 Rating scale	1 1 1 1 1 1 1			Discussion, Group task	Hand outs, Computer	4
3	<b>Unit – 3 Role of various persons</b> 3.1 Introduction 3.2 Role of teacher 3.3 Role of Principal 3.4 Role of Institutional management 3.5 Role of advisor	1 2 2 2 1	8%	<b>25%</b>	Discussion, Simulation, Presentation	Handouts, PPTs, Computer	Reference. Book No. – 14
4	<b>Unit – 4 Vocational service in schools</b> 4.1 Role of School 4.2 Primary level 4.3 Secondary level 4.4 high secondary level 4.5 Problems in organization of vocational guidance program	1 1 2 2 2	8	<b>25%</b>	Project work, Group discussion, Presentation	Transparen cies Handouts , PPTs Group discussion	Reference Book No.11
	<b>TOTAL</b>	<b>32 HOURS</b>		<b>100%</b>			

**Practical work:(Any one) (5 Marks Internal)**

1. Interview of school counselor
2. Organization workshop for trainees
3. Vocation intuitions visit

**OBJECTIVE-WISE DISTRIBUTION OF WEIGHTAGE**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
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15	20	20	15	15	15	100
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## REFERENCES :

1. Bhatt G.P. and S.J. Bhavsar. "ShaikshanikAneVaigyanikMargdarshan", GangajalPrakashan, Aliyabad, Jamnagar.
2. Chaturvedi Ramesh (2007), Guidance and Counseling skills, Cresnet Publishing Corporation, New Delhi.
3. Kochher S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publisher Pvt. Ltd.New Delhi.
4. Mohini Acharya, "Margdharan and Salah", Akhar Publication, Ahmedabad.
5. Mulshankar Joshi, Guidance &Counselling,Varishan Publication, Ahmedabad.
6. Mulshankar L. Joshi, Guidance and Counseling, Nirav Publication, Ahmedabad
7. Oosterhof,A.(1994). Classroom Application of Educational management(second Edition New York : Marcmillan college publishing company Inc
8. Payne, D.A.(2003). Applied Educational assement. Australia: Wadsworth: Thomson Learning
9. Presricha, Guidance and Counselling in Indian Education, New Delhi, NCERT, 1976.
10. QurashiHasnain (2004), Educational Guidance, Anmol Publication Pvt. Ltd. New Delhi.
11. Shri Natubhai V. Raval, Career Information in Career Guidance, Nirav Publication, Ahmedabad.
12. Shefered(2000) The role of assessment in learning culture: educational researcher
13. Shrivastava K.K. (2007), Principles of Guidance and Counseling, Kanishka publishers, New Delhi.
14. Vedprakash, et.al.(2000) : Garding in school, NCERT, Published at the publication Division by the secretary,NCERT, sri AurbindoMarg,New Delhi



## **COURSE FOR SEMESTER – IV ENVIRONMENTAL EDUCATION (OC)**

**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

- 1. Understand the concepts, meaning and characteristics of environment and environmental education**
- 2. Critically analyze Global issues of environment**
- 3. Understand and perform their duties for protection of environment**
- 4. Organize activities for developing positive attitude towards environment.**
- 5. Analyze role of schools in environmental conservation and sustainable development.**





**SCHEME OF TEACHING AND ASSESMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>UNIT:1 Basic Environment concepts and Environmental Education</b> 1.1 Environment: concept and definition , importance 1.2 Biotic and Abiotic , Ecosystem 1.3 Meaning & Concept of Environmental Education. 1.4 Importance of Environmental Education	2 2 2 2	8	25%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.4
2	<b>UNIT: 2 Global issues on Environment,</b> 2.1 Types of Pollution: Meaning, Causes & Effects ➤ Air Pollution ➤ Water Pollution ➤ Soil Pollution ➤ Noise Pollution 2.2 Factors Effecting an Environment: ➤ Global warming ➤ Greenhouse effect ➤ Ozone layer depletion ➤ Acid Rain ➤ E-Wast	4 4	8	25%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4,5
3	<b>Unit : 3 Environmental Awareness, environmental programs and Environmental management</b> 3.1 Environmental Education & Role of School 3.2 Role of NGOs 3.3 Role of mass-media 3.4 Environmental education programs	2 1 1 2	8	25%	Discussion, Dramatization , Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.4,3

	3.5 Environment management	2					
4	<b>UNIT : 4 :India and Environment Issues and Policies, Environmental Movements in India</b> 4.1Major Environment Issues in India 4.2Environmental Protection and Policies in India 4.3Constitutional amendments made and Environmental Laws 4.4Environmental Movements in India – Silent Valley Movement, Chipko Movement , Narmada Bachavo , National Test Range at Baliupal ,Orissa-Conditions for achieving the goals of Sustainable development	1 2 2 3	8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.4,3
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

#### Practical Work: (Any one) (5 Marks Internal)

1. Planning of Environment Exhibition. Field Visit
2. Planning of Group Discussion / seminar Street Play
3. Celebration of various 'Days'.
  - 5<sup>th</sup> Jun- World Environment Day
  - 16<sup>th</sup> Sep- International Ozone Day
  - 2<sup>nd</sup> October – World Cleanliness Day
  - 25<sup>th</sup> Nov- National Environment Day.
  - 3<sup>rd</sup> Dec- World Pollution Day.

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

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

## REFERENCES:

1. Ahirrao, Alizad, Patil (1988), "Environmental Silence", (Part- I and Part II), Vaibhav Publication, Pune.
2. Arvind Kumar (2003), "Environmental Challenges of the 21<sup>st</sup> Century", A.P.H. Publishing Corporation, New Delhi.
3. Environment, NiravPublication, Prof. Hemantkumar Shah
4. Environmental Studies, Nirav Publication , Natubhai Raval
5. Garg, Bansal & Tiwana (1995), "Environmental Pollution and Protection" Deep & Deep Publications, New Delhi.
6. Gurdeep Raj (1987), "Dictionary of Environment", Anmol Publication, New Delhi,
7. Himanshu Vashist (2002), "Environmental Education-Problems and Solutions", Jaipur.
8. Pandey, V.C., (2008), "Environmental Education" , Isha books , New Delhi
9. Panneerselvam, A. (2002), "Environmental Science Education" New Delhi.
10. Prabhakar, V.K., (2006), "Environmental Education", Anmol Publication Pvt. Ltd, New Delhi.
11. Sharma, R.A. (2003), "Environmental Education", Meerut.
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13. Sharma, V.S., (2005), "Environmental Education", Anmol Publication Pvt. Ltd, New Delhi.
14. Shinde, Telang, Gujarati Pednekar, Pendse (1996), "Environmental Studies", Sheth Publication, Mumbai.
15. Shrivastava, K.K. (2007), "Environmental Education – Principles, Concepts and management", Kanishshka Publishers, New Delhi.
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## **COURSE FOR SEMESTER – IV VALUE EDUCATION (OC)**

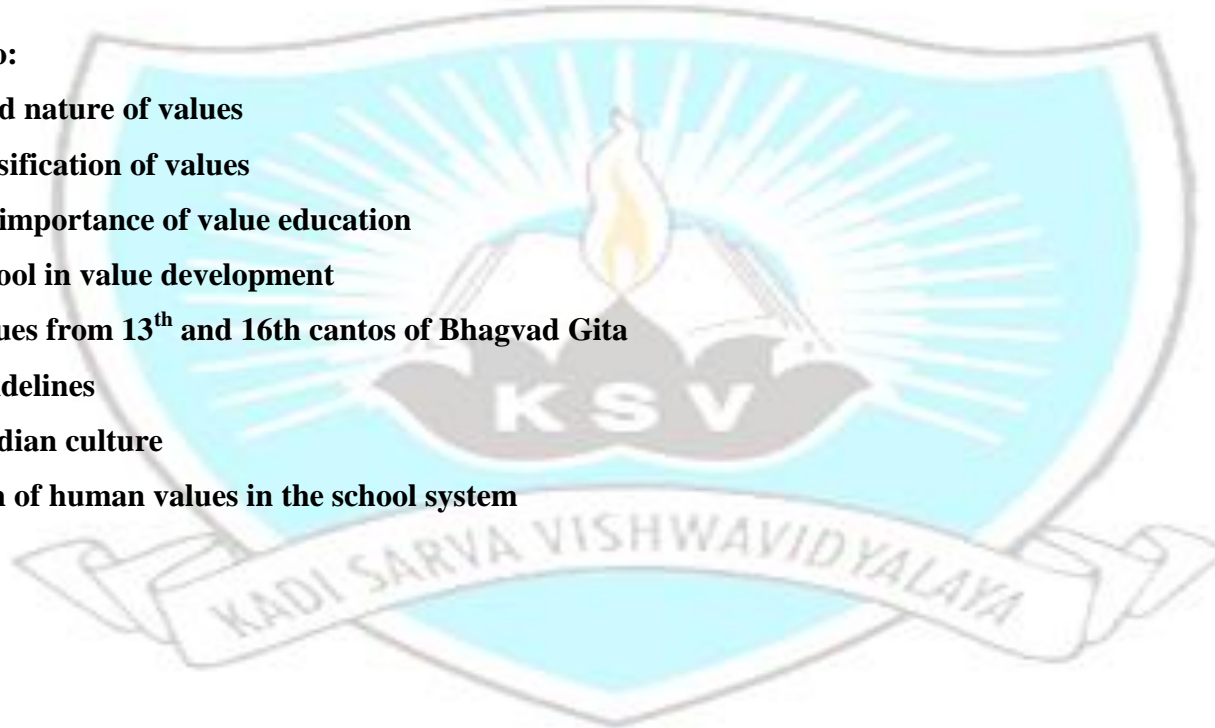
**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

- 1. Explain the concept and nature of values**
- 2. Critically evaluate classification of values**
- 3. Describe meaning and importance of value education**
- 4. Analyze the role of school in value development**
- 5. Distinguish human values from 13<sup>th</sup> and 16<sup>th</sup> cantos of Bhagvad Gita**
- 6. Describe Gandhian guidelines**
- 7. Discuss valuation of Indian culture**
- 8. Analyze the inculcation of human values in the school system**



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit:1 Concept and classification</b> 1.1 Concept, Meaning and Nature of Value 1.2 Classification of Value ➤ Material ➤ Social ➤ Moral ➤ Spiritual 1.3 Importance of Value	2 4  2	8	25%	Discussion, Group - Discussion,	Handouts, PPT, Computer,	Reference Book No.8
2	<b>Unit: 2 Value Education</b> 2.1 Meaning and Importance of Value Education 2.2 Objectives of Value Education 2.3 Role of school in Value Development 2.4 Gandhian guidelines	2 2 2 2	8	25%	Group Discussion, Assignment. Source Method ,	Handouts, PPT, Computer, Reference Books	Reference Book No.4
3	<b>Unit : 3 Moral and Spiritual Education</b> 3.1 Meaning of Morality and Spirituality 3.2 Development of morality and Spirituality 3.3 Need and Importance of Morality and Spirituality 3.4 Valuation of Indian culture	2 2 2 2	8	25%	Discussion, Dramatization, Simulation, Group Task, Project, Book Reviews	Handouts, PPT, Computer, Scripts,	Reference Book No.10
4	<b>UNIT : 4 : Theories of value development</b> 4.1. Theories of value development - Social development theory - Psychoanalytic theories - Cognitive development theory - Value laden evaluation of teachers - Evaluation of other school personnel	8	8	25%	Book Reviews, Discussion, Problem Solving Method, Simulation, Group Task, Project	Handouts, PPT, Computer, Text- Print material	Reference Book No.8
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			



**Practical work :(Any one) (5 Marks Internal)**

1. Organize and Participate in value based skit, drama etc. activities and value based prayer assembly
2. Visit a NGO and organize various value based activities
3. Arrange a talk on importance of value education in School.

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE**

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

**REFERENCES:**

1. Chitakara M. G. (2007), “Education & Human Values”, APH Publication, New Delhi.
2. Frankel,J.R (1977), How to Teach Values An Analytical Approach , Prentice Hall New Jersey,
3. Hersh, R.H. Miller J/P (1988), Longman Inc. Fielding G.D. Models of Moral Education: An Appraisal, New York,
4. Joshi Daksha. (2004), “MulyonuShikshan”, ManoramaPrakashan.
5. Modi Iswar (2000), “Human Values and Social Change”, Rawal Publication, New Delhi
6. Pandey v. C. (2007), “Education Culture and Human Values”, Isha Books Publication, Delhi.
7. Passi B.K. and Singh P (1991), “Value Education”, National Psychological Corporation Agra.
8. Patel Haribhai. (1997), “MulyaShikshan”, GurjarPrakashan, Ahmedabad.
9. Raths, L.E. Merrill Harmins and Sidney, S (1978), “Values and Teaching”, Merrill.
10. Rokeach, M. (1973), “The Nature of Human Values”, Collier MacMillan Publishers.
11. Ruhela S P (1996), “The Emerging Concept of Education in Human Values”, Regency Publications, New Delhi,
12. Sharma Shashiprabha (2006), “Education and Human Development”, Kanishka publication, New Delhi.
13. Shreemad Bhagavad Geeta

## **COURSE FOR SEMESTER – IV**

### **GUIDANCE AND COUNSELING (OC)**

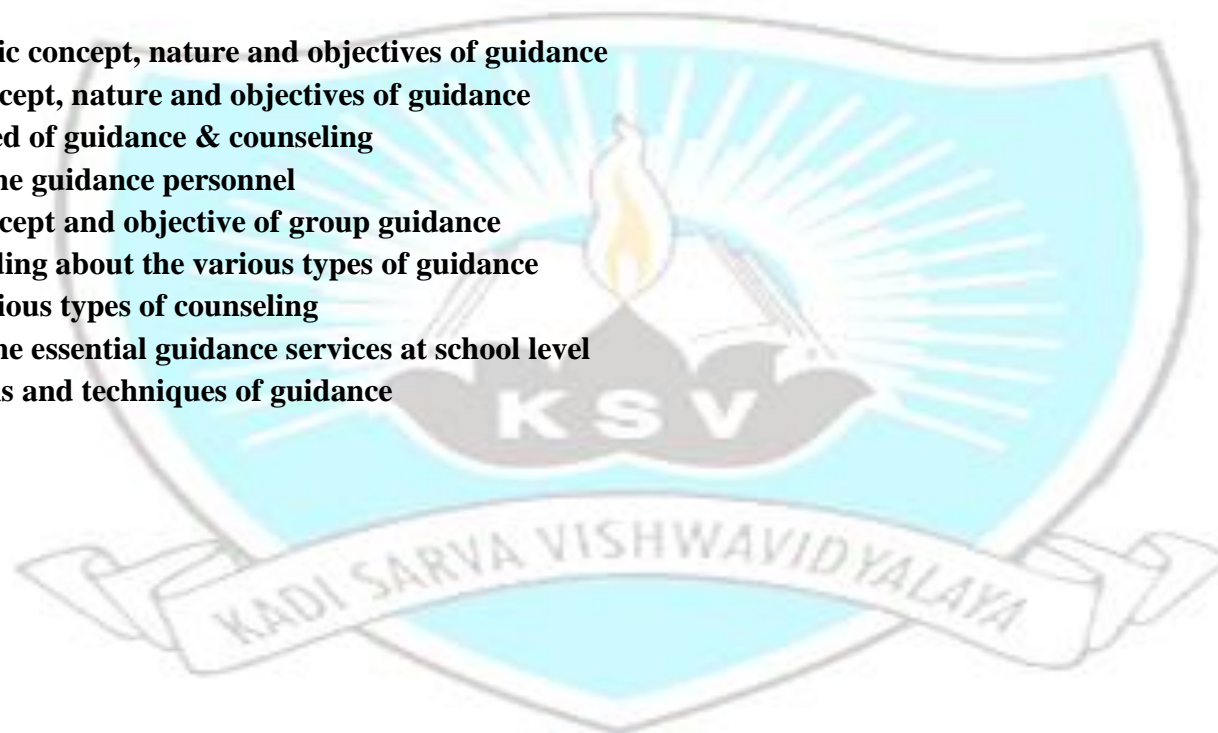
**Credits – 2**

**Marks: 50**

**Learning Outcome:**

**Teacher trainees will be able to:**

1. Understand the basic concept, nature and objectives of guidance
2. Understand the concept, nature and objectives of guidance
3. Know about the need of guidance & counseling
4. Get an idea about the guidance personnel
5. Understand the concept and objective of group guidance
6. Develop understanding about the various types of guidance
7. Understand the various types of counseling
8. Get an idea about the essential guidance services at school level
9. know about the tools and techniques of guidance



**SCHEME OF TEACHING AND ASSESMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1.	<b>Unit I.- Introduction to Guidance</b> 1.1 Concept, aims, objective, characteristics, principles, importance, function of Guidance 1.2 Concept, aims, objective, characteristics, principles, importance, function of counseling	4 4	8	25%	Lecture cum Discussion, Assignment Group Discussion	Handout PPT OHP	Reference Book No.1
2.	<b>Unit- 2 - Group Guidance</b> 2.1 Group Guidance - Concept of Group Guidance - Objectives of Group Guidance - Techniques of Group Guidance - Difficulties in planning of group guidance 2.2 Role of a Teacher in Guidance 2.3 The School Guidance Services	4 2 2	8	25%	Lecture cum Discussion, Assignment Group Discussion Field Work	Chart PPT Handout, OHP	Reference Book No.4
3.	<b>Unit – 3 - Types of Guidance</b> 3.1 Guidance Personnel Principal, Teacher, Librarian, Medical Staff, Office Staff 3.2 Useful Tools and Techniques for Guidance (Tool : Formative Evaluation, Rating Scale, Psychological Test, Interest Inventory)	4 4	8	25%	Lecture cum Discussion, Assignment Group Discussion Seminar Activity Based	Handout, PPT PPT PPT, OHP Handout	Reference Book No.5,6,9
4.	<b>Unit – 4 - Counseling approach and occupational information</b> 4.1 Counseling approach, concept & techniques. - Directive Approach	4	8	25%	Lecture cum Discussion, Assignment Group	PPT, OHP Handout	Reference Book No.5,6

	- Non Directive Approach - Elective Approach 4.2 Occupational Information - Collection and classification of occupational information - Techniques of disseminating occupational information	4			Discussion Seminar	Chart, PPT	
<b>TOTAL</b>		<b>32 Hours</b>		<b>100%</b>			

**Practical Work:(Any one) (5 Marks Internal)**

- 1 Identify any one low achiever student from secondary school and provide him personal guidance and prepare a report
- 2 Interview of School Counselor
- 3 Identify various areas of Guidance and write the role of guidance in these areas

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE**

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

**REFERENCES:**

1. Bhatt G.P. and S.J. Bhavsar. “ShaikshanikAneVaigyanikMargdarshan”, GangajalPrakashan, Aliyabad, Jamnagar.
2. Chaturvedi Ramesh (2007), Guidance and Counseling skills, Cresnet Publishing Corporation, New Delhi.
3. Kochher S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publisher Pvt. Ltd.New Delhi.
4. Mohini Acharya, “Margdharan and Salah”, Akhar Publication, Ahmedabad.
5. Mulshankar Joshi, Guidance &Counselling,Varishan Publication, Ahmedabad.
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7. Presricha, Guidance and Counselling in Indian Education, New Delhi, NCERT, 1976.
8. QurashiHasnain (2004), Educational Guidance, Anmol Publication Pvt. Ltd. New Delhi.
9. Shri Natubhai V. Raval, Career Information in Career Guidance, Nirav Publication, Ahmedabad.
10. Shrivastava K.K. (2007), Principles of Guidance and Counseling, Kanishka publishers, New Delhi.

**COURSE FOR SEMESTER – IV**  
**CRITICAL UNDERSTANDING OF ICT (EPC3)**

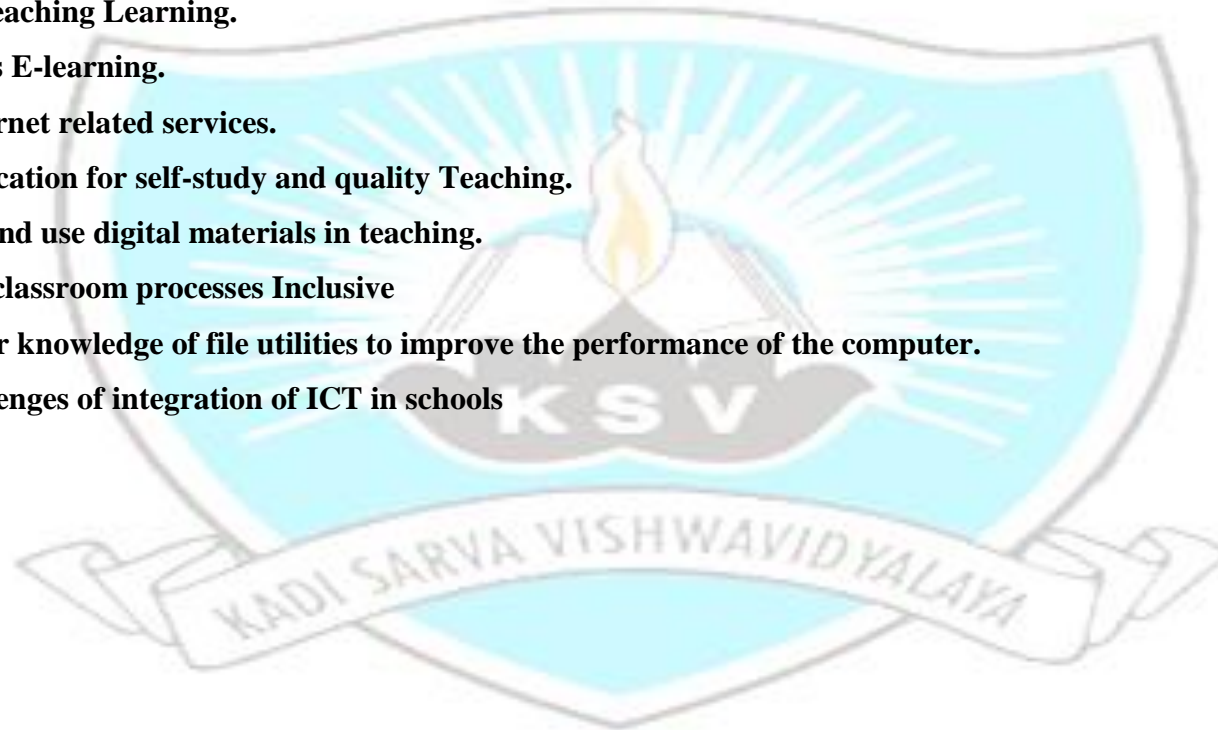
**Credits – 2**

**Marks: 50**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

- 1. Integrate ICT into Teaching Learning.**
- 2. Get inducted towards E-learning.**
- 3. Use internet and internet related services.**
- 4. Use different E-application for self-study and quality Teaching.**
- 5. Develop and design and use digital materials in teaching.**
- 6. Use ICT for making classroom processes Inclusive**
- 7. Put into practice their knowledge of file utilities to improve the performance of the computer.**
- 8. Understand the challenges of integration of ICT in schools**





**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weight age (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit 1 :Understanding of ICT in Education</b> 1.1 Concept of ICT, Role of Teacher in ICT 1.2 Uses of ICT in teaching Learning process, Communication, Administration, Research 1.3 Impact of ICT in Education in present situation 1.4 Role of ICT in process of Globalization 1.5 Issues and concerns related to ICT <ul style="list-style-type: none"> <li>• Challenges in integration of ICT in schools</li> <li>• Issues in use of ICT – Hacking, Violation of copyright, drawback of social networking sites</li> </ul>	2 3 1 1 1	8	25%	Lecture  Discussion	Handouts PowerPoint presentation  Computers  LCD Projector	Reference Book No.4 ,7
2	<b>Unit : 2Application of ICT in Education</b> 2.1 Use of internet in Education 2.2 Computer Aided Learning ,Computer Aided Instruction 2.3 Educational Software : Meaning, Types, uses 2.4 Smart classroom / digital classroom 2.5 Mobile teaching / Mobile Learning (Use of Mobile in education), Use of Television in Education	1 2 1 2 2	8	25%	Lecture  Discussion	PowerPoint presentation  Computers  LCD Projector	Reference Book No.7
3	<b>Unit 3 : Services and Media in ICT</b> 3.1 Video Conferencing, Audio Conferencing 3.2 Social Networking, Email, Blogs, Newsgroups 3.3 Virtual Classroom : Meaning, Advantages, Limitations 3.4 On line education, E-Learning	2 2 2 1	8	25%	Lecture  Discussion	Computers  LCD Projector	Reference Book No.9

	3.5 Media : Meaning, Types : Personalized and Mass Media	1					
4	<b>Practical Activity:</b> 1. Prepare the teaching materials in MS-Word (In any subject - Any unit to be selected) 2. Prepare the mark sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation. 3. Preparation of PPT slides for classroom usage on any subject. 4. Browse the search engines and download the relevant materials /information	2 2 2 2	8	25%	Demonstration Project	Computers LCD Projector	Reference Book No.2,9
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

#### OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
10	20	25	15	15	15	100

#### REFERENCES:

1. Bartee Thomas C. (1983), “Digital Computer Fundamentals”, Ms.Graw-Hill international book.
2. Dave Saket. (2003), “Shikshanma Information Technology”, Anada Book Dipo, Ahmedabad.
3. Denis Kim, Sen and Morin (2000), “Information Technology – The breaking waves”, Tata MsGraw Hill Publishing Company Limited, New Delhi.
4. Jimoyiannis A. Research on E-learning and ICT in Education (2012), Springer, Publication New York, London.
5. Madaan, Gupta and Arya, “The Illustrated Computer Dictionary”, Dreamland Publication, New Delhi.
6. N.Sareen, “Information and Communication Technology”, Anmol Publication.
7. Patel Ashok. (2004), “Information Technology in Education”, NiravPrakashan, Ahmedabad.
8. Rajaraman, “Fundamentals of Computer”, Prantice-Hall of India Pvt. Ltd, New Delhi.
9. Shukla Satishprakash. (2006), “Information Technology in Education”, VarishenPrakashan, Ahmedabad.
10. Spenser, Donald D. (1993), “The Illustrated Computer Dictionary”, Universal Book Stall, New Delhi.
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## **COURSE FOR SEMESTER- 4**

### **UNDERSTANDING OF SELF (EPC3)**

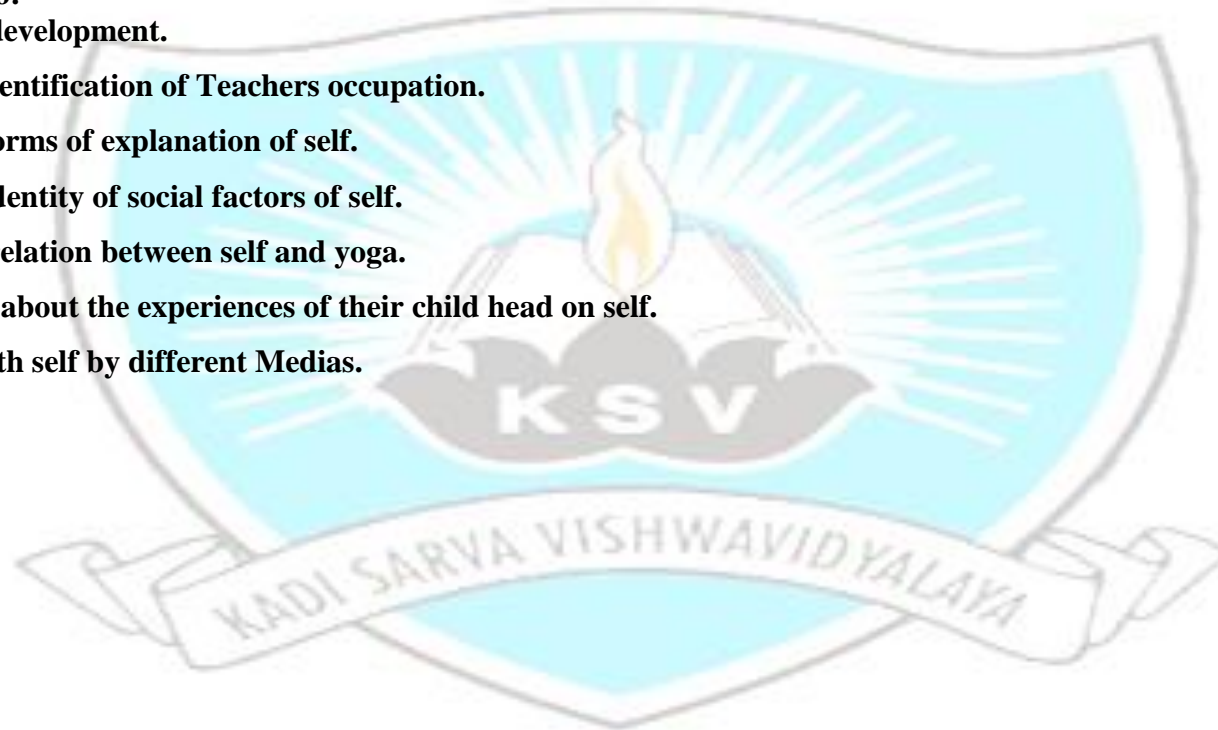
**Credits – 2**

**Learning Outcomes:**

**Teacher Trainees will be able to:**

- 1. Understanding self-development.**
- 2. Understanding the identification of Teachers occupation.**
- 3. apply the different forms of explanation of self.**
- 4. Understanding the identity of social factors of self.**
- 5. Understanding self-relation between self and yoga.**
- 6. develop the concept about the experiences of their child head on self.**
- 7. Do the interaction with self by different Medias.**

**Marks: 50**



**SCHEME OF TEACHING AND ASSESSMENT:**

Unit	Content	Instructional Hours		Weightage (100%)	Suggested Methodology	Teaching Aids	References
		Sub Units	Total Hours				
1	<b>Unit:1 Self development</b> 1.1 Nature of self 1.2 Develop of self-develop 1.3 Identification of Teachers occupation 1.4 Effective Communication skills: listening; Observation; Strength; To Create the group of general strength.	2 2 2 2	8	25%	Lecture Group-Discussion	PowerPoint Presentation, Handouts,	Reference Book No.1,3.
2	<b>Unit:2 Self and yoga</b> 2.1 yoga and meditation for the enhancement of physical and mental strength. 2.2 Yoga for adjustment with the environmental of surrounding woman binge for living live 2.3 The uses of yoga with different places. 2.4 Memories of human childhood experience their effects, limitations and abilities	2 2 2 2	8	25%	Lecture Group-Discussion Assignment.	PowerPoint Presentation, Handouts, Computer, Reference Books	Reference Book No.2,4
3	<b>Unit:3 Social Self</b> 3.1 Social identification: Gender, Relationship cultural 3.2 According to identification of men;, beliefs customs prejudices 3.3 Social and historical factors establish identification 3.4 Different foams of Role play by self: Poems, Drama, Elocution one act play and Esthetics Role play.	2 2 2 2	8	25%	Group-Discussion Assignment  Simulation,  Group Task,	PowerPoint Presentation, Handouts, Reference Books	1. Reference Book No.2,4

<b>4</b>	<b>Unit:4activities of self-development</b>		<b>8</b>	<b>25%</b>	Discussion Activities Demonstration Problem Solving Method, Simulation, Group Task	PowerPoint Presentation, Handouts, PPT- Computer	Use of Internet
	4.1 Review of documentary films	2					
	4.2 Planning of workshop and seminar of stress	2					
	4.3 Right the life-sketch and their works. Which touch and effect of your life.	2					
	4.4 Right the Report with the reference of self Abilities and inabilities	1					
<b>TOTAL</b>		<b>32 HOURS</b>		<b>100%</b>			

**OBJECTIVE – WISE DISTRIBUTION OF WEIGHTAGE:**

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

**REFERENCES:**

1. Hall, C & Hall E (2003) Homan Relations in educations Rout ledge.
2. Kusum Bhatt, ‘Vyaktitvna Sidhanto’ Gujarat Granth Nirman Board, Ahmedabad.
3. Shah Sanjiv ‘Mahan Hradhyona Sa Re G Ma P Dh Ni’ Osis Publication, Vadodara
4. Shukal, Satish Prakash (2011) Saikshanik Manovighnan (Agra) Agraval Prakashan
5. U.D. Arospeki, Chotho Marg, Navbharat Sahitya Mandir, Gandhi Road, Ahmedabad.



## CO-CURRICULAR ACTIVITIES (P 21)

Credit-2

Marks-50

Sr.No	Criteria for Assessment	Marks (out of 50)
1.	Participation in various items of the programme by the trainees.	10
2.	Readiness for attaining each item of the programme	10
3.	Providing the inputs by the trainees	10
4.	Success of the programme	10
5.	Time Management	10
	<b>Total</b>	<b>50</b>

## ANNUAL LESSONS (P 22)

Credit-2

Marks-50

(2 subjects)

S. No.	Criteria for Assessment	Marks (out of 50)
1.	Lesson Planning	05
2.	General and Specific Objectives	05
3.	Content: Authenticity and Presentation	10
4.	Use of various skills	05
5.	Use of teaching aids	05
6.	Class Interaction	05
7.	Evaluation and Assignment	05
8.	Time Management	05
9.	Teacher's Personality	05
	<b>Total</b>	<b>50</b>

## VIVA (P 23)

**Credit-1**

**Marks-25**

<b>S.No</b>	<b>Criteria for assessment</b>	<b>Marks (out of 25)</b>
1.	General Knowledge of Child psychology	05
2.	Subjected related knowledge	05
3.	Knowledge on activities related to B.ED	05
4.	Overall impression of the course	05
5.	Logical thinking towards the B.Ed Programme	05
	<b>Total</b>	<b>25</b>

## EDUCATION FORUM (P 24)

Credit-1

Marks-25

S.No.	Criteria for assessment	Marks (out of 25)
1.	Preparation for the presentation	05
2.	Presentation of the topic	15
3.	Interaction (Discussion)	05
	<b>Total</b>	<b>25</b>

## PROJECT BASED LEARNING (P 25)

Credit-1

Marks-25

S.No	Criteria for assessment	Marks (out of 25)
1.	Content Selection of the Subject matter	05
2.	Detailed explanation of the project	05
3.	Organization and presentation of the content matter	05
4.	Special effects, video and sound effects of power Point Presentations	05
5.	Time Allotment	05
	<b>Total</b>	<b>25</b>



## SEMINAR (P 26)

Credit-1

Marks-25

Sr. No.	Criteria for Assessment	Marks (out of 25)
1.	<b>Appropriateness of the Theme/Subtheme of the Paper</b> - How useful and relevant is the knowledge provided through the paper?	05
2.	<b>Presentation of the Paper</b> - Communication Skill - Use of Varied Examples - Use of appropriate methods and techniques for explanation	05
3.	<b>Time Management</b> - How well could the presenter use the time allotted to introduce, discuss and conclude the subject	05
4.	<b>Knowledge of the Subject reflected in Question-Answer session</b> - How effectively the presenter could satisfy the queries and doubts raised	05
5.	<b>Overall Impression of the Presenter</b> - Everything about the Presenter from one's attire, etiquette, soft skills, emotional quotient, method of presentation and overall personality	05
	<b>Total</b>	<b>25</b>

# COMPETENCIES TO BE DEVELOPED AT THE END OF SEMESTER-IV THEORY PAPERS

## PERSPECTIVES IN EDUCATION (CORE PAPER)

### 1. GENDER SCHOOL AND SOCIETY (CC5)

#### 1. IDENTIFICATION & STATUS OF GENDER

**Tasks:**

- a. Organize a discussion, Identify the need of gender equality
- b. Establish the values of gender equality
- c. Organize the discussion on needs of gender equality
- d. Arrange workshop for gender sensitization

#### 2. GENDER RELATED PROVISIONS

**Tasks:**

- a. Organize classroom activities for gender related policy
- b. Conduct debate on Implementation of Government policy & provision
- c. Organize exploitation & safety related drama & role-play
- d. Prepare the scrap book of cuttings of gender related news



## 2. KNOWLEDGE AND CURRICULUM (CC6)

### 1. DEVELOP AND REVISE CURRICULUM UNDERSTANDING

#### Tasks:

- a. Identify the need of knowledge and information from various agencies.
- b. implication of philosophical thoughts to educational planning
- c. Get acquainted with thought of educational eastern and western thinkers.

### 2. DEVELOP ADMINISTRATIVE SKILLS

#### Tasks:

- a. Get acquainted various challenges of this century.
- b. Get acquainted with various barriers to social development in India
- c. Understand concept of social change from the scenarios from different culture.
- d. Understand the role of various agencies and agents in social reconstruction.

### 3. DEVELOP TECHNO SAVVY APPROACH:

#### Tasks:

- a. Project work on congruence of thought and work of an educational thinker.
- b. Use electronics devices in classroom apply for different techniques .
- c . Use project based teaching method for a small-scale survey of barriers / constraints to social development /change.



### 3. CREATING AN INCLUSIVE SCHOOL (CC7)

#### 1. Policy and perspective of special child.

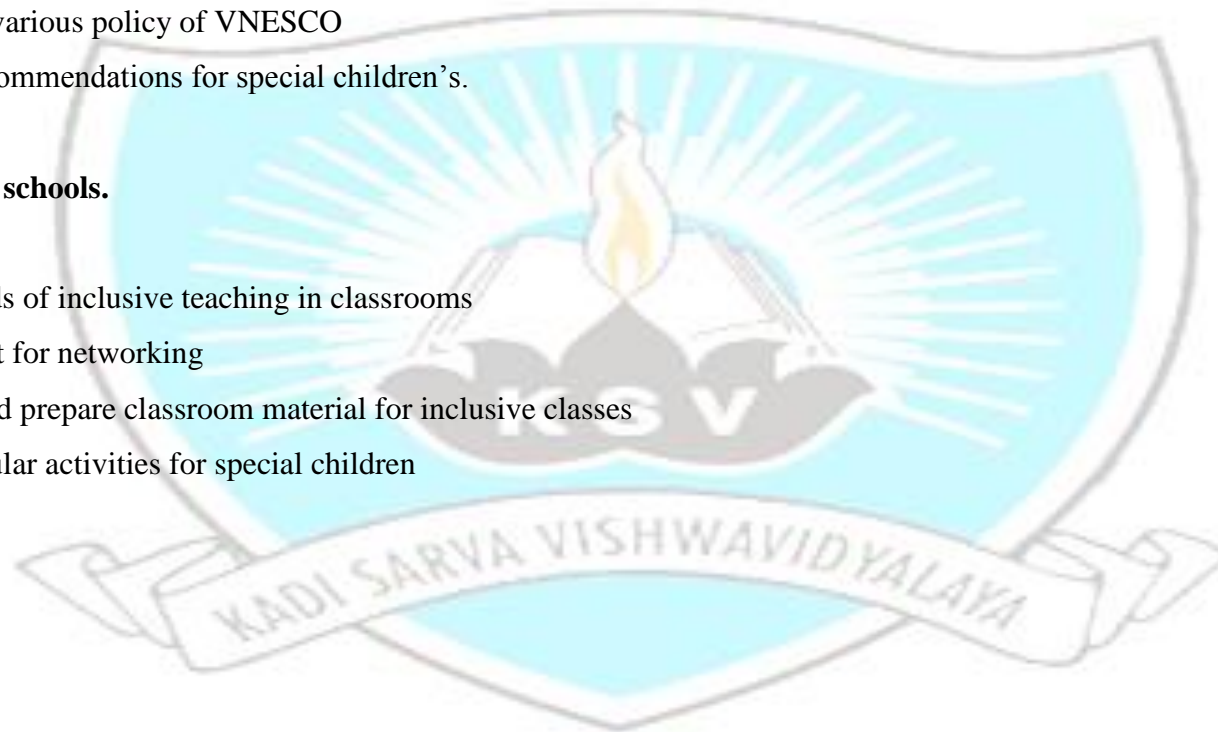
##### Tasks:

- a. Organize visit of special school
- b. Identify the different types of learners and conduct activities for them
- c. Conduct debate of various policy of VNESCO
- d. List out various recommendations for special children's.

#### 2. Nurturing inclusive schools.

##### Tasks

- a. Use various methods of inclusive teaching in classrooms
- b. Organize NGO visit for networking
- c. Use various ICT and prepare classroom material for inclusive classes
- d. Organize co-curricular activities for special children



# SKILL ORIENTED COURSE (COMPULSORY PAPER) (SOC)

## 1 DEVELOPING TEACHING APTITUDE (SOC1)

### 1. DEVELOP TEACHING LEARNING APPROACHES

#### Tasks:

- a. Participation in Group Dissection
- b. Compare Theories Of Learning
- c. Select Appropriate Instructional Methods

### 2. RECOGNIZE VARIOUS BRANCHES OF EDUCATIONAL PHILOSOPHY

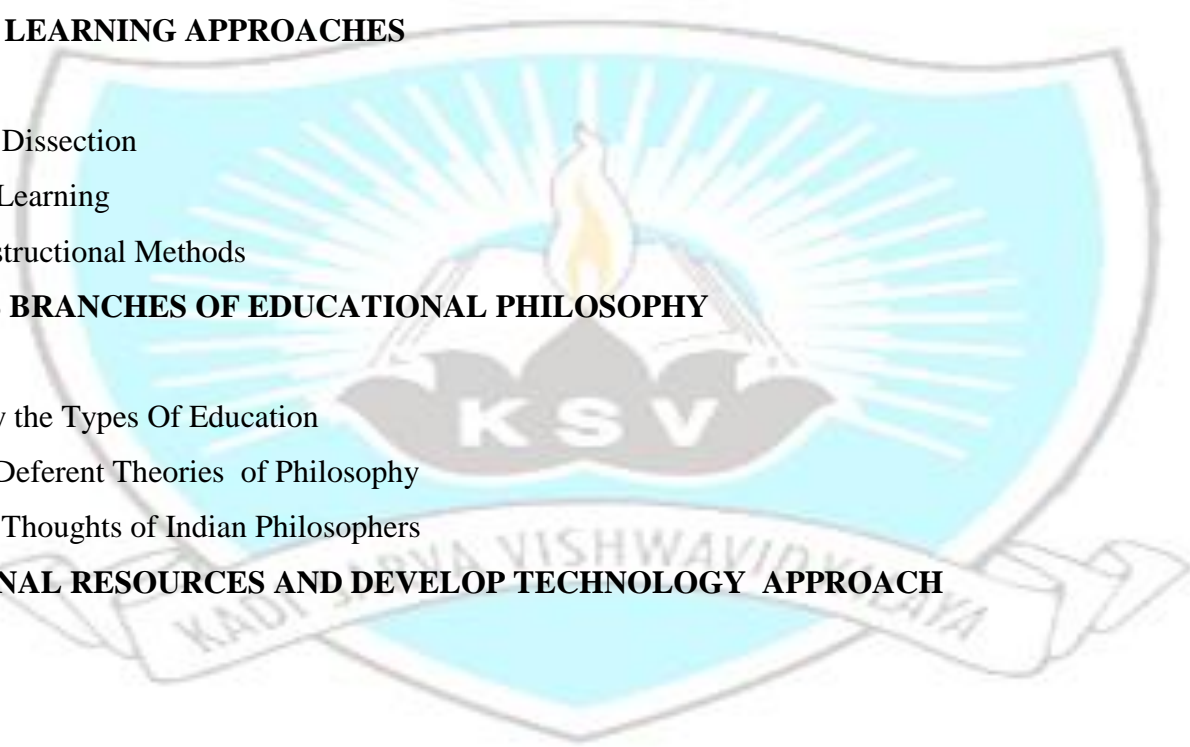
#### Tasks :

- a. Recognize and Identify the Types Of Education
- b. Classify and compare Deferent Theories of Philosophy
- c. Compare Educational Thoughts of Indian Philosophers

### 3. UTILIZE INSTRUCTIONAL RESOURCES AND DEVELOP TECHNOLOGY APPROACH

#### Tasks :

- a. Prepare Charts
- b. Prepare Transparences
- c. Prepare Handouts
- d. Prepare Question Bank
- e. Prepare PPT
- f. Use ICT in Teaching Learning





#### **4. RECOGNIZE STUDENT ABILITIES**

##### **Tasks:**

- a. Participation In Innovative Project Work
- b. Develop Leadership Qualities
- c. Develop Communication Skills
- d. Develop Problem Solving Skills

## **2. YOGA EDUCATION (SOC2)**

### **1 APPRECIATES THE INTRODUCTION TO YOGA AND YOGIC PRACTICES.**

##### **Tasks:**

- a. Analyzes the unit comprehensively for thorough understanding of yoga concept.
- b. Understand the objectives of yoga and spread its importance in daily life.
- c. Remove the misconception of yoga by highlighting its importance.

### **2 GRASP THE REALISM OF APPLIED YOGA**

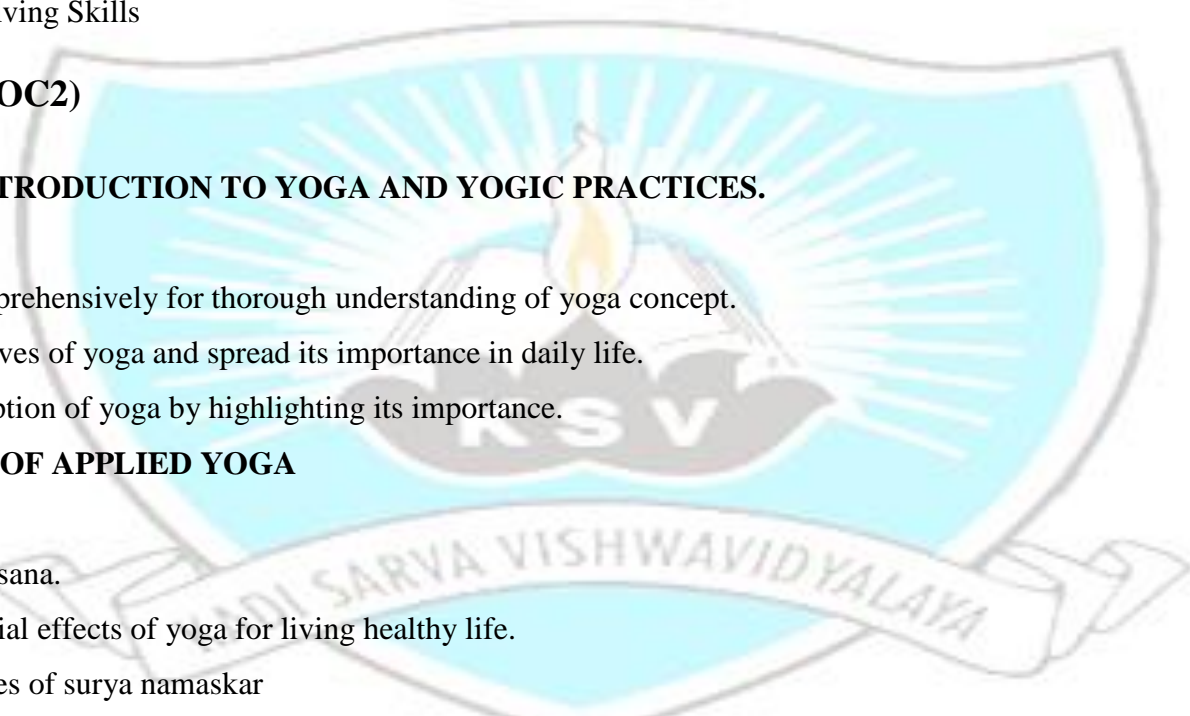
##### **Tasks:**

- d. Practice the standing asana.
- e. Appreciate the beneficial effects of yoga for living healthy life.
- f. Perform twelve postures of surya namaskar

### **3. REALIZE PRACTICAL APPLICATION OF PRANAMAYA PRACTICES:**

##### **Tasks:**

- a. Analyze the of stages of the pranayam
- b. Explain the concept of pranayam and Share its significance.
- c. Perform the breathing exercise.



## **COURSE-II OPTIONAL COURSE (ANY ONE) (OC)**

### **1. VOCATIONAL EDUCATION (OC)**

#### **1. APPRECIATE THE CONCEPT, AIM AND OBJECTIVE OF VOCATION EDUCATION**

**Tasks:**

- a. Development the professional approach about the vocation Education.
- b. Summarizes the aims and objectives of vocational Education
- c. Analyzes the current trends and problems.

#### **2. COMPREHEND THE TOOLS OF PERSONALITY MEASURING**

**Tasks:**

- a. Celebrating career week and career conference
- b. Applies the work experience in various subjects.
- c. Prepare the rating scale for trainees.

#### **3. INTERACT EFFECTIVELY WITH STAKEHOLDERS**

**Tasks:**

- a. Initiates contact with stakeholders to progress report
- b. Encourages stakeholders to support students
- c. Responds to advice, concerns and requests for assistance by other Institute



## 2. ENVIRONMENT EDUCATION (OC)

### 1. CONTRIBUTES IN ENVIRONMENTAL AWARENESS ACTIVITIES

#### Tasks:

- a. Participates in an environment exhibition
- b. Organize Group Dissection Programs
- c. Promotes celebration of Various days
- d. Conducts Field Visit and Street Paly

### 2. PREPARATION OF LEARNING RESOURCES

#### Tasks:

- a. Prepare Charts On Pollutions
- b. Prepare PPT On an Environmental Issues

## 3. VALUE EDUCATION (OC)

### 1. CONTRIBUTES IN VALUES AWARENESS ACTIVITIES

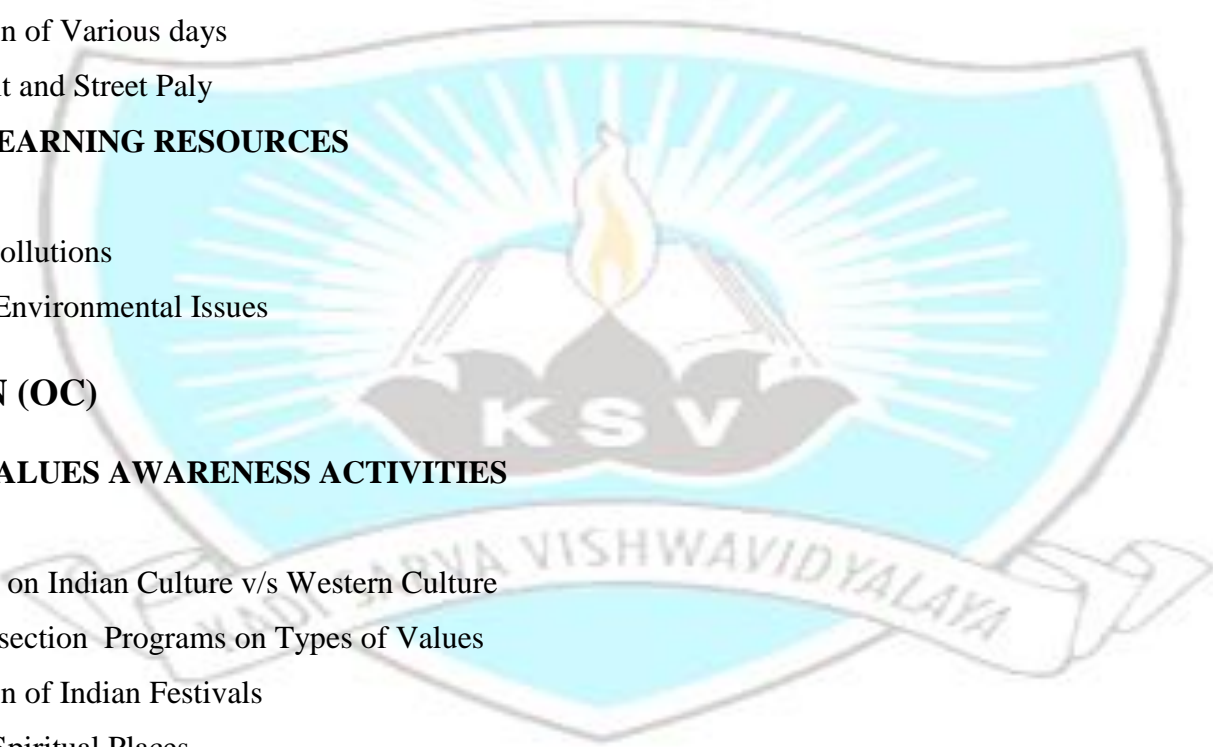
#### Tasks:

- a. Participates in Debit on Indian Culture v/s Western Culture
- b. Organize Group Dissection Programs on Types of Values
- c. Promotes celebration of Indian Festivals
- d. Conducts Visits on Spiritual Places

### 2. PREPARATION OF LEARNING RESOURCES

#### Tasks:

- a. Prepare Charts Based On Indian Culture
- b. Prepare PPT On Value Education



#### **4. GUIDANCE AND COUNSELING (OC)**

##### **1. APPRECIATE THE IMPORTANCE AND PRINCIPAL OF GUIDANCE AND COUNSELING.**

**Tasks:**

- a. Summarize basic construction of aims of guidance and counseling.
- b. Narrates the importance of guidance and counseling to school students.
- c. Conduct the guidance and counseling sessions for school students.

##### **2. COUNSEL STUDENTS**

**Tasks:**

- a. Set up the participate in guidance and counseling cell.
- b. Identify the problems of students and searching for better solution.
- c. Encourage the students to select the right carrier.

##### **3. OFFER TESTING AND COUNSELING SERVICE.**

**Tasks:**

- a. Establishing testing and counseling cell.
- b. Design format for testing and consulting.



# ENHANCING PROFESSIONAL CAPACITY (EPC)

## 1. CRITICAL UNDERSTANDING OF ICT (EPC3)

### 1. Utilize Instructional Resources.

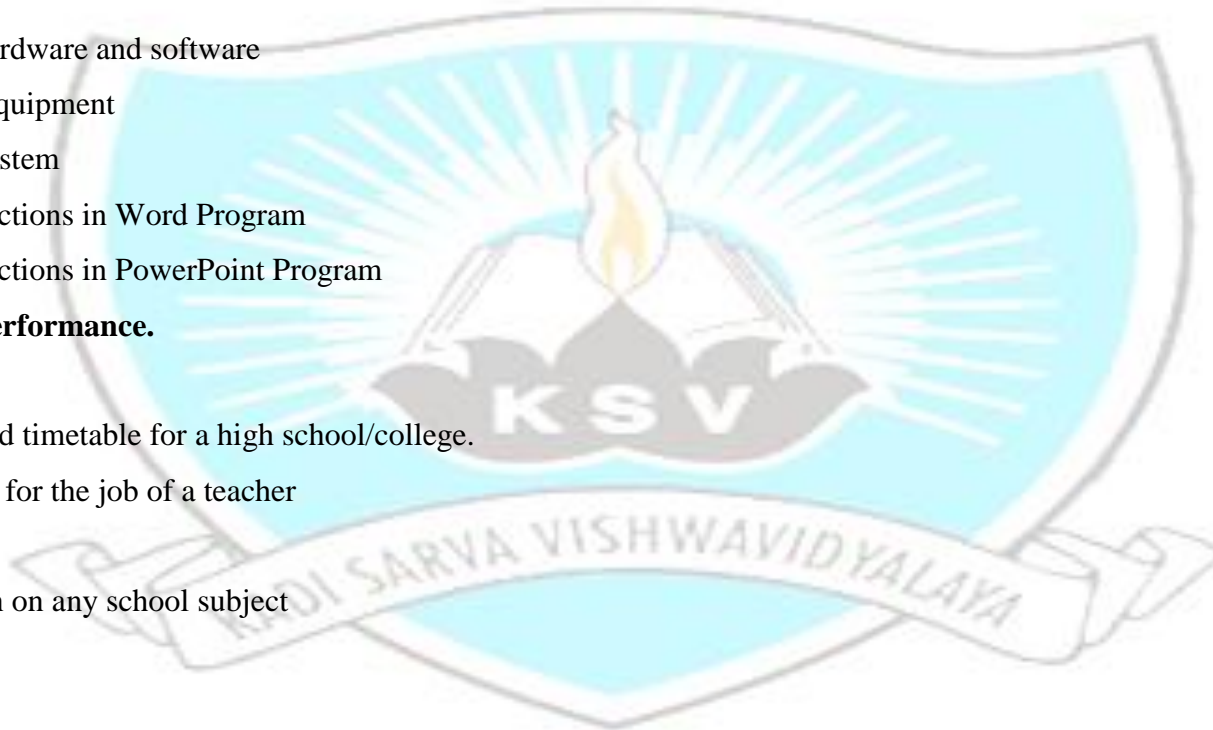
#### Tasks:

- a. Identify different hardware and software
- b. Operate computer equipment
- c. Utilize operating System
- d. Utilize different functions in Word Program
- e. Utilize different functions in PowerPoint Program

### 2. Evaluate Students Performance.

#### Tasks:

- a. Design computerized timetable for a high school/college.
- b. Prepare application for the job of a teacher
- c. Preparation of C.V.
- d. Prepare presentation on any school subject





## 2. UNDERSTANDING OF SELF

### 1. Utilize Instructional Resources

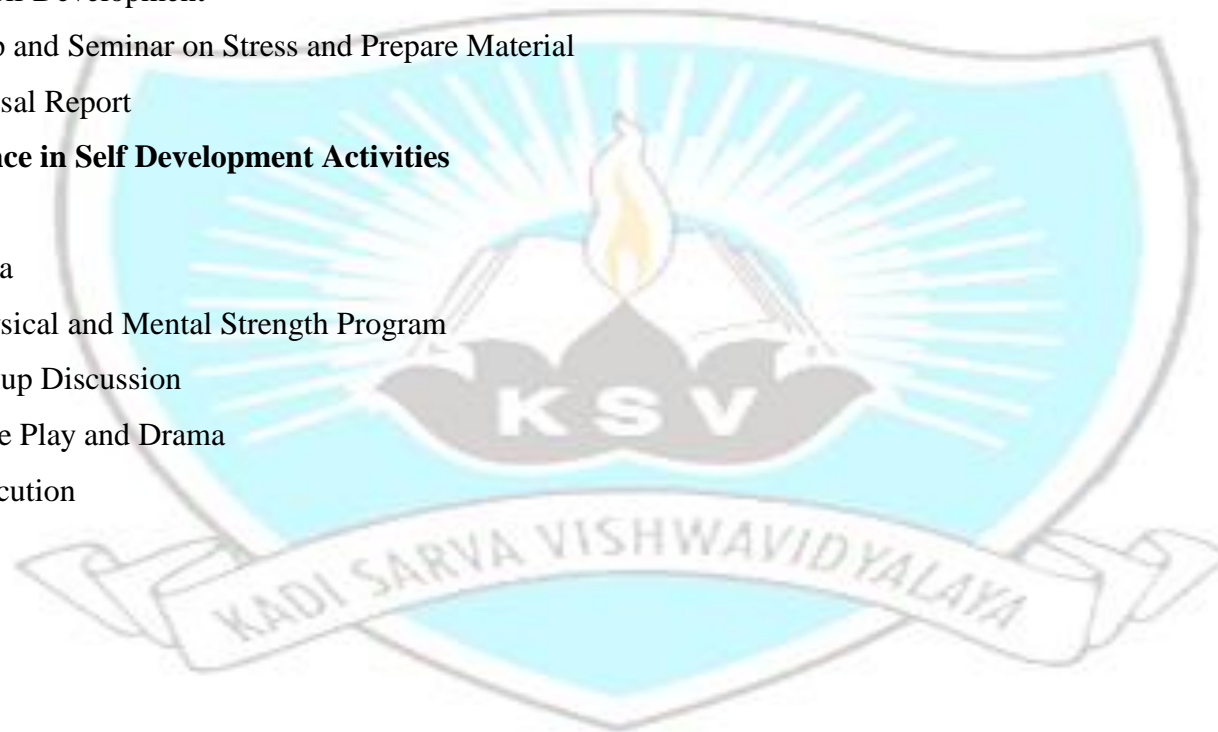
Tasks :

- a. Prepare Handouts on Self Abilities and Inabilities
- b. Prepare PPTS on Self Development
- c. Organize Workshop and Seminar on Stress and Prepare Material
- d. Prepare Self Appraisal Report

### 2. Students Performance in Self Development Activities

Tasks :

- a. Participation in yoga
- b. Participation in Physical and Mental Strength Program
- c. Participation in Group Discussion
- d. Participation in Role Play and Drama
- e. Participation in Elocution



# PRACTICAL

## SEMESTER – 4

### SEMESTER WISE COMPETENCIES DEVELOPED THROUGH THIS COURSE AND THE TASKS TO MEASURE THEM

#### 1. DEVELOP AND REVISE CURRICULUM

**Tasks :**

- a. Identify the local need for curriculum development
- b. Participate in curriculum development
- c. Analyse existing curriculum
- d. Identify missing links and thirst area in the existing curriculum
- e. Design curriculum document
- f. Provide references
- g. Provide methodological inputs
- h. Revalidate the needs and redesign the curriculum

#### 2. DEVELOP ADMINISTRATIVE SKILLS

**Tasks :**

- a. Prepare short term action plans
- b. Perform academic audit
- c. Maintain all the kinds of records in school
- d. Develop a comprehensive idea regarding the functioning of the whole school
- e. Identify the requirements and resources of the school
- f. Develop presentation skill



### **3. DEVELOP TECHNO – SAVVY APPROACH**

#### **Tasks :**

- a. Participate in innovative project work
- b. Use ICT in the class room in technique
- c. Use project based teaching method for experiential learning

