

## Semester -1

### EPC-1: Reading and Reflecting on Texts

#### UE01CBED51

#### A - COURSE OBJECTIVES

1.	The student-teachers clarify the concept of reading and identify its types.
2.	The student-teachers review models of Reading for developing comprehension.
3.	The student-teachers clarify the concept of reflection and describe its process.
4.	The student-teachers generate reflections on the selected texts.
5.	The student-teachers design questions for cognitive development and for generating reflections.
6.	

#### B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Define reading and label types.
2.	Explain steps in each models of reading and build schemes for comprehension.
3.	Explain the meaning and process of reflection.
4.	Identify reflection generative pieces from the selected texts and build reflections on selected descriptive, literary and educational texts.
5.	Explain the role of questions for cognitive development and generation of reflections.
6.	Frame questions for cognitive development and generation of reflections.

## PE-1 : Psychology of Childhood and Growing Up

UE01CBED52

### A - COURSE OBJECTIVES

1.	The student-teachers categorize different stages of child development. The
2.	student-teachers elaborate development phases of child development through theories and observation.
3.	The student-teachers interpret theories of sex education, personality, Adjustment and Motivation.
4.	The student-teachers justify theories of learning of Piaget, Erikson, Kohlberg and others psychologists in real situation.
5.	The student-teachers classify the characteristics of children during their practice Teaching.
6.	The student-teachers examine the children with disabilities and exceptional children.

### B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Identify various stages of human development.
2.	Solve the problems of Adolescent learners, Exceptional and Gifted Learners.
3.	Design the interaction pattern for various types of children.
4.	Predict the behaviour patterns of learners.
5.	Rate the learners according to learnt psychological theories.
6.	Compare different learning theories.

7.	Select appropriate base of theory to interact with learners in real situation.
8.	Plan their practice lessons and other activities according to the types of learners.
9.	Identify various stages of human development.
10.	Solve the problems of Adolescent learners, Exceptional and Gifted Learners.

## **PE-2 : Contemporary India and Education**

**UE01CBED53**

### **A - COURSE OBJECTIVES**

1.	The student-teachers derive the fundamental rights and duties of citizens.
2.	The student-teachers analyze the relevance of education in Indian socio-cultural context.
3.	The student-teachers clarify the point of view of Indian education thinkers.
4.	The student-teachers clarify the effects of the policy framework on education.
5.	The student-teachers comment on various inequalities in education.
6.	The student-teachers present questions and solutions of various classes in contemporary India.
7.	The student-teachers identify and analyze social diversity.
8.	The student-teachers clarify the role of education for social diversity.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Exercise the fundamental rights of citizens.

2.	Perform the fundamental duties of citizens.
3.	Evaluate the relevance of education in Indian socio-cultural context.
4.	Differentiate between the views of Indian education thinkers.
5.	Examine the effects of the policy framework on education.
6.	Present the characteristics of various inequalities in education.
7.	Describe the questions of different classes in contemporary India.
8.	Present solutions of the questions of various classes in contemporary India.
9.	Identify and analyze social diversity.
10.	Clarify the role of education for social diversity.

### **CPS-1: Language Across the Curriculum**

#### **UE01CBED54**

#### **A - COURSE OBJECTIVES**

1.	The Student-teachers examine role of language in thinking in communication.
2.	The Student-teachers demonstrate component of effective communication
3.	The Student-teachers implement different activities of listening and reading comprehension skills
4.	The Student-teachers compose different writing pieces for various purposes
5.	The Student-teachers differentiate between home language and standard language and apply its implications in communication
6.	The Student-teachers incorporate communication techniques in their lesson plans
7.	The Student-teachers classify different types of texts

8.	The Student-teachers derive salient features of various types of texts
9.	The Student-teachers implement implications of multilingualism in their classroom

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Explain and clarify the role of language in thinking and communication.
2.	Explain concept of curriculum and illustrate factors affecting effective communication.
3.	Design and execute activities for developing Listening Speaking, Reading and Writing.
4.	Differentiate characteristics of different pieces of writing.
5.	Explain difference between home language and standard language.
6.	Illustrate home language and standard language.
7.	Explain and exemplify different types of texts.
8.	Review the features of different types of text and label them.
9.	Explain and clarify the concept of multilingualism and justify its need.

Course Code	UE01GBED51	Title of the Course	CPS-2 : Pedagogy of Gujarati
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. પ્રશિક્ષણાર્થીઓ પાઠ આયોજનની સંકલ્પના તારવે.</li> <li>2. પ્રશિક્ષણાર્થીઓ પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત સ્પષ્ટ કરે.</li> <li>3. પ્રશિક્ષણાર્થીઓ ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવે.</li> <li>4. પ્રશિક્ષણાર્થીઓ સામાન્ય અને વિશિષ્ટ હેતુ વચ્ચેનો તફાવત સ્પષ્ટ કરે.</li> <li>5. પ્રશિક્ષણાર્થીઓ ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણ વચ્ચે તુલના કરે.</li> <li>6. પ્રશિક્ષણાર્થીઓ વિભિન્ન શૈક્ષણિક સાધનોની યાદી તૈયાર કરે.</li> <li>7. પ્રશિક્ષણાર્થીઓ વિભિન્ન અધ્યાપન પદ્ધતિઓની સંકલ્પના તારવી મહત્વ સ્પષ્ટ કરે.</li> <li>8. પ્રશિક્ષણાર્થીઓ વ્યાકરણના વિવિધ ઘટકોની સંકલ્પના તારવે.</li> <li>9. પ્રશિક્ષણાર્થીઓ માતૃભાષામાં ભાષા મંડળની રચના અને સ્વરૂપનું વર્ણન કરે.</li> <li>10. પ્રશિક્ષણાર્થીઓ ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓની સમીક્ષા કરે.</li> </ol>
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Course Outcomes: Having completed this course, the learner	
1.	ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવી શકશે.
2.	પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત સ્પષ્ટ કરી શકશે.
3.	પાઠ આધારિત સામાન્ય અને વિશિષ્ટ હેતુઓની રચના કરી શકશે.
4.	ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણની આવશ્યક બાબતો અંગે સ્પષ્ટ થશે.
5.	પાઠ આધારિત વિભિન્ન શૈક્ષણિક સાધનોની રચના કરી, તેનો અસરકારક ઉપયોગ કરી શકશે.
6.	અસરકારક અધ્યાપનકાર્ય માટે વિભિન્ન અધ્યાપન પદ્ધતિઓનો વિનિયોગ કરી શકશે.
7.	ભાષામંડળની રચના કરી વિવિધ પ્રવૃત્તિઓ હાથ ધરી શકશે.
8.	કથન અને લેખન કૌશલમાં વ્યાકરણની દ્રષ્ટિએ શુદ્ધ અભિવ્યક્તિ કરી શકશે.
9.	ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓની સમીક્ષા કરી શકશે.

## CPS-2 : Pedagogy of English

UE01GBED52

### A - COURSE OBJECTIVE

1.	The student-teachers examine importance of teaching English as a second language.
2.	The student-teachers derive problems of Teaching English as a second language.
3.	The student-teachers define educational objectives of teaching English in terms of behavioural outcomes.
4.	The student-teachers design learning tasks for developing language skills of their students.
5.	The student-teachers evaluate different approaches and design Communicative Language Teaching based lesson plans.
	The student-teachers review analyzes contemporary textbooks of English.
7.	The student-teachers design and develop teaching learning materials for ELT.
8.	The student-teachers demonstrate the enhancement of grammatical & communicative competence.

### B - Course Outcomes

Having completed this course, the learner will be able to	
1.	List derive and categorise importance of English and problems of teaching English.
2.	Explain and clarify L-S-R-W specific objective.
3.	Summarise meaning of L-S-R-W skills, distinguish between the components and build activities for L-S-R-W skills.
4.	Choose and execute Language Games in classroom.
5.	Interpret and justify appropriateness of various approaches to ELT

6.	Plan and execute communicative activities and create Learner- Centred Communicative Language Teaching based lesson plans.
7.	Examine and critically evaluate contemporary Textbooks of English.
8.	Relate the nature of the content with the type of teaching aids and develop ideas for designing Teaching learning aids.
9.	Use teaching aids following appropriate methodology in the classroom.
10.	Perform fluent and correct and enriched use If English.
11.	Relate Language Functions with structures and produce function based objectives.
12.	Prepare essay and application on a given topic.

## **CPS-2 : Pedagogy of Mathematics**

### **UE01GBED53**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers recall the evolution, meaning and nature of Mathematics and explain its importance in school curriculum.
2.	The student-teachers establish relationship between the aims and values of teaching Mathematics and recognize them, and describe its domains by classification.
3.	The student-teachers distinguish between general and specific objectives of teaching Mathematics (according to Bloom's Taxonomy), and produce Statements/Specifications of objectives in behavioural terms.
4.	The student-teachers formulate and demonstrate the plan of effective Mathematics lessons incorporating appropriate questions, examples, explanations and tasks.



5.	The student-teachers apply various methods and approaches of teaching Mathematics in classroom situations at the upper primary and secondary level.
6.	The student-teachers clarify the different techniques of teaching Mathematics and examine its effectiveness by using them in the teaching-learning process.
7.	The student-teachers analyze and explain various concepts/content in Mathematics included in the standard 8 curriculum.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Recall the concept and nature of Mathematics, and use the knowledge of Mathematics in day to day life activities.
2.	Explain the need and importance of Mathematics at primary and secondary level in present Scenario.
3.	Compare the aims / values of teaching Mathematics.
4.	Clarify the difference between the domains of teaching Mathematics through examples.
5.	State the general objectives of teaching Mathematics according to Bloom's taxonomy.
6.	Give illustrations of statements/specifications in relation to the expected behaviourchange of general objectives of teaching Mathematics.
7.	Design Mathematics lesson plans by analyzing the steps and principles for lesson planning, and implement them in the classroom.
8.	Differentiate between lesson planning and unit planning in Mathematics.
9.	Compare Inductive-Deductive and Analytic-Synthetic methods of teaching Mathematics, and apply them in the teaching-learning process.

10.	Explain about laboratory, project, problem-solving and demonstration methods of teaching Mathematics and use them judiciously.
11.	Examine the justification of the application of the Constructivist and Discovery approaches of teaching of Mathematics.
12.	Infer the implications by applying brainstorming, quiz, seminar, discussion, drill-review and assignment techniques of teaching Mathematics according to classroom situations.
13.	Perform pedagogical analysis of various concepts/content in Mathematics included in the standard 8 curriculum.

### **CPS-2 : Pedagogy of Economics**

**UE01GBED54**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers check the justifiability of the Economics subject.
2.	The student-teachers establish the relationship of Economics subject with other subjects.
3.	The student-teachers prepare the outline of the lesson plan of Economics subject.
4.	The student-teachers analysis the current curriculum of Economics subject on the basis of certain parameters.
5.	The student-teachers clarify the difference the concept of diagnostic work and remedial work in Economics subject.
6.	The student-teachers make various learning methods of Economics subject utilisable.
7.	The student-teachers derive the difference of various concepts included in the content of Economics subject.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Construct the objectives of the lesson of Economics subject.
2.	Teaching work based on the objectives of Economics subject.
3.	Find the difference remained in various objectives of Economics subjects.
4.	Establish practical correlation of Economics subjects.
5.	Establish various correlations of Economics subjects with other subjects.
6.	Prepare the list of Economics subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of Economics subject.
8.	Construct lesson plan of Economics subject.
9.	Practice classroom teaching based on lesson plan of Economics subject.
10.	Prepare the list of characteristics of appropriate curriculum of Economics subject.
11.	Review the concept of diagnostic work and remedial work in Economics subject.
12.	Review the curriculum of Std.11 of Economics subject.
13.	Clarify the concept of diagnostic work and remedial work in Economics subject.
14.	Clarify various methods of diagnostic work and remedial work in Economics subject.
15.	Use various methods during practical lesson in Economics subject.
16.	Clarify the concept of the content of Economics subject.
17.	Clarify various reasons, merits and demerits of various points of the content of Economics subject.

**CPS-2 : Pedagogy of Commerce**  
**UE01GBED55**

**A - COURSE OBJECTIVES**

1.	The student-teachers check the justifiability of the commerce subject.
2.	The student-teachers establish the relationship of commerce subject with other subjects.
3.	The student-teachers prepare the outline of the lesson plan of commerce subject.
4.	The student-teachers analysis the current curriculum of commerce subject on the basis of certain parameters.
5.	The student-teachers clarify the difference the concept of diagnostic work and remedial work in commerce subject.
6.	The student-teachers make various learning methods of commerce subject utilisable.
7.	The student-teachers derive the difference of various concepts included in the content of commerce subject.

**B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Construct the objectives of the lesson of commerce.
2.	Teaching work based on the objectives of commerce.
3.	Find the difference remained in various objectives of Commerce subjects.
4.	Establish practical correlation of Commerce subjects.

5.	Establish various correlations of commerce subjects with other subjects.
6.	Prepare the list of commerce subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of commerce subject.
8.	Construct lesson plan of commerce subject.
9.	Practice classroom teaching based on lesson plan of commerce subject.
10.	Prepare the list of characteristics of appropriate curriculum of commerce subject.
11.	Review the concept of diagnostic work and remedial work in commerce subject.
12.	Review the curriculum of Std.11 of commerce subject.
13.	Clarify the concept of diagnostic work and remedial work in commerce subject.
14.	Clarify various methods of diagnostic work and remedial work in commerce subject.
15.	Use various methods during practical lesson in commerce subject.
16.	Clarify the concept of the content of commerce subject.
17.	Clarify various reasons, merits and demerits of various points of the content of commerce subject.

Course Code	UE01GBED56	Title of the Course	CPS-3 : Pedagogy of Hindi
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. प्रशिक्षणार्थी हिन्दी भाषा शिक्षा की संकल्पना एवं महत्व स्पष्ट करे ।</li> <li>2. प्रशिक्षणार्थी पाठ आयोजन की संकल्पना और महत्व स्पष्ट करे ।</li> <li>3. प्रशिक्षणार्थी गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्यों की सूची तैयार करे ।</li> <li>4. प्रशिक्षणार्थी अध्यापन पद्धतियों के मूलतत्त्व, लाभ एवं गेरलाभ बताए ।</li> <li>5. प्रशिक्षणार्थी सहायक साधन सामग्री एवं शैक्षणिक साधन का महत्व बताएँ ।</li> <li>6. प्रशिक्षणार्थी भाषाप्रयोग शाला की रचना एवं महत्व बताए ।</li> <li>7. प्रशिक्षणार्थी भाषाकीय कौशलों के विकास के लिए आवश्यक प्रवृत्तियों की सूची तैयार करे ।</li> <li>8. प्रशिक्षणार्थी विभिन्न साहित्य स्वरूपों के तत्वों के आधार पर कृतियों की समीक्षा करें ।</li> </ol>
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Course Outcomes: Having completed this course, the learner	
1.	अपनी दैनिक जीवन मे हिन्दी भाषा का प्रयोग कर सकेंगे ।
2.	पाठ आयोजन के सैद्धांतिक सोपान के आधार पर इकाई का आयोजन बना सकेंगे ।
3.	गध, पध एवं व्याकरण के सामान्य और विशिष्ट उद्देश्यों की सूचि तैयार कर सकेंगे ।
4.	हिन्दी के वर्तमान पाठ्यपुस्तको की बाह्य एवं आंतरिक लाक्षणिकताएँ के आधार पर आलोचना कर सकेंगे ।
5.	इकाई के अनुरूप सही अध्यापन पद्धति का इस्तेमाल कर सकेंगे ।
6.	व्याकरण पद्धति का उपयोग करके व्याकरण को सरल बना सकेंगे ।
7.	इकाई के अनुरूप सही सहायक साधन सामग्री एवं शैक्षणिक साधन का निर्माण करके अध्यापनकार्य में उपयोग कर सकेंगे ।
8.	भाषाकीय कौशल्याँ का विकास विभिन्न प्रवृत्तियों के द्वारा करेंगे ।
9.	साहित्य स्वरूपो के तत्वो के आधार पर पाठ्यपुस्तक मे समाविष्ट रचनाओ की समीक्षा कर पाएंगे ।

### CPS-3 : Pedagogy of Sanskrit

UE01GBED57

#### A - COURSE OBJECTIVES

1.	The student-teachers differentiate the classical and skill form of Sanskrit language.
2.	The student-teachers describe socio cultural and literary value of Sanskrit language.
3.	The student-teachers evaluate recent text books of Sanskrit at school level.

4.	The student-teachers define salient features of teaching prose and poetry.
5.	The student-teachers incorporate various methods of teaching in their lesson plan.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
	Justify the classical and skill form of Sanskrit language.
	Illustrate the literary value of Sanskrit language.
	Make suggestions for improvement of text book of Sanskrit at school level.
	Design and implement the lesson plans of prose, poetry and grammar.
	Compose essay based on lesson of text book of Sanskrit.

### **CPS-3 :Pedagogy of Social Science**

**UE01GBED58**

### **A - COURSE OBJECTIVE**

1.	The student-teachers classify aims of teaching Social Science.
2.	The student-teachers explain modern concept of Social Science.
3.	The student-teachers construct general and specify objectives of teaching Social Science subject.
4.	The student-teachers analyse & evaluate Social Science textbook.
5.	The student-teachers apply methods and device of teaching Social Science.
6.	The student-teachers construct various lessons plan in Social Science.



7.	The student-teachers use various aids in the classroom.
Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify concepts and make generalizations in Social Science.
2.	Construct instructional objectives a teaching Social Science teaching learning.
3.	Correlate content of Social Science with various subjects.
4.	Evaluate Social Science text books.
5.	Utilize methods and techniques in teaching Social Science.
6.	Prepare different plans like stray plan, unit plan etc.
7.	Prepare and use teaching Aids in teaching Social Science.

**CPS-3 : Pedagogy of Science**

**UE01GBED59**

**A - COURSE OBJECTIVE**

1.	The student-teachers derive the characteristics of Science from definitions.
2.	The student-teachers relate Science with day-today life.
3.	The student-teachers explain science as a process.
4.	The student-teachers appreciate scientific discoveries.
5.	The student-teachers elaborate the Importance of Science for society.
6.	The student-teachers appraise the role of eminent scientists in development of science.
	The student-teachers illustrate Science process skills in practice teaching.
8.	The student-teachers construct specific objectives for developing their lesson plans.

9.	The student-teachers design lesson plans applying the taught theories.
10.	The student-teachers create learning material and teaching-learning aids for their classroom Teaching.

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply science process skills in their classroom teaching.
2.	Connect Science as a method in scientific inquiries.
3.	Assemble questioning, activities and teaching-learning material for teaching science.
4.	Analyse content of textbook in relation to objectives of teaching.
5.	Formulate activities using maxims of teaching.
6.	Evaluate classroom teaching following lesson plans.
7.	Construct improvised apparatus for teaching science.
8.	Organize science laboratory.

### **CPS-3 : Pedagogy of Elements of Accountancy**

**UE01GBED60**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers check the justifiability of the Accountancy subject.
2.	The student-teachers establish the relationship of Accountancy subject with other subjects.
3.	The student-teachers prepare the outline of the lesson plan of Accountancy subject.
4.	The student-teachers analysis the current curriculum of Accountancy subject on the basis of certain parameters.
5.	The student-teachers clarify the difference the concept of diagnostic work and remedial work in Accountancy subject.
6.	The student-teachers make various learning methods of Accountancy subject utilisable.
7.	The student-teachers derive the difference of various concepts included in the content of Accountancy subject.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Construct the objectives of the lesson of Accountancy .
2.	Teaching work based on the objectives of Accountancy.
3.	Find the difference remained in various objectives of Accountancy subjects.
4.	Establish practical correlation of Accountancy subjects.
5.	Establish various correlations of Accountancy subjects with other subjects.
6.	Prepare the list of Accountancy subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of Accountancy subject.
8.	Construct lesson plan of Accountancy subject.
9.	Practice classroom teaching based on lesson plan of Accountancy subject.
10.	Prepare the list of characteristics of appropriate curriculum of Accountancy subject.
11.	Review the concept of diagnostic work and remedial work in Accountancy subject.
12.	Review the curriculum of Std.11 of Accountancy subject.
13.	Clarify the concept of diagnostic work and remedial work in Accountancy subject.
14.	Clarify various methods of diagnostic work and remedial work in Accountancy subject.
15.	Use various methods during practical lesson in Accountancy subject.
16.	Clarify the concept of the content of Accountancy subject.
17.	Clarify various reasons, merits and demerits of various points of the content of Accountancy subject.

## **SEMESTER -2**

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

#### **UE02CBED51**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers explain concept and types of drama and art.
2.	The student-teachers examine and review the contribution of differ artists and artisans.
3.	The student teachers evaluate contribution of well known painters and Dancers of India.
4.	The student-teachers clarify the role of different soft skills in drama.
5.	The student teachers explain role of various drama forms in cultivating awareness.
6.	The student-teachers explore various forms of drama to be implemented in education.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Clarify the concept, need and scope of using drama in education
2.	Explain roles of artists, artisans, painters and dancers of India.
3	Evaluate drama as a tool for cultivating awareness.
4.	Apply various forms of art in the classroom.
5	Implement various skills of drama in teaching to make teaching interesting.
6	Use of various visual and performing arts in classroom.

## PE-3 :Basics of Teaching and Learning

UE02CBED52

### A - COURSE OBJECTIVES

1.	The student-teachers differentiate old and new paradigms of learning and teaching.
2.	The student-teachers clarify the context of the paradigm shift in learning and teaching.
3.	The student-teachers formulate questions and activities implementing Bloom's Taxonomy.
4.	The student-teachers explain various theories and models of learning and develop planning for classroom implementation.
5.	The student-teachers explain the role of technology and assess the need of using technology in teaching-learning process.

6.	The student-teachers compose planning based on the Models of Teaching and execute them.
7.	The student-teachers justify the need of incorporating advanced pedagogy in teaching.

### **B - Course Outcomes**

Having completed this course, the students will be able to	
1.	Enlist paradigm shift in concepts of teaching-learning.
2.	Describe learning process and explain types of learners.
3.	Clarify the role of the teacher as facilitator.
4.	Evaluate cognitive and Affective development of learners in context of Bloom's Taxonomy.
5.	Explain various theories of learning derive their characteristics and infer their classroom implications.
6.	Clarify advanced pedagogy concepts in context of the paradigm shift in Teaching Learning.
7.	Design lesson plans and execute them based on specific theories of learning.

### **PE-4 : Knowledge and Curriculum - Part I**

**UE02CBED53**

### **A - COURSE OBJECTIVES**

1.	The student-teachers evaluate the distinction between the concepts of knowledge, skill and information.
2.	The student-teachers assess the difference between 'Teaching and training' and 'Reason and Belief'.
3.	The student-teachers examine the role of Curriculum in education process.
4.	The student-teachers justify the aims of Curriculum.

5.	The student-teachers analyse the principles of present day school curriculum.
6.	The student-teachers evaluate the Present-Day school curriculum.
7.	The student-teachers explain the relation between school and society.
8.	The student-teachers interpret social factors affecting curriculum.
9.	The student-teachers assess modern values of Education and traditional values of Education.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Differentiate between the concepts of Knowledge, skill and information.
2.	Derive the difference between 'Teaching and training', and 'Reason and Belief'.
3.	Explain the role of Curriculum in education process.
4.	Design general aims of Curriculum.
5.	Analyse the principles of present day school curriculum.
6.	Examine the relevance of present day school curriculum.
7.	Derive the special features of relation between Education and Society.
8.	Examine the role of social factors on curriculum construction.
9.	Illustrate, choose and put into practice modern values of Education and traditional values of Education.



## **CPS-4 : Assessment for Learning**

**UE02CBED54**

### **A - COURSE OBJECTIVES**

1.	The student-teachers differentiate between assessment, measurement and evaluation.
2.	The student-teachers compute elementary statistics to assess learning and interpret its results.
3.	The student-teachers apply various techniques of assessment and tools of evaluation.
4.	The student-teachers evaluate current practices, trends of evaluation and assessment.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Clarify the concepts of assessment, measurement and evaluation and exemplify them.
2.	Compute elementary statistics using proper formulas to assess learning and interpret its results.

3.	Explain the concepts of various techniques of assessment and tools of evaluation.
4.	Incorporate quantitative and qualitative techniques of evaluation.
5.	Differentiate between various evaluation tools and justify their use.
6.	Explain basic concepts like GPA, CGPA related to evaluation.
7.	Explain various grading systems.
8.	Examine present system of evaluation and derive its strength and weaknesses.
9.	Evaluate computer assisted evaluation system.
10.	Differentiate between Internal and External examination.

Course Code	UE02GBED51	Title of the Course	CPS-5 : Pedagogy of Gujarati
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. પ્રશિક્ષણાર્થીઓ ભાષાના સ્વરૂપોની સ્પષ્ટતા કરે.</li> <li>2. પ્રશિક્ષણાર્થીઓ માતૃભાષા ગુજરાતી શિક્ષણ પ્રત્યે હકારાત્મક અભિગમ સ્પષ્ટ કરે.</li> <li>3. પ્રશિક્ષણાર્થીઓ માતૃભાષાનું મહત્વ વિભિન્ન પાંસાઓનાં સંદર્ભમાં સ્પષ્ટ કરે.</li> <li>4. પ્રશિક્ષણાર્થીઓ માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના કારણોની ચર્ચા વર્તમાન પરિસ્થિતિને ધ્યાનમાં રાખી કરે.</li> <li>5. પ્રશિક્ષણાર્થીઓ માતૃભાષાના મૂળભૂત કૌશલ્યોની સંકલ્પના તારવે.</li> <li>6. પ્રશિક્ષણાર્થીઓ માતૃભાષાના શિક્ષકની સજ્જતા સ્પષ્ટ કરે</li> <li>7. પ્રશિક્ષણાર્થીઓ ભાષામાં શબ્દોલંકારનું મહત્વ સ્પષ્ટ કરે.</li> <li>8. પ્રશિક્ષણાર્થીઓ વ્યાકરણના વિવિધ ઘટકોની સંકલ્પના સ્પષ્ટ કરે.</li> <li>9. પ્રશિક્ષણાર્થીઓ ગુજરાતી સાહિત્યની કૃતિઓની મુલવણી કરે.</li> </ol>
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Course Outcomes: Having completed this course, the learner

1.	ભાષાના વિભિન્ન સ્વરૂપોની સ્પષ્ટતા કરી શકશે.
2.	માતૃભાષા ગુજરાતી અને શિક્ષણ પ્રત્યે હકારાત્મક અભિગમ કેળવશે.
3.	માતૃભાષાનું મહત્વ પ્રવર્તમાન પરિપ્રેક્ષ્યમાં સ્પષ્ટ કરી શકશે.
4.	માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના કારણોની ચર્ચા વર્તમાન પરિસ્થિતિને ધ્યાનમાં રાખી કરી શકશે.
5.	માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના નિવારણ માટે યોગ્ય ઉપાયો હાથ ધરી શકશે.
6.	માતૃભાષાના મૂળભૂત કૌશલ્યોનો વિકાસ વિભિન્ન પ્રવૃત્તિઓના આધારે વિકસાવી શકશે.
7.	માતૃભાષાના શિક્ષક તરીકે અપેક્ષિત સજ્જતાઓ અને કૌશલ્યો વિકસાવી શકશે.
8.	માતૃભાષામાં પોતાનું શબ્દોભંડોળ વધારી શકશે.
9.	ગુજરાતી ભાષામાં કથન અને લેખન કૌશલ્યમાં વ્યાકરણની દ્રષ્ટિએ શુદ્ધ અભિવ્યક્તિ કરી શકશે.
10.	ગુજરાતી વિષયમાં સમાવિષ્ટ સાહિત્ય કૃતિઓની સમીક્ષા કરી શકશે.

## CPS-5 : Pedagogy of English

UE02GBED52

### A - COURSE OBJECTIVES

1.	Students clarify the concept of unit planning & design a unit plan. Students design poetry
2.	comprehension lesson plan based on Communicative Language Teaching.
3.	Students prepare Written comprehension lesson plan based on Communicative Language Teaching.
4.	Students derive personal attributes & professional expertise of a teacher of English.
5.	Students design tasks using authentic materials.
6.	Students review online materials for ELT & modify then according to the classroom need.
7.	Students evaluate different methods of teaching English. Students select Eclectic methodology for teaching English and justify their selection.
8.	Students design different types of item for ELT.
9.	Students outline the formation of English club.
10.	Students execute Co-curricular activities for developing L-S-R-W.
11.	Students generate project ideas based on textbook lessons.
12.	Students demonstrate the enhancement of grammar competence & communicative competence.

### B -Course Outcomes

Having completed this course, the learner will be able to	
1.	Explain the concepts of unit planning compose a unit plan.

2.	Create learner centred Communicative Language Teaching based poetry comprehensive lesson and W.C. lesson.
3.	Illustrate qualities of teacher of English.
4.	Select authentic materials and examine its use for ELT.
5.	Critique different methods of teaching English and justify its irrelevance.
6.	Choose principles of various approaches & methods to build an eclectic plan of ELT.
7.	Differentiate different test items as per the need of L-S-R-W skills.
8.	Inter the need and formation of an English Language club.
9.	Plan & classify co-curricular activities for ELT.
10.	Relate the textbook lessons with real life and from projects to be given to students.
11.	Perform fluent & correct use of English.
12.	Compose reports, letters and emails on given topics.

### **CPS-5 : Pedagogy of Mathematics**

**UE02GBED53**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers analyze and prepare aids for teaching Mathematics and use justifiable teaching aids according to the classroom situations in the teaching-learning process.
2.	The student-teachers identify and describe various learning resources in Mathematics and construct/collect activities for effective use of learning resources in Mathematics classrooms.

3.	The student-teachers participate and organize the different cocurricular activities in Mathematics to enhance the quality of teaching Mathematics at the upper primary and secondary level.
4.	The student-teachers construct and use different kinds of evaluation tools in Mathematics, and conduct continuous and comprehensive evaluation for enhancing the quality of teaching Mathematics.
5.	The student-teachers review and clarify the relationship of Mathematics with its branches and other school subjects, and improve competencies and qualify in teaching upper primary and secondary level Mathematics.
6.	The student-teachers explain the need and importance of textbook in teaching Mathematics, and interpret by analyzing the content of Mathematics textbook.
7.	The student-teachers analyze and explain various concepts/content in Mathematics included in the standard 9 curriculum.

### **B- Course Outcomes**

Having completed this course, the learner will be able to	
1.	Enlist the aids for teaching Mathematics and explain their importance in learning Mathematics.
2.	Classify the aids for teaching Mathematics and prepare an effective and useful teaching aid for teaching certain topic of Mathematics.
3.	Use various learning resources effectively in teaching Mathematics according to the classroom situations.
4.	Describe the importance and uses of Mathematics laboratory and Mathematics corner.
5.	Identify and implement the activities that can be undertaken by Mathematics club.
6.	Infer the implications by conducting Mathematics Quiz, Mathematics Fair, Mathematics Olympiad and recreational activities in Mathematics.

7.	Classify evaluation tools in Mathematics, and construct and use of diagnostic test and organize remedial teaching.
8.	Apply appropriate techniques of formative evaluation in Mathematics classroom.
9.	Explain the relationship of Mathematics with its branches and other school subjects by illustration.
10.	Describe the qualities of a good Mathematics teacher and clarify the role of a Mathematics teacher.
11.	Identify the characteristics of a good Mathematics textbook and compare the standard 8 and 9 Mathematics textbook in terms of external and internal characteristics.
12.	Analyze and discuss the topics covered in the teacher handbook.
13.	Perform pedagogical analysis of various concepts/content in Mathematics included in the standard 9 curriculum.

**CPS-5 : Pedagogy of Economics**

**UE02GBED54**

**A - COURSE OBJECTIVES**

1.	The student-teachers clarify evaluation tools in Economics subject.
2.	The student-teachers prepare question paper based on blue print in Economics subject.
3.	The student-teachers implement various methods of learning in teaching Economics.
4.	The student-teachers establish the relationship of field work practical units in Economics subject.
5.	The student-teachers analysis the current school text book of Economics subject with reference to definite parameters.
6.	The student-teachers prepare the outline of the club of Economics subject.
7.	The student-teachers differentiate among various concepts included in the content of Economics subject.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Prepare the list of various evolution tools of Economics Subject.
2.	Classify various evaluation tools on its types in Economics subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in Economics subject.
4.	Prepare a blue print in Economics subject.
5.	Prepare question paper based on the blue prints in Economics subject.
6.	Use various methods according to lesson during the practical lesson in Economics subject.
7.	Make a list of the units that can be used in the field work in Economics subject.
8.	Prepare a report on the field work done on any unit of Economics subject.
9.	Classify the internal and external characteristics of textbook of Economics subject.
10.	Review the textbook of Std.12Economics subject.
11.	Prepare the procedure of constructing study club in Economics subject.
12.	Clarify the organisation of the study club of Economics subject.
13.	Clarify the list and work of the study club members in Economics subject.
14.	Construct a study in Economics subject.
15.	Clarify the school activities of the study club in Economics subject.
16.	Clarify various concepts of the content of Economics subject.



17.	Clarify the reasons, solutions, merits and demerits of the content of Economics subject.
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### **CPS-5 : Pedagogy of Commerce**

**UE02GBED55**

#### **A - COURSE OBJECTIVES**

1. 2.	The student-teachers clarify evaluation tools in commerce subject. The student-teachers prepare question paper based on blue print in commerce subject.
3.	The student-teachers implement various methods of learning in teaching commerce.
4.	The student-teachers establish the relationship of field work practical units in commerce subject.
5.	The student-teachers analysis the current school text book of commerce subject with reference to definite parameters.
6.	The student-teachers prepare the outline of the club of commerce subject.
7.	The student-teachers differentiate among various concepts included in the content of commerce subject.

### B- Course Outcomes

Having completed this course, the learner will be able to	
1.	Prepare the list of various evolution tools of Commerce Subject.
2.	Classify various evaluation tools on its types in commerce subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in commerce subject.
4.	Prepare a blue print in commerce subject.
5.	Prepare question paper based on the blue prints in commerce subject.
6.	Use various methods according to lesson during the practical lesson in commerce subject.
7.	Make a list of the units that can be used in the field work in commerce subject.
8.	Prepare a report on the field work done on any unit of commerce subject.
9.	Classify the internal and external characteristics of textbook of commerce subject.
10.	Review the textbook of Std.12 commerce subject.
11.	Prepare the procedure of constructing study club in commerce subject.
12.	Clarify the organisation of the study club of commerce subject.
13.	Clarify the list and work of the study club members in commerce subject.
14.	Construct a study in commerce subject.
15.	Clarify the school activities of the study club in commerce subject.

16.	Clarify various concepts of the content of commerce subject.
17.	Clarify the reasons, solutions, merits and demerits of the content of commerce subject.

Course Code	UE02GBED56	Title of the Course	CPS-6 : Pedagogy of Hindi
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. प्रशिक्षणार्थी इकाई आयोजन की संकल्पना और महत्व स्पष्ट करे ।</li> <li>2. प्रशिक्षणार्थी व्याकरण अध्यापन पद्धति की विशेषताएँ बताएँगे ।</li> <li>3. प्रशिक्षणार्थी रचना लेखन की संकल्पना स्पष्ट करे ।</li> <li>4. प्रशिक्षणार्थी मूल्यांकन की संकल्पना एवं महत्व बताये ।</li> <li>5. प्रशिक्षणार्थी भाषाकीय कौशलों के विकास के लिए आवश्यक प्रवृत्तियों की सूची तैयार करे ।</li> <li>6. प्रशिक्षणार्थी हिन्दी भाषा शिक्षक की व्यावसायिक एवं शैक्षिक योग्यताएँ बताएँगे ।</li> <li>7. प्रशिक्षणार्थी हिन्दी भाषा शिक्षक की 'भाषासज्जता' की सूची बनाए ।</li> <li>8. प्रशिक्षणार्थी विभिन्न साहित्य स्वरूपों के तत्वों के आधार पर कृत्तियों की समीक्षा करे ।</li> </ol>
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Course Outcomes: Having completed this course, the learner	
1.	इकाई आयोजन के सैद्धांतिक सोपान के आधार पर इकाई का आयोजन कर सकेंगे ।
2.	इकाई के अनुरूप सही अध्यापन पद्धति का इस्तेमाल करेंगे ।
3.	भाषाकीय कौशलों का विकास विभिन्न प्रवृत्तियों के द्वारा कर सकेंगे ।
4.	हिन्दी भाषा शिक्षा के लिए आवश्यक भाषासज्जता का विकास कर सकेंगे ।
5.	अपने विचार शुद्ध हिन्दी में लिख सकेंगे ।
6.	मूल्यांकन के लिए आदर्श प्रश्नपत्र की रचना कर सकेंगे ।
7.	साहित्य स्वरूपों के तत्वों के आधार पर पाठ्यपुस्तक में समाविष्ट कृत्तियों की समीक्षा कर पाएँगे ।

## CPS-6 : Pedagogy of Sanskrit

UE02GBED57

### A - COURSE OBJECTIVES

1.	The student-teachers construct qualitative lesson plan based on reflexion on teaching Sanskrit language.
2.	The student-teachers derive the qualities and professional competence of an ideal teacher of Sanskrit language.
3.	The student-teachers design and manage different co curricular activities.
4.	The student-teachers identify and give remedies for classroom problems of teaching Sanskrit at School level.
5.	The student-teachers design ICT integrated lesson plan.
6.	The student-teachers compose essay based on Sanskrit text book of school level.

### B - Course Outcomes

Having completed this course, the learner will be able to
1) Execute reflections in their lesson plan and classroom teaching.
2) Implement ICT integrated lesson plan.
3) Organise various classroom activities.
4) Demonstrate and exhibit their qualities and professional competence as a teacher of Sanskrit.
5) Organise and manage various co curricular activities for development of Sanskrit language.
6) Suggest solutions of classroom problems of students in teaching of Sanskrit.

**CPS-6 : Pedagogy of Social Science**

**UE02GBED58**

**A - COURSE OBJECTIVES**

1.	The student-teacher simple mentthe methods and techniques of teaching Social Science.
2.	The student-teachesexhibit attitudes of a committed & competent Social Science teacher.
3.	The student-teachersformulateof the Social Science club & room's activities.
4.	The student-teachersprepare different teaching aids &exhibit the skill of using them in the classroom.
5.	The student-teacher simple mentvaluation process in Social Science.
6.	The student-teachersconstruct& use different evaluation test in Social Science.

**B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Utilize methods and techniques of teaching Social Science
2	Exhibit professional efficiency and skills for teachingSocial Science Teacher.
3	Prepare and develop plans for Social Science club activities.
3	Prepare and develop different aids for Social Science.

4	Prepare Evaluation Items.
5	Organize and use Social Science room.

**CPS-6 : Pedagogy of Science**

**UE02GBED59**

**A - COURSE OBJECTIVES**

1.	The student-teachers compare different approaches of teaching science.
2.	The student-teachers construct lesson plans following inquiry approach and constructivist approach.
3.	The student-teachers perform classroom practices through demonstration and experimental method.
4.	The student-teachers evaluate science textbooks of standard VIII and IX.
5.	The student-teachers formulate science club and arrange various activities under it.
6.	The student-teachers arrange programmes like sky gazing and visit to botanical garden.
7.	The student-teachers evaluate competences and professional duties of science teacher.

**B - Course Outcomes**

Course Outcomes: Having completed this course, the learner will be able to	
1.	Design lesson plans using various approaches and methods of teaching science.
2.	Appraise activities of science club and science exhibitions.

3.	Review National Focus Group position paper (2005) on science teaching.
4.	Apply various print and ICT resources in science teaching.
5.	Develop lifelong learning attributes through teaching-learning of science.
6.	Determine role of science teacher.
7.	Explore into activities of ATAL tinkering lab.
8.	Conduct formative assessment using various techniques in practice teaching.
9.	Construct activities of Science exhibitions and science club.

### **CPS-6 : Pedagogy of Elements of Accountancy**

**UE02GBED60**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers clarify evaluation tools in Accountancy subject.
2.	The student-teachers prepare question paper based on blue print in Accountancy subject.
3.	The student-teachers make various methods of learning in Accountancy subject utilisable.
4.	The student-teachers establish the relationship of field work practical units in Accountancy subject.
5.	The student-teachers analysis the current school text book of Accountancy subject with reference to definite parameters.
6.	The student-teachers prepare the outline of the club of Accountancy subject.
7.	The student-teachers differentiate among various concepts included in the content of Accountancy subject.



## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Prepare the list of various evolution tools of Accountancy Subject.
2.	Classify various evaluation tools on its types in Accountancy subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in Accountancy subject.
4.	Prepare a blue print in Accountancy subject.
5.	Prepare question paper based on the blue prints in Accountancy subject.
6.	Use various methods according to lesson during the practical lesson in Accountancy subject.
7.	Make a list of the units that can be used in the field work in Accountancy subject.
8.	Prepare a report on the field work done on any unit of Accountancy subject.
9.	Classify the internal and external characteristics of textbook of Accountancy subject.
10.	Review the textbook of Std.12 Accountancy subject.
11.	Prepare the procedure of constructing study club in Accountancy subject.
12.	Clarify the organisation of the study club of Accountancy subject.
13.	Clarify the list and work of the study club members in Accountancy subject.
14.	Construct a study in Accountancy subject.
15.	Clarify the school activities of the study club in Accountancy subject.
16.	Clarify various concepts of the content of Accountancy subject.
17.	Clarify the reasons, solutions, merits and demerits of the content of Accountancy subject.

## Semester-4

### EPC-3:Application of ICT Education

UE04CBED51

#### A - COURSE OBJECTIVES

1.	The student-teachers clarify the concept of ICT and explain its types.
2.	The student-teachers examine different operating systems and recall its history, describe tasks done by its parts.
3.	The student-teachers describe the uses of internet for various purposes and review online web material for its use in classrooms.
4.	The student-teachers design teaching learning material incorporating theories of CAL and TPACK Model.
5.	The student-teachers explain the role of virtual dimension in teaching learning.
6.	The student-teachers conduct online teaching learning session using software and Applications.
7.	The student-teachers analyze various MOOCS aiming at teacher enhancement.
8.	The student-teachers demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.

#### B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Explain the concept of ICT.
2.	Examine the role of ICT Tools.

3.	Differentiate between various operating systems.
4.	Explain basic concepts related to internet and select online web material for adaptation and adaptation in their teaching learning process.
5.	Clarify the concept of CAL and Design plans for its implementation.
6.	Explain components of TPACK Model and illustrate them and design plans for its implementation.
7.	Identify and review online software/ applications for online teaching.
8.	Identify various MOOCs for their development as a teacher and review the strength and weaknesses of the MOOCs.
9.	Demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.

#### **EPC-4 : Understanding the Self**

**UE04CBED52**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers clarify and differentiate between the concepts of self and self identity.
2.	The student-teachers enlist factors affecting self identity and explain role of the teacher in developing the understanding of the self.
3.	The student-teachers clarify Indian perspective of the self.
4.	The student-teachers explain meaning of various techniques of developing the understanding of the self.
5.	The student-teachers critically examine the components of professional identity of a teacher and teacher's self.
6.	The student-teachers derive expected values required in educational system.
7.	The student-teachers derive professional ethics related to education field.

### B -Course Outcomes

Having completed this course, the learner will be able to	
1.	Differentiate between philosophical and psychological outlook towards understanding of the self.
2.	Explain the components of self and self identity.
3.	Generate need for building self identity.
4.	Infer the role of the teacher in developing the understanding of the self.
5.	Explain different methods and techniques of developing the understanding of the self.
6.	Derive implications of ASTANGYOG, PANCHKOSH, TRI GUNAS and STHITPRAGY in developing the understanding of the self.
7.	Differentiate identity and professional identity.
8.	List and analyse factors influencing professional identity.
9.	Differentiate between philosophical and cultural perspectives of teacher's self.
10.	Identify their self in context of their own aspirations, worries, challenges and responsibilities.
11.	Explain importance of Human values required for teaching profession.
12.	Assess the professional ethics proposed by NCTE related to education field.

**PE-5 : Gender, School and Society**

**UE04CBED53**

**A - COURSE OBJECTIVS**

1.	The student-teachers explain the Philosophical difference between basic Concepts in context of Gender.
2.	The student-teachers appraise Gender related Realities and beliefs from one's own Social perspective.
3.	The student-teachers enlist of the Reasons behind Gender Inequality.
4.	The student-teachers explain the Role of Social Agencies and Schemes in the prevention of Gender Inequality.
5.	The student-teachers examine the effectiveness of Social awareness media in the context of Gender.
6.	The student-teachers assess the Validity of textbook in context of Gender Equality.

**B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Clarify the philosophical distinction between basic concepts in context of Gender.
2.	Find out the reasons and give solutions behind the Realities related to Gender.
3.	Assess validity of Social beliefs related to Gender.
4.	Implement various measures to address Gender Inequality.
5.	Appraisethe work of social organizations for prevention of Gender Inequality.
6.	Evaluate various Schemes for prevention of Gender Inequality.
7.	Evaluate the effectiveness of Social awareness media in the context of Gender.

8.	Verify the authenticity of textbooks and make necessary suggestions regarding Gender Equality.
9.	Implement Strategies to bring Gender Equality.

## **PE-6 : Knowledge and Curriculum - Part II**

**UE04CBED54**

### **A - COURSE OBJECTIVES**

1.	The student-teachers evaluate basic tenets of different Educational Philosophies.
2.	The student-teachers derive Educational ideas of Eastern and Western Educational Thinkers for curriculum.
3.	The student-teachers give justification of their selection between global and local values from present context.
4.	The student-teachers justify curriculum as need and outcome of social change.
5.	The student-teachers evaluate recommendations of NEP 1986 and NEP 2020 for school education, higher education and teacher education
6.	The student-teachers explain special features of components of curriculum development.
7.	The student-teachers justify different approaches to curriculum development.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Derive and Classify basic tenets of different Educational Philosophies.

2.	Explain the relationship between educational philosophies of educational thinkers and curriculum
3.	Differentiate between Educational ideas of Eastern and Western Educational Thinkers for curriculum construction.
4.	Choose and exhibit global and local values from present context.
5.	Define and clarify curriculum as need and outcome of social change.
6.	Explain recommendations of NEP 1986 and NEP2020 for school education higher education and teacher education
7.	Students explain special features of components of curriculum development.
8.	Students classify and clarify different approaches to curriculum development

### **PE-7 : Creating an Inclusive School**

**UE04CBED55**

#### **A - COURSE OBJECTIVES**

1	The student-teachers explain the concept of inclusive school to students.
2.	The student-teachers identify the factors that affect individual variability.
3.	The student-teachers identify the symptoms of abnormal children.
4.	The student-teachers define exceptional children.
5.	The student-teachers identify factors affecting exceptional children.
6.	The student-teachers define children with behavioural problems.
7.	The student-teachers identify the factors that affect behavioural problems.
8.	The student-teachers clarify principals of inclusive school
9.	The student-teachers identify the factors that affect student's individual differences

10.	The student-teachers identify the factors that affect behavioural children.
11.	The student-teachers make a list of government schemes for children with behavioural problems.
12.	The student-teachers define dyslexic children.
13.	The student-teachers classified the dyslexic children.
14.	The student-teachers explain the meaning of dyslexia and examine the causes.
15.	The student-teachers dyslexic children's symptoms.
16.	The student-teachers prepare and implements plan for the education of dyslexic children.
17.	The student-teachers conduct educational activities for children with behavioural problems.
18.	The student-teachers organize informal assessment for special children.
19.	The student-teachers arrange counselling for special children.
20.	The student-teachers create an in-definition list for special children.
21.	The student-teachers conduct assessment techniques for special children.

### **B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Specify the benefits and limitations of an inclusive school
2.	Specify individual variations implementation in classroom and teaching.
3.	Classify based on the characteristics of the abnormal children.
4.	Engage in the day-to-day educational activities of exceptional children.
5.	Draw on the educational implications of individual differences.
6.	Classify children with behavioural problems.



**CPS-7 : Vocational Education**

**UE04GBED51**

**A - COURSE OBJECTIVES**

1.	The student-teachers describe the concept, objectives, need, importance and principles of Vocational Education.
2.	The student-teachers explain the term Vocational Information and list different sources of Vocational Information.
3.	The student-teachers list and analyze various vocational courses after 10 <sup>th</sup> and 12 <sup>th</sup> standard.
4.	The student-teachers describe different methods for collecting Occupational Information.
5.	The student-teachers classify Occupational Information.
6.	The student-teachers identify the types of vocation selection.
7.	The student-teachers clarify the concept of Vocational Development.
8.	The student-teachers improve Vocational Competence and Aptitude to use different types of Vocational Tests.

**B - Course Outcomes**

Having completed this course, the learner will be able to	
1.	Justify and Use the various principles of Vocational Education.
2.	Explain the importance of Vocational Curriculum.

3.	Describe the need for collecting and classifying Occupational Information.
4.	Analyze and discuss the techniques of Occupational Information.
5.	Derive and review the views for Vocational Development.
6.	Explain the term Vocational Maturity and Vocational Satisfaction.
7.	Use various Vocational Tests.
8.	Acquire characteristics of Vocational Aptitude and evaluate them.

### **CPS-7 : Peace Education**

**UE04GBED52**

#### **A - COURSE OBJECTIVES**

1.	The student-teachers explain the concept of peace and peace education.
2.	The student-teachers derive characteristics of peaceful personality.
3.	The student-teachers develop techniques and activities for developing peaceful personality.
4.	The student-teachers practice the skills for staying in peace.
5.	The student-teachers elaborate the role of education in resolving conflicts.
6.	The student-teachers decide role of citizen for protection of human rights.
7.	The student-teachers differentiate between national and international understanding for peace education.
8.	The student-teachers search role of various agencies for education of peace.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Realise and appreciate the need of peace education.
2.	Create awareness for issues of education for peace.
3.	Identify the curriculum and determine the role of a teacher for integrating peace education with different subject areas.
4.	Explain the need and importance of human rights education.
5.	Analyze the role of human rights, fundamental rights and duties in the context of peace education.
6.	Incorporate peace education in curriculum while transacting it.
7.	Suggest activities for peace education in schools.
8.	Highlight the role of teacher in promoting national integration among students.
9.	Describe approaches suitable for promoting international understanding among students.
10.	Collect philosophical resources, i.e., thinkers of harmony and study relevant extracts from the writings of various thinkers.

**CPS-7 : Guidance and Counseling**

**UE04GBED53**

**A - COURSE OBJECTIVES**

1.	The student-teachers clarify the concept of guidance and counselling, enlist its types and determine its scope as per types.
2.	The student-teachers justify the need of guidance.
3.	The student-teachers determine the need of educational guidance & frame objectives of it for school level.
4.	The student-teachers evaluate need of guidance and counselling for Indian students in context of their problems.
5.	The student-teachers explain various standardized and non standardized tools for measuring psychological traits of students.
6.	The student-teachers clarify different objectives and subjective techniques of gathering data for guidance and counselling purposes.
7.	The student-teachers describe counselling process.
8.	The student-teachers clarify the concept of counselling session and justify the need of specific environment.
9.	The student-teachers examine various counselling methods.
10.	The student-teachers derive characteristics of counsellor and counsellor-client relations.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Explain guidance and counselling and their need.
2.	Reason out the foundation for guidance and counselling.
3.	List need of educational guidance.
4.	Frame objectives of educational guidance at school level.
5.	Assess need of counselling and relate it with students' problem.
6.	Clarify and conduct standardized and non-standardised tests for guidance purpose.
7.	Study different psychological tests to gather data for imparting counselling and guidance.
8.	Undertake objective and subjective methods for gathering data to impart guidance and counselling.
9.	Explain the concept of counselling and describe its process.
10.	Explain the concept of counselling session and its steps.
11.	Describe various counselling methods.
12.	Derive characteristics of effective counsellor.
13.	Derive characteristics of effective counsellor-client relationship.

## CPS-7 : Health, Physical Education and Yoga

UE04GBED54

### A - COURSE OBJECTIVE

1.	The student-teachers enlist steps for maintaining Health of self and Society and implement it.
2.	The student-teachers compare different symptoms of Infectious disease and execute steps to protect spreading of these diseases.
3.	The student-teachers describe the need of physical education in present context.
4.	The student-teachers conduct mass drill in school.
5.	The student-teachers appraise importance of yoga in today's complex life.
6.	The student-teachers compare and contrast between different yogasan.
	The student-teachers perform Surya Namaskar and varied Hand Mudras.

### B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Evaluate the need for maintaining health of Society and self.
2.	Prepare a list of Infectious disease and put into practice the steps for protection against these diseases.
3.	Organise various programmes of physical education at school level.
4.	Suggest steps to overcome obstacles of arranging physical Education program.
5.	Perform deficient yoga as a stress free.
6.	Choose between different yagasan and demonstrate it.
7.	Differentiate between steps of Surya Namaskar and hand Mudaras

**CPS-7 : Life Skills Education**

**UE04GBED55**

**A - COURSE OBJECTIVES**

1.	The student-teachers explain life skills and examine the inter relations.
2.	The student-teachers infer the need of life skills.
3.	The student-teachers justify role of WHO in determining life skills.
4.	The student-teachers review Dellor's report in context of life skills.
5.	The student-teachers clarify various life skills and derive characteristics of them.
6.	The student-teachers design skill specific activities, general language games and co curricular activities.
7.	The student-teachers explain Indian life skills and their importance.
8.	The student-teachers evaluate the role of teacher in developing life skills.
9.	The student-teachers review current text books in context of life skills.

**B - Course Outcomes**

Having completed this course, the learner will be able to

	<ol style="list-style-type: none"> <li>1. Define and classify life Skills and relate skills as per their common characteristics.</li> <li>2. Justify the need of life skills.</li> <li>3. List life skills proposed by WHO and explain the role of WHO in context of life skills.</li> <li>4. Derive life skills from Dellor’s report.</li> <li>5. Explain social skills and derive characteristics from the person having the skill.</li> <li>6. Explain emotional skills and derive characteristics from the person having the skill.</li> <li>7. Explain thinking skills and derive characteristics from the person having the skill.</li> <li>8. Explain Indian skills.</li> <li>9. Plan and execute skills specific activities, language games and co curricular activities.</li> <li>10. Explain role of the teacher in developing life skills.</li> <li>11. Examine the current text book and identify language skill interwoven in lessons.</li> </ol>
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**CPS-7 : Environmental Education**

**UE04GBED56**

**A - COURSE OBJECTIVES**

1.	The student-teachers differentiate between the concepts of Environment and Environment Education.
2.	The student-teachers evaluate the effect of the Environmental problems on mankind.
3.	The student-teachers explain Environmental problems with appropriate examples.
4.	The student-teachers explain the role of various institutes in Environment Protection.



**CPS-7 School Organization and  
Management**

**UE04GBED57**

**A - COURSE OBJECTIVES**

1.	The student-teachers assess the difference between the concept of school organization and Educational Management.
2.	The student-teachers explain the indicators of concept of Quality for school programme.
3.	The student-teachers evaluate/justify the need of different types of Educational Leadership.
4.	The student-teachers appraise remedial measures for improvement of school inspection.
5.	The student-teachers evaluate the need of maintaining different school records.
6.	The student-teachers evaluate the role of principal in terms of personal attributes and professional expertise.

**B -Course Outcomes**

Having completed this course, the learner will be able to	
1.	Differentiate between the concept of school organisation and Educational Management.
2.	Choose/Select among the indicators of Quality for school programmes.
3.	Distinguish between different types of Educational Leadership.
4.	List down and categorise the remedial measures for improvement of school inspection.
5.	Compare and contrast different features of school records.
6.	Illustrate the role of Principal in terms of personal attributes and professional expertise.

**CPS-7 : Indian Philosophical Thinking and Education**

**UE04GBED59**

**A - COURSE OBJECTIVES**

1.	The student-teachers clarify the concept of Philosophy and Education.
2.	The student-teachers derive points of Relation between Education and Philosophy.
3.	The student-teachers explain meanings of Metaphysics, Epistemology and Axiology.
4.	The student-teachers analyze philosophical thoughts of Vedanta, Yog Darshan, and Baudh Darshan and derive educational implications.
5.	The student-teachers analyze philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand and derive educational implications.

## B - Course Outcomes

Having completed this course, the learner will be able to	
1.	Explain Concept, nature and scope of Philosophy and Education.
2.	Examine relationship between Education and Philosophy.
3.	Differentiate various Indian Philosophical thoughts.
4.	Explain basic concepts related to Indian philosophical thoughts.
5.	Derive Educational Implications of Vedanta, Yog Darshan and Baudh Darshan.
6.	Explain components of Philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
7.	Derive and review objectives of education, curriculum, Role of teacher proposed by Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
8.	Design an educational plan on the basis of the philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.