

Curriculum Framework Bachelor of Education (2- Year) Inforce from AY 2020-21



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

Curriculum Framework Bachelor of Education (2-Year) 2020

Published by

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From the Desk of Vice-chancellor....

Dear All,

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

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

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

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

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

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

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

Date: 15th Sept., 2020

Gandhinagar

Dr. Harshad A. Patel

Curriculum Framework for
B.Ed. Course (2 Year)
inforce from
Academic Year 2020-21

Curriculum Framework

Paper Name	Sem 1			Sem 2			Sem 3			Sem 4			Total		
	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr
Psychology of Learner	1	3	3			0			0			0	1	3	3
Learning & Teaching			0	1	3	3			0			0	1	3	3
Teacher & Learner in Society			0			0			0	1	3	3	1	3	3
Gender, School and Society			0			0			0	1	3	3	1	3	3
Perspective in Education	1	3	3			0			0			0	1	3	3
Developing the Self			0	1	3	3			0			0	1	3	3
	2	6	6	2	6	6	0	0	0	2	6	6	6	18	18
Curriculum Development Principles	1	3	3			0			0			0	1	3	3
Knowledge and Curriculum			0	1	3	3			0			0	1	3	3
Inclusive Education			0			0	1	3	3			0	1	3	3
ICT in Curriculum			0			0	1	3	3			0	1	3	3
Gujarati Language	1	3	3			0			0			0	1	3	3
English Language			0	1	3	3			0			0	1	3	3
Hindi Language			0			0	1	3	3			0	1	3	3
Classical Sanskrit			0			0			0	1	3	3	1	3	3
Language across the curriculum			0			0	1	3	3			0	1	3	3
General Pedagogy for Maths and Science (O)/General Pedagogy for Languages, Social Sciences and Commerce (O)	1	3	3			0			0			0	1	3	3
Pedagogy of Method 1			0	1	3	3			0			0	1	3	3
Pedagogy of Method 2			0	1	3	3			0			0	1	3	3
Modern Pedagogical Practices			0			0			0	1	3	3	1	3	3
Assessment and Evaluation in Learning			0			0	1	3	3			0	1	3	3
Reflective Reading	1	1	1			0			0			0	1	1	1
Art in Education	1	1	1			0			0			0	1	1	1
Environment Education/ Yoga in Education/ Educational Management			0			0			0	1	1	1	1	1	1
Educational Statistics / Guidance and Counselling / Value Education			0			0			0	1	1	1	1	1	1
	5	11	11	4	12	12	5	15	15	4	8	8	18	46	46
SI:Pre-practice Teaching (Micro-Simulation)	1	5	5			0			0			0	1	5	5
SI: Practice Teaching			0	1	4	4			0			0	1	4	4
SI: Block Teaching			0			0	1	7	7	1	4	4	2	11	11
SI: Internship			0			0			0	1	4	4	1	4	4
SI* =School Internship	1	5	5	1	4	4	1	7	7	2	8	8	5	24	24
	8	22	22	7	22	22	6	22	22	8	22	22	29	88	88

Semester I

Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	435	22	380	420	800

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CUS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science or General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
		Total		435	22	380	420	800

LS : Learner Studies

ES : Educational Studies

CUS: Curriculum Studies

LPC : Language Proficiency and Curriculum

PS : Pedagogical Studies

EPC : Enhancing Professional Capabilities

SI : School Internship

Objectives**To enable the prospective teachers:**

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

Unit 1: Educational Psychology & Growth and Development

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

Unit 2: Developmental Theories: Concept, Stages and Characteristics

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

Unit 3: Intelligence, Personality and Creativity

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

Unit 4: Mental Health and Adjustment

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

Sem

I

ES 1 Perspectives in Education

Compulsory

Marks : 70 + 30

Objectives**To enable the prospective teachers:**

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

Unit 1: Education

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

Unit 2: Education in India

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

Unit 3: Education in Post Independent India

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

Unit 4: National Education Policy 2020

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

CUS 1: Curriculum Development Principles**Objectives****To enable the prospective teachers:**

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

Unit 1: Curriculum: Concept & Principles

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

Unit 2: Types & Approaches of Curriculum

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

Unit 3: Foundations of Curriculum Development

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

Unit 4: Process of Curriculum Development

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

Sem

Compulsory

LPC 1: Gujarati Language

Marks : 70 + 30

હેતુ :

- વિદ્યાર્થીઓ ગુજરાતી ભાષાનો ધ્વનિવિચાર જાણે, સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દોની આગવી અર્થછાયા સમજે.
- વિદ્યાર્થીઓ સંક્ષેપીકરણની પ્રક્રિયા સમજે અને પોતાના અભ્યાસમાં તેનો ઉપયોગ કરતા શીખે.
- વિદ્યાર્થીઓ વિચાર-વિસ્તાર કરતા થાય.
- વિદ્યાર્થીઓ 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.
- વિદ્યાર્થીઓ અહેવાલ લેખન કરી શકે, વિદ્યાર્થીઓ ઉદ્ઘોષક અને સભાસંચાલકની કામગીરી સમજે અને સભાસંચાલન કરવા પ્રેરાય.
- વિદ્યાર્થીઓ ગદ્ય-પદ્યના રસસ્થાનો સમજી સમીક્ષા કરે.

એકમ : 1 ધ્વનિવિચાર, સમાનાર્થી શબ્દો, વિરુદ્ધાર્થી શબ્દો

- 1.1 ધ્વનિ, વાગૂઅવયવો, ઘોષ - અઘોષ, અલ્પપ્રાણ - મહાપ્રાણ ,
- 1.2 સ્વર, વ્યંજન, અનુનાસિકો (ઉચ્ચારણ પ્રક્રિયા)
- 1.3 સમાનાર્થી શબ્દો અને તેની આગવી અર્થછાયા
- 1.4 વિરુદ્ધાર્થી શબ્દો અને તેની આગવી અર્થછાયા

એકમ : 2 સંક્ષેપીકરણ, વિચાર-વિસ્તાર

- 2.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ
- 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
- 2.3 વિચાર એટલે શું?, કાવ્ય પંક્તિ/વાક્યનો કેન્દ્રવર્તી વિચાર પ્રહણ કરવો,
- 2.4 વિચારનો વિસ્તાર, ઉદાહરણ, અવતરણનું મહત્ત્વ

એકમ : 3 નિબંધ લેખન, ગદ્ય રૂપાંતર

- 3.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા, મુદ્દાનો ક્રમ નક્કી કરવો
- 3.2 અવતરણોનું મહત્ત્વ, પ્રસ્તાવના અને ઉપસંહારનું લેખન, વિષય અનુરૂપ ગદ્યની પસંદગી
- 3.3 વાદાત્મક ગદ્ય, ભાવાત્મક ગદ્ય
- 3.4 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય

એકમ : 4 અહેવાલ લેખન, સભાસંચાલન, ગદ્ય- પદ્ય સમીક્ષા

- 4.1 અહેવાલ લેખન,
- 4.2 ઉદ્ઘોષક અને સભાસંચાલકની ભૂમિકા
- 4.3 કાવ્યના રસસ્થાનોની સમજ,
- 4.4 પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા

Sem

I

PS 1 O1 : General Pedagogy for Mathematics and Science

Optional

Marks : 70 + 30

Objectives

To enable the prospective teachers:

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

Unit 1: Values and Corelation of Mathematics and Science

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

Unit 2: Pedagogical Perspectives

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

Unit 3: Methods of Teaching Mathematics and Science

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

Unit 4: Microteaching, Simulation

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

Sem

I

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

Optional

Marks : 70 + 30

Objectives

To enable the prospective teachers:

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

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

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

Unit 2: Pedagogical Perspectives

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

Unit 3: Methods of Teaching Languages, Social Science and Commerce

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

Unit 4: Microteaching, Simulation

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

OBJECTIVES**To enable the prospective teachers:**

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

Unit : 1 CONTEXT AND DIVERSITY IN TEXT

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

1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies

1.2 Davis's nine potential component skills of comprehension

1. Word meanings 2. Word meanings in context 3. Follow passage organization 4. Main thought 5. Answer specific text-based questions 6. Text-based questions with paraphrase 7. Draw inferences about content 8. Literary devices 9. Author's purpose.

1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

Unit : 2 REFLECTIONS ON CURRICULAR PRACTICES

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

2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection

2.2 Reflection in action, reflection on action –Donald Schon

Activities for Unit:1

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

Activities for Unit : 2

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

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

OBJECTIVES**To enable the prospective teachers:**

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

Unit:1 Music and Fine Arts in Education (Conceptual Understanding)

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

Unit : 2 Dance and Drama in Education (Conceptual Understanding)

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

Activity of Unit : 1**Music**

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

Fine Arts

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

Activity of Unit : 2**Dance**

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

Drama

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

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

Objectives**To enable the prospective teachers:**

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

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

S.No.	PHASE I: Micro teaching & Simulation
1	Microteaching Lesson (3 M1+3M2) = 6
	Observation 12 Micro lessons
2	Simulation Lesson (5 M1+ 5M2) = 10 M1=3 (F to F) + 2 (Online) ; M2 = 3 (F to F) + 2 (Online)
	Observation of 6 Simulation Lessons
	Observation of 4 Online lessons
	PHASE II: School Exposure
3	School Exposure Visit Report
	Reflective Journal (Day wise entries)
	Film Review and Reflective Writing

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

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

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

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

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

- Zoom App
- Microsoft Team
- Google Meet
- Cisco WebEx
- Any other Online Platform

Minimum one Educational Movie should be selected for Film review