

# Teacher Education Program Outcomes

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## **Outcome 1 Curriculum and Planning:**

Graduates will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning activities and includes a balanced approach to student assessment.

## **Outcome 2 The Learner and the Learning Environment:**

Graduates will demonstrate their understanding of intellectual/cognitive, social, and emotional development, and other characteristics of the diversity of learners, in creating an environment of respect and rapport and a culture for learning for all students, and in the implementation of classroom procedures, behaviour management, and organization of the learning environment to assure a focus on learning.

## **Outcome 3 Teaching:**

Graduates will deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment; engaging in the reflective instructional cycle of planning, instructing, assessing, and adjusting based on data; and applying a variety of communication, instructional, and assessment strategies in their teaching.

## **Outcome 4 Professional Responsibilities for Self-Renewal:**

Graduates will demonstrate their commitment to continuous self-improvement by engaging in professional learning, collaborative practice with colleagues, reflection on practice, and investigation of ideas to improve teaching and learning that contribute to the renewal of the teaching profession.

## **Outcome 5 Professional Responsibilities for School and Community:**

Graduates will demonstrate teacher leadership by participating in the development and/or implementation of the school-wide mission, strategic planning/continuous improvement process, curriculum initiatives, student support and management systems; and support a school-wide learner-centred culture by facilitating school, family and community connections, maintaining an environment that fosters student learning, and demonstrating a commitment to ethical and equitable behaviour.

### **Outcome 6 Professional Responsibilities for Technology in Education:**

Graduates will model and apply the National Educational Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

### **Outcome 7 Culturally Responsive Teaching Practice:**

Graduates will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs, or poverty - learn; including facilitating learning through joint productive activity among teachers and students, developing students' competence in the language and literacy of instruction throughout all instructional activities. connecting curriculum to experience and skills of students' home and community, challenging students toward cognitive complexity, and engaging students through dialogue, especially instructional conversation.

### **Outcome 8 Effective Communication:**

Graduates use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.

### **Outcome 9 Professional Dispositions:**

Graduates demonstrate the dispositions of professional educators in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community. They are responsible for meeting professional expectations ethically and with initiative; they are reflective. engaging in ongoing self-assessment and able to exercise sound judgment and critical thinking; and they are responsive as evidenced by their respectful, fair, and collaborative stance toward others and their commitment to help all students learn.

## **B.Ed. Course Outcomes**

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### **B.Ed. Semester-1**

#### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-01	Childhood and Growing Up
2	A-02	Contemporary India and Education
3	C - 01	Language Across the curriculum
4	EPC - 01	Reading and Reflection on Texts
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)

### **A-01 Childhood and Growing Up**

After going through the course, the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To understand the child psychology.
- To get the knowledge about different teaching methods based on psychology.
- To understand the stages of child development and their characteristics.
- To understand the learning theories.
- To understand the different psychological theories like IQ, Personality, Motivation, Defence mechanism, Adjustment, etc.

### **A-02 Contemporary India and Education**

After going through the course, the teacher trainee will be able:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To develop national integrity, international understanding among trainees.

### **C-01 Language Across the Curriculum**

After going through the course, the teacher trainee will be able:

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

### **EPC-1: Reading and Reflection on Text**

After going through the course, the teacher trainee will be able:

- Develop proficiency in reading and responding to written texts.



- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their Understanding of a text.
- To enable to read & reflect on variety of texts in different ways.
- To develop metacognitive awareness to become conscious about thinking processes.
- To learn to analyze various text structures to see how they contribute to the comprehension of text.

#### **B-101: GUJARATI**

અધ્યયન નિષ્પત્તિઓ :

- તાલીમાર્થીઓ ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેનો કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

#### **B-103: ENGLISH (L.L)**

After going through the course, the teacher trainee will be able:

- To acquire knowledge of the nature, structure and components of English language.
- To get acquainted with the objectives of teaching English at secondary school level.
- To formulate instructional objectives in term of observable behaviour of learners.
- To acquire mastery over instructional skills.
- To have a formal and functional knowledge of some elements of English grammar
- To acquire command over sentence constructions in English.
- To acquire competence in both spoken and written English.

#### **B-105: SOCIAL SCIENCE**

After going through the course, the teacher trainee will be able:

- To understand the concept, scope & structure of Social Science.
- To enable the student trainees to know the importance of need of teaching Social Science at the higher secondary school level.
- To understand the aims & objectives of teaching Social Science in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.

- To acquire the knowledge of current higher secondary syllabus of Social Science.
- To get the knowledge of the importance of micro, simulation & stray lesson to develop
- Social Science teaching skill.
- To practice various microteaching skill in economics teaching.

#### **B-106: MATHEMATICS**

After going through the course, the teacher trainee will be able:

- To enable the student trainees to understand the concept, scope & structure of Mathematics.
- To enable the student trainees to know the importance of need of teaching Mathematics at the secondary school level.
- Understand the aims & objectives of teaching Mathematics in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Mathematics.
- Explain the importance of micro, simulation & stray lesson to develop Mathematics teaching skill.
- Practice various microteaching skills in Mathematics teaching.

#### **B-107: Science and Technology**

After going through the course, the teacher trainee will be able:

- To enable the student trainees to understand the concept, scope & structure of Science and Technology.
- To enable the student trainees to know the importance of need of teaching Science and Technology at the secondary school level.
- Understand the aims & objectives of teaching Science and Technology in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Science and Technology.
- Explain the importance of micro, simulation & stray lesson to develop Science and Technology teaching skill.
- Practice various microteaching skills in Science and Technology teaching.

#### **B-110: Organization of Commerce and Management**

After going through the course, the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of O.C.M.
- Understands the aims and the objectives of teaching of O.C.M.
- Understands the nature of O.C.M.
- Defines the specific objectives of teaching O.C.M. in the terms of learning outcomes.

- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better syllabus.
- Understands the place of O.C.M. in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher.
- Develops interest for the betterment of O.C.M. in higher secondary school.

#### **B-111: Accountancy**

After going through the course, the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of Accountancy
- Understands the aims and the objectives of teaching of Accountancy
- Understands the nature of Accountancy
- Defines the specific objectives of teaching Accountancy in the terms of learning outcomes.
- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better syllabus.
- Understands the place of Accountancy in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

#### **B-113: English (H.L.)**

After going through the course, the teacher trainee will be able:

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.

## **B.Ed. Semester-2**

### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-03	Knowledge and Curriculum
2	A-04	Learning and Teaching
3	C - 02	Assessment of Learning
4	EPC - 2	Drama and Arts in Education
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)

### **A 03: Knowledge and Curriculum**

After going through the course, the teacher trainee will be able:

- To get information about concept, sources of knowledge, and facets of knowledge.
- To appraise the Student-Teacher about the concept of Modernization, Multiculturalism and Democratic Education in Curriculum
- To acquaint the Student-Teacher with the culture and modernity, nationalism, universalism and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework
- To appraise the Student-Teacher about the concept of autonomy.
- To explain the meaning and different types and determinants of curriculum.
- To get information about principles and Approaches of curriculum construction
- To acquire conceptual understanding of power, Ideology and the curriculum.

### **A 04: Learning and Teaching:**

After going through the course, the teacher trainee will be able:

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school; Prepare teachers for reflective teaching.

### **C 02: Assessment of learning:**

After going through the course, the teacher trainee will be able:

- Understand the nature of assessment and its role in teaching learning process
- Critically analyse the role of assessment at different domains of learning
- Develop the skill of construction of testing tools
- Understand, analyse, manage and implement assessment data
- Examine different trends and issues in assessment
- To emerging trends of evaluation and suggest solutions for examination problems

### **EPC-2: Drama and Art in Education:**

After going through the course, the teacher trainee will be able:

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self-expressions for enhancing creativity.
- To develop the sense of correlation of art with education.

- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

#### **B-101: GUJARATI**

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- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

#### **B-103: English (L.L.):**

After going through the course, the teacher trainee will be able:

- To know planning and procedures for teaching English (LL) in formal classroom and informal environment.
- To get the knowledge of different types of tests.
- To develop skills to evaluate performance of learner through written, oral as well as other types of tests.
- To make use of various modern gadgets and non-projection devices in classroom effectively.
- To acquire knowledge of basic language skills.
- To acquire knowledge and mastery over methods, approaches and techniques of teaching English as second / foreign language.
- To teach various areas like, prose, poetry, grammar, composition.
- To develop skills in creating writing.

#### **B 105: Social Science:**

After going through the course, the teacher trainee will be able:

- To acquire a conceptual understanding of the nature of Social Science Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers, examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.

- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

#### **B 106: Mathematics:**

After going through the course, the teacher trainee will be able:

- Understand general principles & maxims of teaching of Mathematics.
- Trainee teachers differentiate lesson planning & unit planning in relation to Mathematics.
- To acquire knowledge of teaching Methods and Approaches of Mathematics.
- Develops the skill of using various methods of teaching of Mathematics.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Mathematics.
- Become familiar with internship programme.

#### **B 107: Science and Technology:**

After going through the course, the teacher trainee will be able:

- Understand general principles & maxims of teaching of Science and Technology.
- Trainee teachers differentiate lesson planning & unit planning in relation to Science and Technology.
- To acquire knowledge of teaching methods of Science and Technology.
- Develops the skill of using various methods of teaching of Science and Technology.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Science and Technology.
- Become familiar with internship programme.

#### **B-110: Organization of Commerce and Management:**

After going through the course, the teacher trainee will be able:

- Will learn Unit Lesson planning of O.C.M.
- Acquires knowledge of different teaching methods of O.C.M.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in O.C.M.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.
- To Prepare Teaching aid for the subject of Account.

#### **B-111: Accountancy:**

After going through the course, the teacher trainee will be able:

- Will learn Unit Lesson planning of accountancy.
- Acquires knowledge of different teaching methods of accountancy.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in accountancy.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

- To Prepare Teaching aid for the subject of Account.

**B-113: ENGLISH (H.L.):**

After going through the course, the teacher trainee will be able:

- Get acquainted with the objectives of teaching English at secondary school level;
- Formulate instructional objectives in terms of observable behaviours of learners;
- Be acquainted with and to acquire the qualities of a good English teacher;
- Acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences;
- Teach various areas like prose, Poempoetry, grammar;
- Organize language activities and games in the classroom;
- Design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English;
- Get the knowledge of different types of tests;
- Develop capacity to prepare and use different evaluation techniques to evaluate pupils' learning.



## **B.Ed. Semester-3**

### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-05	Gender School and Society
2	A-06	Creating Inclusive School
3	C - 03	Understanding Self
4	EPC - 03	Critical Understanding of ICT
5	B - 101	Gujarati
6	B - 103	English (LL)
7	B - 105	Social Science
8	B - 106	Mathematics
9	B - 107	Science and Technology
10	B - 110	Org. of Com. & Management
11	B - 111	Accountancy
12	B - 113	English- HL (For English Medium Students)

### **A 05: Gender School and Society**

After going through the course, the teacher trainee will be able:

- Understand the concept of sex, gender, transgender and gender role development.
- To prepare student teachers for solving various sexual abuses and harassment issues in school and society.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

### **A 06: CREATING AN INCLUSIVE SCHOOL**

After going through the course, the teacher trainee will be able:

- Understand the concept of inclusive school
- Understand Culture, policies and practices to create an inclusive school
- Understand Concept of integral humanism
- Understand the instructional strategies for inclusion of disabled child
- Understand the policies for promotion of inclusive school
- Understand evaluation tools of disable children

### **C 03: Understanding Self**

After going through the course, the teacher trainee will be able:

- To help student teachers to develop an insight to know ones owns self.
- To make student teachers aware about his/her potentials and limitations.
- To provide student teachers a theoretical and practical perspective about 'self and society', 'conflict resolution' 'stages of human development' and 'self-management'.
- To cultivate positive attitude towards own self and life, openness to understand, and adoptability to life situations. To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the professional growth to enhance personality development of their own students.
- To develop his/her own personality through various techniques like yoga and self-awareness programmes.

### **EPC-3: Critical Understanding of ICT**

After going through the course, the teacher trainee will be able:

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

## **B.Ed. Semester-3**

### **Course Subjects**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Name</b>
1	A-07	Introduction to Educational Research
2	C-04	Educational Statistics
3	C-08	Indian Education System
4	D-04	Value Education
5	EPC-04	Yoga and Sports Education
6	B - 101	Gujarati
7	B - 103	English (LL)
8	B - 105	Social Science
9	B - 106	Mathematics
10	B - 107	Science and Technology
11	B - 110	Org. of Com. & Management
12	B - 111	Accountancy
13	B – 113	English- HL (For English Medium Students)

#### **A-07: Introduction to Educational Research**

After going through the course, the teacher trainee will be able:

- The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
- The characteristics of Philosophical, Psychological and Sociological researches in education.
- The different steps of Educational Research.
- Various steps in the research processing
- The techniques of developing a research proposal.
- The meaning of techniques of research hypothesis & Sampling.
- Various type of Hypothesis and their testing

#### **C-04: Educational Statistics**

After going through the course, the teacher trainee will be able:

- 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 techniques in the field.
- To enable the student teacher to interpret the result of educational statistics.

#### **C 08: Indian Education System**

After going through the course, the teacher trainee will be able:

- To Understand the Indian education system.
- To understand Vedic, Islamic, Jainism and Buddhism education system.

#### **D 04: Value Education**

After going through the course, the teacher trainee will be able:

- To enable students to understand the need and importance of value education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To Orient the students with various intervention strategies for moral education.

#### **EPC-4: Yoga and Sports**

After going through the course, the teacher trainee will be able:

- Understand the importance of yoga education for physical and mental health.
- Understand the objective of Pranayam and Meditation in yoga and develop the skill of pranayama and meditation.
- Understand the process of stress management through yoga education
- Acquire the knowledge of techniques of performing Yogasana and develop the skill for the same.

**B-101: Gujarati**

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- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેનો કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

**B-103: English (L.L)**

After going through the course, the teacher trainee will be able:

- To develop the skills to analysed and evaluate English syllabus and textbook
- To be acquainted and to develop the qualities of a good teacher
- To make use of related literature in teaching English as second / foreign language
- To develop the skills to organize English curriculum

**B-105: Social Science**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in Social Science teaching.
- Develops attitudes to be a committed & competent higher secondary school teacher.
- Develop interest in Social Science subject among the pupils.
- Will correlate content of Social Science with various subjects.
- Trainee teachers become aware of the Social Science club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyse & evaluate economics syllabus & Social Science textbook.
- Understand the concept & use of evaluation process in Social Science.
- Can construct, select & use suitable test items for evaluation.

**B-106: Mathematics**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in mathematics teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in mathematics subject among the pupils.
- Will correlate content of mathematics with various subjects.
- Trainee teachers become aware of the mathematics club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & mathematics textbook.
- Understand the concept & use of evaluation process in mathematics.

- Can construct, select & use suitable test items for evaluation.

#### **B-107: Science and Technology**

After going through the course, the teacher trainee will be able:

- Understand & use of appropriate innovative teaching & techniques in science and technology teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in science and technology subject among the pupils.
- Will correlate content of science and technology with various subjects.
- Trainee teachers become aware of the science and technology club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyse & evaluate economics syllabus & science and technology textbook.
- Understand the concept & use of evaluation process in science and technology.
- Can construct, select & use suitable test items for evaluation.

#### **B-110: Organization of commerce and management**

After going through the course, the teacher trainee will be able:

- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in O.C.M.
- Realize her/his role as facilitator in enhancing O.C.M. learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in O.C.M.
- Develop learning materials on selected units to facilitate learning in O.C.M.
- Understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming an O.C.M. teacher.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.

#### **B-111: Accountancy**

After going through the course, the teacher trainee will be able:

- Acquires knowledge of Annual Lesson plan in accountancy.
- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy
- Realize her/his role as facilitator in enhancing Accountancy learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Accountancy.
- Develop learning materials on selected units to facilitate learning in Accountancy.
- Understand different ways of assessing learner performance and providing additional support to the learners.

- Reflect upon her/his own experiential knowledge in the process of becoming an Accountancy teacher.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

**B-113: English (H.L.)**

After going through the course, the teacher trainee will be able:

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.

**Year-2020-21**  
**Semester: 1**

**Indian Institute of Teacher Education, Gandhinagar**

**Paper Code: LS-1**

**Professor/s Name: Dr. R. C. Patel, Dr. D. A. Bumtaria**  
**Paper Name: Psychology of Learner**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Educational Psychology &amp; Growth and Development</b>	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	Video + Discussion  Lecture Cum Discussion Method  Group Discussion Method & Seminar method  Lecture Cum Discussion Method	MCQ  CCE  Preliminary Test  Assignment	<a href="https://youtu.be/pAn0LQCgXKk">https://youtu.be/pAn0LQCgXKk</a>  <a href="https://youtu.be/FWZteG93ZIY">https://youtu.be/FWZteG93ZIY</a>
<b>Unit-2 Developmental Theories: Concept, Stages and Characteristics</b>	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	Video + Discussion  Lecture Cum Discussion method	CCE  Quiz  Assignment	YouTube Videos  <a href="https://youtu.be/U-PggJs6_TQ">https://youtu.be/U-PggJs6_TQ</a> <a href="https://youtu.be/n6PI1OPwE9Q">https://youtu.be/n6PI1OPwE9Q</a> <a href="https://youtu.be/s29iB6UuBIs">https://youtu.be/s29iB6UuBIs</a> <a href="https://youtu.be/oCYxi2B_0yU">https://youtu.be/oCYxi2B_0yU</a>



				<p>Google Classroom</p> <p><a href="https://classroom.google.com/c/NDE4NTgxNzUyNDg5?cjc=sd64jgr">https://classroom.google.com/c/NDE4NTgxNzUyNDg5?cjc=sd64jgr</a></p>
<p><b>Unit-3 Intelligence, Personality and Creativity</b></p>	<p>3.1 Individual Difference: Concept, areas of Individual Differences, Educational Implications</p> <p>3.2 Intelligence: Concept and theories (Two factor theory, Guilford's SOI) Measurement of Intelligence and its Educational implications</p> <p>3.3 Personality: Concept, Factors, Types of Personality (Introvert, Extrovert).</p> <p>3.4 Creativity: Concept, difference between creativity and intelligence, Techniques of fostering creativity</p>	<p>Video + Discussion</p> <p>Lecture Cum Discussion method</p>	<p>CCE</p> <p>Quiz</p> <p>Assignment</p>	<p>YouTube videos</p> <p><a href="https://youtu.be/medkU0EU8FQ">https://youtu.be/medkU0EU8FQ</a></p> <p><a href="https://youtu.be/ZSC49eMESyl">https://youtu.be/ZSC49eMESyl</a></p> <p><a href="https://youtu.be/7FUBFRSyt3c">https://youtu.be/7FUBFRSyt3c</a></p> <p><a href="https://youtu.be/P8iPLbeNqMQ">https://youtu.be/P8iPLbeNqMQ</a></p>
<p><b>Unit-4 Mental Health and Adjustment</b></p>	<p>- Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene</p> <p>- Adjustment: Concept, Characteristics and Maladjustment</p> <p>- Defence Mechanisms: Types and Implications</p> <p>- Group Dynamics: Concept &amp; Implications, Sociometry.</p>	<p>Video + Discussion</p> <p>Lecture Cum Discussion method</p>	<p>CCE</p> <p>Quiz</p> <p>Assignment</p>	<p>YouTube Videos</p> <p><a href="https://youtu.be/f4cmGiXnJfI">https://youtu.be/f4cmGiXnJfI</a></p> <p><a href="https://youtu.be/B7vpYrTWGtM">https://youtu.be/B7vpYrTWGtM</a></p> <p><a href="https://youtu.be/GKlcld4KNCE">https://youtu.be/GKlcld4KNCE</a></p> <p><a href="https://youtu.be/bGv0XAEJECQ">https://youtu.be/bGv0XAEJECQ</a></p>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 1**

**Paper Code: ES-1**

**Professor/s Name: Dr. S. L. Solanki, Dr. N. U. Dhodi**

**Paper Name: Perspectives in Education**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Education</b>	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	Lecture Method  Comparative Method  Group Discussion Method	Assignment Submission  Online Evaluation	
<b>Unit-2 Education in India</b>	2.1 Education in Ancient India: Vedic System of Education  2.2 Efforts of strengthening Education System through Math, Mandir, Pathshala and Madressa	Lecture Method  Comparative Method  Group Discussion Method	Assignment Submission  Online Evaluation	

	<p>2.3 Reformation through Education in Indian Societies: Raja Rammonan Ray, Dayanand Sarswati, Thiruvalluvar, Sant Gyaneshwar</p> <p>2.4 Wardha Scheme of Basic Education (Nai Talim)</p>			
<b>Unit-3 Education in Post Independent India</b>	<p>3.1 Radhakrishna Commission, Secondary Education Commission</p> <p>3.2 Kothari Commission</p> <p>3.3 National Policy on Education 1986, Programme of Action 1992</p> <p>3.4 RTE Act 2009</p>	<p>Lecture Method</p> <p>Comparative Method</p> <p>Group Discussion Method</p>	<p>Assignment Submission</p> <p>Online Evaluation</p>	
<b>Unit-4 National Education Policy 2020</b>	<p>4.1 Restructuring School Education: 5 + 3 + 3 + 4 and Early Childhood Care and Education</p> <p>4.2 School Curriculum and Pedagogy</p> <p>4.3 Teacher</p> <p>4.4 Promotion of Indian Languages, Art and Culture; Online and Digital Education</p>	<p>Group Discussion Method</p>	<p>Online Evaluation</p>	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 1**

**Paper Code: CUS-1**

**Professor/s Name: Dr. G. S. Patel, Dr. N. U. Dhodi**

**Paper Name: Curriculum Development Principles**

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

- to understand the concepts 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

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Curriculum: Concept &amp; Principles (11.25 Hours)</b>	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	Moodle Course  Group Discussion	Formative Assessment  Online Evaluation	E-gyankosh Portal
<b>Unit-2 Types &amp; Approaches of Curriculum (11.25 Hours)</b>	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	Moodle Course  Comparative Method	Assignment Submission  Online Evaluation	E-gyankosh Portal

	<p>Approach, Intellectual-Academic Approach, Humanistic-Aesthetic Approach</p> <p>2.4 Determinants of Curriculum: Societal Diversity, Political and Economic Factors, Professional Organisation, Environment and Institutional Consideration</p>			
<p><b>Unit-3 Foundations of Curriculum Development (11.25 Hours)</b></p>	<p>3.1 Source of Curriculum Design: State, Science, Society, Moral Doctrine, Knowledge, Learner</p> <p>3.2 Philosophical Foundations of Curriculum Development</p> <p>3.3 Psychological Foundations of Curriculum Development</p> <p>3.4 Sociological Foundation of Curriculum Development</p>	<p>Moodle Course</p> <p>Lecture Method</p> <p>Group Discussion Method</p>	<p>Online Evaluation</p>	<p>Egyankosh Portal</p>
<p><b>Unit-4 Process of Curriculum Development (11.25 Hours)</b></p>	<p>4.1 Establishing Philosophy and Need Assessment</p> <p>4.2 Formation of Goals and Objectives</p> <p>4.3 Selection and Organisation of Content &amp; Learning Experiences</p> <p>4.4 Evaluation of Curriculum</p>	<p>Lecture Method</p> <p>Group Discussion Method</p>	<p>Online Evaluation</p>	

**Year-2020-21**  
**Semester: 1**

**Indian Institute of Teacher Education, Gandhinagar**

**Paper Code: LPC-1**

**Professor/s Name: Dr. R. M. Patel**  
**Paper Name: Gujarati Language**

### હેતુઓ

- પ્રશિક્ષણાર્થીઓ ગુજરાતી ભાષાનો ધ્વનિ વિચાર જાણે, સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દોની આગવી અર્થઘટના સમજે.
- પ્રશિક્ષણાર્થીઓ સંક્ષેપીકરણની પ્રક્રિયા સમજે અને પોતાના અભ્યાસમાં તેનો ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ વિચાર-વિસ્તાર કરતા થાય.
- પ્રશિક્ષણાર્થીઓ નિબંધલેખન સમજે અને વિવિધ પ્રકારના નિબંધ લખી શકે. વિદ્યાર્થીઓ ગદ્યના સ્વરૂપોથી
- પરિચિત થાય અને એક પ્રકારના ગદ્યનું બીજા પ્રકારના ગદ્યમાં રૂપાંતર કરી શકે તેમજ લેખનમાં ઉપયોગ કરી શકે.
- પ્રશિક્ષણાર્થીઓ અહેવાલ લેખન કરી શકે, વિદ્યાર્થીઓ ઉદ્દોષક અને સભાસંચાલકની કામગીરી સમજે અને સભાસંચાલન કરવા પ્રેરાય.
- પ્રશિક્ષણાર્થીઓ ગદ્ય-પદ્યના રસસ્થાનો સમજી સમીક્ષા કરે.

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1</b> ધ્વનિવિચાર, સમાનાર્થી શબ્દો, વિરુદ્ધાર્થી શબ્દો	1.1 ધ્વનિ, વાગ્અવયવો, ઘોષ – અઘોષ, અલ્પપ્રાણ – મહાપ્રાણ 1.2 સ્વર, વ્યંજન, અનુનાસિકો (ઉચ્ચારણ પ્રક્રિયા) 1.3 સમાનાર્થી શબ્દો અને તેની આગવી અર્થઘટના 1.4 વિરુદ્ધાર્થી શબ્દો અને તેની આગવી અર્થઘટના	કથન-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર(લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/hnuYi6yXpwY">https://youtu.be/hnuYi6yXpwY</a>
<b>Unit-2</b> સંક્ષેપીકરણ, વિચાર-વિસ્તાર	2.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ	જૂથ-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા)	<a href="https://youtu.be/6jyrYE_kkwY">https://youtu.be/6jyrYE_kkwY</a> (વિચાર વિસ્તાર)

	<p>2.2 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા, રૂઢિપ્રયોગ, કહેવત મૂકી શકાય તેમ હોય તે શોધવા, વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો તેની સમજ</p> <p>2.3 વિચાર એટલે શું?, કાવ્ય પંક્તિ / વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો,</p> <p>2.4 વિચારનો વિસ્તાર, ઉદાહરણ, અવતરણનું મહત્ત્વ</p>		<p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/8DU5RI0SAwA">https://youtu.be/8DU5RI0SAwA</a> (વિચાર વિસ્તાર)</p>
<p><b>Unit-3 નિબંધ લેખન, ગદ્ય રૂપાંતર</b></p>	<p>3.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા, મુદ્દાનો ક્રમ નક્કી કરવો</p> <p>3.2 અવતરણોનું મહત્ત્વ, પ્રસ્તાવના અને ઉપસંહારનું લેખન, વિષય અનુરૂપ ગદ્યની પસંદગી</p> <p>3.3 વાદાત્મક ગદ્ય, ભાવાત્મક ગદ્ય</p> <p>3.4 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય</p>	<p>-જૂથકાર્ય</p> <p>- ટીમટીચિંગ</p>	<p>- CCE (લેખિત પ્રશ્નો દ્વારા)</p> <p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/dLKTXJAoHgc">https://youtu.be/dLKTXJAoHgc</a> (વિવરણાત્મક ગદ્ય)</p>
<p><b>Unit-4 અહેવાલ લેખન, સભાસંચાલન, ગદ્ય- પદ્ય સમીક્ષા</b></p>	<p>4.1 અહેવાલ લેખન</p> <p>4.2 ઉદ્દ્યોષક અને સભાસંચાલકની ભૂમિકા</p> <p>4.3 કાવ્યના રસસ્થાનોની સમજ</p> <p>4.4 પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા</p>	<p>પ્રોજેક્ટ કાર્ય</p> <p>જૂથ કાર્ય</p>	<p>- CCE (લેખિત પ્રશ્નો દ્વારા)</p> <p>- ટર્મપેપર(લેખિત સ્વરૂપ)</p> <p>- પ્રિલિમિનરીપરીક્ષા</p>	<p><a href="https://youtu.be/diSSnCHe2VI">https://youtu.be/diSSnCHe2VI</a> (અહેવાલ લેખન)</p>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Professor/s Name: Dr. K. H. Yadav, Dr. D. A. Bumtaria**

**Semester: 1**

**Paper Code: PS1 01**

**Paper Name: General Pedagogy for Mathematics & Science**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Values and Corelation of Mathematics and Science</b>	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	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube Videos  <a href="https://youtu.be/9nWEIarPVAE">https://youtu.be/9nWEIarPVAE</a>
<b>Unit-2 Pedagogical Perspectives</b>	2.1 Teaching: Concept and Principles 2.2 Maxims of Teaching 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall	YouTube Videos  <a href="https://youtu.be/dMADkEZrH7Y">https://youtu.be/dMADkEZrH7Y</a>  <a href="https://youtu.be/u1nMWdnpRII">https://youtu.be/u1nMWdnpRII</a>



	2.4 Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science		Assignment (Google Classroom)	<a href="https://youtu.be/QUvj8OnnGpA">https://youtu.be/QUvj8OnnGpA</a>
<b>Unit-3 Methods of Teaching Mathematics and Science</b>	3.1 Inductive - Deductive, Demonstration 3.2 Comparison, Logical Approach 3.3 Analysis -Synthesis, Experiment Method 3.4 Project, Exhibition	Comparative method  Practical work	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube videos <a href="https://youtu.be/NoncQsBo4E0">https://youtu.be/NoncQsBo4E0</a> <a href="https://youtu.be/xLOAiCFSP8I">https://youtu.be/xLOAiCFSP8I</a> <a href="https://youtu.be/Bh9srDue45M">https://youtu.be/Bh9srDue45M</a>
<b>Unit-4 Microteaching, Simulation</b>	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	Lecture cum discussion  Demonstration method  Practical work	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	YouTube Videos <a href="https://youtu.be/oYTt-r4k7Eo">https://youtu.be/oYTt-r4k7Eo</a> <a href="https://youtu.be/6sIk7_Px48w">https://youtu.be/6sIk7_Px48w</a> <a href="https://youtu.be/d-J9Qcb3424">https://youtu.be/d-J9Qcb3424</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Professor/s Name: Dr. S. L. Solanki, Dr. G. S. Patel, Dr. R. C. Patel, Dr. N. U. Dhodi**

**Semester: 1**

**Paper Code: PS1 02**

**Paper Name: General Pedagogy for Languages, Social Sciences & Commerce**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Values and Corelation among Languages, Social Sciences and Commerce</b>	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	Lecture cum discussion Method  Video+ Discussion Method	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>
<b>Unit-2 Pedagogical Perspectives</b>	2.1 Teaching: Concept and Principles 2.2 Maxims of Teaching 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching	Lecture cum discussion Method	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>  <a href="https://youtu.be/qpTec7jiTS8">https://youtu.be/qpTec7jiTS8</a>

	2.4 Concept: Aims, Objectives and Learning Outcomes in Languages, Social Science and Commerce	Video+ Discussion Method		
<b>Unit-3 Methods of Teaching Languages, Social Science and Commerce</b>	3.1 Inductive - Deductive, Comparison 3.2 Translation, Story Telling 3.3 Narration cum Discussion, Demonstration, Project 3.4 Analysis-Synthesis, Source Method (Aadhar)	Video+ Lecture cum discussion	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a>
<b>Unit-4 Microteaching, Simulation</b>	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	Video+ Lecture cum discussion	Assignment	<a href="https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2">https://classroom.google.com/c/MjU3MDg2Mjc0MDAy?cjc=puja3s2</a> <a href="https://youtu.be/qpTec7jiTS8">https://youtu.be/qpTec7jiTS8</a>

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: LS-2

Professor/s Name: Dr. R. M. Patel, Dr. G. S. Patel  
Paper Name: Learning and Teaching

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Learning: Concept and Nature</b>	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	Statement-Discussion	CCE (લેખિત પ્રશ્નો દ્વારા)  ટર્મપેપર (લેખિત સ્વરૂપ)  પ્રિલિમિનરી પરીક્ષા	<a href="https://youtu.be/nRUJy2y2kuo">https://youtu.be/nRUJy2y2kuo</a>  <a href="https://youtu.be/2cCi7ZsYYEM">https://youtu.be/2cCi7ZsYYEM</a>
<b>Unit-2 Theories of Learning (Concepts)</b>	2.1 Classical Conditioning theory  2.2 Operant Conditioning theory	Statement-Discussion	- CCE (લેખિત પ્રશ્નો દ્વારા)	<a href="https://youtu.be/zXfyIXpcrMs">https://youtu.be/zXfyIXpcrMs</a>

<b>and Implications)</b>	2.3 Learning by trial and error 2.4 Gestalt theory (Insight learning)		- ટર્મપેપર(લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/fUmTqGKZ18">https://youtu.be/fUmTqGKZ18</a>
<b>Unit-3 Teaching and Role of Teacher</b>	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, Nagotiator, Co-Learner, Reflective Practioner and Classroom Researcher	Lecture cum Discussion	CCE (લેખિત પ્રશ્નો દ્વારા)  ટર્મપેપર (લેખિત સ્વરૂપ)  પ્રિલિમિનરી પરીક્ષા	
<b>Unit-4 Models of Teaching and Programmed Learning</b>	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	Lecture cum Discussion	- CCE (લેખિત પ્રશ્નો દ્વારા)  - ટર્મપેપર(લેખિત સ્વરૂપ)  - પ્રિલિમિનરીપરીક્ષા	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: ES-2**

**Professor/s Name: Dr. R. C. Patel, Dr. N. U. Dhodi**

**Paper Name: Developing the Self**

**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

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Self and Self Identity</b>	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	Lecture Method  Compatative Method	Online Evaluation	
<b>Unit-2 Development of Social Self</b>	2.1 Concept of Social Self & Cultural Self  2.2 Agencies that shape the Self: Family, School and Community	Group Discussion Method  Lecture Method	Online Evaluation	

	<p>2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self</p> <p>2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self</p>			
<b>Unit-3 Development of Spiritual Self</b>	<p>3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity</p> <p>3.2 Process of Self-awareness, Self-observation, Introspection and Austerity</p> <p>3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)</p> <p>3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)</p>	<p>Lecture Cum Discussion Method</p> <p>Lecture Method</p> <p>Video+ Discussion Method</p>	<p>CCE</p> <p>Assignment</p> <p>Preliminary Test</p>	<p><a href="https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj">https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj</a></p> <p><a href="https://youtu.be/b3jEL0neZH0">https://youtu.be/b3jEL0neZH0</a></p>
<b>Unit-4 Developing Self through Books, Case Studies, Films</b>	<p>4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)</p> <p>4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans</p> <p>4.3 Films: Adi Shankracharya, Reva, Mystic India</p> <p>4.4 Role of a Teacher(Guru) in Developing the Self</p>	<p>Self study Method (PDF Books)</p> <p>Cooperative Learning Method</p> <p>Assignment Method (Films)</p> <p>Discussion Method</p>	<p>CCE</p> <p>Assignment</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/apVOFuphXZc">https://youtu.be/apVOFuphXZc</a></p> <p><a href="https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj">https://classroom.google.com/c/MzY4NDg1OTM3MzE3?cjc=ygnbpxj</a></p> <p><a href="https://youtu.be/nMAOJFbn0kl">https://youtu.be/nMAOJFbn0kl</a></p>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: CUS-2**

**Professor/s Name: Dr. K. H. Yadav, Dr. D. A. Bumtaria**

**Paper Name: Knowledge and Curriculum**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Epistemology and Basics of Knowledge</b>	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	Lecture cum Discussion  Video + Discussion	Written test  Assignment	<a href="https://youtu.be/9UWJchVOVz4">https://youtu.be/9UWJchVOVz4</a>  <a href="https://youtu.be/enjamJxQqW4">https://youtu.be/enjamJxQqW4</a>
<b>Unit-2 Process of Knowledge</b>	2.1 Components of Knowledge Process  2.2 Approaches to Acquiring Knowledge	Lecture cum Discussion	Written test  Assignment	<a href="https://youtu.be/8aW1ACyCe-4">https://youtu.be/8aW1ACyCe-4</a>  <a href="https://youtu.be/Pt_vHw2fc_I">https://youtu.be/Pt_vHw2fc_I</a>



	<p>2.3 Process of Knowing and Knowledge: The Indian Way</p> <p>2.4 Process of Construction of Knowledge and Factors involved in Construction of Knowledge</p>			<a href="https://youtu.be/N-rrDs2ecbM">https://youtu.be/N-rrDs2ecbM</a>
<b>Unit-3</b> <b>Translating Knowledge to Curriculum</b>	<p>3.1 Knowledge as a Foundation of Curriculum and Knowledge Activation through Curriculum</p> <p>3.2 Infusing Knowledge Processes in Curriculum Development</p> <p>3.3 The responsibility of selection and Legitimacy of inclusion of knowledge in School Curriculum</p> <p>3.4 Evaluating Knowledge Potential in Curriculum</p>	Lecture cum Discussion	<p>Written test</p> <p>Assignment</p>	
<b>Unit-4</b> <b>Issues and Trends in Knowledge and Curriculum</b>	<p>4.1 Dimensions of Curriculum Design: Articulation, Balance, Continuity, Scope Sequence, Integration</p> <p>4.2 Curriculum Planning – Concept and Levels</p> <p>4.3 Autonomy in Curriculum Development – Meaning and Effect</p> <p>4.4 Benchmarking in Curriculum – Concept and Importance</p>	Lecture cum Discussion	<p>Written test</p> <p>Assignment</p>	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: LPC-2**

**Professor/s Name: Dr. S. L. Solanki**

**Paper Name: English Language**

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

- to understand the definition, process and types of communication along with the concept and characteristics of effective communication
- to understand the various modes of communication and to learn to communicate effectively through those modes in the day-to-day professional life
- to understand the various components, types and techniques of the listening and speaking skills in English and to apply them in the day-to-day academic and professional activities
- to understand the various components, types and techniques of the reading and writing skills in English and to apply them in the day-to-day academic and professional activities

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Introduction to Communication Skills</b>	1.1 Definition of Communication 1.2 Process of Communication 1.3 Non-verbal communication in Classroom 1.4 Effective Communication: Characteristics and Barriers	Lecture cum discussion	Written test	<a href="https://youtu.be/i-F1cCMGBuw">https://youtu.be/i-F1cCMGBuw</a>
<b>Unit-2 Modes of Communication</b>	2.1 Email Writing Skills	Lecture cum discussion	Written test Online test	<a href="https://youtu.be/gL77ovCaCyE">https://youtu.be/gL77ovCaCyE</a>

	<p>2.2 Presentation Skills</p> <p>2.3 Communication (English) in Social Media: Academic Concerns</p> <p>2.4 Communication in Group Discussion, Personal interview</p>	Demonstration		<p><a href="https://youtu.be/qHaDREQ5jJU">https://youtu.be/qHaDREQ5jJU</a></p> <p><a href="https://youtu.be/Gc02ocl2O6o">https://youtu.be/Gc02ocl2O6o</a></p>
<b>Unit-3 Listening and Speaking Skills</b>	<p>3.1 Types of Listening, Effective Listening Skills &amp; Barriers to effective listening, Characteristics of a good listener</p> <p>3.2 Listening to high quality speeches and songs in English and Note taking</p> <p>3.3 Speaking Skills in English: Pronunciation skills, Stress and Intonation</p> <p>3.4 Speaking Skills in English: Classroom Interaction, Post-prayer Talks, Meetings, Deliver Lectures/Speeches, Compering</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Debate</p>	<p><a href="https://youtu.be/YMJ89Dz6Dm8">https://youtu.be/YMJ89Dz6Dm8</a></p> <p><a href="https://youtu.be/BwmisU60Fik">https://youtu.be/BwmisU60Fik</a></p>
<b>Unit-4 Reading and Writing Skills</b>	<p>4.1 Concept, Types and Purposes of Reading; Increasing Reading Speed and Barriers to Reading Speed</p> <p>4.2 Intensive and Extensive Reading; SQ3R,</p> <p>4.3 Punctuation Marks, Cohesion, Coherence</p> <p>4.4 Writing Formal Introductions, Agenda and Minutes of the Meetings, Reports, Notices and Announcements</p>	<p>Demonstration</p> <p>Video + Discussion</p>	<p>Written test</p> <p>Book reading</p>	<p><a href="https://youtu.be/Xo-rSHb9vWg">https://youtu.be/Xo-rSHb9vWg</a></p>

Indian Institute of Teacher Education, Gandhinagar

Year-2020-21  
Semester: 2

Paper Code: PS2/PS3

Professor/s Name: Dr. R. M. Patel  
Paper Name: Pedagogy of Gujarati

હેતુ

- પ્રશિક્ષણાર્થીઓ ભાષાના અર્થ, સ્વરૂપ, મહત્વથી 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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
Unit-1 ગુજરાતી ભાષા શિક્ષણના હેતુઓ	1.1 ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ (પરિભાષા, લાક્ષણિકતા, ઘટકો, સ્વરૂપ) 1.2 ગુજરાતી ભાષા શિક્ષણનું મહત્વ (શિક્ષણના માધ્યમ તરીકે, પ્રત્યા યનના વાહન તરીકે, અન્ય વિષયોનો પાથો) 1.3 બ્લુમ ટેક્સોનોમી અનુસાર ગુજરાતી ભાષા શિક્ષણના શૈક્ષણિક હેતુઓનું વર્ગીકરણ 1.4 ગુજરાતી ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ	કથન-ચર્ચા	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્કારૂપ) - પ્રિલિમિનરી પરીક્ષા	<a href="https://youtu.be/fZflCn7wiac">https://youtu.be/fZflCn7wiac</a> <a href="https://youtu.be/OAQxIBkP5o0">https://youtu.be/OAQxIBkP5o0</a>

<b>Unit-2 પાઠ આયોજન અને એકમ આયોજન</b>	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	ટીમટીચિંગ	- CCE (લેખિત પ્રશ્નો દ્વારા) ટર્મપેપર(લેખિત સ્કારૂપ) પ્રિલિમિનરીપરીક્ષા	
<b>Unit-3 ભાષા શિક્ષણમાં અધ્યયન-અધ્યાપન સામગ્રી</b>	3.1 શૈક્ષણિક સાધનો: સંકલ્પના, વર્ગીકરણ, મહત્વ 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 મહત્વ	જૂથ કાર્ય	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>
<b>Unit-4 અભ્યાસક્રમ અને પાઠ્યપુસ્તક</b>	4.1 પાઠ્યપુસ્તકની લાક્ષણિકતાઓ, મહત્વ અને મૂલ્યાંકન 4.2 શિક્ષક હાથપોથી: સંકલ્પના, લાક્ષણિકતાઓ અને મહત્વ 4.3 ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓ 4.4 ગુજરાતી ભાષા શિક્ષણમાં નિદાન અને ઉપચાર	ટીમટીચિંગ	- CCE (લેખિત પ્રશ્નો દ્વારા) - ટર્મપેપર (લેખિત સ્વરૂપ) - પ્રિલિમિનરીપરીક્ષા	<a href="https://youtu.be/wbgwRLAkBWg">https://youtu.be/wbgwRLAkBWg</a> <a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Professor/s Name: Dr. G. S. Patel**

**Paper Code: PS2/PS3**

**Paper Name: Pedagogy of Social Science**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Aims and objectives of teaching Social Science</b>	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	Lecture Method  Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson Planning and Unit Lesson Plan</b>	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	Lecture cum Discussion Method  Assignment Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Social Science</b>	<p>3.1 Teaching Aids: Concept, Importance, Principles of use and selection</p> <p>3.2 Classification of teaching aids and improvised teaching aids: Timeline, Maps, Globe, Geographical models-instruments, Charts, Graphs, Archeological sources (coin-model-pictures)</p> <p>3.3 Various Learning and Reference Resources in science: Literary sources (history), Journal and Magazine, Reference Books, Documentaries and Movies, Websites and Blogs.</p> <p>3.4 Social Science Room: Importance, Arrangement, Activities, Social Science Club and activities for school.</p>	<p>Lecture Method</p> <p>Discussion Method</p>	<p>MCQ</p> <p>Assignment</p> <p>CCE</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a></p>
<b>Unit-4 Curriculum of Social Science and Social Science Textbook</b>	<p>4.1 Objectives of Social Science Curriculum at Various levels</p> <p>4.2 Characteristics and importance of textbook, evaluation of Social Science text books of std 9th and 10th</p> <p>4.3 Teacher Handbook: Concept, Characteristics and Importance</p> <p>4.4 Co-curricular activities: Tour and visits, Exhibition, Museum, Eco Club.</p>	<p>Lecture cum Discussion method</p> <p>Assignment method</p> <p>Lecture Method</p>	<p>MCQ</p> <p>Assignment</p> <p>CCE</p> <p>Preliminary Test</p>	<p><a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a></p> <p><a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a></p>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. S. L. Solanki**

**Paper Name: Pedagogy of English (L2)**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Historical Perspectives, Aims, Instructional Objectives of ELT (L2)</b>	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	Lecture cum discussion	Written test	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Methods and Approaches in ELT (L2)</b>	2.1 Grammar Translation Method, Direct Method, Structural Approach, Situational Approach, Audiolingual Method, Bilingual Approach to ELT (Concept and Characteristics)	Lecture cum discussion  Demonstration	Written test  Online test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>



	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			
<b>Unit-3 Teaching Learning Materials and Resources in ELT (L2)</b>	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	Demonstration  Video + Discussion	Written test  Debate	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>  <a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a>
<b>Unit-4 Assessment and Evaluation in ELT (L2)</b>	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	Demonstration  Video + Discussion	Written test  Book reading	

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. S. L. Solanki**

**Paper Name: Pedagogy of English (L1)**

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

- to understand the historical perspectives, Aims and Objectives of ELT (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 explore the variety of Teaching Learning Materials (TLMs) and resources for ELT (L1) available online and to create need based TLM for English language learners
- to understand concept and types of assessment and evaluation in ELT (L1) and to apply that.
- to prepare language tests and rubrics to assess LSRW skills, Grammar skills and Vocabulary skills

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Historical Perspectives, Aims, Instructional Objectives of ELT (L1)</b>	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	Lecture cum discussion	Written test	<a href="https://youtu.be/i-F1cCMGBuw">https://youtu.be/i-F1cCMGBuw</a>
<b>Unit-2 Methods and Approaches in ELT (L1)</b>	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	Lecture cum discussion  Demonstration	Written test  Online test	<a href="https://youtu.be/gL77ovCaCyE">https://youtu.be/gL77ovCaCyE</a> <a href="https://youtu.be/qHaDREQ5jJU">https://youtu.be/qHaDREQ5jJU</a> <a href="https://youtu.be/Gc02ocl2O6o">https://youtu.be/Gc02ocl2O6o</a>

	2.3 Constructivist Approach and Preparing Tasks 2.4 Immersion Approach, TPR and Preparing Tasks			
<b>Unit-3 Teaching Learning Materials and Resources in ELT (L1)</b>	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	Demonstration  Video + Discussion	Written test  Debate	<a href="https://youtu.be/YMJ89Dz6Dm8">https://youtu.be/YMJ89Dz6Dm8</a>  <a href="https://youtu.be/BwmisU60Fik">https://youtu.be/BwmisU60Fik</a>
<b>Unit-4 Assessment and Evaluation in ELT (L1)</b>	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)	Demonstration  Video + Discussion	Written test  Book reading	<a href="https://youtu.be/Xo-rSHb9vWg">https://youtu.be/Xo-rSHb9vWg</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. K. H. Yadav**

**Paper Name: Pedagogy of Mathematics**

**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

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Mathematics</b>	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	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson planning and Unit Lesson Planning</b>	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	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Mathematics</b>	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	Comparative method  Practical work	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a> <a href="https://youtu.be/KwEWWy71ba8">https://youtu.be/KwEWWy71ba8</a>
<b>Unit-4 Curriculum of Mathematics and Mathematics Textbook</b>	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	Lecture cum discussion  Demonstration method  Practical work	Quiz (CCE)  Assignment (Google Classroom)	<a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a> <a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a> <a href="https://youtu.be/GjCTtUzdK5w">https://youtu.be/GjCTtUzdK5w</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. D. A. Bumtaria**

**Paper Name: Pedagogy of Science**

**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

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Teaching Science</b>	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	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	<a href="https://youtu.be/3cTgmhjwiNM">https://youtu.be/3cTgmhjwiNM</a>
<b>Unit-2 Lesson planning and Unit Lesson Planning</b>	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	Lecture cum discussion  Video + Discussion	Quiz (CCE)  Wordwall  Assignment (Google Classroom)	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

<b>Unit-3 Teaching Learning Resources in Science</b>	<p>3.1 Teaching Aids: Concept, Importance, Principles of use and selection</p> <p>3.2 Classification of Teaching Aids and Improvised teaching aids</p> <p>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</p> <p>3.4 Science Laboratory: Concept, Types and Importance</p> <ul style="list-style-type: none"> <li>- Planning and layout of General Science Laboratory</li> <li>- Characteristics of Laboratories at Higher Secondary Level</li> <li>- Maintenance of Science laboratory</li> </ul>	<p>Comparative method</p> <p>Practical work</p>	<p>Quiz (CCE)</p> <p>Wordwall</p> <p>Assignment (Google Classroom)</p>	<p><a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a></p> <p><a href="https://youtu.be/KwEWWy71ba8">https://youtu.be/KwEWWy71ba8</a></p>
<b>Unit-4 Curriculum of Science and Science Textbook</b>	<p>4.1 Objectives of Science Curriculum at Various level</p> <p>4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.</p> <p>4.3 Teacher Handbook: Concept, Characteristics and Importance</p> <p>4.4 Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination</p>	<p>Lecture cum discussion</p> <p>Demonstration method</p> <p>Practical work</p>	<p>Quiz (CCE)</p> <p>Wordwall</p> <p>Assignment (Google Classroom)</p>	<p><a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a></p> <p><a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a></p> <p><a href="https://youtu.be/GjCTtUzdK5w">https://youtu.be/GjCTtUzdK5w</a></p>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. R. C. Patel**

**Paper Name: Pedagogy of Accountancy**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Aims and Objectives of Teaching of Elements of Book Keeping</b>	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	Lecture Method  Discussion Method  Group Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>



<b>Unit-2 Lesson Planning and Unit lesson planning</b>	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	Lecture cum Discussion Method  Assignment Method  Inductive - deductive method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>
<b>Unit-3 Teaching Learning Resources in Elements of book Keeping</b>	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	Cooperative learning Method  Lecture Cum Discussion Method  Seminar Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>
<b>Unit-4 Curriculum of Elements of book keeping and Textbook</b>	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	Lecture cum Discussion method  Assignment method  Lecture Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://forms.gle/NDLPVcFnu9hnANDK6">https://forms.gle/NDLPVcFnu9hnANDK6</a>  <a href="https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook">https://classroom.google.com/c/MzY3NjE1NTUyNjI0?cjc=2qbcook</a>

**Indian Institute of Teacher Education, Gandhinagar**

**Year-2020-21**

**Semester: 2**

**Paper Code: PS2/PS3**

**Professor/s Name: Dr. N. U. Dhodi**

**Paper Name: Pedagogy of Commerce**

**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.

<b>Unit</b>	<b>Major Concepts/Topics</b>	<b>Teaching-Learning Process</b>	<b>Assessment</b>	<b>Resources</b>
<b>Unit-1 Aims and Objectives of Teaching of Commerce</b>	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	Lecture Method Discussion Method	MCQ Assignment CCE Preliminary Test	<a href="https://youtu.be/3cTgmhjiwiNM">https://youtu.be/3cTgmhjiwiNM</a>
<b>Unit-2 Lesson Planning and Unit lesson planning</b>	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	Lecture cum Discussion Method Assignment Method	MCQ Assignment CCE Preliminary Test	<a href="https://youtu.be/9e95TKT0Mos">https://youtu.be/9e95TKT0Mos</a>

	2.4 Technique: Assignment, Brainstorming, Survey			
<b>Unit-3 Teaching Learning Resources in Commerce</b>	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	Lecture Method  Discussion Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/EcacgCDevW8">https://youtu.be/EcacgCDevW8</a>
<b>Unit-4 Curriculum of Commerce and Textbook</b>	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	Lecture cum Discussion method  Assignment method  Lecture Method	MCQ  Assignment  CCE  Preliminary Test	<a href="https://youtu.be/ppVLF1a8o-o">https://youtu.be/ppVLF1a8o-o</a>  <a href="https://youtu.be/JMYxnuqbci0">https://youtu.be/JMYxnuqbci0</a>

Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. G.S. Patel, Dr. D.A. Bumtaria

Semester: 3

Paper Code: AE 1

Paper Name: Assessment and Evaluation in Learning

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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1: Assessment &amp; Evaluation</b>	<ul style="list-style-type: none"><li>- Meaning of testing, measurement, assessment and evaluation</li><li>- Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation</li><li>- Meaning of assessment of learning, assessment for learning and assessment as learning</li><li>- Formative, Summative, Continuous and Comprehensive Evaluation</li></ul>	<p>Lecture cum discussion</p> <p>Narration Method</p>	<p>CCE</p> <p>Preliminary Exam</p> <p>Assignment</p>	<a href="https://youtu.be/k2YteQzLzK0">https://youtu.be/k2YteQzLzK0</a>
<b>Unit 2: Tools of Assessment and Evaluation</b>	<ul style="list-style-type: none"><li>- Types of Examination: Written, Oral and Performance base</li><li>- Preparation of Blue Print based Question Paper and Characteristics of Ideal Question Paper</li></ul>	<p>Lecture cum discussion</p> <p>Deductive method</p>	<p>CCE</p> <p>Preliminary Exam</p> <p>Assignment</p>	<a href="https://youtu.be/k2YteQzLzK0">https://youtu.be/k2YteQzLzK0</a>

	<ul style="list-style-type: none"> <li>- Techniques of Assessment (Concept, Merit &amp; Demerit): Observation, Interview, self-assessment, peer-assessment and Sociometry</li> <li>- Tools of Assessment (Concept, Merit &amp; Demerit) : Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test</li> </ul>			
<b>Unit 3 : Elementary Statistics</b>	<ul style="list-style-type: none"> <li>- Nature of Data: Grouped and ungrouped, Frequency distribution</li> <li>- Measure of central tendency: Mean , Median and Mode</li> <li>- Measure of dispersion: Average Deviation, Standard Deviation</li> <li>- Concept of correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank</li> </ul>	<p>Lecture cum discussion</p> <p>Participative learning</p>	<p>CCE</p> <p>Preliminary Exam</p> <p>Assignment</p>	<a href="https://youtu.be/k2YteQzLzK0">https://youtu.be/k2YteQzLzK0</a>
<b>Unit 4: Current Trends in Evaluation</b>	<ul style="list-style-type: none"> <li>- Examination Reforms- Scrapping of CCE by CBSE, Choice Based Credit System</li> <li>- Uniform system of Assessment, Standardized testing- ASSET and Olympiad</li> <li>- On-Line Examination and Open-Book Examination: Concept, need, benefits</li> <li>- Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations</li> </ul>	<p>Lecture cum discussion</p> <p>Inductive method</p>	<p>CCE</p> <p>Preliminary Exam</p> <p>Assignment</p>	<a href="https://youtu.be/k2YteQzLzK0">https://youtu.be/k2YteQzLzK0</a>



Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. K. H. Yadav, Dr. G. S. Patel, Dr. N. U. Dhodi

Semester: 3

Paper Code: CuS-3

Paper Name: Inclusive Education

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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit-1 Introduction of Inclusive Education</b>	<ul style="list-style-type: none"><li>- Inclusive education: Meaning, concept and needs</li><li>- History of inclusion –paradigm shift from segregation to inclusion</li><li>- Social Inclusion: Meaning, Concept and needs</li><li>- Principles of Inclusive Education: Access, Equity, Relevance, Participation &amp; Empowerment</li></ul>	<p>Video + Discussion Lecture Cum</p> <p>Lecture Cum Discussion Method</p>	CCE	<a href="https://www.fac ebook.com/photo/?fbid=500446725435928&amp;set=pcb.500447838769150">https://www.fac ebook.com/photo/?fbid=500446725435928&amp;set=pcb.500447838769150</a>
<b>Unit-2 Understandi ng to Disabilities</b>	<ul style="list-style-type: none"><li>- Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)</li><li>- Introduction to Sensory Disabilities (HI, VI, Deafblind)</li><li>- Introduction to Physical Disabilities (CP and Locomotor disabilities)</li></ul>	<p>Video + Discussion Lecture Cum</p> <p>Group Discussion</p>	CCE  Audio-book	<a href="https://www.fac ebook.com/photo/?fbid=500446725435928&amp;set=pcb.500447838769150">https://www.fac ebook.com/photo/?fbid=500446725435928&amp;set=pcb.500447838769150</a>

	<ul style="list-style-type: none"> <li>- Introduction to other disabilities as per the RPwD Act-2016</li> </ul>			
<b>Unit-3</b> <b>Instruction strategies for Inclusive Education</b>	<ul style="list-style-type: none"> <li>- Definition and concept of Adaptation, Accommodation and Modification</li> <li>- Universal Design for Learning (UDL)</li> <li>- Differentiated Instruction for Person with Disabilities</li> <li>- ICT for Instructions</li> </ul>	Lecture Method  Group Discussion	Assignment  Audio-book	<a href="https://udlguidelines.cast.org/">https://udlguidelines.cast.org/</a>
<b>Unit-4</b> <b>Policies and Framework Facilitating Inclusive Education</b>	<ul style="list-style-type: none"> <li>- Rehabilitation Council of India Act 1992</li> <li>- Rights of Person with Disabilities 2016</li> <li>- National Trust Act-1999</li> <li>- State and Central Government Provisions for Inclusive education</li> </ul>	Lecture Method  E-Poster presentation	Audio-book  Assignment	<a href="https://www.indiacode.nic.in/bitstream/123456789/2155/1/a2016-49.pdf">https://www.indiacode.nic.in/bitstream/123456789/2155/1/a2016-49.pdf</a>



Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. Rita C. Patel, Dr. D. A. Bumtaria

Semester: 3

Paper Code: CuS-4

Paper Name: ICT in Curriculum

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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1 ICT- Concept &amp; Aspects</b>	<ul style="list-style-type: none"><li>- Meaning &amp; Concept: Information, Technology, Information Technology &amp; ICT</li><li>- Concept &amp; Use: Internet and browser - basic and advanced search strategies</li><li>- Internet Resources: Location and evaluation with reference to authentic content</li><li>- Legal &amp; Ethical issues in use of ICT- Hacking, Violation of Copyright, Plagiarism</li></ul>	<p>Video + Discussion</p> <p>Discussion Method Group Discussion Method &amp; Seminar method Lecture Cum Discussion Method</p>	<p>CCE</p> <p>Mind map</p> <p>Preliminary Test</p> <p>Assignment</p>	<p>Google class</p> <p><a href="https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2">https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2</a></p> <p>Youtube</p> <p><a href="https://youtu.be/z5SeP4Ci6HM?si=X79ILk8vcD0B6IR6">https://youtu.be/z5SeP4Ci6HM?si=X79ILk8vcD0B6IR6</a></p>
<b>Unit 2 Integrating ICT and Pedagogy</b>	<ul style="list-style-type: none"><li>- Technological Pedagogical Content Knowledge (TPCK)</li><li>– Concept and Meaning</li></ul>	<p>Lecture Cum Discussion Method Group</p>	<p>CCE</p> <p>Mindmap</p>	<p><a href="https://youtu.be/AQ0RN9rFMLY">https://youtu.be/AQ0RN9rFMLY</a></p>



	<ul style="list-style-type: none"> <li>- Technology integrated learning experiences</li> <li>- Online Teaching Tools – Google Classrooms, Interactive Virtual Classroom platforms like Google Meet, WebEx , Zoom, Microsoft Team</li> <li>- Assistive technology: Concept &amp; Tools - Reading &amp; Writing Tools</li> </ul>	<p>Seminar method</p> <p>Lecture Cum Discussion Method</p>	<p>Preliminary Test</p> <p>Assignment</p>	<a href="https://youtu.be/SXUbl_hceE8?si=ZkucEe8y56RifDaL">https://youtu.be/SXUbl_hceE8?si=ZkucEe8y56RifDaL</a>
<b>Unit 3 ICT for Education</b>	<ul style="list-style-type: none"> <li>- Communication Tools: Email, Chat, Blogging</li> <li>- Collaboration Tools: Wiki, Social Networking, Web conferencing,</li> <li>- Content Creation/ Authoring Tools: Learner Management System - Adapt, Xerte &amp; Powtoon</li> <li>- Delivery &amp; Distribution Tools : EPUB, Podcasting, Audio/Video Streaming, MOOC</li> </ul>	<p>Video + Discussion</p> <p>Lecture Cum</p> <p>Discussion Method</p> <p>Group Discussion</p> <p>Method &amp; Seminar method</p> <p>Lecture Cum</p> <p>Discussion Method</p>	<p>CCE</p> <p>Video clip</p> <p>Preliminary Test</p> <p>Assignment</p>	<p>Google class</p> <p><a href="https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2">https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2</a></p> <p><a href="https://youtu.be/SXUbl_hceE8?si=ZkucEe8y56RifDaL">https://youtu.be/SXUbl_hceE8?si=ZkucEe8y56RifDaL</a></p>
<b>Unit 4 ICT Enabled Assessment and Education</b>	<ul style="list-style-type: none"> <li>- Computer Assisted &amp; Computer Adaptive Assessment: Concept and Use</li> <li>- Electronic assessment portfolio - Concept and types</li> <li>- Digital Tools for Assessment: rubrics generator, test generator, google forms &amp; drives</li> <li>- ICT in Education- National Repository of Open Educational Resources (NROER), SWAYAM, E PATHSHALA, AMRITA O Labs, ANGIRA</li> </ul>	<p>Group Discussion Method</p> <p>Seminar method</p> <p>Lecture Cum Discussion Method</p> <p>PPTs Presentation</p>	<p>CCE</p> <p>Video Clip</p> <p>Preliminary Test</p> <p>Assignment</p>	<p>Google class</p> <p><a href="https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2">https://classroom.google.com/c/NTY5Njk3ODg4MDIz?cjc=27fkvz2</a></p> <p>Youtube</p> <p><a href="https://youtu.be/z5SeP4Ci6HM?si=X79ILk8vcD0B6lR">https://youtu.be/z5SeP4Ci6HM?si=X79ILk8vcD0B6lR</a></p>



उद्देश्य

- विद्या र्थी भाषण कला का वि कास करें।
- विद्या र्थी हि न्दी भाषा व्या करण का ज्ञान प्रा प्त करें और प्रयोजन करें।
- विद्या र्थी श्रवण-कथन कौशल का वि कास करें।
- विद्या र्थी पठन-लेखन कौशल का वि कास करें।

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1 : भाषण कला</b>	<ul style="list-style-type: none"> <li>- वाक प्रवीणता</li> <li>- संबोधन की कला</li> <li>- विषय प्रस्तुति</li> <li>- वर्णन कला, संव ाद कला और व ाकपटुता</li> </ul>	<p>टीमटीचिंग</p> <p>जूथ चर्चा</p> 	<p>CCE,</p> <p>लिखित - ओरल Exam</p> <p>प्रेक्टिकल</p>	<p><a href="https://youtu.be/zM3jjBBY9g">https://youtu.be/zM3jjBBY9g</a></p>
<b>Unit 2: भाषा समृद्धि के लिए शब्द भंडार</b>	<ul style="list-style-type: none"> <li>- शब्दसमूह</li> <li>- समास की व्याख्या और प्रकार</li> <li>- समानार्थी शब्द, विरोधी शब्द</li> <li>- पहेलियां, मुकुरियां और कहावतें</li> </ul>	<p>टीमटीचिंग</p> <p>जूथ चर्चा</p> 	<p>CCE,</p> <p>लिखित - ओरल Exam</p> <p>प्रेक्टिकल</p>	<p><a href="https://youtu.be/hHoGGTzkBGA">https://youtu.be/hHoGGTzkBGA</a></p>

<b>Unit 3 :</b> श्रवण-कथन कौशल का विकास	<ul style="list-style-type: none"> <li>- श्रवण-कथन कौशल का अर्थ एवं आवश्यकता</li> <li>- श्रवण-कथन कौशल के विकास की प्रवृत्ति</li> <li>- श्रवण-कथन कौशल के विकास में अवरोध के कारण</li> <li>- श्रवण-कथन कौशल के अवरोध को दूर करने का प्रयास</li> </ul>	टीमटीचिंग जूथ चर्चा 	CCE, लिखित - ओरल Exam प्रेक्टिकल	<a href="https://youtu.be/b0471dYwlb8">https://youtu.be/b0471dYwlb8</a>
<b>Unit 4 :</b> पठन-लेखन कौशल का विकास	<ul style="list-style-type: none"> <li>- पठन-लेखन कौशल का अर्थ एवं आवश्यकता</li> <li>- पठन-लेखन कौशल के विकास की प्रवृत्ति</li> <li>- पठन-लेखन कौशल के विकास में अवरोध</li> <li>- पठन-लेखन कौशल के अवरोध को दूर करने के प्रयास</li> </ul>	टीमटीचिंग जूथ चर्चा 	CCE, लिखित - ओरल Exam प्रेक्टिकल	<a href="https://youtu.be/ESBRWUYwnxE">https://youtu.be/ESBRWUYwnxE</a>

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1 Language and Society</b>	<ul style="list-style-type: none"> <li>- Concept of Language Across Curriculum; Meaning of Dialect and Standard Language</li> <li>- Role of Language in Life (Intellectual, Emotional, Social and Cultural Development)</li> <li>- Deficit Theory and Discontinuity Theory</li> <li>- Cultural Reference in the Text</li> </ul>	Lecture Cum Discussion Method	CCE	<a href="https://www.youtube.com/channel/UCdbg-ig!QdVheVklcZfAzvA">https://www.youtube.com/channel/UCdbg-ig!QdVheVklcZfAzvA</a>
<b>Unit 2 Language Acquisition</b>	<ul style="list-style-type: none"> <li>- Factors Affecting Language Learning (Physical, Psychological and Social)</li> <li>- Stages of Language acquisition: First Language and Second Language acquisition</li> </ul>	Lecture Cum Discussion Method		

	<ul style="list-style-type: none"> <li>- Principles of language development: Nativist and Interactionist and Theories (behavioral and cognitive)</li> <li>- Meta Linguistics: Meaning, Concept and awareness; changing context of listening, speaking, reading, capturing and writing</li> </ul>			
<b>Unit 3 Reading, Writing and Analysis</b>	<ul style="list-style-type: none"> <li>- Reading strategies for children, Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading).</li> <li>- Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts</li> <li>- Writing: The concept of register and style (Note-making, summarizing; making reading writing connections; process writing)</li> <li>- Analyzing Children's writings to understand conceptions, Writing with a sense of purpose –writing to learn and understand</li> </ul>	Lecture Cum Discussion Method	CCE	<a href="https://www.youtube.com/channel/UCdbg-jglQdVheVklcZfAzvA">https://www.youtube.com/channel/UCdbg-jglQdVheVklcZfAzvA</a>
<b>Unit 4 Classroom and Language</b>	<ul style="list-style-type: none"> <li>- Language as a tool of communication in the classroom, Language of textbook in different subjects</li> <li>- Language Diversity in Indian Classroom</li> <li>- The nature of classroom discourse (describing/reporting, naming/defining, explaining, exemplifying, arguing/supporting, assessing, evaluating) and oral language in the classroom</li> <li>- Language as an aspect of teacher-child relationship, Multilingualism in the classroom and its effect</li> </ul>	Lecture Cum Discussion Method	CCE	Reference books





Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. G.S. Pate, Dr. N.U.Dhodi

Semester: 4

Paper Code: CoS 1

Paper Name: Teacher and Learner in Society

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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1: Learners and Nation</b>	<ul style="list-style-type: none"><li>- Concept of National Integration in India and its Importance</li><li>- Constitutional Values, Rights and Duties</li><li>- Pluralistic Society: Social, Cultural, Linguistic and Religious Diversity and Learners</li><li>- Identity Formation, Identity Crisis and National Integration</li></ul>	<p>Lecture Method</p> <p>Group Discussion</p>	Assignment	<p>YouTube- Rajysabha</p> <p>Wikipedia</p>
<b>Unit-2: Roles and Responsibilities of Learner</b>	<ul style="list-style-type: none"><li>- Developing responsible citizenship</li><li>- Adolescent Health and concerns</li><li>- Ensuring cyber safety and security</li><li>- Conflict, Peace and learner</li></ul>	<p>Lecture Method</p> <p>Group Discussion</p>		<p><a href="https://www.youtube.com/channel/UCdbg-jglQdVheVklcZfAzvA">https://www.youtube.com/channel/UCdbg-jglQdVheVklcZfAzvA</a></p>

<b>Unit 3: Teaching as a Profession, Roles, Challenges</b>	<ul style="list-style-type: none"> <li>- Teaching as a Profession: Indian and Western Perspectives and Characteristics</li> <li>- Teacher as an agent of the Social Change in the Society</li> <li>- Challenges in Teaching Profession</li> <li>- Real Life Stories of Effective Teachers</li> </ul> <p>(Any three famous/innovative teachers at respective district level)</p>	<p>Lecture Method</p> <p>Group Discussion</p>	<p>Assignment</p> <p>Submission</p>	<p><a href="https://open.spotify.com/show/1Z9DZTyIVLV9N9mw5ZVims?si=e_j7jzMfQ_-iLLZBpqlw7Q">https://open.spotify.com/show/1Z9DZTyIVLV9N9mw5ZVims?si=e_j7jzMfQ_-iLLZBpqlw7Q</a></p>
<b>Unit 4: Being a Teacher in 21st Century</b>	<ul style="list-style-type: none"> <li>- Characteristics of 21st Century Learners</li> <li>- Skills required in a 21st Century for Teachers</li> <li>- Code of Conduct of a Teacher</li> <li>- Roles of a Teacher in Online Education: A Paradigm Shift</li> </ul>	<p>Lecture Method</p> <p>Group Discussion</p>	<p>Assignment</p>	

Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. R.M. Patel, Dr. S.L. Solanki

Semester: 4

Paper Code: CoS 2

Paper Name: Gender, School and Society

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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1: Gender: Concepts and emergence</b>	<ul style="list-style-type: none"><li>- Concept of Gender, Sex</li><li>- Concept of Patriarchy, Feminism, Menism</li><li>- Emergence of gender specific roles: sociological and psychological perspectives.</li><li>- Influence of family, caste, religion, culture, region, media on gender identity</li></ul>	Classroom interaction, discussion through PPT	CCE, assignment	Course books & reference books
<b>Unit 2: Gender: Representati ons &amp; Issues</b>	<ul style="list-style-type: none"><li>- Gender stereotype in India: Concept, Prevention-role of teacher, parent and school</li><li>- Representation of Gender in text-books, school activities, student teacher interactions and Society</li><li>- Gender bias: health and nutrition, education and workplace</li></ul>	Team Teaching  Discussion	Term paper  CCE  Assignment	

	- Gender equality and equity given in Indian Constitution			
<b>Unit 3: Gender: Policies, Provisions</b>	<ul style="list-style-type: none"> <li>- Gender equality provision in RTE-2009</li> <li>- Government initiatives for gender equality and equity</li> <li>- Gender and Law: Dowry, Prenatal sex determination, Domestic Violence</li> <li>- Role of International Organizations in Promoting Gender Equality</li> </ul>	Team Teaching  Discussion	Term paper  CCE  Assignment	
<b>Unit 4: Gender Safety and Children</b>	<ul style="list-style-type: none"> <li>- Gender Safety in Schools: Concept and safety measures</li> <li>- Child Sexual Abuse: Preventing and Dealing (POCSO Act)</li> <li>- Gender Safety across curriculum: Representation in text, adolescent health, relationships and emotional well being</li> <li>- Cyber Bullying : Concept and prevention</li> </ul>	Team Teaching  Discussion	Term paper  CCE  Assignment	

Indian Institute of Teacher Education, Gandhinagar

Professor/s Name: Dr. K.H. Yadav

Semester: 4

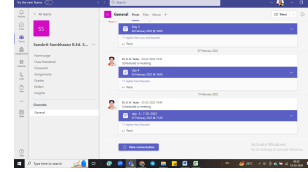
Paper Code: LPC 5

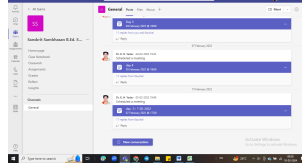
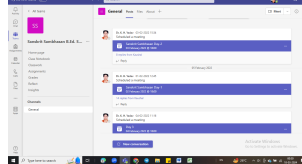
Paper Name: Classical Sanskrit

उद्देश्यानि

प्रश्न विचारार्थ नः .....

- संस्कृतभाषया सम्भाषणकौशलं प्राप्तुम् ।
- विविधगीतानां माध्यमेन संस्कृतस्य श्रवणकौशलविकासः कथनकौशलविकासः रसास्वादश्च ।
- विविधानां कथानां पत्रलेखनमाध्यमेन च संस्कृतस्य श्रवणपठनलेखनकौशलानां विकासः ।
- मूल्ययुक्तानां सम्भाषितानां प्रार्थनानां स्तोत्राणां च द्वारा पठनभाषणकौशलयोः ज्ञानप्राप्तिः, जीवनव्यवहारे तेषाम् उपयोगः, प्रहेलि काश्लोकानां माध्यमेन रसप्राप्तिः ।

Unit	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1 :</b> संस्कृतसम्भाषणम्	<ul style="list-style-type: none"><li>- स्वपरिचयः - स्वदिनचरीकथनम्</li><li>- दैनिक-उपयोगिवस्तूनां नामानि , फल-पुष्पाणां नामानि</li><li>- संख्या पाठनम् , समयपाठनम् , सम्भाषणप्रदर्शनम्</li><li>- कौटुम्बिकसम्बन्धाः, व्यावहारिकशब्दावली -</li></ul>	Lecture cum discussion 	CCE  Assignment	<a href="https://teams.microsoft.com/j/teams/19%3aQ_yIQnPWz1UOvUcG_SGtMvrQEJ0JotEcy681oZ7HTKU1%40thread.tacv2/conversations?groupId=0b49dd0f-71d9-447f-aa06-de0f1dad4652&amp;tenantId=ca1ed7f6-a097-4923-a263-d079c1cd6938">https://teams.microsoft.com/j/teams/19%3aQ_yIQnPWz1UOvUcG_SGtMvrQEJ0JotEcy681oZ7HTKU1%40thread.tacv2/conversations?groupId=0b49dd0f-71d9-447f-aa06-de0f1dad4652&amp;tenantId=ca1ed7f6-a097-4923-a263-d079c1cd6938</a>
<b>Unit 2 :</b> लोकप्रियं संस्कृतम्	<ul style="list-style-type: none"><li>- संस्कृतमहत्त्वगीतानि</li><li>- शिशुगीतानि</li></ul>	Narration method	Postcard  Writing	

	<ul style="list-style-type: none"> <li>- बालगीतानि</li> <li>- जन्मदिनगीतम् , शुभकामनागीतम्</li> </ul>	Translation method		
<b>Unit 3 : कथा:</b>	<ul style="list-style-type: none"> <li>- बालकथा:- ध्रुव कथा , प्रह्लाद कथा</li> <li>ऐतिहासिककथा:- चाणक्य, विवेकानन्द,</li> <li>3.3 पौराणिककथा:- आरुणिकथा , अष्टावक्रकथा</li> <li>3.4 पत्रलेखनम् – मित्रं प्रति पत्रम् , शिक्षकं प्रति पत्रम् ,</li> </ul>	<b>ICT integration</b> 	<b>Assignment</b>  <b>Test</b>	<a href="https://teams.microsoft.com/join/19%3aQ_yIQnPWz1UOvUcG_SGtMvrQEJ0JotEcy681oZ7HTKU1%40thread.tacv2/conversations?groupId=0b49dd0f-71d9-447f-aa06-de0f1da4652&amp;tenantId=ca1ed7f6-a097-4923-a263-d079c1cd6938">https://teams.microsoft.com/join/19%3aQ_yIQnPWz1UOvUcG_SGtMvrQEJ0JotEcy681oZ7HTKU1%40thread.tacv2/conversations?groupId=0b49dd0f-71d9-447f-aa06-de0f1da4652&amp;tenantId=ca1ed7f6-a097-4923-a263-d079c1cd6938</a>
<b>Unit 4 : संस्कृतपद्यानि</b>	<ul style="list-style-type: none"> <li>- मूल्यसुभाषितानि</li> <li>- वैचारिकसुभाषितानि</li> <li>- उपनिषद्प्रार्थना स्तोत्रं च - सत्यं वद , धर्मं चर ..., निर्वाणषट्कम्</li> <li>- शुभकामना-प्रहेलिकाश्लोकाः</li> </ul>	<b>Inductive deductive</b> 	<b>Quiz</b>  <b>CCE</b>	

**Indian Institute of Teacher Education, Gandhinagar**

**Professor/s Name: Dr. Rita C. Patel**

**Semester: 4**

**Paper Code: PS 4**

**Paper Name: Advance Pedagogy**

**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	Major Concepts/Topics	Teaching-Learning Process	Assessment	Resources
<b>Unit 1: Introduction to Advance Pedagogy</b>	<ul style="list-style-type: none"> <li>- Advance Pedagogy: Concept, Need and Importance</li> <li>- Principles of Advance Pedagogy</li> <li>- STEAM (Science, Technology, Engineering, Arts, Maths) learning: Concept, Need and Importance</li> <li>- Experiential learning and Project based learning</li> </ul>	<p>Experiential learning</p> <p>Lecture cum discussion</p>	<p>Assignment</p> <p>CCE</p> <p>Test</p>	<p><a href="https://youtu.be/4OZjHJKTD84">https://youtu.be/4OZjHJKTD84</a></p> <p><a href="https://www.fac ebook.com/ph oto/?fbid=573485221465411&amp;set=pcb.573485691465364">https://www.fac ebook.com/ph oto/?fbid=573485221465411&amp;set=pcb.573485691465364</a></p>
<b>Unit 2: Advance Pedagogy-1</b>	<ul style="list-style-type: none"> <li>- Constructivist Approach: Concept, Principles and Role of Teacher</li> <li>- 5E Model: Steps and Role of Teacher</li> <li>- Concept Mapping: Concept, Types, Importance and Role of Teacher</li> </ul>	<p>Lecture cum discussion method</p> <p>Inductive method</p>	<p>Assignment</p> <p>Preliminary exam</p> <p>CCE</p>	<p><a href="https://www.fac ebook.com/ph oto/?fbid=477063617774239&amp;set=pcb.477063867774214">https://www.fac ebook.com/ph oto/?fbid=477063617774239&amp;set=pcb.477063867774214</a></p>

	- Reflective Learning: Concept, Gibb's Cycle and Role of Teacher			
<b>Unit 3: Advance Pedagogy-2</b>	<ul style="list-style-type: none"> <li>- Cooperative Learning: Concept, Strategies and Role of Teacher</li> <li>- Collaborative Learning: Concept, Strategies and Role of Teacher</li> <li>- Techno pedagogy: Concept, Skills and Role of teacher</li> <li>- Integrated Pedagogy: Concept</li> </ul>	Participating learning  Collaborative learning Method	CCE  Presentation  Preliminary test	Youtube  <a href="https://www.youtube.com/watch?v=SXUbl_hceE8&amp;t=3s">https://www.youtube.com/watch?v=SXUbl_hceE8&amp;t=3s</a>  Google class  <a href="https://classroom.google.com/c/NjAyMTUyMzgyNzk5?cjc=426ikct">https://classroom.google.com/c/NjAyMTUyMzgyNzk5?cjc=426ikct</a>
<b>Unit 4: Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>- Rubrics: Concept, types, Development and its effective use</li> <li>- Portfolio: Concept, types, Development and its effective use</li> <li>- Diagnosis and Remedial measures , Action Research</li> <li>- Modern tools and techniques for formative assessment</li> </ul>	Group discussion  Video + discussion  Inductive deductive	CCE  Quiz  Assignment	Youtube  <a href="https://youtu.be/AQ0RN9rFMLY">https://youtu.be/AQ0RN9rFMLY</a>  <a href="https://classroom.google.com/c/NjAyMTUyMzgyNzk5?cjc=426ikct">https://classroom.google.com/c/NjAyMTUyMzgyNzk5?cjc=426ikct</a>