

GUJARAT UNIVERSITY



CBCS

Bachelor of Education (B.Ed.)

REVISED CURRICULUM

(For Two Years) Semester - I to IV

Revised Course

In Force from June-2017

Ordinance, Regulations and

CBCS B.Ed. Curriculum

Semester - I to II

In Force From – June: 2017

Gujarat University
Revised Bachelor of Education (B.Ed.)

Two Year Programme

Frame work of the course
WEF-June 2017 (Revised)

Structure of the Course

| Particular | Year | | | | Total |
|---------------------|------------|------------|------------|------------|-------------|
| Semester | I | II | III | IV | 2 year |
| Working Days | 100 | 100 | 100 | 100 | 400 |
| Hours | 600 | 600 | 600 | 600 | 2400 |

Over All Summary of Credit, Hours (Approx) and Marks

| Mode | Particulars | SEMESTER | | | | Total |
|-----------|----------------|----------|-----|--------------------------|-----|-------|
| | | I | II | III | IV | |
| Theory | Credit | 22 | 22 | 12 | 22 | 78 |
| | Hours | 330 | 330 | 180 | 330 | 1170 |
| | Int.Marks | 200 | 200 | 200 | 200 | 800 |
| | Ext.Marks | 350 | 350 | 200(100 Marks Uni.Viva) | 350 | 1250 |
| | Total Marks | 550 | 550 | 400 | 550 | 2050 |
| Practical | Credit | 10 | 10 | 20 | 10 | 50 |
| | Hours | 270 | 270 | 420 | 270 | 1230 |
| | Int.Marks | 250 | 250 | 400 | 150 | 1050 |
| | Annual lessons | - | - | - | 100 | 100 |
| | Total Marks | 250 | 250 | 400 | 250 | 1150 |
| Total | Credit | 32 | 32 | 32 | 32 | 128 |
| | Hours | 600 | 600 | 600 | 600 | 2400 |
| | Int.Marks | 450 | 450 | 600 | 350 | 2100 |
| | Ext.Marks | 350 | 350 | 200 | 350 | 1250 |
| | Annual lessons | - | - | - | 100 | 100 |
| | Total Marks | 800 | 800 | 800 | 800 | 3200 |

Structure of Revised B.Ed. Syllabus Two Year From June-2017

| Semester | I | II | III | IV | Total |
|--------------------|------------|------------|------------|------------|-------------|
| Credit | 32 | 32 | 32 | 32 | 128 |
| Internal Marks | 450 | 450 | 600 | 350 | 1850 |
| External Marks | 350 | 350 | 200 | 450 | 1350 |
| Total Marks | 800 | 800 | 800 | 800 | 3200 |

Method Group

**The Student-Teacher can select two methods of the following Groups
Five groups (A, B, C, D& E)
From each group he/she can select any one method.**

| Group | Name of Method in Group |
|----------|---|
| A | <ul style="list-style-type: none"> • Gujarati • Urdu |
| B | <ul style="list-style-type: none"> • Hindi • Science and Technology • Economics |
| C | <ul style="list-style-type: none"> • English (LL) • English (HL) • Org. of Com. & Management |
| D | <ul style="list-style-type: none"> • Social Science |
| E | <ul style="list-style-type: none"> • Sanskrit • Accountancy • Mathematics • Psychology |

***Note:** Generally the graduation subject should be select as a method- 1 for the admission and second method-2 can be select from any of the remaining group.*

B.Ed. SEMESTER-I
(Revised)

| Semester –I (Core Paper) Perspectives in Education | | | | | | | |
|---|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 01 | Childhood and Growing Up | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 02 | Contemporary India and Education | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 01 | Language Across the curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| *EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam. | | | | | | | |
| EPC - 01 | Reading and Reflection on Texts | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed. SEMESTR-I (Revised)
Practical Work

| Sr. No | Practical Work | Instructional Hours/ week | Credit | Internal | External | Total |
|--------------|--|---------------------------|-----------|------------|-----------|------------|
| 1 | Micro Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 2 | Simulation Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 3 | Stray lessons in School (5- Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 4 | Administration of Psychological test (Practical of A01) | - | 2 | 50 | -- | 50 |
| 5 | Case study (Practical of A01) | - | 1 | 25 | -- | 25 |
| 6 | Book Review (EPC-1) | - | 1 | 25 | -- | 25 |
| Total | | | 10 | 250 | -- | 250 |

Guidelines for the practical work

- 1 **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
- 2 **Simulation Lessons** based on different teaching method (Any Five)
- 3 **Stray Lessons** (Any Five) For secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
- 4 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 5 **Case Study** : Field work, Data analysis and Report Writing for Submission (Any one).
- 6 **Book Review**:(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

B.Ed. Semester-II (Revised)

| Semester –II (Core Paper) | | | | | | | |
|--|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 03 | Knowledge and Curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 04 | Learning and Teaching | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 02 | Assessment of Learning | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam. | | | | | | | |
| EPC-2 | Drama And Art In Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTR-II (Revised)

Practical Work

| Sr. No | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|-----------|------------|
| 1 | Block Teaching (10- Lessons + 10- Observation) | 4 | 100 | -- | 100 |
| 2 | Blue Print (One in Each method) | 2 | 50 | -- | 50 |
| 3 | Action Research | 2 | 50 | -- | 50 |
| 4 | Prepare Objective type test for main school subject | 1 | 25 | -- | 25 |
| 5 | Seminar/Workshop/Project Work | 1 | 25 | -- | 25 |
| Total | | 10 | 250 | -- | 250 |

Guidelines for Practical Work

- 1. Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
- 2. Blue print:** In each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
- 3. Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
- 4. Objective Type Test: Submission** from selected methods by the trainee. (Submission of Two objective type test sets)
- 5. Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.

B.Ed. -Semester-III (Revised)

(Semester-III pedagogy school subject and External viva based on Internship conducted by the university)

| Semester –III | | | | | | | |
|---|--|------------------------------|--------|---------------|----------|----------|-------|
| * A-05, A-06, B-03 and EPC-03 course exam conducted by college as an internal written exam. | | | | | | | |
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 05 | Gender School and Society | 2 | 2 | 2 | 50 | -- | 50 |
| A - 06 | Creating Inclusive School | 2 | 2 | 2 | 50 | -- | 50 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 03 | Understanding Self | 2 | 2 | 2 | 50 | -- | 50 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-3 exam. | | | | | | | |
| EPC-03 | Critical Understanding of ICT | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| * Student will have to prepare themselves content course of school subject selected by the students and University exam will be conducted by the end of term. The format of this exam as per TET/TAT exam format related to subject content only. | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 2 | 2 | 2 | -- | 50 | 50 |
| B - 102 | Hindi | 2 | 2 | 2 | -- | 50 | 50 |
| B - 103 | English (LL) | 2 | 2 | 2 | -- | 50 | 50 |
| B - 104 | Sanskrit | 2 | 2 | 2 | -- | 50 | 50 |
| B - 105 | Social Science | 2 | 2 | 2 | -- | 50 | 50 |
| B - 106 | Mathematics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 107 | Science and Technology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 108 | Urdu | 2 | 2 | 2 | -- | 50 | 50 |
| B - 109 | Economics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 110 | Org. of Com. & Management | 2 | 2 | 2 | -- | 50 | 50 |
| B - 111 | Accountancy | 2 | 2 | 2 | -- | 50 | 50 |
| B - 112 | Psychology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 113 | English- HL (For English Medium Students) | 2 | 2 | 2 | -- | 50 | 50 |

B.Ed.-SEMESTR-III (Revised)
Practical Work

| Sr. No. | Practical Work | Credit | Internal | External | Total |
|---------|--|-----------|------------|------------|------------|
| 1 | Internship 11 Week (Non plan 25- Lessons, 20- Observation, Maintain Log book) | 10 | 250 | -- | 250 |
| 2 | TLM (Each School Method) | 2 | 50 | -- | 50 |
| 3 | Computer practical (MS-Office, Internet) | 2 | 50 | -- | 50 |
| 4 | PPT Submission (Each School Method) | 2 | 50 | -- | 50 |
| 5 | Viva Examination based on Internship taken by university | 4 | -- | 100 | 100 |
| | Total | 20 | 400 | 100 | 500 |

Guidelines for Practical Work

1. **Internship** : 11 week internship in recognized Upper primary/ Secondary/ Higher secondary school. Trainee have to perform following activities during internship and prepare detailed report with photograph.
 - Internship report must be verified and signed by the counselor/School Principal.
 - Non plan 25 lesson and 20 observations.
 - Detailed study of School document, like GR, Progress Report, Academic calendar.. etc
 - Organize cultural activity.
 - Interaction and observation of student
 - Submission of total report of Internship program.
2. **TLM**: Each Subject's TLM must be submitted at college (Two).
3. **Computer Practical Exam (Based on EPC-3)** :Examination should be conducted by college , Working knowledge of MS-Word, MS-Excel, MS-power point and Internet browser.
4. **Power Point** : Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
5. **Viva examination**: This Examination will be conducted by the university at the end of semester-III. Trainees have to present documentary evidence of his/her internship work for e.g. Internship School permission letter, Internship report with necessary photographs, Internship completion Certificate issued by school.
 - Question asked by the external examiner on the bases of internship work and theory papers.

B.Ed.-Semester-IV (Revised)

| B.Ed.-Semester –IV (Core Paper) | | | | | | | |
|--|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 07 | Introduction to Educational Research | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study (Any two from the following two groups one subject form each group) | | | | | | | |
| Group-1 | | | | | | | |
| C - 04 | Educational Statistics | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 05 | Guidance and Counseling | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 06 | Teacher Education | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 07 | Child Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 08 | Indian Education System | 4 | 4 | 3 | 30 | 70 | 100 |
| C-09 | Entrepreneurship – Theory and Practice | 4 | 4 | 3 | 30 | 70 | 100 |
| Group-2 | | | | | | | |
| D - 01 | Educational Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 02 | NCF- 2005 and RTE-2009 | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 03 | Environmental Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 04 | Value Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 05 | Education for Human Right | 4 | 4 | 3 | 30 | 70 | 100 |
| D-06 | Women Entrepreneurship and Entrepreneurship as Career | 4 | 4 | 3 | 30 | 70 | 100 |

| Enhancing Professional Capacity (EPC) | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-4 exam | | | | | | | |
| EPC - 04 | Yoga & Sports Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTER-IV (Revised)

Practical Work

| Sr. No. | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|------------|------------|
| 1 | Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book) | 2 | 50 | -- | 50 |
| 2 | Digital lesson plan (Presentation) (Each method) | 1 | 25 | -- | 25 |
| 3 | Institutional Visit (Any One) | 1 | 25 | -- | 25 |
| 4 | Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem | 1 | 25 | -- | 25 |
| 5 | Presentation of Trainees' Portfolio and Viva | 1 | 25 | -- | 25 |
| 6 | Annual lesson (University Exam) | 4 | -- | 100 | 100 |
| Total | | 10 | 150 | 100 | 250 |

Guidelines for Practical Work:

- 1. Internship:** Four weeks Internship in Upper Primary/ Secondary/ Higher secondary School. Trainee has to perform following activities during internship and prepare brief report.
 - ✓ Internship report must be verified and signed by the counselor/School Principal.
 - ✓ Non plan 16 lesson and 10 observations.
 - ✓ Interaction and observation of student
- 2. Digital Lesson Plan:** Trainees have to prepare digital lesson plan in each school subject with the help of ICT and he/she has to present digital lesson in classroom in relevant College.
- 3. Institutional Visit:** Visit of any special school, Well-known Higher Education institutes, Library/Inflibnet, Govt. Institutes/Training Center (G.C.E.R.T., DIET, SPIPA, Text Book Board etc.) and detail report submission.
- 4. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.**
- 5. Trainees' Portfolio:** The activities perform by teacher trainee during two years should be presented in this portfolio with all description and photographs, duly signed by in-charge college method master. Portfolio should be present at the time of Viva at the end of semester-IV.
- 6. Annual Lesson:** Two annual lessons (One of each school subject) conducted by the University at the end of semester-IV.

OBJECTIVES OF THE COURSE

To enable the Student-teacher (teacher trainee)

- Understand the philosophical and sociological aspects of education in order to make the education system sustainable.
- Understand the importance of school, teachers and government in changing society and in changing the society .
- Understand the administrative structure of primary, secondary and higher secondary education in Gujarat State.
- Understand theoretical and practical aspects of health and recreational activities.
- Develop teaching competency and teaching skills.
- Understand his discipline thoroughly in order to select proper teaching strategy to teach in the classroom effectively.
- Develop critical understanding regarding ICT to cope up with modern world.
- Understand teaching and learning theories thoroughly which enable him/her make implement all the teaching planning effectively.
- Understand the pattern of growth and development of the child from childhood to adolescent period.
- Develop skills of guiding and counseling the children in solving their academic problems.

ORDINANCE

Edu. O. 1 :Eligibility of Candidate :

1. A candidate seeks admission in Bachelor of Education (B. Ed.) must be a graduate from the Gujarat University or from any University Grants Commission (UGC) recognized university or from any other University recognized as an equivalent for the purpose.
2. The candidate must have completed his graduation in 10 + 2 + 3 or 11 + 4 pattern of educational structure. If he / she has completed graduation under 10 + 2 + 2 pattern of education or under any other pattern in which graduation can be completed in less than 15 years, including school education, he must have master's degree (Post Graduate degree) in the subject related to his / her subjects at Under Graduate level.
3. The candidate must have 50 percent marks in Bachelor's degree and / or in Master's degree in Science/Social Science/Humanities/Commerce
or
The candidate having Bachelor's in Engineering or Technology with specialization in Science and Mathematics with minimum 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
4. Relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.
5. A candidate admitted to the B.Ed. programme cannot do any other course during his study of B. Ed.

Edu. O. 2 : Admission Procedure :

1. Admission shall be made on the basis of percentage of marks obtained at the graduation level examination. 20% of marks of the percentage of the marks obtained at the post-graduation level are added to the graduation marks provided that the candidate has obtained the Master Degree in any of the graduation level subjects/ cognate subjects that the candidate has opted at graduation level.

2. Candidates belonging to scheduled caste/scheduled tribe would be given concession of 5 percent marks in the minimum of marks required for admission.

Edu. O. 3 : Intake and Reservation :

1. Maximum number of students in any teacher education institute offering B. Ed. course will be not more than that has been prescribed by National Council of Teacher Education (NCTE).
2. The candidate who has completed his / her graduation from Gujarat University is considered as the candidate of Gujarat University for the purpose of admission in B. Ed. Course.
3. The candidate who has completed post graduation from other than Gujarat University, is not considered as the candidate of Gujarat University for the purpose of admission, even if he / she has completed his graduation from Gujarat University.
4. The candidate who has completed his / her graduation from Gujarat University and post graduation from any other University, is considered as a candidate of Gujarat University for admission procedure, only if he / she is ready to ignore his / her marks of Master's degree to be included in merit marks for admission procedure.
5. 93 % of the seats are reserved for the candidates who have completed their graduation in Gujarat University, 5 % seats are reserved for the candidates who have completed their graduation in any other University of Gujarat State and 2 % of the seats are reserved for the candidates who have completed their graduation in any University whose head quarter is in other state or in out of Gujarat state.
6. Reservation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.

Edu. O. 4 : Teacher Education Institute :

1. Any institute that fulfill all the requirements suggested by UGC, NCTE, Gujarat University and Gujarat Government can run the B. Ed. course. Such Institute will be considered as Teacher Education Institute (TEI).

2. The Teacher Education Institute (TEI) that wishes to run B. Ed. Course under Gujarat University must have affiliation to Gujarat University.
3. Such institute has to follow all the guidelines, rules and regulations prescribed by Gujarat University to run B. Ed. Course.

Edu. O. 5 : Structure, Duration and Working Days :

1. The B. Ed. programme shall be of two years duration that is divided in four semesters, which can be completed in a maximum of four years from the date of admission to the programme.
2. The structure of all the semesters is prepared as per University and NCTE rules.
3. The teacher education institute will work for 36 hours in a week. Each Semester contains 15 to 16 weeks during the semester with approximate 600 hours per semester.

Edu. O. 6 : Attendance :

1. Each B. Ed. student must have minimum 80 % attendance in theory course and Practical and 90 % attendance in school Internship and during practice teaching sessions.
2. In case of serious illness or physical inability to attend the classes the student will be given 15 % more relaxation in attendance in theory and practicum and in school internship and practice teaching session on the presentation of medical certificate.
3. The candidate having attendance less than 65 % in theory and practicum and / or less than 75 % in school internship and practice teaching in any semester will not be allowed to give any internal or external exam of the respective semester.
4. In the case, mentioned in Para 3 of this ordinance, the student teacher can continue his / her study from the respective semester starts in next year. Doing so he / she has to follow the condition given in Para – 1 of Ed. O. 5.

Edu. O. 7 : Credit, Theory Papers, Practical's and Marks :

1. One credit is assigned to theory paper for one hour of teaching per week and one credit is assigned to practical work for 1.5 to 1.8 hours per week.
2. Credit for theory paper, practical's and Marks for each of them and for each semester along with all over marks are presented in *Table – 1*.

Semester-wise theory papers and practical's with credits and marks are given in the following tables.

Table-1
Overall Summary of Credit, Hours (Approx) and Marks

| Mode | Particulars | SEMESTER | | | | Total | |
|-----------|----------------|----------|-----|--------------------------|-----|-------|------|
| | | I | II | III | IV | | |
| Theory | Credit | 22 | 22 | 12 | 22 | 78 | |
| | Hours | 330 | 330 | 180 | 330 | 1170 | |
| | Int.Marks | 200 | 200 | 200 | 200 | 800 | |
| | Ext.Marks | 350 | 350 | 200(100 Marks Uni.Viva) | | 350 | 1250 |
| | Total Marks | 550 | 550 | 400 | 550 | 2050 | |
| Practical | Credit | 10 | 10 | 20 | 10 | 50 | |
| | Hours | 270 | 270 | 420 | 270 | 1230 | |
| | Int.Marks | 250 | 250 | 400 | 150 | 1050 | |
| | Annual lessons | - | - | - | 100 | 100 | |
| | Total Marks | 250 | 250 | 400 | 250 | 1150 | |
| Total | Credit | 32 | 32 | 32 | 32 | 128 | |
| | Hours | 600 | 600 | 600 | 600 | 2400 | |
| | Int.Marks | 450 | 450 | 600 | 350 | 2100 | |
| | Ext.Marks | 350 | 350 | 200 | 350 | 1250 | |
| | Annual lessons | - | - | - | 100 | 100 | |
| | Total Marks | 800 | 800 | 800 | 800 | 3200 | |

Abbreviations used in Tables

- A – Perspective in Education
 B –Curriculum and Pedagogic Studies of School Subjects
 C & D Curriculum and Pedagogic Studies
 EPC – Enhancing Professional Studies
 ICT – Information & Communication Technology

Edu. R. 1 : Examination :

- External exam for theory paper, Semester-III Viva and annual lessons will be conducted by University.
- All the internal Exam will be conducted by TEI itself. TEI has to maintain the record of internal exam as well as practical lesson and submission.
- Marks of each of the theory course except the theory course of Semester – 3 is divided in External and Internal in the proportion of 70 : 30.
- The external exam of the paper that carries maximum of 70 external marks will be of 3 hours for each course.
- Continuous evaluation is to be done for internal marks of each of the theory course of which total marks are divided in two parts like Internal and External.
- Marks of continuous evaluation of each theory paper having 30 % internal marks are distributed as under

a. Theory Course with 30 Internal Marks

- 15 Marks from periodic Test (for which TEI has to conduct Internal Exam of 70 marks and proportionate marks are to be given out of 15 marks)

- 5Marks for attendance in each theory course (In proportion of total period and period attended)
- 5 Marks for assignment that is to be given by teacher of theory course
- 5 Marks for overall impression of the student teacher in terms of the theory course

Edu. R. 2 : Criteria for Completing the Semester Successfully :

1. Student teacher must obtain 40 % of maximum marks in both internal and external examination of each theory course in each semester for clearing the respective theory course (paper) successfully.
2. The student teacher must obtain 50 % marks in aggregate in all theory papers to clear the semester successfully.
3. He / she has to secure at least 40 % marks during respective semester in each of the practical examination and / or practical work that do not have any external marks and in annual lessons in semester – 4.Evaluation for such practical's and examination will be done by TEI it self. Annual lessons will be observed and examined by the examiners appointed by the University.
4. If the student teacher is successful in fulfilling all the above mentioned three conditions, he / she will be declared 'Pass' in respective semester.
5. If the student teacher fails in clearing the theory paper separately or in aggregate in any semester, he will be declared fail in that particular semester and will be allowed to join next semester. But the result of next semester will not be declared until he / she clears the theory paper/s or practical work of previous semester.
6. In the cases, such as mentioned above in para 5, if he / she is declared 'Pass' in theory paper/s according to the conditions mentioned in Para 1 and 2 of Edu. R. 2, his / her result of latest semester will be declared and he / she will be allowed to join next semester.
7. If still he / she cannot clear the theory paper/s of previous semester, his / her result of latest semester will not be declared and he / she will not be allowed to join the next of the latest semester for which he / she has given the last examination. If his / her latest semester is fourth semester, the result of the same will not be declared until he clears the theory paper of previous semester.
8. If the student teacher fails in clearing any of the practical exam or fails in obtaining minimum marks in any of the practical in any semester, all the conditions as mentioned in Para 5, 6 and 7 of Edu. R. 2 will be applied in terms of practical's and practical exam.
9. Student teacher has to complete all the practical and practical examinations before theory examination conducted by the University commences.
10. The head or the principal of TEI has to approve the practical of the student teacher in each semester before he / she starts giving semester end theory exam of respective semester.
11. The student teacher has to produce original copies of such all approval at the time of annual lessons, if the examiner asks for the same. He / she has to produce all the lesson plans, internship record and observation book at the time of annual lessons in semester four.
12. Student teacher can get his / answer book reassessed or rechecked according to the common rules of the University.

Edu. R. 3 : Grade and Result of the Student teacher in Semester Examination :

- Grade and grade point will be assigned to each theory paper on the bases of percentage of marks obtained by the student teacher in internal and external exam in respective semester as shown in *Table –2*.

Table – 2
Grade and Grade Points in Theory Papers

| Percentage of Marks in Internal and External Exam | Grade Point | Grade |
|---|-------------|-------|
| 85 and Above | 8.5 to 10 | O+ |
| 70 to 84.99 | 7.0 to 8.49 | O |
| 60 to 69.99 | 6.0 to 6.99 | A |
| 55 to 59.99 | 5.5 to 5.99 | B+ |
| 50 to 54.99 | 5.0 to 5.49 | B |
| 40 to 49.99 | 4.0 to 4.99 | C |
| Below 40 | 0 | D |

- Grade and grade point will be assigned to practicals and practical exam on the basis of the percentage of total marks of all the practicals obtained by the student teacher in respective semester, if he / she has fulfilled the conditions given in Para 2 and 3 of Edu. R. 2. The grade and grade point will be assigned on the basis of percentage of Total marks of practical as shown in *Table – 11*.
- Grade and grade point will be assigned to total marks of theory papers in each semester on the basis of percentage of marks according to *Table – 11*, if the student teacher clears all the theory papers according to the conditions given in Para – 1 and 2 of Edu. R. 2.
- Class of the student teacher in each semester for total marks of theory papers and practical's will be awarded separately on the basis of Grade Point and Grade according to *Table – 3*.

Table – 3
Result and Class of the Student teacher

| Grade Point | Grade | Result and Class |
|-------------|-------|------------------------------|
| 8.5 to 10 | O+ | First Class With Distinction |
| 7.0 to 8.49 | O | |
| 6.0 to 6.99 | A | First Class |
| 5.5 to 5.99 | B+ | Higher Second Class |
| 5.0 to 5.49 | B | Second Class |
| 4.0 to 4.99 | C | Pass Class |
| Below 40 | D | Reappear in Exam. |

- A lowest class, out of the classes awarded to the student teacher in External exam and Internal Exam in any semester, will be awarded for the final result of respective semester.
- A lowest class, out of the classes awarded to the student teacher in four semesters, will be awarded for the final result of B. Ed..
- SGPA and CGPA are calculated according to common rules of Gujarat University.

Edu. R. 4 : Awards and Prizes :

1. Percentage of total external marks of all the semesters is considered to award any award, scholarship or prizes declared by the Gujarat University.
2. These marks are to be decided only after the declaration of reassessment process of last semester exam.

Edu. R. 5 : Semester wise syllabi of Theory Papers :

Semester wise syllabi of Theory Papers are given from the next pages

Structure of Revised B.Ed. Syllabus Two Year From June-2017

| Semester | I | II | III | IV | Total |
|--------------------|------------|------------|------------|------------|-------------|
| Credit | 32 | 32 | 32 | 32 | 128 |
| Internal Marks | 450 | 450 | 600 | 350 | 1850 |
| External Marks | 350 | 350 | 200 | 45 | 1350 |
| Total Marks | 800 | 800 | 800 | 800 | 3200 |

Method Group

**The Student-Teacher can select two methods of the following Groups
Five groups (A, B, C, D& E)
From each group he/she can select any one method.**

| Group | Name of Method in Group |
|----------|---|
| A | <ul style="list-style-type: none"> • Gujarati • Urdu |
| B | <ul style="list-style-type: none"> • Hindi • Science and Technology • Economics |
| C | <ul style="list-style-type: none"> • English (LL) • English (HL) • Org. of Com. & Management |
| D | <ul style="list-style-type: none"> • Social Science |
| E | <ul style="list-style-type: none"> • Sanskrit • Accountancy • Mathematics • Psychology |

Note: *Generally the graduation subject should be select as a method- 1 for the admission and second method-2 can be select from any of the remaining group.*

B.Ed. SEMESTER-I
(Revised)

| Semester –I (Core Paper) Perspectives in Education | | | | | | | |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 01 | Childhood and Growing Up | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 02 | Contemporary India and Education | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 01 | Language Across the curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| *EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam. | | | | | | | |
| EPC - 01 | Reading and Reflection on Texts | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed. SEMESTR-I(Revised)
Practical Work

| Sr. No | Practical Work | Instructional Hours/ week | Credit | Internal | External | Total |
|--------------|--|---------------------------|-----------|------------|-----------|------------|
| 1 | Micro Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 2 | Simulation Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 3 | Stray lessons in School (5- Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 4 | Administration of Psychological test (Practical of A01) | - | 2 | 50 | -- | 50 |
| 5 | Case study (Practical of A01) | - | 1 | 25 | -- | 25 |
| 6 | Book Review (EPC-1) | - | 1 | 25 | -- | 25 |
| Total | | | 10 | 250 | -- | 250 |

Guidelines for the practical work

1. **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
2. **Simulation Lessons** based on different teaching method (Any Five)
3. **Stray Lessons** (Any Five) For secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
4. **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
5. **Case Study** : Field work, Data analysis and Report Writing for Submission (Any one).
6. **Book Review**:(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

**B.Ed. Semester-II
(Revised)**

| Semester –II (Core Paper) | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 03 | Knowledge and Curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 04 | Learning and Teaching | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 02 | Assessment of Learning | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam. | | | | | | | |
| EPC-2 | Drama And Art In Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTR-II (Revised)

Practical Work

| Sr. No | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|-----------|------------|
| 1 | Block Teaching (10- Lessons + 10- Observation) | 4 | 100 | -- | 100 |
| 2 | Blue Print (One in Each method) | 2 | 50 | -- | 50 |
| 3 | Action Research | 2 | 50 | -- | 50 |
| 4 | Prepare Objective type test for main school subject | 1 | 25 | -- | 25 |
| 5 | Seminar/Workshop/Project Work | 1 | 25 | -- | 25 |
| Total | | 10 | 250 | -- | 250 |

Guidelines for Practical Work

- 1. Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
- 2. Blue print: In** each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
- 3. Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
- 4. Objective Type Test: Submission** from selected methods by the trainee.(Submission of Two objective type test sets)
- 5. Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.

B.Ed. -Semester-III (Revised)
(Semester-III pedagogy school subject and External viva based on Internship conducted by the university)

| Semester –III | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| * A-05, A-06, B-03 and EPC-03 course exam conducted by college as an internal written exam. | | | | | | | |
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 05 | Gender School and Society | 2 | 2 | 2 | 50 | -- | 50 |
| A - 06 | Creating Inclusive School | 2 | 2 | 2 | 50 | -- | 50 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 03 | Understanding Self | 2 | 2 | 2 | 50 | -- | 50 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-3 exam. | | | | | | | |
| EPC-03 | Critical Understanding of ICT | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| * Student will have to prepare themselves content course of school subjects selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT exam format related to subject content only. | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 2 | 2 | 2 | -- | 50 | 50 |
| B - 102 | Hindi | 2 | 2 | 2 | -- | 50 | 50 |
| B - 103 | English (LL) | 2 | 2 | 2 | -- | 50 | 50 |
| B - 104 | Sanskrit | 2 | 2 | 2 | -- | 50 | 50 |
| B - 105 | Social Science | 2 | 2 | 2 | -- | 50 | 50 |
| B - 106 | Mathematics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 107 | Science and Technology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 108 | Urdu | 2 | 2 | 2 | -- | 50 | 50 |
| B - 109 | Economics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 110 | Org. of Com. & Management | 2 | 2 | 2 | -- | 50 | 50 |
| B - 111 | Accountancy | 2 | 2 | 2 | -- | 50 | 50 |
| B - 112 | Psychology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 113 | English- HL (For English Medium Students) | 2 | 2 | 2 | -- | 50 | 50 |

B.Ed.-SEMESTR-III (Revised)
Practical Work

| Sr. No. | Practical Work | Credit | Internal | External | Total |
|---------|--|-----------|------------|------------|------------|
| 1 | Internship 11 Week (Non plan 25- Lessons, 20- Observation, Maintain Log book) | 10 | 250 | -- | 250 |
| 2 | TLM (Each School Method) | 2 | 50 | -- | 50 |
| 3 | Computer practical (MS-Office, Internet) | 2 | 50 | -- | 50 |
| 4 | PPT Submission (Each School Method) | 2 | 50 | -- | 50 |
| 5 | Viva Examination based on Internship taken by university | 4 | -- | 100 | 100 |
| | Total | 20 | 400 | 100 | 500 |

Guidelines for Practical Work

1. **Internship** : 11 week internship in recognized Upper primary/ Secondary/ Higher secondary school. Trainees have to perform following activities during internship and prepare detailed report with photograph.
2. Internship report must be verified and signed by the counselor/School Principal.
3. Non plan 25 lesson and 20 observations.
4. Detailed study of School document, like GR, Progress Report, Academic calendar. etc
5. Organize cultural activity.
6. Interaction and observation of student
7. Submission of total report of Internship program.
8. **TLM**: Each Subject's TLM must be submitted at college (Two).
9. **Computer Practical Exam (Based on EPC-3)** : Examination should be conducted by college , Working knowledge of MS-Word, MS-Excel, MS-power point and Internet browser.
10. **Power Point**: Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
11. **Viva examination**: This Examination will be conducted by the university at the end of semester-III. Trainees have to present documentary evidence of his/her internship work for e.g. Internship School permission letter, Internship report with necessary photographs, Internship completion Certificate issued by school.
12. Question asked by the external examiner on the bases of internship work and theory papers.

B.Ed.-Semester-IV (Revised)

| B.Ed.-Semester –IV (Core Paper) | | | | | | | |
|---|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 07 | Introduction to Educational Research | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study (Any two from the following two groups one subject form each group) | | | | | | | |
| Group-1 | | | | | | | |
| C - 04 | Educational Statistics | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 05 | Guidance and Counseling | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 06 | Teacher Education | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 07 | Child Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 08 | Indian Education System | 4 | 4 | 3 | 30 | 70 | 100 |
| C-09 | Entrepreneurship – Theory and Practice | 4 | 4 | 3 | 30 | 70 | 100 |
| Group-2 | | | | | | | |
| D - 01 | Educational Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 02 | NCF- 2005 and RTE-2009 | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 03 | Environmental Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 04 | Value Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 05 | Education for Human Right | 4 | 4 | 3 | 30 | 70 | 100 |
| D-06 | Women Entrepreneurship and Entrepreneurship as Career | 4 | 4 | 3 | 30 | 70 | 100 |

| Enhancing Professional Capacity (EPC) | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-4 exam | | | | | | | |
| EPC - 04 | Yoga & Sports Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTER-IV (Revised)
Practical Work

| Sr.No. | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|------------|------------|
| 1 | Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book) | 2 | 50 | -- | 50 |
| 2 | Digital lesson plan (Presentation) (Each method) | 1 | 25 | -- | 25 |
| 3 | Institutional Visit (Any One) | 1 | 25 | -- | 25 |
| 4 | Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem | 1 | 25 | -- | 25 |
| 5 | Presentation of Trainees' Portfolio and Viva | 1 | 25 | -- | 25 |
| 6 | Annual lesson (University Exam) | 4 | -- | 100 | 100 |
| Total | | 10 | 150 | 100 | 250 |

Guidelines for Practical Work:

1. **Internship:** Four weeks Internship in Upper Primary/ Secondary/ Higher secondary School. Trainee has to perform following activities during internship and prepare brief report.
2. Internship report must be verified and signed by the counselor/School Principal.
3. Non plan 16 lesson and 10 observations.
4. Interaction and observation of student
5. **Digital Lesson Plan:** Trainees have to prepare digital lesson plan in each school subject with the help of ICT and he/she has to present digital lesson in classroom in relevant College.
6. **Institutional Visit:** Visit of any special school, Well-known Higher Education institutes, Library/Inflibnet, Govt. Institutes/Training Center (G.C.E.R.T., DIET, SPIPA, Text Book Board etc.) and detail report submission.
7. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.
8. **Trainees' Portfolio:** The activities perform by teacher trainee during two years should be presented in this portfolio with all description and photographs, duly signed by in-charge college method master. Portfolio should be present at the time of Viva at the end of semester-IV.
9. **Annual Lesson:** Two annual lessons (One of each school subject) conducted by the University at the end of semester-IV.

SEMESTER-I

B.Ed. SEMESTER-I
(Revised)

| Semester –I (Core Paper) Perspectives in Education | | | | | | | |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 01 | Childhood and Growing Up | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 02 | Contemporary India and Education | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 01 | Language Across the curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| *EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam. | | | | | | | |
| EPC - 01 | Reading and Reflection on Texts | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed. SEMESTR-I (Revised)
Practical Work

| Sr. No | Practical Work | Instructional Hours/ week | Credit | Internal | External | Total |
|--------------|--|---------------------------|-----------|------------|-----------|------------|
| 1 | Micro Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 2 | Simulation Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 3 | Stray lessons in School (5- Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 4 | Administration of Psychological test (Practical of A01) | - | 2 | 50 | -- | 50 |
| 5 | Case study (Practical of A01) | - | 1 | 25 | -- | 25 |
| 6 | Book Review (EPC-1) | - | 1 | 25 | -- | 25 |
| Total | | | 10 | 250 | -- | 250 |

Guidelines for the practical work

- 1 **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
- 2 **Simulation Lessons** based on different teaching method (Any Five)
- 3 **Stray Lessons** (Any Five) For secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
- 4 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 5 **Case Study** : Field work, Data analysis and Report Writing for Submission (Any one).
- 6 **Book Review**:(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

SEMESTER-1

A-01:CHILDHOOD AND GROWING UP

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Educational Psychology

- 1.1 Psychology & Educational Psychology: Meaning, Definitions, Nature, Characteristics, Importance.
- 1.2 Scope of Educational Psychology - Its usefulness for a teacher.
- 1.3 Different methods of Educational psychology: Case Study, Observation, Experiment.
- 1.4 Classroom problems and its solutions with the help of educational psychology.

Unit-2 Stages of Child development

- 2.1 Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development. Role of Home, School and Society in cognitive and affective development.
- 2.2 Difference between the growth and development and types of development. Individual differences in growth and development
- 2.3 Stages of child development - its characteristics, Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.
- 2.4 Adolescence in Indian Context, Various types of development, physical, emotional ,intellectual, social and moral during adolescence.

Unit-3 Intelligence, Personality and Motivation

- 3.1 Intelligence:-Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
- 3.2 Personality:-Concept and Theories of Personality (Kretschmer, Jung, Eysenck),Factors responsible for shaping and Assessment of Personality
- 3.3 Motivation: - Meaning, Affecting factors, Importance.
- 3.4 Defense Mechanism:Meaning, Various defense mechanism techniques Like: - Multiple personality disorder, Regression, Denial, Projection, Displacement, Sublimation.

Unit-4 Creativity and Mental health

- 4.1 Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
- 4.2 Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz etc.
- 4.3 Concept and Dimensions of Well Being and Factors affecting Well Being
- 4.4 Mental health: Meaning, Affecting factors, Conflict, Adjustment and Mal adjustment,

Suggested Activity

Administration, scoring and interpretation of the following psychological tests.

1. Intelligence test (individual /group test)
2. Personality test
3. Creativity Test(verbal /nonverbal test of creative thinking)
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission of report.

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour &Development Wiley International Editor
- Thompson , George G : Child Psychology Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication Vikas Marg Shakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- SiddiquiMujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand BOOK of RESEARCH on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company New York

- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.1968 The Genetic Determination Of Intelligence Bulletin of British Psychological Society 21,11_18
- Garbarino ,J,(1982)Children and Families in the social Environment Aldine de Gruyter:New York Terman ,LEWIS M.,and MERRILL MAUD A “the Stanford-Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
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- Ausubel,D.,Theory and Problem of Child Development,New York :Grune&Stratlon Inc.,1958
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt – Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects.New York :Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997) Development And Learning
- Sharma,N(2003) Understanding Adolescence; N B T India
- દેસાઈ કે.જી. અને અન્ય, (૧૯૮૧). મનોવેજ્ઞાનિક પરિભાષા અને વિભાવના, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ,ગુજરાત રાજ્ય.
- શાહ, જે.એચ. અને અન્ય, (૧૯૮૪). શૈક્ષણિક પરિભાષા અને વિભાવના, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ,ગુજરાત રાજ્ય
- સ્વામી, આત્માનંદ અને અન્ય, (૧૯૯૫). હિન્દુ મનોવિજ્ઞાન, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

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SEMESTER-1

A-02: CONTEMPORARY INDIA AND EDUCATION

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Educational and Philosophy

- 1.1 Education : Meaning , Definitions of Indian and Western Educationalist, Importance of education
- 1.2 Types of Education: Lifelong learning, formal education, non formal education, Aims of Education.
- 1.3 Philosophy and Educational Philosophy; Meaning, Scope of educational philosophy, Interrelation between education and philosophy.
- 1.4 Present Indian Education System (brief summary)

Unit-2 Constitutional provision for Education

- 2.1 Indian constitution : Introduction, Preamble , Main features of Indian constitution.
- 2.2 Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
- 2.3 Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.
- 2.4 Democracy: Meaning, Definitions, main features, co-curricular activities at school level.

Unit-3 Education Commissions and Recommendations

- 3.1 Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
- 3.2 Salient features of Education in British period Macaulay's Minutes (1835), Woods's Despatch(1854),Rahdakraishnan Commission (1948 -49), Secondary Education Commission (1952-52), Kothari Commission (1964-66).
- 3.3 Educational Policies- NPE 1986, Program of action-1992, Knowledge commission, Right to Education Act- 2009.
- 3.4 SSA, RMAS and RUSA : Introduction and functions

Unit-4 Emerging Trends at Global level

- 4.1 Driving forces of Indian society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
- 4.2 Impact of Liberalization, Privatization, Globalization and stratification on Education in India.
- 4.3 Globalization: Meaning, Importance, Global curriculum, Impact on Indian education, Challenges
- 4.4 National Integration and International understanding for Globalization of Education.

Suggested Activity

Each Pupil teacher will conduct any two of the following activities:

1. Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhiyamik Siksha Abhiyan (RAMSA) – A local level Survey
2. A local survey on Mid-day Meal Program in Secondary School.
3. Debate on medium of Schooling or Three language formula.

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical ans Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, “Education: its Evolving Characteristics”, in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
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- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- જોશી અને ભોગાયતા, વિકાસશીલ ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; અનડા બુક ડીપો
- દવે જયેન્દ્ર અને અન્ય, શિક્ષકની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન
- દવે જયેન્દ્ર, ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
- દેસાઈ ધનવંત અને શાહ ગુણવંત, શિક્ષણની વર્તમાન ફિલસૂફીઓ, અમદાવાદ; અનડા પ્રકાશન
- મશરૂવાલા કિશોરલાલ ધ., કેળવણીના પાયા, અમદાવાદ; નવજીવન પ્રકાશન
- રાવલ નટુભાઈ અને અન્ય, (૧૯૯૩). વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; નીરવપ્રકાશન
- વ્યાસ કે.સી., કેળવણીના સામાજિક પાયા, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્યશાસ્ત્રી જયેન્દ્ર, કેળવણીના તાત્વિક આધારો, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
- શાહ બુદ્ધિશયંદ્ર અને શાહ કૌશલ્યા, ગુણવંત, શિક્ષણનું સમાજશાસ્ત્ર, અમદાવાદ; ગુજરાતયુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

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SEMESTER-1

C-01: LANGUAGE ACROSS THE CURRICULUM

Total Credit- 4

Internal - 30

External - 70

Objectives of the Course:

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

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

UNIT-1 Language And Learning

- 1.1 Language as a means of construction of reality, Language and experience
- 1.2 Relationship of Language and Society: Identity, Power and Discrimination.
- 1.3 Nature of Multilingualism: Differential Status of Indian Classroom Language.
- 1.4 Home Language and School Language ;Deficit Theory and Discontinuity Theory.

UNIT-2 Language At School

- 2.1 Distinction between language as a school-subject and language as a means of learning and communication
- 2.2 The concept of register and style, concept formation, Theories of language development
- 2.3 Language as medium, conflicts between home language and medium of language
- 2.4 Language learning approaches : Philosophical approach, Psychological approach and sociological approach.

UNIT-3 Basic Language Competencies Required At School

- 3.1 Oracy, listening, reading and writing
- 3.2 Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- 3.3 Languages as an aspect of teacher-child relationship
- 3.4 Language of textbooks in different subjects.

Unit-4 Listening and Speaking, Reading, Writing,

- 4.1 Intonation and situational conversation, II. Materials and recourses for developing the listening and speaking skills (Storytelling, Dialogues, Simulations, Games&contexts) language laboratories.
- 4.2 Reading: Importance and development of Reading Skill, Type of Reading Skill (Loud and Silent), Skill for using Thesauruses, Dictionary and Encyclopedia.
- 4.3 Writing :Stages and process of Writing, Formal and informal writing - (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement).
- 4.4 Role of Language: In Multi-lingual Society, Uses of Multiple Intelligence in Language Teaching.

Suggested Activities:

1. Developing a reading comprehension test and administering it.
2. Analysis of text books languages and other materials used in different subjects
3. Project on Language environment of school
4. Presentation for Language use for notice, co-curricular activities and Anchoring.

Suggested Readings:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, South Africa 9pp. 3-&).Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*, 670-674.
- Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. *Journal of children's Mathematical Behavior*, 1(2), 7-26
- Grellet, f. (1981). *Developing reading skills: A practical Guide to reading comprehension exercises*. Cambridge University Press.
- Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
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- Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Takes help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1)38.



SEMESTER-1
EPC-1: READING AND REFLECTION ON TEXT

Total Credit- 2

Internal - 50

External - 00

Objectives of the Course:

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

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

Unit 1 The Scope & Nature Of Reading

- 1.1 Concept & meaning of Reading.
- 1.2 Types of Reading, Informative Reading, Critical Reading & Creative Reading.
- 1.3 Importance of Teaching Reading.
- 1.4 Factors affecting reading

Unit-2 Reading Comprehension

- 2.1 Reading comprehension: its components & rate of reading levels of reading comprehension.
- 2.2 Reading comprehension test
- 2.3 Components of Reading comprehension
- 2.4 Study habit : Meaning, concept and Components

Unit-3 Reflecting On Text Of School Subjects

- 3.1 Reading autobiography of Gandhi and try to write fraction part of own biography.
- 3.2 Discuss and Debate on education
- 3.3 Report writing: Various types of report writing.
- 3.4 Reflective writing on any one social or educational problem.

Unit-4 Content Analysis And Source Of Reading Materials

- 4.1 Content analysis: Meaning, Concept and Steps
- 4.2 All Sources of reading materials
- 4.3 Library: Importance, Various Library resources
- 4.4 E-book: Meaning, Concept and Importance

Suggested Activities:

1. Content analysis on any reading source.
2. Prepare a summary report on any Educational Commission

Suggested Readings:

- Alan Robinson H. (Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago, 1964.
- Blanton, W.E. Fae (Ed): Measuring reading performance International Reading Association, New York, 1976.
- Dechant, E.V.: Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston, 1971.
- Hanter, L.E.: Improving Reading in secondary schools, Macmillan Co. new York, 1964.
- Shrivastav B.P.: The Teaching of Reading. Bahri Publishers, New Delhi-1971.

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SEMESTER-1
B-101: GUJARATI

Total Credit- 4

Internal - 30
External - 70

હેતુઓ :

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

એકમ -૧ ગુજરાતી માતૃભાષા : એક પરિચય

- ૧.૧ વિવિધ વિદ્યાશાખાઓનો ટૂંકમાં પરિચય, વિનયન એક વિદ્યાશાખા તરીકે, વિનયન વિદ્યાશાખાનો અર્થ, મહત્વ અને તેનાથી કેળવાતા કૌશલ્યો, વિનયન વિદ્યાશાખાની વર્તમાન સ્થિતિ
- ૧.૨ ભાષા અને માતૃભાષા : અર્થ અને સ્વરૂપ : (ભાષાની પરિભાષા, સ્પષ્ટતા, લાક્ષણિકતા, ભાષાના ઘટકો, માતૃભાષાની પરિભાષા, ભાષાના વિવિધ સ્વરૂપો)
- ૧.૩ માતૃભાષા શિક્ષણનું મહત્વ (શિક્ષણના માધ્યમ તરીકે, સામાજિકરણ, વારસા, પ્રત્યાયનના વાહન તરીકે, અન્ય વિષયોનો પાયો, વ્યક્તિત્વ ઘડતર)
- ૧.૪ માતૃભાષા શિક્ષણની પ્રવર્તમાન-સ્થિતિ અને ઉપાયો(માતૃભાષા શિક્ષણની ઉપેક્ષા અને તે દૂર કરવાના ઉપાયો)

એકમ -૨ સૂક્ષ્મ અધ્યાપન

- ૨.૧ સૂક્ષ્મ અધ્યાપન : સંકલ્પના, મહત્વ , સોપાનો
- ૨.૨ કૌશલ્ય : વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, કા.પા. કૌશલ્ય, સ્પષ્ટીકરણ, ઉત્તેજના પરિવર્તન અને ઉદાહરણ
- ૨.૩ સિમ્યુલેશન : સંકલ્પના, મહત્વ , સોપાનો , આયોજન
- ૨.૪ સ્ટ્રેલેશન :સંકલ્પના, મહત્વ , સોપાનો, આયોજન

એકમ-૩ વ્યાકરણ-૧

- ૩.૧ સ્વર અને વ્યંજન, સંજ્ઞા અને તેના પ્રકાર
- ૩.૨ વિરામ ચિહ્નો(પૂર્ણ વિરામ, અલ્પવિરામ, અર્ધ વિરામ, પ્રશ્નાર્થ, ઉદ્ગાર, અવતરણ, લોપ ચિહ્ન, કાકપદચિહ્ન)
- ૩.૩ વાક્ય અને તેના પ્રકાર (વિધાન, નિષેધ, આજ્ઞાર્થ, પ્રશ્નાર્થ, ઉદગાર)
- ૩.૪ સંયોજકો અને તેના પ્રકાર, સર્વનામ અને તેના પ્રકાર

એકમ -૪ વ્યાકરણ-૨

- ૪.૧ નિપાત અને તેના પ્રકાર
- ૪.૨ રૂઢિપ્રયોગો(વાક્યપ્રયોગ) અને કહેવતા તથા તફાવત
- ૪.૩ જોડણી અને તેના નિયમો, શબ્દનો ક્રમ, સંધિ, અને તેના પ્રકારો
- ૪.૪ સમાસ અને તેના પ્રકારો (દ્રઘ, તત્પુરુષ, મધ્યમપદલોપી, કર્મધારાય, ઉપપદ, બહુવ્રીહી, દ્વિગુ)

પ્રવૃત્તિઓ:

૧. ગુજરાતી સાહિત્યકારની કૃતિઓની નોંધ તૈયાર કરો.
૨. ગુજરાતી વ્યાકરણના એકમો માટે વર્ક કાર્ડની રચના કરો.

સંદર્ભો :

- ઢેસાઈ, ઘનવંત, ગુજરાતી અધ્યાપન, નવીન પ્રવાહો, અમદાવાદ , એ.આર.શેઠની કંપની.
- બધેકા, ગીજુભાઈ. (૧૯૪૯). પ્રાથમિક શાળામાં ભાષા શિક્ષણ, અમદાવાદ , એ.આર.શેઠની કંપની.
- દવે, શાસ્ત્રી જયેન્દ્ર, ગુજરાતી અધ્યાપનનું પરિશીલન, અમદાવાદ, બી.એસ.શાહ પ્રકાશન.
- ત્રિવેદી અને ગુણવંત. ભાષા શિક્ષણની પ્રક્રિયા, અમદાવાદ, રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર. કવિતાનું શિક્ષણ, વલ્લભ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી.
- પટેલ, ઓશક. ગુજરાતીનું આદર્શ અધ્યાપન, અમદાવાદ, વારિષેણ પ્રકાશન.



उद्देश्य:

प्रशिक्षार्थी:

1. भाषा शिक्षा का महत्त्व एवं विशेषताएँ समझे ।
2. शिक्षा समितिओं के प्रतिवेदनो के विषयमें ज्ञान प्राप्त करें ।
3. कक्षा 8-9 के गद्य-पद्य के विषयमें ज्ञान प्राप्त करें ।
4. कक्षा 8-9 के व्याकरण विषयक ज्ञान प्राप्त करें ।
5. हिन्दी भाषा के उद्देश्य को जाने ।
6. हिन्दी भाषा की स्थिति के विषयमें जाने ।

एकम-1 भाषा का महत्त्व, विशेषताएँ एवं उद्देश्य

- 1.1 भाषा शिक्षा की संकल्पना, विशेषताएँ एवं महत्त्व
- 1.2 राष्ट्रभाषा का शिक्षण और महत्त्व
- 1.3 संविधान और शिक्षा समितिओं के प्रतिवेदनो में भाषा की स्थिति
- 1.4 हिन्दी भाषा शिक्षा के उद्देश्य: (सामान्य - विशिष्ट)

एकम-2 पाठ आयोजन

- 2.1 माइक्रोटिचींग कौशल्य, अर्थ, आयोजन के सोपान: विषयाभिमुख, प्रश्नप्रवाहिता, सुदृढिकरण, श्यामपट्ट कार्य
- 2.2 सिम्युलेशन, अर्थ, आयोजन के सोपान - व्याख्यान, निदर्शन, आगमन-निगमन
- 2.3 स्ट्रेलेशन, अर्थ, आयोजन के सोपान
- 2.4 पाठ आयोजन, अर्थ, महत्त्व और आयोजन के प्रकार

एकम-3 विषयवस्तु

- 3.1 कक्षा 8 पाठ -2 ईदगाह
- 3.2 कक्षा 8 काव्य - 4 उठो धरा के अमर सपूतों
- 3.3 कक्षा 9 पाठ -2 न्याय मंत्री
- 3.4 कक्षा 9 काव्य -9 सूरदास के पद

एकम-4 विषयवस्तु व्याकरण

- 4.1 वर्ण परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्णों का वर्गीकरण
- 4.2 शब्द रचना: प्राकृतिक आधार पर शब्द के प्रकार (यौगिक, योगरूढ और संकर शब्द)
- 4.3 संरचना के आधार पर शब्द के प्रकार (संज्ञा, सर्वनाम, विशेषण और क्रिया विशेषण)
- 4.4 पद रचना: विकारी, अविकारी और निपात

प्रवृत्ति:

1. हिन्दी भाषा के कविओ एवं साहित्यकारो का नाम व कृतिओ का चार्ट बनाए ।
2. हिन्दी भाषा के कठिन शब्दों के फ्लेशकार्ड का निर्माण करे ।

संदर्भ ग्रंथ

1. बी.एन.शर्मा, हिदी शिक्षण, साहित्य प्रकाशन, आगरा.
2. पी.के.औझा, हिदी शिक्षण, अनमोळ पब्लिकेशन, नई दिल्ली.
3. कामात प्रसाध गुरु, हिदी व्याकरण.
4. पुरुषोतम पटेल, हिन्दी व्याकरण और रचना, जयोति प्रकाशन, अहमदाबाद.
5. रामचंद्र शुक्ल. हिन्दी साहित्य का इतिहास.



SEMESTER-1
B-103: ENGLISH (L.L)

Total Credit- 4

Internal - 30
External - 70

Objectives of the Course:

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

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

Unit-1 Introduction to English Language

- 1.1 The role of English in India and its place in school curriculum.
- 1.2 English as second/foreign language in school of India with specific reference to school education in Gujarat.
- 1.3 Importance of English teaching
- 1.4 Psychology of language learning and problems faced by Gujarati speaking learners in learning English, Difficulties faced by teacher in teaching English.

Unit-2 Lesson Planning in English

- 2.1 Classification of objectives and their importance General and specific objectives of teaching English as Second/Foreign language.
- 2.2 Micro Teaching: Meaning, concept, importance, steps, limitations, micro lesson planning.
- 2.3 Simulation: Meaning, importance, steps, limitations, simulation, lesson planning.
- Skill of set-induction, Skill of fluency in questioning, skill of reinforcement, skill of black board work, skill of explanation.
- 2.4 Lesson Plan: Meaning, importance, various types of lesson planning

Unit-3 Grammar and Usage -1

- 3.1 Parts of speech: Meaning and illustrations Fundamentals of grammar: Noun, adjective, pronoun, verb, adverb (their different kinds & illustrations)
- 3.2 Word formation: Synonyms, antonyms, nouns, pronouns, adjectives.
- 3.3 Speech Sound: Consonants and Vowel, stress and intonation.
- 3.4 Sentence patterns: Subject, verb, object, complement, S.V., SVO, SVC, SVOC patterns.

Unit-4 Grammar and Usage -2

- 4.1 Kinds of sentences (according to function and structure): Meaning and Examples
- 4.2 Model Auxiliaries: can, may, should, must, could, might, will, would.
- 4.3 The Tenses: (Simple present/past/future), (Progressive present/past/future), (Perfect present/past/future) and change the voice.
- 4.4 Degree of Comparison: (Positive, comparative, superlative) and reported speech.

Suggested Activity :

- Prepare report on difficulties in english speaking.

Suggested Readings:

- General English for high school classes English grammar, Jawahar Prakashan Pvt. Ltd. Ghaziabad.
- Wren and martin, English grammar and composition, S.Chand.
- Contemporary English Grammar for scholars and students, J.D. Murthy, Book place, New Delhi Leech Geoffrey& Svartvik J.
- English language Teaching approaches and Methodology Navita Arora Tata McGraw hill education private limited New Delhi.

★ ★ ★

SEMESTER-1
B-104: SANSKRIT

Total Credit- 4

Internal - 30
External - 70

हेतुઓ:

પ્રશિક્ષણાર્થીઓ:

1. સંસ્કૃત ભાષાનું મહત્ત્વ સમજે.
2. ભારતમાં સંસ્કૃત ભાષાની સ્થિતિ જાણે.
3. ધોરણ-8-9ના ગદ્ય-પદ્યની માહિતીથી પરિચિત બને.
4. ધોરણ-8-9 ના વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ મેળવે.
5. સંસ્કૃત ભાષા સંબંધી નીતિઓથી પરિચિત બને.
6. સંસ્કૃત ભાષા સંબંધી વિવિધ યોગી વિષે જ્ઞાન મેળવે.
7. ભારતીય ભાષાઓના વિકાસમાં સંસ્કૃતના પ્રદાન વિશે જાણે.
8. સંસ્કૃત શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ સમજે.

એકમ-1 સંસ્કૃત ભાષાનો ઇતિહાસ, હેતુઓ, અર્થ અને વર્તમાન સ્થિતિ

- 1.1 સંસ્કૃત ભાષાનું મહત્ત્વ, સંરચનાની દ્રષ્ટિએ, સાંસ્કૃતિક દ્રષ્ટિએ મહત્ત્વ અને લોકપ્રિયબનાવવાના ઉપાયો.
- 1.2 ભારતમાં સંસ્કૃત ભાષાની સ્થિતિ
 - ભાષા શિક્ષણ સંબંધી સંવૈધાનિક પ્રાવધાન (ધારા - 343, 351, 350અ)
 - સંસ્કૃત ભાષા સંબંધી નીતિઓ - સંસ્કૃત આયોગ (1956-57) કોઠારી આયોગ (1964-66), રાષ્ટ્રીય શિક્ષણ નીતિ (1986) ક્રિયાવ્યવહાર કાર્યક્રમ (POA) 1992.
- 1.3 સંસ્કૃત ભાષાના હેતુઓ (સામાન્ય-વિશિષ્ટ)
- 1.4 ભારતીય ભાષાઓમાં વિકાસમાં સંસ્કૃત ભાષાનું પ્રદાન.

એકમ-2 પાઠ આયોજન

- 2.1 માઇક્રોટીચિંગ કૌશલ્ય - અર્થ આયોજનના સોપાનો.
- 2.2 વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, સુદ્રઢીકરણ, કા.પા. કૌશલ્ય.
- 2.3 સીમ્યૂલેશન - અર્થ, આયોજનના સોપાનો - વ્યાખ્યાન પદ્ધતિ - નિદર્શન પદ્ધતિ, આગમન નિગમન પદ્ધતિ
- 2.4 પાઠ આયોજન: અર્થ, મહત્ત્વ અને આયોજન પ્રકારો

એકમ-3 વિષયવસ્તુ

- 3.1 ધોરણ-8 ગદ્યાર્થ ગ્રહણની કૃતિ - 4 અહિ સુધીર
- 3.2 ધોરણ-8 અનુવાદની કૃતિ -6 વિનોદ પદ્યાનિ

3.3 ધોરણ-9 ગદ્યાર્થ ગ્રહણની કૃતિ -4 વલ્લભી વિદ્યાસ્યાનમ્

3.4 ધોરણ-9 અનુવાદની કૃતિ -5 સુભાષિતવૈભવઃ

3.5 વર્ણ પરિચય અને પદક્રમ

એકમ-4વિષયવસ્તુ

4.1 અ, ઈ, ઊ, ઋ, કારાન્ત પુલ્લિંગ, આ, ઈ, ઊ, ઋ કારાન્ત સ્ત્રીલિંગના રૂપો.

4.2 વર્તમાનકાળ, હ્યસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ.

4.3 સંધિ સંકલ્પના પ્રકારો (સ્વર, વ્યંજન, વિસર્ગ) ઉદાહરણ સહિત સમજૂતી

4.4 કૃદંત સંકલ્પના, પ્રકારો (સંબંધક, હેત્વર્થ, વિદ્યર્થ કૃદંતની ઉદાહરણ સહિત સમજૂતી),સંખ્યાવાચક અને સંખ્યાપૂરકની સંકલ્પના (1 થી 100 સુધી)

પ્રવૃત્તિઓ:

1. રોજિંદા વપરાશમાં આવતી યીજવસ્તુઓ તેમજ પ્રાણીઓ, પક્ષિઓના નામ સચિત્ર સંસ્કૃત ભાષામાં તૈયાર કરવા.
2. સંસ્કૃત વ્યાકરણમાં અભ્યાસક્રમ આધારિત કોઈપણ એક ચાર્ટ તૈયાર કરવો.
3. શાળાઓની મુલાકાત લઈ સંસ્કૃત શિક્ષક પાસેથી સંસ્કૃત અધ્યાપનના હેતુઓ જાણી યાદી તૈયાર કરવી.

Suggested Readings :

- Apte D.G., Teaching of Sanskrit, Bombay : Padma Publication.
- Apte V.S., A Guide to sanskrit composition, Padma Publication.
- Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskrit, Poona: Loksangraha Press.
- અહવાલા સી.કે. (૧૯૫૬). સંસ્કૃતનું અભિનવ અધ્યાપન, અમદાવાદ : ભારત પ્રકાશન.
- ભટ્ટ વી.એમ. સંસ્કૃત વાક્ય સંરચના.
- શશીકાંત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અમદાવાદ : અનડા બુક ડિપો.



SEMESTER-1
B-105: SOCIAL SCIENCE

Total Credit- 4

Internal - 30

External - 70

Objectives of the Course:

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

- To understand the concept, scope & structure of Social Science.
- To enable the student trainees to know the importance of need of teaching Social Science at the higher secondary school level.
- To understand the aims & objectives of teaching Social Science in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquires the knowledge of current higher secondary syllabus of Social Science.
- To get the knowledge of the importance of micro, simulation & stray lesson to develop Social Science teaching skill.
- To practice various microteaching skill in economics teaching.

Unit-1 Introduction to Social Science, Aims, General & Specific Objectives and Values.

1.1 Social Science – Meaning & Definition

- Modern concept of Social Science
- Importance of teaching of Social Science.
- Scope of Social Science.

1.2 Aims of Social Science teaching.

1.3 General objectives and specific objectives of social science teaching.

1.4 Development of values through the teaching of social science.

Unit-2 Lesson planning in Social Science (Micro – Simulation – Stray Lesson)

2.1 Micro Teaching: Meaning, Steps, Importance, Characteristics, merits & demerits, Different skill of microteaching lesson planning –Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining, Prepare a micro lesson planning on the basis of above skills.

2.2 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages, Prepare a simulation planning.

2.3 Lesson Planning: Meaning, steps, importance, merits & demerits

2.4 Prepare a ideal stray lesson planning.

Unit-3 Content (1) Std-9.

- 3.1 Lesson-4 National movement in India.
- 3.2 Lesson-5 Movement towards independents
- 3.3 Lesson-6 World after 1945.
- 3.4 Lesson-10 Organs of government.

Unit-4 Content (1) Std-10.

- 4.1 Lesson-4 Indian cultural heritage.
- 4.2 Lesson-8 Natural resources
- 4.3 Lesson-15 Economic development
- 4.4 Lesson-21 Social change.

Suggested Activity:

1. Prepare a list of concepts of social science of std-9 and std-10.
2. Make one video recording of micro, Samuelsson and stray lesson plan given by you.

Suggested Reading :

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Science in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Science in Secondary School. Longman Greenand Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well.
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.



SEMESTER-1
B-106: MATHEMATICS

Total Credit- 4

Internal - 30
External - 70

Objectives of the course :

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

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

Unit-1 Modern S Mathematics , values and objective of teaching of Mathematics.

- 1.1 Introduction to Mathematics: Meaning, Definition & Concept of Mathematics, Scope of Mathematics.
- 1.2 Importance of teaching of Mathematics, Need of Mathematics subject in Secondary School curriculum
- 1.3 Value of Mathematics in modern life, Utilitarian value, Disciplinary value, Cultural value
- 1.4 Objectives of teaching Mathematics at secondary level, Taxonomy of education objectives: general and specific objectives

Unit-2 Lesson planning in Mathematics (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Characteristics of good lesson planning, importance, various types of lesson plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.
 - Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
 - Prepare a micro lesson planning on the basis of above skills.
- 2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages. - Prepare a simulation planning.
- 2.4 Stray Lesson: Meaning, concept, importance. - Prepare a stray lesson planning, Maxims of Mathematics teaching

Unit-3 Content (1) Std-9.

- 3.1 Lesson-3 Polynomials (sem-1)
- 3.2 Lesson-5 Linear equation in two variables (sem-1)
- 3.3 Lesson-9 Triangle (sem-1)
- 3.4 Lesson-10 Quadrilaterals (sem-2)

- 3.5 Lesson-12 circle (sem-2)
- 3.6 Lesson-15 surface area and volume (sem-2)
- 3.7 Lesson-16 Statistics (sem-2)

Unit-4 Content (1) Std-10.

- 4.1 Lesson-4 Quadrics equation
- 4.2 Lesson-6 Similarity of triangle
- 4.3 Lessons-9 Trigonometry.
- 4.4 Lesson-11 Circle

Suggested Activity:

- Prepare a list of values of mathematics teaching.

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra : RadhaPrakashanMandir.
- Patel R N (2012). Teaching and learning mathematics in modern times: New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Roohi. Fatima (2008). Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). GanitShashtraAdhyapanPadhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). GanitAdhyapanPadhdhatiAmdavad : Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). GanitShikshanPadhdhati. Amadavad: A. R. Sheth& Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.



SEMESTER-1

B-107: Science and Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

Unit-1 Modern Science, values and objective of teaching of science and technology.

- 1.1 Introduction to Science and technology: - Meaning, Definition & Concept of Science and technology, Scope of Science and technology
- 1.2 Importance of teaching of Science and technology, Need of Science and technology subject in Secondary School curriculum
- 1.3 Value of Science and technology in modern life
 - Utilitarian value - Disciplinary value - Cultural value
- 1.4 Objectives of teaching Science and technology at secondary level
 - Taxonomy of education objectives: general and specific objectives

Unit-2 Lesson planning in Science and technology (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Characteristics of good lesson planning, importance, various types of lesson plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.
 - Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
 - Prepare a micro lesson planning on the basis of above skills.
- 2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages.
 - Prepare a simulation planning.
- 2.4 Stray Lesson: Meaning, concept, importance.
 - Prepare a stray lesson planning.

Unit-3 : Content (1) Std-9.

| | |
|----------|----------------------------------|
| Lesson-2 | force and laws of motion (sem-1) |
| Lesson-5 | Structure of atom (sem-1) |
| Lesson-8 | Animal tissues (sem-1) |

| | | |
|-----------------|----------------------------|---------------------------------------|
| | Lesson-2 | Wave, Motion and Sound (sem-2) |
| | Lesson-6 | Diversity in living organisms (sem-2) |
| Unit-4 : | Content (1) Std-10. | |
| | Lesson-4 | Electricity |
| | Lesson-5 | Magnetic Effect of electric current |
| | Lesson-9 | Non Metals |
| | Lesson-11 | Organic Compounds |

Suggested Activity :

- Preparation of material and objective for teaching science and technology

Suggested Readings:

- ધોરણ : 9વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પુસ્તક(સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- ધોરણ : ૧૦.વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પુસ્તક(સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- જોષી, હરિપ્રસાદ ઓ,અનેઅન્ય. વિજ્ઞાન અધ્યાપનનું પરિશીલન,બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
- જાદવ, શવિલ. શવજ્ઞાન અનેટેકનોલોજીનું અધ્યાપન, આગ્રા : અગ્રવાલ પબ્લિકેશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

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SEMESTER-1

B-108:Urdu

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

- Obtain Mastery over the concept of books in Urdu Language.
- Become familiar with the objectives and importance of Urdu teaching
- Become familiar with the techniques, methods and activities of Urdu teaching
- Can construct, select and use suitable test items for evaluation
- Become familiar with the basic skills of Urdu language teaching
- Can develop professional competency and be aware of one's professional growth

Urdu Sem. I

مقاصد :

- (1) اردو زبانِ ادبی کی مہارت میں اضافہ ہو۔
 - (2) طلبہ کی ادبی دلچسپی کو تربیت ملے۔
 - (3) بھارتیہ سماج اور تہذیب کا مناسب تعارف حاصل ہو۔
 - (4) انسانی قدروں کی فہم بڑھے۔
- Unit I زبانِ ادبی کی اہمیت، خصوصیات اور مقاصد
- 1.1 زبان کا تصور، خصوصیات اور اہمیت
 - 1.2 مادری زبان کی تعلیمی اہمیت، مادری زبان کی تدریس کی موجودہ صورت حال
 - 1.3 مادری زبان کی تدریس کے مقاصد
 - 1.4 مادری زبان کے عام اور خصوصی مقاصد (علم، فہم، استعمال، مہارت)
- Unit II مادری زبان کی تدریس کا منصوبہ (سبق کا منصوبہ)
- 2.1 سبق کا منصوبہ، تصور، اہمیت اور منصوبے کی قسمیں
 - 2.2 مہارت، ماکرو ٹیکنیک، (یعنی) تصور، منصوبے کے مراحل، مختلف مہارتیں
 - (i) تمہید (ii) سوالات کی روانی (iii) وضاحت (iv) خلاصہ تختہ سیاہ
 - سمیٹیشن : تصور، منصوبہ، مراحل، مختلف تدریسی طریقے
 - 2.3 برج لیسن : تصور، اہمیت، سبق کا منصوبہ
 - 2.4 (i) طریقہ بیانہ (ii) طریقہ سوال و جواب (iii) استخراجی و استقرائی طریقہ (iv) نمائشی طریقہ
- Unit III صرف و نحو
- 3.1 حرف اور حرف کی قسمیں، ضمیر اور اس کی قسمیں
 - 3.2 رموز و اوقاف : وقفہ، سکتہ، استفہامیہ، فحاشیہ، واوین، رابطہ
 - 3.3 جملہ اور اس کی قسمیں
 - 3.4 فعل اور اس کی قسمیں
- سرگرمی :
- مختلف پروجیکٹ کے ذریعے طلبہ کو سرگرم رکھنا۔
 - قواعد کے متعلق چارٹ تیار کرنا۔
 - ماکرو ٹیکنیک کے مثالی سبق تیار کر کے محاورہ کرنا۔

SEMESTER-1

B-109 :Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

- After going through the course the teacher trainee will be able:
- To understand the concept, scope & structure of economics.
- To enable the student trainees to know the importance of need of teaching economics at the higher secondary school level.
- To understand the aims & objectives of teaching economics in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquire the knowledge of current higher secondary syllabus of economics.
- To explain the importance of micro, simulation & stray lesson to develop economics teaching skill.
- To practice various microteaching skill in economics teaching.

Unit-1 Introduction to Economics, values, Aims, General & Specific Objectives.

- 1.1 Introduction of Economics: - Meaning & Concept, Scope of Economics
Importance of teaching of Economics, pure and applied science.
- 1.2 Development of values through the teaching of economics: Cultural values, Social values, Intellectual value & Moral value.
- 1.3 Aims of Economics : Pr. Marshall, Pigou, M.P. Moffat, Lipstrau
- 1.4 General & Specific objectives of the teaching of Economics.

Unit-2 Lesson planning in Economics (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Importance, Merits/Advantages of good lesson planning , Essential of a good Lesson Plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Uses, Limitations.
-Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
-Prepare a micro lesson planning on the basis of micro skills.
- 2.3 Simulation : Meaning, concept, importance, advantages & disadvantages.
-Prepare a simulation planning.
- 2.4 Stray Lesson : Meaning, concept, importance.
-Prepare a stray lesson planning.

Unit-3 : Content (1) Std-11.

- 3.1 Lesson-2 Fundamental concept & Terminologies
- 3.2 Lesson-3 Demand.
- 3.3 Lesson-4 Supply
- 3.4 Lesson-5 Cost of Production and Concepts of Revenue.

Unit-4 : Content (1) Std-12.

- 4.1 Lesson-2 Indicators of growth & development.
- 4.2 Lesson-3 Money & Inflation
- 4.3 Lesson-7 Population
- 4.4 Lesson-8 Agricultural Sector

Suggested Activity:

- Running of School Cooperative Store.
- School magazine with a section devoted to economics.

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- गुरसरनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली विज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- पटेल धनश्याम बी. तथा अन्य. अर्थशास्त्र शिक्षण पद्धति, अमदावाद, नवद्वीप गृह.
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય, સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીય અર્થશાસ્ત્ર, બી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.



SEMESTER-1

B-110 :Organization of Commerce and Management

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

UNIT-1 UNDERSTANDING DISCIPLINE

- 1.1 Trade and Commerce : Meaning , concept, Ausilliary Activities of commerce, Difference between trade and commerce.
- 1.2 Scope of commerce, Aims of Commerce.
- 1.3 Objectives and Importance of Teaching of elements of Commerce at higher secondary level
- 1.4 General and Specific Objectives of O.C.M. and expected behavioral changes.

UNIT-2 LESSON PLANNING

- 2.1 Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.
- 2.2 Skill of Micro teaching: Meaning, Components and lesson planning
 - Skill of Set induction
 - Skill of Black Board work
 - Skill of Fluency in questioning
 - Skill of Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Comparative Method
 - Demonstration Method
 - Lecture Method(Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

UNIT -3 STD : 11

- 3.1 Chapter 1 – Nature, Purpose and Scope of Business
- 3.2 Chapter 2 – Business Services-1
- 3.3 Chapter 3 – Business Services-2
- 3.4 Chapter 4 – Communication, E-commerce and Outsourcing

UNIT – 4 STD : 12

- 4.1 Chapter 1 – Nature and Significance of Management
- 4.2 Chapter 2 – Principles of Management
- 4.3 Chapter 3 – Planning
- 4.4 Chapter 4 – Organizing

Suggested Activity

1. visit of one unit Consisting commerce topic e.g. : Bank , Insurance Company , Partnership firm etc.,
2. Prepare slide using MS power point on any one topic of commerce subject.

Suggested Readings :

- Khan. M S., Commerce education , New Delhi, Sterling Publication (p) ltd.
- Sharif khan , Mohd., The teaching of commerce New Delhi , Sterling publication (p) ltd.
- Teaching of commerce, Seema Rao, Anoml Publication , New Delhi.
- Teaching of commerce, A practical Approach , J.C. Aggarwal , vikas publishing house pvt . ltd. new Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications , Delhi.



SEMESTER-1

B-111:Accountancy

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

UNIT-1 UNDERSTANDING DISCIPLINE

- 1.1 Accountancy : Meaning , Concept, History, Objectives
- 1.2 Scope of Accountancy, Aims of Accountancy
- 1.3 Objectives and Importance of teaching of elements of Accountancy at higher secondary level
- 1.4 General and Specific Objectives of Accountancy and expected behavior change

UNIT-2 LESSON PLANNING

- 2.1 Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.
- 2.2 Skill of Micro teaching: Meaning, merits and demerits, Components and lesson planning
 - Skill of Set induction
 - Skill of Black Board work
 - Skill of Fluency in questioning
 - Skill of Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Inductive- Deductive Method-Demonstration Method-Lecture Method
 - (Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

UNIT-3 STD : 11-Concept and Computation

- 3.1 (Part-1) Chapter 1 – Accounting and its terminology
- 3.2 (Part-1) Chapter 3 – Journal
- 3.3 (Part-2) Chapter 2 – Depreciation Accounts
- 3.4 (Part-2) Chapter 3 – Provisions and Reserves

UNIT – 4 STD: 12-Concept and Computation

- | | | |
|-----|----------|---|
| 4.1 | (Part-1) | Chapter 2 – Final Accounts of Partnership |
| 4.2 | (Part-1) | Chapter 3 – Valuation of Goodwill |
| 4.3 | (Part-2) | Chapter 1 – Accounting for share capital |
| 4.4 | (Part-2) | Chapter 2 - Accounting for Debenture |

Suggested Activity :

1. Visit a business unit and financial unit to understand how to write accounts.
2. Prepare MS power point presentation on any topic of Std.11/12 Accountancy.

Suggested Readings :

- Lewis D., (1955), Methods of teaching Book-keeping , Cincinnati , south- western publishing.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Teaching of Commerce – A practical Approach, J.C. Aggarwal , Vikas publishing house pvt ltd, new Delhi.
- Mohd. sharifkhan, the teaching of commerce , new Delhi , sterling publishers (P) ltd.
- Teaching of commerce education , Dr Umesh , Dr Ajay Rana , Tandon publications – Ludhiana.
- Teaching of commerce vinty monga, Twenty first century publications, Patiala.
- Malek Parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- પટેલ, ભગવાનભાઈ એસ. અને પ્રજાપતિ મોહનભાઈ એસ. , (૨૦૦૯-૧૦) નામનાં મૂળતત્વોનાં અધ્યાપનનું પરિશીલન, બી.એસ.શાહ. પ્રકાશન, અમદાવાદ.



SEMESTER-1

B-112:Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Modern Concept of Psychology

- 1.1 Psychology : Meaning, Scope, Aims and Objectives.
- 1.2 Modern innovation in school biased on Psychology.
- 1.3 Scope and New Scientific views of the teaching Psychology at Higher Secondary Level.
- 1.4 Importance of Psychology in daily life

Unit-2 Lesson Planning and Methods and Techniques:

- 2.1 Micro teaching: Meaning, Concept, Importance, steps
- 2.2 Skill of Micro teaching: Meaning, Components and lesson planning
 - Set induction
 - Black board work
 - Fluency in questioning
 - Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Lecture Method
 - Demonstration Method
 - Inductive Method
 - Deductive Method[Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.]
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

Unit -3 STD-11

- 3.1 Chapter-1 Psychology- A science
- 3.2 Chapter-2 Teaching Methods
- 3.3 Chapter-3 Human Development
- 3.4 Chapter-4 Biological Factor of Behavior

Unit -4 STD-12

- 4.1 Chapter-1 Sensation, Attention and Perception
- 4.2 Chapter-2 Learning process
- 4.3 Chapter-3 Intelligence
- 4.4 Chapter-4 Attitude and Prejudice

Suggested Activity :

- Prepare scrap book on psychology topic
- Prepare notes on psychologist.

Suggested Readings :

- Anastadi, A., (1982).**Psychological Testing**, New York; Macmillan
- Cox Tom, (1978).**Streets London**, The McMillan Press Ltd.
- Hilgard, E. R. (1978).**Introduction to Psychology** (6th Edition), New York; Harcourt
Brac and
- Co.
- Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology**, New York;
Harcourt
- Brace Hovanoboich Inc.
- Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York;
McGraw
- Hill Book Co.
- Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to a
Behavioural**
- **Science**, (4th Edition), New York; John Wiley & Sons Inc.
- Morgan, C. T., (1975).**A Brief Introduction to Psychology**, New York; John Wiley
- Publication
- Sahakin, W. S. (1975).**History and Systems of Psychology**, New York; John Wiley and
Sons

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SEMESTER-1
B-113:English (H.L.)

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit -1 Introduction to English Language

- 1.1 English as a Discipline of Study: concept and nature
- 1.2 Importance of Teaching English and status of ELT in Gujarat and India.
- 1.3. Role of English language in cultivating values and life skills
- 1.4. Psychology of language learning and Problems faced by first language learners in Learning English

Unit 2: Planning teaching English as first language

- 2.1 Micro teaching (including bridge lesson) Concept, Importance, Steps, Limitations
- 2.2 Instruction Skills: Skill of Set-Induction, skill of Fluency in Questioning, Skill of Explanation, Skill of using Chalk Board, Skill of Stimulus Variation
- 2.3. Simulation: concept, importance, steps, limitations. Lecture method, inductive deductive method and demonstration method
- 2.4 Stray lessons steps, importance, limitations · General and specific objectives of teaching English as first language.

Unit:3 Grammar and usage -1

- 3.1 Parts of Speech: Meaning and Illustrations
- 3.2 Word Formation; synonyms, antonyms, nouns, verbs, adjectives
- 3.3 Sounds of English, Stress and Intonation
- 3.4 Punctuation mark: Full stop; Comma, Question mark and Exclamatory mark.

Unit: 4 Grammar and usage -2

- 4.1 Kinds of sentences: (Meaning and Examples) Declarative/assertive, Interrogative, Imperative and Exclamatory.
- 4.2 Modal Auxiliaries: Be, Do, Have, Need and Dare
- 4.3 Figures of speech: Contrast and Similarity
- 4.4 The Degree of Comparison (positive, comparative, superlative)

Suggested Activities:

- Collect ten examples of grammar in context from English textbook 8th class and do group discussion.
- Prepare three activities to develop the reading skills of class 7
- Prepare three activities to develop the speaking skill of class 8
- Prepare two activities to brush up oral skill of std. 8
- Do a survey of two schools in your neighbourhood to find out:
 1. Level of English teaching
 2. Materials and different methods used in class room in teaching English

Suggested Readings:

- Arora Navita, **English language Teaching: Approches and Methodology.** New Delhi, Tata McGraw Hill education private limited
- **General English for High school classes English grammar,** Gaziabad, Jawahar prakashan Pvt.Ltd.
- Leech Geoferey & Svartvik J., **Contemporary English grammar for scholars and students,** Book palace, New Delhi
- Murthy J. D., **A Communicative Grammar of English,** Longman
- Wren and martin, **English grammar and composition,** S. Chand

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SEMESTER-II

**B.Ed. Semester-II
(Revised)**

| Semester –II (Core Paper) | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 03 | Knowledge and Curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| A - 04 | Learning and Teaching | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 02 | Assessment of Learning | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam. | | | | | | | |
| EPC-2 | Drama And Art In Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTR-II (Revised)

Practical Work

| Sr. No | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|-----------|------------|
| 1 | Block Teaching (10- Lessons + 10- Observation) | 4 | 100 | -- | 100 |
| 2 | Blue Print (One in Each method) | 2 | 50 | -- | 50 |
| 3 | Action Research | 2 | 50 | -- | 50 |
| 4 | Prepare Objective type test for main school subject | 1 | 25 | -- | 25 |
| 5 | Seminar/Workshop/Project Work | 1 | 25 | -- | 25 |
| Total | | 10 | 250 | -- | 250 |

Guidelines for Practical Work

- 1. Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
- 2. Blue print: In** each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
- 3. Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
- 4. Objective Type Test: Submission** from selected methods by the trainee. (Submission of Two objective type test sets)
- 5. Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.

SEMESTER-2

A 03: Knowledge and Curriculum

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

Unit-1 Epistemological bases of Education

- 1.1 Concept of knowledge: Meaning, Definition, concept and characteristics
- 1.2 Types of knowledge: Philosophical, Psychological, Propositional
- 1.3 Source of knowledge: Education, situational, conceptual and strategic
- 1.4 Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.

Unit-2 Social and Cultural context of Education

- 2.1 Concept of Society and Culture, Its influences in recent education system.
- 2.2 Influence of modern values like equity and equality, Individual opportunity and social justice.
- 2.3 Tagore and Kirshnamurti: With reference tonationalism, universalism and secularism.
- 2.4 Academic Autonomy: Meaning, Merits and Demerits

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Steps, Difference between syllabus and curriculum.
- 3.2 Role of Govt. and Society in construction of curriculum.
- 3.3 Foundations of Curriculum: Philosophical, Psychological and Sociological
- 3.4 Issues related curriculum development, Concept of Hidden curriculum.

Unit-4 Curriculum transaction and evaluation

- 4.1 Strategies for making curriculum contextually responsive
- 4.2 Steps of curriculum development
- 4.3 Hilda Taba model of curriculum development
- 4.4 Methods of curriculum evaluation

Suggested Activity

1. Prepare a small curriculum for course.
2. Select social one social issues and prepare small curriculum module for its suggested solutions.

Suggested Readings:

- Allan, C. et al., (1993). Curriculum Foundations, Principles and Issues. Allyn and Bacon, London.
- Anita J. Harrow, (1972). A Taxonomy of Psychomotor Domain. New York: McKay.
- Arulsamy, S., (2010). Curriculum Development., Neelkamal Publications Pvt., Ltd, Hyderabad
- Ausubel, D., (1968). Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winsom.
- Ballantine, H.J. (1983). The Sociology of Education - A Systematic Analysis. Prentice-Hall, Inc., New Jersey.
- Benjamin S. Bloom, (1956). Taxonomy of Educational Objectives. Handbook-I, Cognitive domain. New York: McKay.
- Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum Construction. Kanishka Publishing House, Delhi.
- Bhatt B.D., (1996). Curriculum Reform Change and Continuity. Kanishka Publications, New Delhi.
- Bruner, J.S. et al., (1965). A study of Thinking. New York. John Wiley.
- B. C Rai: Theories of education. Parkashan Kendra Sitapur Road Lucknow.
- Chandra S.S. and Sharma, R.K., (2004). Sociology of Education. Atlantic publishers and distributors, New Delhi.
- Kamala Bhatia and B.D Bhatia: Theory and principle of education. Doaba house Nai Sarak Delhi.
- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers Ludhiana.
- NR Swarup Sexsena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education. Bawa publication Patiala.
- SP Chaube Foundation of education. Vikas Publishing House Noida.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology. Sterling Publishers New Delhi.
- R. M Kalra Curriculum construction for youth development. Sterling Publishers New Delhi.
- SK Murty: Essentials of Curriculum development. Allied Book Center Hyderabad.
- MS Khan: Teacher education. APH Publishing Corporation, New Delhi.
- MA Siddqui: Teacher education NCTE New Delhi.



SEMESTER-2

A 04: Learning and Teaching

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Learning

- 1.1 Learning: Meaning, Definition and characteristics
- 1.2 Socio-cultural factors influencing cognition and learning.
- 1.3 Types of learning: Self learning, Multisensory learning, CAI
- 1.4 Factors influences learning, learning process, memory and forgetting

Unit-2 Learning theories and behavior changes

- 2.1 Pavlov Classical conditioning learning theory its uses in classroom.
- 2.2 Learning theories of Skinner, Thorndike, Gestalts
- 2.3 Transfer of learning, types, and factor affected of transfer of learning
- 2.4 Role of motivation, interest and readiness in learning

Unit-3 Teaching

- 3.1 Concept of Profession; Teaching as a profession , Professional ethics for teachers
- 3.2 Concept and nature of teaching
- 3.3 Maxims of teaching
- 3.4 Ned Flanders classroom interaction analysis

Unit-4 Teaching Model

- 4.1 Models of Teaching: Meaning, Concept, Uses in routine teaching
- 4.2 Concept Attainment Model; Meaning, steps, merits and demerits
- 4.3 Inquiry Training Model; Meaning, steps, merits and demerits
- 4.4 Advance organizer model: Meaning, steps, merits and demerits

Suggested Activity

1. Prepare lesson plan of your main school subject with the help of any one teaching model.
2. Prepare any one computer program for self learning

Suggested Readings:

- Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S S , Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
- Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000
- De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003).Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.

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SEMESTER-2

C 02: Assessment of learning

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Measurement and Evaluation

- 1.1 Measurement: Meaning, Definitions, importance and types
- 1.2 Evaluation: Meaning, definitions, characteristics and Importance
- 1.3 Steps of evaluation, Evaluation triangle
- 1.4 Principals and types of evaluation

Unit-2 Assessment trends

- 2.1 Present examination system, issues and suggestion.
- 2.2 Online evaluation : Meaning, Merits and Demerits
- 2.3 Open book Examination : Meaning, Merits and Demerits
- 2.4 Continues and Comprehensive evaluation and its importance.

Unit-3 Tools of Evaluation

- 3.1 Rating Scale, Check list, Observation
- 3.2 Blue Print: Importance, Steps, Merits, characteristics of ideal question paper.
- 3.3 Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
- 3.4 Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit-4 Analysis of Assessment

- 4.1 Measurement of central tendency: Mean, Median and Mode with computation
- 4.2 Measurement of variability: range, mean deviation, standard deviation and quartile deviation with computation and interpretation
- 4.3 Percentile and percentile rank with computation
- 4.4 Role of Feedback in Improving learning and learners' development.

Suggested Activity

1. Construction of an Achievement Test with the help of blue print
2. Interpret class result with the help of statistics and make graphical presentation of it.

Suggested Readings:

- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.

- Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Feffer and Simons.
- GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from [http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf).
- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from [http:// www. upe fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf](http://www. upe fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf).
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.
- Patel, R.S (2015) Statistical Methods in Education. Jay Publication, Ahmedabad.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York., John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.



SEMESTER-2

EPC-2:Drama and Art in Education

Total Credit- 2

Internal - 50

External - 00

Objectives of the course :

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

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Unit – 1 Art Education

- 1.1 Art Education: Meaning, concept, importance and Scope.
- 1.2 Indian Rasa Theories (Bharat Muni's , NatyaShastra).
- 1.3 Role of Art (Visual arts, Literary Arts and performing Arts),
- 1.4 Music and Drama in Teaching and Learning-need and importance,

Unit – 2 Performing Arts Education

- 2.1 Theatre: Introduction, Importance and role of Drama in society, Role of Drama in Education
- 2.2 Forms and Styles, Comedy and Tragedy.
- 2.3 Components of Theatre: Role play, Space, Time, Audience and Performance.
- 2.4 Various forms of Music: Gayan, Vadan and Nartan.

Unit – 3 Dramas and Art in School

- 3.1 Meaning and concept of arts and its significance at school education
- 3.2 Difference between Arts in education and Education in arts
- 3.3 Identification of different performing arts.
- 3.4 Identification of different forms and artists.

Unit-4 Activity in School

- 4.1 Theme based composition with action.
- 4.2 Drawing & Painting on different subjects.
- 4.3 Design: Floral and Geometrical (Rangoli).
- 4.4 Collage, Cutting and Pasting, Preparation of an Advertisement.

Suggested Activity:

1. Poster making
2. Collage making
3. Prepare advertise

Suggested Readings:

- A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
- Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
- Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
- Gupta S.P., (2002): Elements of Indian Art, Inderaprastha Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984): an Approach to Indian Art, Publication Bureau.
- Roy C. Craven, (1995): Indian Art A Concise History, Thames and Hudson Ltd, London.
- Sharma L. C., (2002): A Brief history of Indian Painting, Goel Publishing House, Meerut.
- Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
- Work Experience and Black Board Writing: Neeraj Publications, Rohtak.
- NatyaShastra by Bharat Muni.
- NCERT (2006). Position paper : National focus group on Arts, Music, Dance and theatre, new delhi: NCERT



SEMESTER-2
B-101:Gujarati

Total Credit- 4

Internal - 30

External - 70

હેતુઓ :

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

એકમ-1 શૈક્ષણિક સાધનો, મૂલ્યાંકન અને ભાષા શિક્ષકની સજ્જતા

- 1.1 શૈક્ષણિક સાધનો, મહત્ત્વ, વર્ગીકરણ, ઉપયોગનું ઔચિત્ય
- 1.2 મૂલ્યાંકન અર્થ પ્રકારો: બ્લ્યૂપ્રિન્ટની સમજ, રચના
- 1.3 અધ્યાપન પદ્ધતિઓ, અર્થ, મહત્ત્વ પદ્ધતિના પ્રકાર, વ્યાખ્યાન, પ્રશ્નોત્તર, જૂથચર્ચા (અર્થ, વિશેષતાઓ, મર્યાદા, વિનિયોગ)
- 1.4 નાટ્યીકરણ, સ્વાધ્યાય, પ્રયોગ પદ્ધતિ: અર્થ, વિશેષતાઓ, મર્યાદા, વિનિયોગ).

એકમ-2 માતૃભાષાના કૌશલ્યો

- 2.1 શ્રવણ-કૌશલ્ય: સંકલ્પના, મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ
- 2.2 વાચન કૌશલ્ય: સંકલ્પના, મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ (મુખવાચન અને મૂકવાચન)
- 2.3 કથન કૌશલ્ય: સંકલ્પના મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ
- 2.4 લેખન કૌશલ્ય: સંકલ્પના, મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ (લેખન કૌશલ્યના આધારસ્તંભો)

એકમ-3 માતૃભાષા અધ્યાપનનું આયોજન

- 3.1 માતૃભાષા અધ્યાપનનું આયોજન અર્થ અને મહત્ત્વ
- 3.2 ગદ્ય શિક્ષણ: અર્થ, હેતુઓ, સોપાનો, પાઠ આયોજન, સમસ્યાઓ, અસરકારક શિક્ષણ માટેના સૂચનો. ગદ્ય પદ્યનો તફાવત.
- 3.3 કાવ્ય શિક્ષણનો અર્થ, હેતુ, સમસ્યાઓ, સજ્જતા, પાઠ આયોજન
- 3.4 વ્યાકરણ શિક્ષણ: મતમતાંતરો અને શિક્ષણની ઉપેક્ષા, ઉપાયો, પદ્ધતિએ પાઠ આયોજન

એકમ-4 લેખનના વિવિધ સ્વરૂપો

- ૪.૧ પત્રલેખન (અરજી લેખન), અહેવાલ લેખન
- ૪.૨ સંક્ષેપીકરણ, સારલેખન, વિચાર-વિસ્તાર
- ૪.૩ નિબંધ લેખન
- ૪.૪ અનુવાદ

પ્રવૃત્તિઓ:

૧. કોઈ એક કૃતિનો અનુવાદ કરો
૨. જુદા-જુદા પ્રકારના પત્રલેખન

સંદર્ભો :

- દેસાઈ, ઘનવંત, ગુજરાતી અધ્યાપન, નવીન પ્રવાહો, અમદાવાદ , એ.આર. શેઠની કંપની.
- બધેકા, ગીજુભાઈ.(૧૯૪૯). પ્રાથમિક શાળામાં ભાષા શિક્ષણ, અમદાવાદ , એ.આર. શેઠની કંપની.
- દવે, શાસ્ત્રી જયેન્દ્ર, ગુજરાતી અધ્યાપનનું પરિશીલન, અમદાવાદ, બી.એસ.શાહ પ્રકાશન.
- ત્રિવેદી અને ગુણવંત. ભાષા શિક્ષણની પ્રક્રિયા, અમદાવાદ, રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર. કવિતાનું શિક્ષણ, વલ્લભ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી.
- પટેલ, ઓશક. ગુજરાતીનું આદર્શ અધ્યાપન, અમદાવાદ, વારિષેષ પ્રકાશન.

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SEMESTER-2

B-102 :Hindi

Total Credit- 4

Internal - 30

External - 70

उद्देश्य:

प्रशिनार्थी:

- व्याकरण विषयक ज्ञान प्राप्त करें ।
- गद्य-पद्य व्याकरण और रचना शिक्षा का महत्त्व समजे ।
- गद्य-पद्य व्याकरण और रचना शिक्षा का पाठ आयोजन का निर्माण करे ।
- भाषा शिक्षा के सिद्धांत सूत्रों का ज्ञान प्राप्त करे ।
- भाषा कौशल्य हस्तगत करे ।
- हिन्दी भाषा की प्रवर्तमान स्थिति को जाने ।
- हिन्दी भाषा की पद्धतिओ का ज्ञान प्राप्त करे ।
- हिन्दी भाषा शिक्षा के मूल्यांकन को समजे ।
- ब्लूप्रिंट एवं प्रश्नरचना सीखे ।
- इइन्टर्नशीप के उद्देश्यो के विषयमे जाने ।

एकम-1 विषयवस्तु

- 1.1 मूल्यांकन का अर्थ, महत्त्व एवं विशेषताएँ
- 1.2 निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण
- 1.3 ब्लूप्रिंट का अर्थ, महत्त्व, त्रिपरिमाण दर्शक कोष्टक
- 1.4 प्रश्नसंरचना, आदर्श प्रश्नपत्र के लक्षण, इन्टर्नशीप, अर्थ, आवश्यकता, महत्त्व एवं आयोजन ।

एकम-2 उद्देश्य, सिद्धांत सूत्र एवं कौशल्य

- 2.1 गद्य-पद्य व्याकरण और रचना शिक्षा के उद्देश्य, महत्त्व, पद्धति और उसका पाठ आयोजन
- 2.2 भाषा शिक्षा के सिद्धांत सूत्र
- 2.3 भाषा कौशल्य: श्रवण, कथन, वाचन, लेखन, संकल्पना, महत्त्व और उसके विकास की प्रयुक्तियाँ
- 2.4 हिन्दी भाषा की प्रवर्तमान स्थिति एवं सुधारकीय उपाय

एकम-3 भाषा शिक्षा की विधियाँ

- 3.1 प्रत्यक्ष विधि - संकल्पना महत्त्व और मर्यादा
- 3.2 परोक्ष विधि - संकल्पना महत्त्व और मर्यादा
- 3.3 डॉक्टरवेस्ट विधि (नवीन विधि) - संकल्पना महत्त्व और मर्यादा
- 3.4 व्याख्यान विधि - संकल्पना महत्त्व और मर्यादा

एकम-4 विषयवस्तु

- 4.1 उपसर्ग और प्रत्यय की परिभाषा एवं प्रकार
- 4.2 वाक्य रचना के प्रकार और वाक्य परिवर्तन (कर्तरी, कर्मणी और भावे प्रयोग)
- 4.3 संधि, अर्थ, परिभाषा और प्रकार
- 4.4 पत्र लेखन (आवेदन पत्र, शिकायती पत्र)

प्रवृत्ति:

1. हिन्दी भाषा में आवेदनपत्र एवं अवकाशपत्र लिखें ।

संदर्भ ग्रंथ

- बी.एन.शर्मा, हिंदी शिक्षण, साहित्य प्रकाशन, आगरा.
- पी.के.औझा, हिंदी शिक्षण, अनमोल पब्लिकेशन, नई दिल्ली.
- कामात प्रसाध गुरु, हिंदी व्याकरण.
- पुरुषोत्तम पटेल, हिन्दी व्याकरण और रचना, ज्योति प्रकाशन, अहमदाबाद.
- रामचंद्र शुक्ल. हिन्दी साहित्य का इतिहास.

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SEMESTER-2
B-103:English (L.L.)

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Unit lesson plan, Evaluation and ICT in Teaching English

- 1.1 Unit Lesson Plan : Concept, steps, importance, characteristics of an idea unit plan, model of unit lesson plan.
- 1.2 Blueprint : Concept, importance, three dimensional table of blue-print, preparation of blueprint and an ideal question paper, types of questions and test items, types of tests: Achievement test and diagnostic test.
- 1.3 Use of Modern Gadget like T.V. Tape recorder, VCD/DVD player, OHP, Episcoper, Multimedia projector, slide projector, mobile, interactive white board, computer and internet.
- 1.4 Use of Non-projection devices like chalk boards, pictures, charts, maps, models, sketches, photographs, flannel board, print media and authentic materials.

Unit-2 : Teaching Language skills, prose, poetry, grammar and composition

- 2.1 Basic Language Skills:
 - 2.1.1 Listening: Meaning, types of listening, importance, sub skills, techniques and activities to develop listening skill of students.
 - 2.1.2 Speaking: Meaning, sub-skills, importance of oral work, techniques of oral work.
 - 2.1.3 Reading: Meaning, types of reading, methods of teaching reading, sub-skills.
 - 2.1.4 Writing: Meaning, importance, sub-skills, characteristics of good handwriting, ways of improving handwriting.

2.2 Teaching of prose (including vocabulary) and poetry.

2.3 Teaching of Grammar

2.4 Teaching of Composition

Unit-3 : Methods, Approaches & Techniques in Teaching English

3.1 Methods : (Meaning, Characteristics, principles, merits and demerits): Grammar-translation direct bilingual.

3.2 Approaches (Meaning, Characteristics, principles, merits and demerits): Structural approach, situational approach.

3.3 Communicative Language Teaching: Concept, principles, advantages and disadvantages.

3.4 Techniques: Questioning, pair work, group work, role play, dramatization, language games, storytelling, discussion.

Unit-4 : Comprehension, Composition and Internship.

4.1 Reading comprehension

4.2 Report writing.

4.3 Story writing and dialogue writing

4.4 Informal and formal letters (Application and Curriculum)

Suggested Activity:

- Write various types of report writing.
- Write informal and formal letters.

Suggested Readings:

- Ghanchi D.A., Teaching of English in India, Ahmedabad; Sharda Prakashan.
- Lee, W.R., Coppen M., (1964), Simple Audio Video Aids to Foreign Language Teaching, London; Oxford University Press.
- Lee W.R., (ed.), English Language Games and Contents, Bombay; Oxford University Press.
- Pathak, K.H., Teaching English as Second/Foreign Language, Ahmedabad; Varishen.
- Christopher Bramfit: Communication methodology in language teaching, Cambridge University Press.

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SEMESTER-2

B-104 :Sanskrit

Total Credit- 4

Internal - 30

External - 70

હેતુઓ:

પ્રશિક્ષણાર્થીઓ:

1. સંસ્કૃત વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ મેળવે.
2. સંસ્કૃત ભાષાના ગદ્ય-પદ્ય અને વ્યાકરણના પાઠ આયોજનનું જ્ઞાન મેળવે.
3. સંસ્કૃત ભાષા શિક્ષણનાં સિદ્ધાંતો સમજે.
4. ભાષા શિક્ષણનાં સિદ્ધાંતોનો સંસ્કૃત શિક્ષણમાં વિનિયોગ કરતા શીખે.
5. સંસ્કૃત ભાષા શિક્ષણના સૂત્રો સમજે.
6. ભાષા શિક્ષણના કૌશલ્યો હસ્તગત કરે.
7. સંસ્કૃત શિક્ષણની વિવિધ પદ્ધતિઓથી પરિચિત બને.
8. સંસ્કૃત વિષયની વિવિધ મૂલ્યાંકન પ્રક્રિયા સમજે.
9. ઇન્ટર્નશીપના હેતુઓ વિશે સમજ કેળવે.

એકમ-1 વિષયવસ્તુ

- 1.1 મૂલ્યાંકનનો અર્થ, સંકલ્પના અને મહત્ત્વ
- 1.2 સંસ્કૃતમાં નિદાનાત્મક, ઉપચારાત્મક શિક્ષણ સંકલ્પના મહત્ત્વ
- 1.3 બ્લૂપ્રિન્ટ – અર્થ, મહત્ત્વ, પ્રશ્નસંરચના, ત્રિપરિમાણ, દર્શક કોઠો અને આદર્શ પ્રશ્નપત્રના લક્ષણો.
- 1.4 ઇન્ટર્નશીપ, અર્થ, જરૂરીયાત મહત્ત્વ અને આયોજન.

એકમ-2 પાઠઆયોજન, સિદ્ધાંત સૂત્રો અને કૌશલ્યો

- 2.1 ગદ્ય-પદ્ય-વ્યાકરણના પાઠનું આયોજન.
- 2.2 ભાષા શિક્ષણના સિદ્ધાંતો અને સંસ્કૃત શિક્ષણમાં વિનિયોગ
- 2.3 સંસ્કૃત ભાષા શિક્ષણના સૂત્રો
- 2.4 કૌશલ્યો – શ્રવણ, કથન, વાંચન અને લેખન કૌશલ્યોનું મહત્ત્વ, ઉપયોગિતા વિકાસવવાની રીતો.

એકમ-3 શિક્ષણની પદ્ધતિઓ

- 3.1 પાઠશાળા પદ્ધતિ – સંકલ્પના, મહત્ત્વ અને મર્યાદા
- 3.2 પ્રત્યક્ષ પદ્ધતિ – સંકલ્પના, મહત્ત્વ અને મર્યાદા
- 3.3 અર્થબોધ – સંકલ્પના, મહત્ત્વ અને મર્યાદા
- 3.4 સ્વાધ્યાય – સંકલ્પના, મહત્ત્વ અને મર્યાદા
- 3.5 અનુવાદ - સંકલ્પના, મહત્ત્વ અને મર્યાદા

એકમ-4 વિષયવસ્તુ

- 4.1 ઉપસર્ગ – સંકલ્પનાના પ્રકાર અને ઉદાહરણ સહિત સમજૂતી.
- 4.2 સમાસ – સંકલ્પના પ્રકારો ઉદાહરણ સહિત સમજૂતી. (દ્રઙ્ઙ, તત્પુરુષ, અવ્યયીભાવ, બહુવ્રીહી, કર્મધારય)
- 4.3 કર્તરિ-કર્મણી સંકલ્પના બંને વચ્ચે તફાવત ઉદાહરણ સહિત સમજૂતી.
- 4.4 સર્વનામના રૂપાખ્યાનો –અસ્મદ્, યુષ્મદ્, યત્, તત્, કિમ્, પુલ્લિંગ, સ્ત્રીલિંગ અને નપુસકલિંગના રૂપો.

પ્રવૃત્તિઓ:

1. રોજિંદા જીવનમાં ઉપયોગમાં આવતા શબ્દોને સંસ્કૃતમાં વાક્યોમાં પરિવર્તિત કરવા.
2. સંસ્કૃત સુભાષિતોનો ચાર્ટ બનાવવો.

Suggested Readings :

- Apte D.G., Teaching of Sanskrit, Bombay : Padma Publication.
- Apte V.S., A Guide to sanskrit composition, Padma Publication.
- Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskrit, Poona: Loksangraha Press.
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- ભટ્ટ વી.એમ. સંસ્કૃત વાક્ય સંરચના.
- શશીકાંત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અમદાવાદ : અનડા બુક ડિપો.



SEMESTER-2

B 105:Social Science

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT- 1 Teaching – Learning Materials (aids) in Social Science

- 1.1 Teaching aids: Meaning, concept, importance, selection of teaching aids, precautions while using teaching aids
 - Limitations of usefulness of aids
 - Map – Meaning, concept, characteristics of ideal map, types of map, educational importance, use of map in classroom, Selection and conservation of map, map work related skills, different symbols of map.
- 1.2. Time Line: Meaning, construction, merits & demerits, use of time line in social science classroom teaching, importance, points to be considered while preparing time line.
Chart : Meaning, importance, types of chart, points to be considered while selecting and using chart
- 1.3 Globe: Importance, types, use.
Models, Stamps, coin, manuscript, T.V., Radio, film and film strips use in social science teaching.
- 1.4 News papers, magazines, reference books use in social science teaching.

Unit-2

Teaching method-1

- 2.1 Lecture method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.2 Source method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.3 Project method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.4 Tour method: Meaning, definition, merits and demerits, Stages of planning of tour.

Unit-3 Teaching method-2

- 3.1 Project Method: Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.2 Group discussion Method : Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.3 Co operative learning method : Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.4 Natural region method: **Meaning**, definition, steps of project method, merits and demerits, role of teacher for its effective use.

Unit-4 Content Std-9 & Std-10

Std-9 Lesson -12 Indian Democracy

Std-9 Lesson -18 Wildlife

Std-10 Lesson- 13 Production Industry

Std-10 Lesson - Inflation and consumer awareness

Suggested Activities

- Prepare different scripts of history through drama/Role Play.
- Prepare scrap book of any one social reformer

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Science in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Science in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well,
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.



SEMESTER-2
B 106: Mathematics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

Unit-1 Planning of Mathematics Teaching

- 1.1 Developing yearly planning
- 1.2 Developing monthly planning.
- 1.3 Developing unit lesson planning.
- 1.4 The Mathematic teacher: Social and Professional Responsibility

Unit-2 Method of Mathematics

(Importance, usefulness, advantage and disadvantages of following methods)

- 2.1 Lecture method
- 2.2 Demonstration.
- 2.3 Inductive – deductive
- 2.4 Analytic and synthetic

Unit-3 Approaches of Teaching Mathematics and Maxims

(Introduction, Importance, usefulness, advantage and disadvantages of following methods)

- 3.1 Oral work, Inductive – deductive, Inquiry
- 3.2 Assignment, Drill – Review work
- 3.3 Maxims of teaching
- 3.4 Evaluation of teaching of Mathematics: Concept and Importance
 - Continuous and Comprehensive evaluation of Mathematics
 - test in Mathematics teaching : Teacher made , standardized, diagnostic , remedial test and construction of good question paper and blue print
 - Internship: Meaning, Importance, layout, role of trainees in internship, and activities.

Unit-4 Content

Content (1) Std-9.

- Lesson-04 Coordinate Geometry (sem-1)
- Lesson-07 Some primary concepts in geometry-I (sem-1)
- Lesson-16 Statistics (sem-2)

Content (1) Std-10.

- Lesson-3 Pair of Linear Equation in Two Variables
- Lesson-7 Similarity and the theory of Pythagoras
- Lesson-10 Heights and Distances
- Lesson-13 Areas Related to a Circle

Suggested Activity:

- Prepare list of activities for maths teaching.

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra: RadhaPrakashanMandir.
- Patel R N (2012). Teaching and learning mathematics in modern times: New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications. Roohi.Fatima (2008). Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). GanitShashtraAdhyapanPadhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). GanitAdhyapanPadhdhatiAmdavad: Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). GanitShikshanPadhdhati. Amadavad: A. R. Sheth& Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.



SEMESTER-2

B 107: Science and Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 General Principles & Maxims of Teaching Science and technology

- 1.1 Principle of teaching: Meaning, Concept, Scope.
- 1.2 General principles of teaching of Science and technology.
- 1.3 Maxims of Teaching: Meaning, Importance.
- 1.4 Maxims of Science and technology teaching.

Unit-2 Lesson planning in Science and technology (Unit Lesson Planning)

- 2.1 Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stray lesson planning.
- 2.3 Blue print – Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in Science and technology method.

Unit-3 Method of Teaching of Science and technology

- 3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of Science and technology.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of Science and technology.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.
- 3.4 Inductive – deductive method – Meaning, merits & demerits, effective use of inductive – deductive method in classroom teaching of Science and technology.

Unit-4 Content

Content (2) Std-9.and Std.-10

4.1 Content (1) Std-9.

- | | |
|----------|--------------------------|
| Lesson-3 | gravitation (sem-1) |
| Lesson-7 | plant tissues (sem-1) |
| Lesson-4 | Chemical Bonding (sem-2) |

| | |
|--------------------------------|------------------------------------|
| Lesson-5 | Chemical Reaction (sem-2) |
| 4.2 Content (1) Std-10. | |
| Lesson-2 | Light, reflection and Refraction . |
| Lesson-8 | Metals. |
| Lesson-15 | Reproduction in organisms |
| Lesson-16 | Heredity and Evolution |

Suggested Activity:

- Prepare a sample lesson plan with help of project method.

Suggested Readings:

- ધોરણ : 9વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પસ્તુતક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુરુ.શા.પા.પ.ુ મરું ળ
- ધોરણ : 10વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પસ્તુતક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુરુ.શા.પા.પ.ુ મરું ળ
- જોષી, હરિપ્રસાદ ઓ,અનેઅન્ય. વિજ્ઞાન અધ્યાપનનું પરિશીલન,બી.એસ. શાહ પ્રકાશન, અમદાિાદ
- ભાિસાિ, એસ. અનેઅન્ય. વિજ્ઞાન વશક્ષણ પધ્ધવિ,અનડા પ્રકાશન, અમદાિાદ
- િાિલ, એન. અનેઅન્ય. વિજ્ઞાન અનેટેકનોલોજીનું અભભનિ અધ્યાપન, નીિિ પ્રકાશન, અમદાિાદ
- પટેલ, પી અનેઅન્ય. વિજ્ઞાનનું આદશશ અધ્યાપન,િારિષેણ પ્રકાશન, અમદાિાદ
- જાદવ, શવિલ. વિજ્ઞાન અને ટેકનોલોજીનું અધ્યાપન, આગ્રા : અગ્રવાલ પબ્લલકેશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

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SEMESTER-2

B 108 :URDU

Total Credit- 4

Internal - 30

External - 70

Urdu Sem. II

مقاصد :

- (1) طلبہ زباندانی کے عناصر کی معلومات حاصل کرے۔
- (2) طلبہ اصنافِ سخن سے واقف ہوں۔
- (3) طلبہ مادری زبان کی تدریس کے مختلف پہلوؤں سے واقف ہوں۔
- (4) طلبہ منصوبہ تشکیل کرنا سیکھیں۔
- (5) طلبہ تدریسی معلومات کا کلاس روم میں استعمال کریں۔

Unit I

- 1.1 صفت اور اس کی قسمیں
- 1.2 محاورے، کہاوتیں، محاورے اور کہاوت میں فرق
- 1.3 حرف کی قسمیں
- 1.4 صنعت : تعریف، صنعت کی قسمیں (تھیہبہ، استعارہ، تضاد، تلمیح)

Unit II

- 2.1 سہمی مہارت : تصور، مقاصد، اہمیت، اس کی نشوونما کے لیے سرگرمیاں
 - 2.2 بیان کی مہارت : تصور، مقاصد، اہمیت، اس کی نشوونما کے لیے سرگرمیاں
 - 2.3 پڑھائی کی مہارت : تصور، مقاصد، اہمیت، اس کی نشوونما کے لیے سرگرمیاں، پڑھائی کی قسمیں
 - 2.4 لکھائی کی مہارت : تصور، مقاصد، اہمیت، اس کی نشوونما کے لیے سرگرمیاں
- لکھائی کی قسمیں - خوشخطی کی اصلاح

Unit III

- 3.1 مادری زبان : (i) نثر کا منصوبہ، نظم کا منصوبہ اور قواعد کا منصوبہ
- 3.2 نثر کی تدریس : تصور، مقاصد، نثر کی موثر تدریس کے لیے ہدایتیں، نثر کے مختلف تدریسی طریقے
- 3.3 نظم کی تدریس : تصور، مقاصد، نظم کی موثر تدریس کے لیے ہدایتیں، نظم کی تدریس کے مختلف طریقے
- 3.4 قواعد کی تدریس : تصور، مقاصد، قواعد کی موثر تدریس کے لیے ہدایتیں، قواعد کی تدریس کے طریقے

Unit IV

- 4.1 تعلیمی وسائل، تہئیں اور مدرس کی لیاقت
- 4.2 تہئیں : معنی، تہئیں کے مختلف طریقے، قسمیں
- 4.3 - سہ اہادی ڈھانچہ (بلیو پرنٹ) کی تشکیل
- 4.3 تدریسی طریقے بیان، سوال و جواب، گروپ بحث کا طریقہ
- 4.4 مدرس کی لیاقت : تعلیمی، پیشہ ورانہ، مثالی مدرس کی شخصیت

SEMESTER-2

B 109:Economics

Total Credit- 4

Internal - 30

External – 70

Objectives of the course :

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

- To understand general principles & maxims of teaching of economics.
- To acquire knowledge of differentiate lesson planning & unit planning in relation to economics.
- To develop the skill of preparing ideal question paper according to blueprint in economics.
- To acquire knowledge of teaching methods of economics.
- To develop the skill of using various methods of teaching of economics.
- To become familiar with internship programme.

Unit-1 General Principles & Maxims of Teaching Economics

- 1.1 Principle of teaching : Meaning, Concept, Importance.
- 1.2 Principles of teaching of Economics.
(Activity, Motivation, Linking With Life, Definite Aim, Planning, Interest, Individual Differences, Revision)
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Economics teaching.

Unit-2 : Lesson planning in Economics (Unit Lesson Planning)

- 2.1 Unit Lesson Plan : Meaning, concept, importance, steps.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stray lesson planning.
- 2.3 Blue print – Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in economics method.

Unit-3 : Method of Teaching of Economics

- 3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of economics.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of economics.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.
- 3.4 Inductive – deductive method – Meaning, Merits & Demerits, Combination of deductive & Inductive Method, Effective use of inductive – deductive method in classroom teaching of economics.

Unit-4 : Content

- 4.1 Lesson – 6 Market (Std-11)
- 4.2 Lesson – 7 Indian Economy (Std-11)
- 4.3 Lesson – 5 Poverty (Std-12)
- 4.4 Lesson – 6 Unemployment (Std-12)

Suggested Activity:

- **Market Survey, Market Study**
- **Organizing Student “Bank” in the School (With Permission)**

Reference:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- गुरसरनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली विज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२.
- A.M.A. ‘Teaching of Economics in Secondary School’, New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. ‘The Teaching of Elementary Economics; New Delhi.
- पटेल धनश्याम बी. तथा अन्य. अर्थशास्त्र शिक्षण पद्धति, अमदावाद, नवद्वीप गृह.
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય, સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીય અર્થશાસ્ત્ર, બી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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SEMESTER-2

B-110: Organization of Commerce and Management

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT – 1 **MAXIMS OF CLASS ROOM TEACHING, UNIT PLAN, EDUCATIONAL METHODS**

- 1.1 Maxims of Teaching: Meaning, Importance and Examples
-Easy to Difficult -Whole to Part
-Simple to Complex -Analysis to Synthesis
- 1.2 Educational Method:
-Project method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
-Group Discussion Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
- 1.3 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.4 Difference between unit plan and lesson plan

UNIT -2 **EVALUATIONS**

- 2.1 Evaluation: Meaning, Concept, objective, importance
- 2.2 Difference between measurement and evaluation
- 2.3 Evaluation Tools (Rating Scale, Check List, Questionair, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT -3 **TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP**

- 3.1 Techniques: Review, Field work, Survey, Interview, Roll play, Observation, Illustration, Questionnaire
(Meaning, Importance, Merits, Demerits, Role of Teacher)
- 3.2 Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum
- 3.3 Internship: Meaning, concept, Structure, Importance, School Activities
- 3.4 Roll of a teacher-trainee in Internship programme

UNIT -4 STD-11 & 12

| | | |
|-----|--------|---|
| 4.1 | STD 11 | Chapter – 5 Form of Business Organization-1 |
| 4.2 | STD 11 | Chapter – 6 Form of Business Organization-2 |
| 4.3 | STD 12 | Chapter – 5 Staffing |
| 4.4 | STD 12 | Chapter – 6 Directing |

Suggested Activity:

1. Teach any one unit of O.C.M. using teaching methodology.
2. Evaluate any one text book of STD 11/12.
3. Prepare question paper on the basis of blue print in any one unit of O.C.M.

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Mohd. Sharifkhan, **The Teaching of Commerce**, Sterling Publication (P) Ltd.
- Khan, M.S., **Commerce Education**, Sterling Publication (P) Ltd., New Delhi
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- દેસાઈ અને અન્ય, (૧૯૮૪). અભ્યાસક્રમ : સિદ્ધાંત અને અભ્યાસક્રમ સંરચના, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડગુજરાત રાજ્ય.



SEMESTER-2

B-111:Accountancy

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT – 1 METHOD OF ACCOUNTANCY AND UNIT PLAN

- 1.1 Maxims of Teaching: Meaning, Importance and Examples
 - Easy to Difficult
 - Whole to Part
 - Simple to Complex
 - Analysis to Synthesis
- 1.2 Educational Method:
 - Project Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
 - Analysis-Synthesis Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
 - Group Discussion Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
- 1.3 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.4 Difference between unit plan and lesson plan

UNIT -2 EVALUATIONS

- 2.1 Evaluation:Meaning, Concept, objective, importance
- 2.2 Difference between measurement and evaluation
- 2.3 Evaluation Tools (Rating Scale, Check List, Questionair, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT- 3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

- 3.1 Techniques: Review, Field work, Survey, Interview, Roll play, Observation, Illustration, Questionnaire (Meaning, Importance, Merits, Demerits, Role of Teacher)
- 3.2 Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum

- 3.3 Internship: Meaning, concept, Structure, Importance, School Activities
3.4 Roll of a teacher-trainee in Internship programme

UNIT -4 STD-11& 12-Concept and Computation

- 4.1 STD 11 (Part-1) Chapter – 5 Subsidiary Books
4.2 STD 11 (Part-2) Chapter – 4 Bills of Exchange
4.3 STD 12 (Part-1) Chapter – 5 Admission of a partner
4.4 STD 12 (Part-2) Chapter – 4 Analyses of Financial Statements

Suggested Activity:

1. Teach any one unit of Accountancy using teaching methodology.
2. Evaluate any one text book of std 11/12.
3. Prepare question paper on the basis of blue print in any one unit of accountancy.

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Forkner, Hamden L., The teaching of Book –keeping.
- Malek parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad.
- આર.કે. પંડ્યા અને ભાવિક એમ . શાહ (2009), નામાના મૂળતત્વો – વિષય પદ્ધતિ , અક્ષર પબ્લિકેશન, અમદાવાદ.
- પટેલ ભગવાનભાઈ એસ. અને પ્રજાપતિ મોહનભાઈ એસ. (2009-10), નામાના મૂળતત્વોના અધ્યાપન નું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.

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SEMESTER-2

B-112:Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Maxims of Classroom Teaching, Unit Plan, Educational Methods

- 1.1 Maxims of Teaching (Meaning, Importance and Examples)
 - Easy to Difficult
 - Simple to Complex
 - Whole to Part
 - Psychological to Logical
 - Analysis to Synthesis
 - Empirical to Rational
- 1.2 Educational Methods : Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.
[Project Method Group Discussion Method, Experimental Method, Exhibition Method]
- 1.3 Unit lesson plan: Meaning, Importance, Merits, Demerits
- 1.4 Difference between stray and unit lesson

Unit-2 Teaching Techniques, Syllabus & Curriculum and Internship

- 2.1 Techniques of Psychology Teaching:
 - Interview : Meaning, Importance, Types, Merits, Demerits
 - Field Work : Meaning, Importance, Merits, Demerits
 - Assignment : Meaning, Importance, Merits, Demerits
 - Illustration : Meaning, Importance, Types, Merits, Demerits
 - Observation : Meaning, Importance, Types, Merits, Demerits
 - Roll-Play : Meaning, Importance, Types, Merits, Demerits
- 2.2 Syllabus and Curriculum- Meaning and Difference, Steps of Curriculum Development, Evaluation of Curriculum
- 2.3 Internship: Meaning, Concept, Structure, Importance, School-Activity.
- 2.4 Role of a Teacher-Trainee in Internship Programme.

Unit-3 Evaluation

- 3.1 Evaluation: Meaning, Concept, Objective, Importance
- 3.2 Difference between Measurement and Evaluation.
- 3.3 Evaluation Tools: Rating Scale, Check List, Questioner, Sociometric.
 - Techniques of Evaluation,
 - Types of Examination (Oral, Practical and Written)
- 3.4 Blue-Print: Meaning, Concept, Structure, Characteristic of Ideal Question Paper.

Unit -4 Content Std-11&12

- 4.1 Std-11 - Chapter-5 Cognitive Process
- 4.2 Std-11 - Chapter-6 Memory and Forgetting
- 4.3 Std-12 - Chapter-5 Stress and Health
- 4.2 Std-12 - Chapter-6 Psychological Disorders

Suggested Activity:

- Prepare Interview Schedule.
- Visit any Historical Places or Exhibition.

Suggested Readings:

- Anastadi, A., (1982). **Psychological Testing**, New York; Macmillan
- Cox Tom, (1978). **Strees London**, The McMillan Press Ltd.
- Hilgard, E. R. (1978). **Introduction to Psychology** (6th Edition), New York; Harcourt
Brac and
- Co.
- Milard, Atkinson and Atkinson, (1979). **Introduction to Psychology**, New York;
Harcourt
- Brace Hovanoboich Inc.
- Kendle, H. H. (1963). **Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969). **Patterns of Adjustment and Human Effectiveness**, New York;
McGraw
- Hill Book Co. Lindgren, Fyrne and Petrinovich, (1966). **Psychology – An Introduction
to a Behavioural**
- **Science**, (4th Edition), New York; John Wiley & Sons Inc.
- Morgan, C. T., (1975). **A Brief Introduction to Psychology**, New York; John Wiley
Publication
- Sahakin, W. S. (1975). **History and Systems of Psychology**, New York; John Wiley and
Sons

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SEMESTER-2
B-113 :ENGLISH (H.L.)

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Objectives of Teaching and the English Teacher

- 1.1. Classification of objectives and their importance
- 1.2. General and Specific objectives of teaching English as Second Language (EFL)
- 1.3. Teacher of English: qualities and competences
- 1.4. Difficulties faced by the teacher in teaching EFL

Unit: 2 Planning and Methodology of Teaching EFL

- 2.1 Unit Lesson plan: Importance, constituents and limitations
- 2.2 Approaches (meaning, principles and procedure): The Communicative Approach, The Structural Approach, The Situational Approach
- 2.3 Techniques: 1 questioning, pair work, group work, role play
- 2.4 Techniques 2: dramatisation, language games, puzzles, storytelling, discussion

Unit 3 Teaching EFL

- 3.1 Development of language skills:
 - Listening and Speaking: Sub skills, importance of listening in English, activities to develop aural–oral skill.
 - Reading: Sub skills of reading, oral and silent reading, Intensive and extensive reading, methods of teaching reading, ways of developing reading skill.
 - Writing: Components of writing, Characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.
- 3.2 Teaching of prose (including vocabulary) and poetry
- 3.3 Teaching functional grammar
- 3.4 Teaching composition: guided and free composition

Unit:4 Use of ICT and Evaluation of Learning

- 4.1 Blue print: meaning, construction, importance
- 4.2 Types of Tests- achievement test, diagnostic test
- 4.3 Types of questions & tests items
- 4.4. Characteristics of an ideal question paper of English

Suggested Activities:

- Discussion on the topic “Mother tongue and Other tongue’
- Describe pictures /people/events.
- Organize and conduct quiz in English.
- Analyse of advertisements on Radio/television/social media on the basis of language and gender.
- Take any one topic on environment published in newspaper and review it.

Suggested Readings:

- Bandari C. S., **A Hand-book for Teachers of English**, Orient Longmans
- French, F. G., **Teaching of English Abroad- Parts 1, 2 and 3**, Delhi ; Oxford University Press
- George, H. V., **101 Substantial Tables for Students of English- Student’s book and Teacher’s Guide**, Bombay; Oxford University Press
- Ghanchi D. A., **Teaching of English in India**, Ahmedabad; Sharda Prakashan
- Gokak, V. K., **English in India**, Bombay; Asia Publishing House
- Hornby, A. B., (1962), **The Teaching of Structural Words and Sentence Patterns. Stages1, 2, 3 and 4**, Delhi; Oxford University Press
- Lee, W. R., Coppen M., (1964), **Simple Audio Video aids to Foreign Language Teaching**, London; Oxford University Press
- Lee. W. R., (ed.), **English Language Games and Contents**, Bombay; Oxford University Press
- Menon & Patel, **The Teaching of English as a Foreign Language**, Baroda; Acharya BookDepot
- Nasr R. T., **Teaching and Learning English**, Longman
- Pathak P. D. & Others, **Teaching of English**, Ahmedabad; B. S. Shah Prakashan
- Pathak, K.H., **Teaching English as Second/foreign Language**, Ahmedabad ; Varishen Prakashan
- Lado Robert, **Language Teaching, a scientific approach**, New York, McGraw Hill Inc., 1964.
- Christopher Bramfit: **Communication methodology in language Teaching**, Cambridge University Press
- W.F. Makey: **Language Teaching Analysis**
- David P. Harris: **Testing English as second language** McGraw Hill.
- Gokak, V. K.: **English in India**.
- Jane Willis: **Teaching English through English – ELBS** Hornby A.S.: **Teaching of English sentence patterns: Volume 1, 2, 3, 4 – ELBS**



SEMESTER-III

B.Ed. -Semester-III (Revised)
(Semester-III pedagogy school subject and External viva based on Internship conducted by the university)

| Semester –III | | | | | | | |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| * A-05, A-06, B-03 and EPC-03 course exam conducted by college as an internal written exam. | | | | | | | |
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 05 | Gender School and Society | 2 | 2 | 2 | 50 | -- | 50 |
| A - 06 | Creating Inclusive School | 2 | 2 | 2 | 50 | -- | 50 |
| Curriculum and Pedagogic Study | | | | | | | |
| C - 03 | Understanding Self | 2 | 2 | 2 | 50 | -- | 50 |
| Enhancing Professional Capacity (EPC) | | | | | | | |
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-3 exam. | | | | | | | |
| EPC-03 | Critical Understanding of ICT | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| * Student will have to prepare themselves content course of main of second school subject selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT exam format related to subject content. | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 2 | 2 | 2 | -- | 50 | 50 |
| B - 102 | Hindi | 2 | 2 | 2 | -- | 50 | 50 |
| B - 103 | English (LL) | 2 | 2 | 2 | -- | 50 | 50 |
| B - 104 | Sanskrit | 2 | 2 | 2 | -- | 50 | 50 |
| B - 105 | Social Science | 2 | 2 | 2 | -- | 50 | 50 |
| B - 106 | Mathematics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 107 | Science and Technology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 108 | Urdu | 2 | 2 | 2 | -- | 50 | 50 |
| B - 109 | Economics | 2 | 2 | 2 | -- | 50 | 50 |
| B - 110 | Org. of Com. & Management | 2 | 2 | 2 | -- | 50 | 50 |
| B - 111 | Accountancy | 2 | 2 | 2 | -- | 50 | 50 |
| B - 112 | Psychology | 2 | 2 | 2 | -- | 50 | 50 |
| B - 113 | English- HL (For English Medium Students) | 2 | 2 | 2 | -- | 50 | 50 |

B.Ed.-SEMESTR-III (Revised)
Practical Work

| Sr. No. | Practical Work | Credit | Internal | External | Total |
|---------|--|-----------|------------|------------|------------|
| 1 | Internship 11 Week (Non plan 25- Lessons, 20- Observation, Maintain Log book) | 10 | 250 | -- | 250 |
| 2 | TLM (Each School Method) | 2 | 50 | -- | 50 |
| 3 | Computer practical (MS-Office, Internet) | 2 | 50 | -- | 50 |
| 4 | PPT Submission (Each School Method) | 2 | 50 | -- | 50 |
| 5 | Viva Examination based on Internship taken by university | 4 | -- | 100 | 100 |
| | Total | 20 | 400 | 100 | 500 |

Guidelines for Practical Work

1. **Internship:** 11 week internship in recognized Upper primary/ secondary/ Higher secondary school. Trainee has to perform following activities during internship and prepare detailed report with photograph.
 - Internship report must be verified and signed by the counselor/School Principal.
 - Non plan 25 lesson and 20 observations.
 - Detailed study of School document, like GR, Progress Report, Academic calendar.. etc
 - Organize cultural activity.
 - Interaction and observation of student
 - Submission of total report of Internship program.
2. **TLM:** Each Subject's TLM must be submitted at college (Two).
3. **Computer Practical Exam (Based on EPC-3):** Examination should be conducted by college, Working knowledge of MS-Word, MS-Excel, MS-power point and Internet browser.
4. **Power Point:** Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
5. **Viva examination:** This Examination will be conducted by the university at the end of semester-III. Trainees have to present documentary evidence of his/her internship work for e.g. Internship School permission letter, Internship report with necessary photographs, Internship completion Certificate issued by school.
 - Question asked by the external examiner on the bases of internship work and theory papers.

SEMESTER-3

A 05:Gender School and Society

Total Credit- 2

Internal - 50

External - 00

Objectives of the course :

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

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

Unit-1 Gender : concept and perspectives

- 1.1 Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
- 1.2 Historical perspective and current scenario of the social role of an Indian woman.
- 1.3 patriarchy and matriarchy social tradition
- 1.4 Portrayals of an Indian woman -In units like family, caste, religion and culture In media and popular culture; films, television, advertisement, film songs etc.

Unit-2 Gender bias

- 2.1 Gender sensitivity : meaning and concepts
- 2.2 Gender bias in Schooling and in text books, curricular choices and the hidden curriculum.(Teacher attitudes, classroom interaction and peer culture).
- 2.3 Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.
- 2.4 Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

- 3.1 Gender related issues and their reasons
- 3.2 Child marriage, female feticide and female infanticide
- 3.3 Sexual harassment and abuse, Dowry
- 3.4 Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

- 4.1 Constitutional provisions for gender parity
- 4.2 Legal provisions for women
- 4.3 Role of MHRD for women empowerment
- 4.4 Role of Ministry of women and child development in ensuring gender parity

Suggested Activity

1. Preparing analytical report on gender issues in print and electronic media.
2. Arrange a seminar and workshop on women empowerment and social justice.

Suggested Readings:

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17- B, Sri Aurobondo Marg, New Dehli – 110016
- NCERT (National Council of Educational Research and Training). (2006): Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education: A Conceptual Overview. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). 'Contemporary Challenges to women's education: towards an elusive goal?' *Economical and political Weekly*, 38(43),4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S.Walker,(Eds.) *Schooling, Ideology and the curriculum*. Lewes, UK: The Falmer Press. 29-49.

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SEMESTER-3

A 06: CREATING AN INCLUSIVE SCHOOL

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit – 1 Inclusive School

- 1.1. Inclusive School: Concept, Need, Merits and its importance.
- 1.2. Difference between Special, Integrated and Inclusive Education.
- 1.3. Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion, 2000)
 - 1.3.1 Introduction to Index for Inclusion
 - 1.3.2 Indicators for Creating Inclusive Culture, Producing Inclusive Policies, Evolving Inclusive Practices
- 1.4. Role of teacher in inclusive education

Unit – 2 Disability and disabled child

- 2.1. Disability: Meaning and concept
- 2.2. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.2.1 Blindness or low vision
 - 2.2.2 Deaf or Hard-of-Hearing
 - 2.2.3 Physical disabilities
- 2.3. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.3.1 Psychiatric disabilities
 - 2.3.2 Dyslexia
- 2.4. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion
 - 2.4.1 Speech and Language disability
 - 2.4.2 Learning disabilities/Slow learners

Unit – 3 Policies for promotion of inclusive school

- 3.1. UN Convention on Rights of Person with Disability (UNESCO, 2006)
- 3.2. Policy guidelines on inclusion in Education by (UNESCO, 2009)
- 3.3. National level policies for education of children with disabilities
 - 3.3.1 Sarva Shiksha Abhiyan (SSA)
 - 3.3.2 NCF, 2005
 - 3.3.3 Right to Education Act -2009
- 3.4. Contribution of Social sectors, NGO and semi government bodies

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

- 4.1. Teaching Strategies for disabled child

- 4.2. Counseling for disabled child and parents
 - 4.2.1 Interview and visit of parents and families
 - 4.2.2 Motivation and self-reliant
- 4.3. Evaluation of disabled child
 - 4.3.1 Formal Evaluation
 - 4.3.2 Informal Evaluation
- 4.4. Role of School, Teacher, Peer, Parents and society for disabled child

Suggested Activity:

- Visit to one special school
- Write a brief report of Case study of special child

Suggested Readings:

- Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*, Allyn and Bacon
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon
- Daniels, H. (1999) *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R. M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pierangelo, R. (2007) *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M. C. (2004) *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994) *Curriculum-Based Assessment in Special Education*. California, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson
- McCormick, Sandra. (1999) *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon

- Stow L. &Selfe, L. (1989) *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, OpenUnive
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-*
- *Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer- Taylor & Francis Group.

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SEMESTER-3

C 03: Understanding Self

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Self and its Development

- 1.1 What is Self? Meaning and Concept The psychology and The Philosophy of Self
- 1.2 Different Perspectives of Self : Self Concept, Self-awareness, Self-knowledge, Self- perception, Self control and Self understanding
- 1.3 Development of Self Concept:Importance of developing positive self concept
Influencing factors in developing self concept
- 1.4 Self Actualization:Meaning, Carl Rogers theory on self actualization

Unit-2 Self, Society and Sensitivity Training

- 2.1 Self, School and Society: The role of school and society in self development
Interactions with society and peer group
- 2.2 Sensitivity Training: Meaning and importance, IQ, EQ, SQ and EQ – meaning and its importance
- 2.3 Personality: Meaning and Nature, Characteristics of Good Personality
- 2.4 Motivation : Meaning, The role of motivation in developing self

Unit-3 Self Management

- 3.1 Adjustment: Meaning, Causes of maladjustment
- 3.2 Conflict Resolution: Meaning, Types and Conflict Resolution techniques
- 3.3 Self Management: Meaning, strategies of self management techniques
- 3.4 Peace and Harmony: Meaning and its cultivation in life

Unit-4 Identity crisis and Teachers' Role

- 4.1 Identity and Self Stereotypes: Meaning and its effects on life
- 4.2 Identity crisis : Meaning and its effects
- 4.3 Teachers' role : Role of teacher in developing positive Self concept and Gender Equality while teaching
- 4.4 Yoga : Yoga and self awareness program for developing self

Suggested Activity

- SWOT Analysis of Self and family
- Writing Attributes of most like and unlike persons

Suggested Readings:

- Dalal, A.S.(2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's search for meaning. New York: Pocket books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the significance of life, Ojai, California, USA: Krishnamurti foundation trust.
- Walk with me: A guide for inspiring citizenship action (2006), New Delhi: Pravah pub.
- Wilson, T.D (2002) stranger to ourselves: discovering the adaptive coconscious Harvard university press.
- Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
- Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.

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SEMESTER-3

EPC-3:Critical Understanding of ICT

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Use of ICT in Education

- 1.1 Concept of ICT, Need & Importance of ICT,
- 1.2 Scope of ICT in teaching-Learning Process, research and Administration.
Integrating ICTs in Teacher Education
- 1.2 ICT for professional Development of teachers, ICT for improving organization and management of teachereducation. Possible uses of audio-visual media and computer.
- 1.4 Tools of ICT

Unit-2 Basic part of Computer

- 2.1 Basic parts of computers
- 2.2 Storage devices: ROM, RAM, CD, DVD, Pen drive
- 2.3 Input devices, Output devices
- 2.4 Network, types of network, WAN, LAN, MAN

Unit-3 Current trends of ICT in education

- 3.1 E learning, M-learning- meaning, merits and demerits
- 3.2 Virtual classroom: meaning, merits and demerits
- 3.3 Smart class: meaning, merits and demerits
- 3.4 Online learning resources - MOOC

Unit-4 Application for teachers

- 4.1 MS-Office word its uses
- 4.2 MS-Excel
- 4.3 MS-power point and MS-Access
- 4.4 Internet surfing and Android application for teachers and students

Suggested Activity

1. Preparing PPT of main school subject.
2. Prepare ICT based learning module with the help of MS word and MS Power Point.

Suggested Readings:

- Intel Education, NCTE,(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Leao, A.M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
- Petzold, C. (1998). Programming windows. USA: Microsoft Press.
- Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGrow Hill Publication.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
- Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
- Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). The internet: A user's guide. Prentice Hall of India Pvt. Ltd: New Delhi.
- Rosenberg, M.J.(2001) e-Learning , New York:Mcgrowhill.
- Peter Norton (2010) Virtual Learning, McGraw-Hill.

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B.Ed. Semester-III (Revised)

Note: Pedagogy of School Subject (Any two from given group)

- * Student will have to prepare themselves content course of main of second school subject selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT (MCQ type) exam format related to subject content.

| Method Code | Course | Syllabus | This examination will be taken by Gujarat University. Multiple choice type questions will be asked based on knowledge, understanding and application of subject. |
|-------------|---|--|--|
| B - 101 | Gujarati | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 102 | Hindi | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 103 | English (LL) | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 104 | Sanskrit | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 105 | Social Science | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 106 | Mathematics | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 107 | Science and Technology | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 108 | Urdu | Std-6 to Std-10 Gujarat State School Text book board Text book | |
| B - 109 | Economics | Std-11 and Std-12 Gujarat State School Text book board Text book | |
| B - 110 | Org. of Com. & Management | Std-11 and Std-12 Gujarat State School Text book board Text book | |
| B - 111 | Accountancy | Std-11 and Std-12 Gujarat State School Text book board Text book | |
| B - 112 | Psychology | Std-11 and Std-12 Gujarat State School Text book board Text book | |
| B - 113 | English- HL (For English Medium Students) | Std-6 and Std-10 Gujarat State School Text book board Text book | |

SEMESTER-IV

B.Ed.-Semester-IV (Revised)

| B.Ed.-Semester –IV (Core Paper) | | | | | | | |
|---|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| A - 07 | Introduction to Educational Research | 4 | 4 | 3 | 30 | 70 | 100 |
| Curriculum and Pedagogic Study (Any two from the following two groups one subject form each group) | | | | | | | |
| Group-1 | | | | | | | |
| C - 04 | Educational Statistics | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 05 | Guidance and Counseling | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 06 | Teacher Education | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 07 | Child Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| C - 08 | Indian Education System | 4 | 4 | 3 | 30 | 70 | 100 |
| C-09 | Entrepreneurship – Theory and Practice | 4 | 4 | 3 | 30 | 70 | 100 |
| Group-2 | | | | | | | |
| D - 01 | Educational Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 02 | NCF- 2005 and RTE-2009 | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 03 | Environmental Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 04 | Value Education | 4 | 4 | 3 | 30 | 70 | 100 |
| D - 05 | Education for Human Right | 4 | 4 | 3 | 30 | 70 | 100 |
| D-06 | Women Entrepreneurship and Entrepreneurship as Career | 4 | 4 | 3 | 30 | 70 | 100 |

| Enhancing Professional Capacity (EPC) | | | | | | | |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| * EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-4 exam | | | | | | | |
| EPC -04 | Yoga & Sports Education | 2 | 2 | 2 | 50 | -- | 50 |
| Pedagogy of School Subject (Any two) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | Total |
| B - 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 108 | Urdu | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 109 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 110 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 111 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 112 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |
| B - 113 | English- HL (For English Medium Students) | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed.-SEMESTER-IV (Revised)
Practical Work

| Sr.No. | Practical Work | Credit | Internal | External | Total |
|--------------|--|-----------|------------|------------|------------|
| 1 | Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book) | 2 | 50 | -- | 50 |
| 2 | Digital lesson plan (Presentation) (Each method) | 1 | 25 | -- | 25 |
| 3 | Institutional Visit (Any One) | 1 | 25 | -- | 25 |
| 4 | Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem | 1 | 25 | -- | 25 |
| 5 | Presentation of Trainees' Portfolio and Viva | 1 | 25 | -- | 25 |
| 6 | Annual lesson (University Exam) | 4 | -- | 100 | 100 |
| Total | | 10 | 150 | 100 | 250 |

Guidelines for Practical Work:

- 1. Internship:** Four weeks Internship in Upper Primary/ Secondary/ Higher secondary School. Trainee has to perform following activities during internship and prepare brief report.
 - ✓ Internship report must be verified and signed by the counselor/School Principal.
 - ✓ Non plan 16 lesson and 10 observations.
 - ✓ Interaction and observation of student
- 2. Digital Lesson Plan:** Trainees have to prepare digital lesson plan in each school subject with the help of ICT and he/she has to present digital lesson in classroom in relevant College.
- 3. Institutional Visit:** Visit of any special school, Well-known Higher Education institutes, Library/Inflibnet, Govt. Institutes/Training Center (G.C.E.R.T., DIET, SPIPA, Text Book Board etc.) and detail report submission.
- 4. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.**
- 5. Trainees' Portfolio:** The activities perform by teacher trainee during two years should be presented in this portfolio with all description and photographs, duly signed by in-charge college method master. Portfolio should be present at the time of Viva at the end of semester-IV.
- 6. Annual Lesson:** Two annual lessons (One of each school subject) conducted by the

University at the end of semester-IV.

B.Ed. Semester -4

A-07:Introduction of Educational Research

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT-1 Research in Education

- 1.1 Meaning of Research & Educational Research
- 1.2 Characteristic of Educational Research
- 1.3 Types of Research (Basic, Applied and Action research.):Meaning, characteristic and Limitation for each types
- 1.4 Importance of Educational Research for Teachers

Unit-2 Selection of Problem in Research, Review of related literature and Drafting the Proposal

- 2.1 Criteria of selection of a good research problem
- 2.2 Definition of key terms of research work
- 2.3 Review of related literature, Sources of related literature
- 2.4 Drafting a research proposal

Unit-3 Research Method, Variable, Hypothesis and Sampling Technique

- 3.1 Research Method: Historical, Experimental and Survey
- 3.2 Variable: meaning and its types
- 3.3 Hypothesis: meaning and types, various techniques of testing hypothesis
- 3.4 Sampling Technique: Meaning of Population and Sample, Importance of sampling, Characteristics of a good sample,sampling techniques (Probability, Judgment), Advantages and limitations of different types of sample,Data analysis techniques.

Unit-4 Steps in the research process

- 4.1 Identifying the problem, Objectives and Hypothesis or Research Question
- 4.2 Reviewing related Literature,Variables
- 4.3 Methods of research, sampling procedure
- 4.4 Tools to be used and preparation, Data collection, Statistical analysis and interpretations, writing a research report

Suggested Activity:

- Prepare research proposal

Suggested Readings:

- Arya, D. et al. Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- Best, J.W. Research in Education. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A. ShikshakAnushahanKaVidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
- Entanistte, N.J. and Neshat, P.D. Educational Research. HodderStrongton, London, 1972.
- Good, C.V. Essentials of Educational Research. Methodology and Designs. Appleton Century Crofts, New York, 1941.
- Hakim, M.A. ManovigyanShodhVidhian. Vinod PustakMandir, Agra, 1977.
- Jha A.S., (2010), Research Methodology, New Delhi; APH Books.
- Jha A.S., (2014), Social Research Methods, New Delhi: McGraw Hill Book.
- Jha A.S., (2011), Educational Research, Germany; VDM Publications.
- NCERT: Research in Education. New Delhi, NCERT, 1962.
- Pandey, K.P. Shiksha Mein KriyatmakAnusandhan. Vinod PustakMandir, Agra, 1965.
- Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
- Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
- Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.
- Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG DudweilerLandstr. 99, 66123 Saarbrücken, Germany.
- Patel, R.S.: November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG DudweilerLandstr. 99, 66123 Saarbrücken, Germany.
- Rai, P.N. AnusandhanParichay. LaxmiNaryanAggrawal, Agra, 1988.
- Rawat, D.S. Research in Classroom. NCERT, New Delhi, 1969.
- Sinha, H.C. ShaikshikAnusandhan. Vikas Publishing House, New Delhi, 1979.



Group :1

B.Ed. Semester -4

C-04: Educational Statistics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT – 1 INTRODUCTION OF STATISTICS, MEASUREMENT AND EVALUATION

- 1.1 Educational statistics :- Meaning , Need , Importance
- 1.2 Measurement and Evaluation: Meaning, Concept and need
- 1.3 Scale of measurement: Nominal scale or classification scale, Ordinal Scale or Ranking Scale, Internal Scale, Ratio Scale
- 1.4 Different between Measurement and Evaluation

UNIT – 2 BASIC STATISTICS

- 2.1 Continuous and Discrete series, Frequency Distribution, Group and ungroup data
- 2.2 Measurement of Central Tendency: Mean, Median, Mode: Meaning, Merits, Demerits, Computation.
- 2.3 Measurement of Dispersion: Range, Quartile Deviation, Standard Deviation: Meaning, Merits, Demerits, Uses, Interpretation
- 2.4 Computation of Range, Quartile Deviation, Standard Deviation

UNIT – 3 CORRELATIONS

- 3.1 Correlation: Concept of correlation and coefficient of correlation, Meaning , Types of correlation
- 3.2 Methods of correlation and Properties of Correlation Coefficient
- 3.3 Karl Pearson's Method: Computation, Educational and statistical interpretation of correlation.
- 3.4 Rank Difference Method of Charles Spearman: Computation, Educational and statistical interpretation of correlation.

UNIT – 4 PERCENTILE, PR,NPC,STANDARD SCORE

- 4.1 Percentile: Meaning, Application, Computation
- 4.2 Percentile Rank: Meaning, Application, Computation, Relation between simple rank and percentile rank with computation and interpretation.
- 4.3 Normal probability curve: Characteristics, Kurtosis (Ku), Skewness (SK), computation.
- 4.4 Standard Score: Meaning, importance, T score, Z score, computation.

Suggested Activity:

- Find out mean of your class result of any one subject.
- Prepare NPC graph for any one subject result.

Suggested Readings:

- Aggarwal Y. P., (1990). **Statistical Methods–Concept, Applications and Computation**, New Delhi; Sterling Publishers Pvt. Ltd.
- Agrawal, R. N., (1991). **Measurement and Evaluation in Psychology and Education**, Agra; Vinod Pustak Mandir
- Ebel, Robert L. & Fristic, David A. (1991). **Essentials of Educational Achievement**, New Delhi; Pentice Hall of India
- Entanistte, N.J. and Neshat, P.D. *Educational Research*. Hodder Strongton, London, 1972.
- Leonard A., Maras Called, (1980). **Statistical Methods for Behavioral Science Research**, New York; Mc-Graw Hill Book Co.
- Norman E. Gronlund, (1995). **Measurement and Evaluation in Testing**, (Third Edition), New York; Mc-Millan Publishing Co. Inc.
- Pal, H.R. *Educational Research*. Bhopal, M.P. Granth Academy, 2004.
- Patel, R. S., (2011). **Statistical Methods for Educational Research**, (1st Edition), Ahmedabad; Jay Publication
- Patel, R. S., (2011). **Fundamental Concepts of Research (Research Handbook)**, (1st Edition), Ahmedabad; Jay Publication
- Popham, W. James, (1991). **Modern Educational Measurement**, USA; A Practitioners Perspective, Pentice Hall
- Rawat, D.S. *Research in Classroom*. NCERT, New Delhi, 1969.
- Sinha, H.C. *Shaikshik Anusandhan*. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N. *Shiksha Mein Kriyatmak Anusandhan*. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P. *Shaikshik Anusandhan Ke Mool Tatva*. Vinod Pustak Mandir, Agra, 1979.
- પટેલ, આર. એસ. (૨૦૧૧). શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ, (દ્વિતીય આવૃત્તિ), અમદાવાદ; જય પબ્લિકેશન
- પટેલ, આર. એસ. (૨૦૧૧). સંશોધનની પાયાની સંકલ્પનાઓ (સંશોધન હાથપોથી), (પ્રથમ આવૃત્તિ), અમદાવાદ; જય પબ્લિકેશન
- પટેલ, આર. એસ. (૨૦૦૯). શૈક્ષણિક મનોમાપન તથા શૈક્ષણિક આંકડાશાસ્ત્ર, અમદાવાદ; નીરવ પ્રકાશન
- દેસાઈ, કે. જી. અને એચ. જી. દેસાઈ, (૧૯૯૦). મનોવૈજ્ઞાનિક માપન, (ચોથી આવૃત્તિ), અમદાવાદ;
- યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય



B.Ed. Semester -4
C-05:Guidance and Counselling

Total Credit- 4

Internal - 30

External – 70

Objectives:

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

- To develop an understanding of the need and importance of career information for the pupils.
- To get an idea of psychological measurement in process of career guidance.
- To help students understand the concept and approaches of counseling.
- To get an idea of how setup of career resource centre enhance the process of guidance and counseling.

UNIT-1 GUIDANCE, TYPES AND AGENCIES OF GUIDANCE

- 1.1 Guidance: Introduction , Meaning and Concept
- 1.2 Importance, scope and need of Guidance
- 1.3 Types, Assumption and Problems of Guidance
- 1.4 Agencies of Gujarat State & India and Role of the Teacher in the context to Guidance

UNIT-2 PRINCIPLES OF GUIDANCE

- 2.1 Guidance in terms of curriculum and classroom learning
- 2.2 Important methods of Guidance for classroom Learning
- 2.3 Application of Principles to Guidance in Classroom Learning
- 2.4 Role of Teacher to implementation of principles of guidance

UNIT-3 Vocational Guidance and its approaches

- 3.1 Introduction and Concept of Vocational Guidance
- 3.2 Factors of Career Selection
- 3.3 Holland's Theory of vocational choice
- 3.4 Ginberg's Theory about Guidance Development

UNIT-4 Guidance of Children with special needs

- 4.1 Concept of Special Child & Gifted Child and Guidance
- 4.2 Mentally Retarded & Physically Handicapped Child and Guidance
- 4.3 Problematic Child and Guidance
- 4.4 Under – achiever & slow learner Child and Guidance

Suggested Activity:

- Interview and Interaction with the teacher working in special school
- Visit to Vocational Training and career guidance institute

Suggested Readings:

- Anastassi A (1982). **Psychological Testing**, (5th Ed.) New York; Macmillan Publishing Co.
- Bennett M.E. (1963). **Guidance and counseling in groups**, New York; McGraw Hill Book
- Bernard H.W and Fulmer D.W. (1972). **Principles of Guidance, A basic text**, Bombay; Alied Publisher
- Crow I.D. and Grow. A. (1962). **An Introduction to Guidance**, New Delhi;
- Freeman F.S. (1972). **Theory and Practice of Psychological Testing**, New Delhi; Oxford and IBH Co.
- Nunnally J.C. (1972). **Educational measurement and Evaluation** , New York : McGraw Hill
- Super D.E. and Crites J. C. (1968). **Appraising Vocational Fitness by Means of Psychological Tests**, Delhi; Universal Book Stall.

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B.Ed. Semester -4
C-06:Teacher Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Teacher Education

- 1.1 Meaning of Teacher Training
- 1.2 New concept of teacher education
- 1.3 objectives of teacher education program
- 1.4 Importance of teacher education program

Unit-2 Various teacher education agencies

- 2.1 NCTE: Role and function
- 2.2 NCERT: Role and function
- 2.3 CTE: Role and function
- 2.4 GCERT: Role and function

Unit-3 Teacher education as a profession

- 3.1 Scope and characteristics of teaching as a profession
- 3.2 Teachers status – Social, Economic and Professional Status.
- 3.3 Teachers competencies – Kind of Competencies
- 3.4 Teachers commitment areas – Kind of commitments

Unit-4 In-Service and Pre-service Program

- 4.1 Meaning and Objectives
- 4.2 Basic requirement and programmes for quality improvement
- 4.3 Innovative practices – Classroom teaching method and use of latest technology
- 4.4 New Horizons for teaching profession

Suggested Activity:

- Read One Biography any eminent teacher
- Visit and interaction of any educational institute

Suggested Readings:

- Buch, M. B., (1978). **Second Survey of Research in Education**, Baroda; Centre of Advanced Study in Education
- Chaurasia G., (1977). **Innovations and Challenges in Teacher Education**, New Delhi; Vikas Publications.
- Devgowda, A. C. (1973). **Teacher Education in India**, Bangalore; Bangalore Book Bureau
- Dutt, S. (1972). **The Teachers and His World**, Agra; Sukumar Dutt, Soamibagh
- Goodings R. (1982). **Changing Priorities in Teacher Education**, New York; Nichols Publication Co.
- (1966). **Government of India Education and Development Report of Education Commission (1964-66)**, New Delhi; Govt. of India.
- Hilgased, F H (Ed.), (1971). **Teaching the Teachers: Trends in Teacher Education**, London; George Allen and Union Ltd.
- I.A.A.T.C. (1964). **Symposium on Teacher Education in India**, Ambala Cantt; The Indian Publications



B.Ed. Semester -4
C-07:Child Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Child Development

- 1.1 Significance of studying child development
- 1.2 Methods of child study – observation, case history, interview and questionnaire.
- 1.3 Factors influencing development – Genetic and Environment
- 1.4 Emotional Development – factors affecting emotional development

Unit-2 Social Development

- 2.1 Process of socialization
- 2.2 Language Development
- 2.3 Parents-children & Student-Teacher relation
- 2.4 Role of teacher in nurturing the student

Unit-3 Theories of Development

- 3.1 Erikson's psycho social theory
- 3.2 Piaget's cognitive development theory
- 3.3 Vygotsky's socio cultural theory
- 3.4 Gardner's multiple intelligence theory

Unit-4 Role of teacher in the context of Situational Child Psychology

- 4.1 Family dynamics
- 4.2 Peer relationships
- 4.3 Sibling relationships and birth order
- 4.4 Understanding red flags

Suggested Activity:

- Visit of lower primary school and try to observe student's behaviour.

Suggested Readings:

- Barnes, Peter et al (Ed.), (1984). **Personality Development and learning**, A Reader Kent:Hodder and Stoughton
- Bernard, H. W., (1954). **Psychology of Learning and Teaching**, New York; McGraw Hill
- Bower, G. H., (1986). **The Psychology of Learning and Motivation**, Academic Press
- Chauhan S. S., (1983). **Advanced Educational Psychology**, (5th revised edition) New Delhi; Vikas Publishers
- Gagne R. M. and Briggs, L. J., (1979). **Principles of Instructional Design**, New York; Holt, Rinehart and Winston
- Gagne, R. M. and Briggs, L. J., (1979). **The Conditions of Learning and Theory of Instruction**, New York; Holt, Rinehart and Winston
- Kochar, S. K., **Method & Techniques of Teaching**, New Delhi; Sterling Publishers.
- Kratochwill, Thomas R., (1983). **Advances in School Psychology**, New Jersey; Lawrence Erlbaum Associated Publishers.
- Kundu, C. L., and Tutoon, D. N. (1985). **Educational Psychology**, New Delhi; Sterling Publishers.

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Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Education system

- 1.1 Vedic Education
- 1.2 Islamic education
- 1.3 Jainism education
- 1.4 Buddhism education

Unit-2 Education commissions before independence -1

- 2.1 Mecoleys recommendations
- 2.2 Woods dispatch
- 2.3 Hunter commission and its recommendations
- 2.4 Lord Karjon Commission

Unit-3 Education commissions after independence -2

- 3.1 Radhakrishnan Commission (1948-49)
- 3.2 Secondary Education commission (1952-53)
- 3.3 Kothari Commission (1964-66)
- 3.4 1986 NPE on Education and its main recommendations

Unit-4 Apex bodies in Education

- 4.1 MHRD- its functions
- 4.2 UGC- its Scope and functions
- 4.3 NCTE-regional institutes and role
- 4.4 NAAC- Quality control

Suggested Activity

1. Study the NAAC-SSR report of any institute.
2. Make critical analysis of Vedic and Islamic education system.

Suggested Readings:

- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.

- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.

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C-09:Entrepreneurship: Theory and Practice

Total Credit- 4

Internal - 30

External – 70

Unit 1: Entrepreneurship

1. Entrepreneurship – Concept, need, importance
2. Entrepreneur- Entrepreneurship – Concept, need, importance, Function
3. Elements of Entrepreneurship- Motivation, Risk Taking, Innovation
4. Entrepreneurial Process
5. Charms of becoming an Entrepreneur, Entrepreneurial Competencies
6. Intrapreneurship, Social Entrepreneurship

Unit 2: Entrepreneurship and Related Factors

1. Society
2. Education
3. Government Policies
4. Economic Infrastructure and Social Overheads
5. Changes
6. Requisites of an Entrepreneur
7. Managerial Skills

Unit 3: Entrepreneurship and Environment

1. Managerial Tasks
2. Managerial Skills
3. Managerial Functions
4. Organizational Structure
5. Environment–Social, Economic, Political, Technological
6. Change – Awareness and Management
7. Planning

Unit4:Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

1. Crisis – Concept, causes, Types of Crisis, Cash Crisis, Delegation Crisis
2. Leadership crisis, Finance Crisis
3. Steps in planning a New Enterprise and Search for Location: Reasons
4. Types of finance required and Information Related to the Project

References

- Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In *Technological change, economic development and space*, eds. C. Bertuglia, M.Fisher, and G preto, 13-33, Springer, Berlin
- Batra G. (2002).*Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003).*Innovating at the Edge – How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.

- Mitra J., (2012).*Entrepreneurship, Innovation and Regional Development- an introduction*, Routhedge, London
- Mullick N H., (2012).*Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987).*Innovation, Entrepreneurs and Regional Development*, Frances Pinter (publishers), London
- Robert Ringer, (2013), *Winning through Intimidation*, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), *My Life in Advertizing & Scientific Advertizing*, McGraw Hill Publication, New York
- Rohit Prasad (2015), *Start up Sutra*, Management Development Institute, Gurgaon, Delhi.
- Rashmi Bansal (2015), *Take Me Home*, Rainbow Publication, New Delhi.
- Kashyap Deorah (2015), *The Golden Tap – The Inside story of hyper-funded Indian Startups*, Roli Books, New Delhi.

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Group : 2

B.Ed. Semester -4

D 01: Educational Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- To enable the Teacher Educator to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
- To help the T.E. to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint T.E. with levels, strategies and models of teaching for future improvements.
- To enable the T.E. to understand about the importance of programmed instruction and researches in E.T.
- To acquaint the T.E. with emerging trends in E.T. along with the resource centers of E.T.

Unit 1 Educational Technology

- 1.1 Concept of Educational Technology
- 1.2 Meaning, Definitions, Nature, Characteristics, Scope and Significance of E.T.
- 1.3 Components of E.T.: Software, Hardware
- 1.4 Educational Technology and Instructional Technology

Unit 2 Communication, Teaching and Instruction and System Approach

- 2.1 Communication and Instruction
- 2.2 Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach in Educational Technology.
- 2.3 Effective Class room Communication: Concept, Criteria and hurdles
- 2.4 System Approach

Unit 3 Teaching Levels and Strategies

- 3.1 Teaching levels, Strategies & Models
- 3.2 Memory, Understanding and reflective levels of Teaching
- 3.3 Teaching strategies: Meaning, Nature, Function and Types (Psychological Models and Models of Teaching)
- 3.4 Modification of Teaching Behavior
- 3.5 Flander's Interaction Analysis

Unit 4 Teaching Models and Computer Assisted Instruction

- 4.1 Models of Teaching: Meaning, nature, functions and types (Concept Attainment model and Advance Organization Model)
- 4.2 Application of computer in instruction, learning and testing.
- 4.3 Characteristics of Computer assisted instruction (CAI)
- 4.4 Concept related with Internet: World Wide Web (WWW), Intranet, search engine, browsing, e-mail and Tele-conferencing, M- Learning, E- Learning.

Suggestde Activty:

1. Select any one unit of your method and prepare Teaching model.
2. Make one classrrom inteaction analysis report .

Suggested Readings:

- Ausubel D. P., & Rolinson F.G., (1969). School Learning, New York;
- Holt, Rinchert and Winston. Block, J.H. Mastery (1971). Learning: Theory and Practice, New York;
- Holt, Rinchert and Winston. Bloom, B. S., Hastings, J.T. and Madans, J.F. (1971). Handbook on Formative and Summative Evaluation of Student Learning, New York; McGraw Hill.
- Bloom, B.S. (ed.-1971). Taxonomy of Educational Objectives: Cognitive Domain, New York; And David
- Mackay. Bundura, A. (1970). Principles of Behaviour Modificatio, London;
- Holt, Rinchert and Winston. Davies, I. K. and Hartlay, J. (1972). Contributions to an Educational Technology, London; Buterworth.
- Gerlach, V.S. and Ely, D.P. (1971). Teaching and Media: A Systematic Approach, New Jercy; Prentice Hall, Englewood Cliffs. Hapfer,
- M. B. (1971). Behavioral Objective in Curriculum Development, Educational Technology Publications, New Jercy;
- Englewood Cliffs Krathwohl D. R., Bloom, B. S. and Masa, B. (1964). Taxonomy of Educational Objectives II, Affective Domains, New York;
- David Macky. Razik, T. A. (1970). System Approach to Teacher and Curriculum Development, Paris; International Institute for Education Planning, UNESCO.
- Shah, G. B. (1975). Studies in Programmed Learning, Baroda; Centre of Advanced Study in Education.
- Wittich, W. A. and Schuller, E. F. L. (1973). Instructional Technology: its Nature and Use, (5th Ed.) New York; Harper and Row.

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B.Ed. Semester -4
D 02:NCF-2005 and RTE-2009

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Enable to understand the need of right to education and NCF
- Enable to understand the nature of right to education
- Enable to understand the format of right to education
- Enable to know about the provisions of physical and human resources for the implications of right to education
- Know about the scope of school organization committee
- Know about the learning achievement and evaluation plans at primary level
- Get acquainted about the provisions for the defence of child rights
- Get the knowledge of the principles of NCF guideline
- Get acquainted about the goals of education
- Enable to understand about the educational experiences and vocational knowledge
- Enable to understand about the correlation between child's knowledge and surrounding knowledge.
- Enable to comprehend the scope of curriculum
- Enable to identify the factors need in learning process
- Enable to know about the opportunities of implications of education

Unit: 1 Right to education, responsibility and provision of physical and human resources

- 1.1 need of right to education and constitutional provision
- 1.2 Right to education and Responsibility of central, state and local level organisation
- 1.3 physical resources and human resources
- 1.4 The Teacher: Qualifications, appointment, duties and workload and Important provisions: admission, tuitions, donation, punishment

Unit: 2 school management and learning and right to education

- 2.1 constructions of school management committees and their duties and school development plan
- 2.2 Inclusive school and Recognized school
- 2.3 learning sequel and State level Right to Education Commission
- 2.4 overall evaluation and school leaving certificate and state advisory council

Unit 3 National Curriculum and Goal and Scope of the curriculum

- 3.1 An outline of National curriculum Framework (NCF-2005) and Principle of guide
- 3.2 Social reference of education and Goals of education
- 3.3 Mother language, other language and Mathematics and natural science
- 3.4 social sciences and art education, Physical education, work and education and education for piece

Unit-4 Knowledge and learning process and educational environment and quality

- 4.1 students' Activeness and educational experiences
- 4.2 local and practical knowledge and selection of knowledge and knowledge and community
- 4.3 Physical and competent environment and Learning resources
- 4.4 Evaluation and quality and New implications in education

Suggested Activity:

- To make scrap book related RTE admission in your city.
- Organize Debate on NCF recommendation of any one subject.

Suggested Readings:

- NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006a). *Position paper-National focus group on education with special needs*
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum*
- (NCF 2005). NCERT.
- NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- *RTE Act, 2009*



Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student-teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.
- To acquaint the student teachers with the initiatives of government and local bodies in environment conservation.

Unit-1 ENVIRONMENT, ECOLOGY&ENVIRONMENTALEUCATION

- 1.1 Introduction to Environment and Ecology : Concept of Environment and Ecology,
- 1.2 Biosphere,Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
- 1.3 Environmental Education: Meaning, Objectives, its need & importance
- 1.4 Principles of Environmental Education.

Unit-2 ENVIRONMENTAL ISSUES

- 2.1 Pollution Monitoring and Control: Concept of Pollution
- 2.2 Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
- 2.3 Natural Resource Conservation and Management: Definition and Classification of Natural Resources.
- 2.4 Natural resources Conservation and Management.

Unit-3 NATURALRESOURCESMANAGEMENT

- 3.1 Developmental projects including govt initiatives and their impact on bio-diversity conservation.
- 3.2 Wildlife Conservation especially Endangered Species.
- 3.3 Role of media and ecotourism in creating environmental awareness.
- 3.4 Role of local bodies in environmental management, Swachh Bharat Abhyaan

Unit-4 Approaches for environment education

- 4.1 Various approaches for Environment Education
- 4.2 Recommendations of NPE-1986, NCF-2000 and NCF-2005 about Environment Education
- 4.3 Various environmental summits and resolutions
- 4.4 Role of Mass media in Environment education (News papers, Magazines, Radio, TV, Films and Social media)

Suggested Activity

1. Prepare one project on environment issues .
2. Prepare scrap book for environment related news cuttings.

Suggested Readings:

- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications. Khoshoo, T.N. (1999).
- *Environmental Concerns and Strategies*. New Delhi: Ashish Publication House. Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation*. I-VI, New Delhi: A.P.H. Co.



B.Ed. Semester -4
D 04: Value Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

COURSE CONTENTS:

Unit-1 The Socio Moral and Cultural Context

- 1.1 Value: Meaning and Concept
- 1.2 Types of Value: Social, Ethical, Religious, Cultural
- 1.3 Indian Culture and Human Value
- 1.4 Moral Development of Child at School level.
 1. Secularism
 2. Co-Existence

Unit-2 Natural Concept of Morality and Moral Education

- 2.1 Concept of Value Education
- 2.2 Need of Value Education
- 2.3 Medium for Value Education
- 2.4 Approaches for Value Education

Unit-3 Moral Learning to Moral Education

- 3.1 Importance of Value Education
- 3.2 Moral learning out side the school, media and moral learning
- 3.3 NPE (1986): Values
- 3.4 Curriculum and Moral Education

Unit-4 Assessment of Moral Maturity

- 4.1 Value Classification Model
- 4.4 Value Analysis Model
- 4.3 Social Action Model
- 4.4 Value Education and Sanskar

Suggested Activity

- Prepare primary value list shown in Bhagavd Gita

Suggested Readings:

- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

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D 05: Education for Human Right

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
- Explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
- Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education.
- Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and identify potential roles for oneself in the promotion of Human Rights Education

UNIT-1 Conceptualizing Human Rights and Human Rights Education

- 1.1 Introduction to Rights, Human Rights and Human rights Education
- 1.2 Human rights education with reference to Philosophical, Psychological, Political, and Sociological Perspectives.
- 1.3 Types of Human Rights- Natural, Positive, Negative, Legal.
- 1.4 Understanding Human Rights from policy perspective

Unit-2 Emerging Concerns in Human Rights

- 2.1 Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest
- 2.2 Methods of Human Rights Research and Human Rights as pedagogy
- 2.3 Critical review of Human rights in present time
- 2.4 Role of teacher in the context of Human Right

Unit-3 School Education and Human Rights Perspective

- 3.1 Human Rights perspective in curriculum
- 3.2 Human Rights perspective in teaching-learning Processes
- 3.3 Human Rights Perspectives in Assessment
- 3.4 Human Right Perspective and school ethics and culture

UNIT- 4 Issues, Movements and Promotion of Human Rights

- 4.1 Understanding Human Rights of Children, Women, Minorities, Deprived, Differently abled and Homosexuals.
- 4.2 Role of Government in promotion of human rights.
- 4.3 Non-Government Organizations, Education, family and self in promotion of Human Rights.
- 4.4 Role of Mass media to promote human right awareness

Suggested Activity

- Awareness Camp to promote Human Rights Education
- Prepare a Scrap book for human right related news
- Write an Article on any news regarding social injustice or humiliation.

Suggested Readings

- Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) *The Right to be Human*, New Delhi: Lancer International
- Dennis Altman 2004, 'Sexuality and Globalization', *Agenda: Empowering Women for Gender Equity*, No. 62, *African Feminisms Volume 2,1: Sexuality in Africa* (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.
- Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) *Violation of Democratic Rights in India*, Bombay: Popular Prakashan
- Ellen Messer, 1997, 'Pluralist Approaches to Human Rights', *Journal of Anthropological Research*, Vol. 53, No. 3, *Universal Human Rights versus Cultural Relativity* (Autumn, 1997), pp. 293-317: University of New Mexico
- Emilie M. Hafner-Burton and Kiyoteru Tsutsui, 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises', *American Journal of Sociology*, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press
- FonsCoomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer', *Human Rights Quarterly*, Volume 32, Number 1, February 2010, pp.179-186 (Article):The Johns Hopkins University Press
- J. K. Patnaik, 2004, 'Human Rights : the concept and perspectives : a third world view', *The Indian Journal of Political Science*, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association
- Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', *The American Political Science Review*, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association
- Jogendra Kr. Das, 2003, 'Reflections on Human Rights and the Position of Indian Women', *The Indian Journal of Political Science*, Vol. 64, No. 3/4 (July-December, 2003), pp.203-220: Indian Political Science Association

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B.Ed. Semester -4

D-06 : Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4

Internal - 30

External – 70

Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

- Entrepreneurship – Concept, need, importance
- Women Entrepreneurship - Concept, need, importance, Function
- Women Entrepreneur
- Elements of Entrepreneurship- Motivation, Risk Taking, Innovation
- Entrepreneurial Process
- Charms of becoming an Entrepreneur
- Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship

Unit 2: Entrepreneurship Motivation

- What motivates an entrepreneur?
- Need for Achievement
- Low n-Ach Vs High n-Ach
- Self-efficacy
- Self-efficacy, Motivation & Entrepreneurship
- Drive
- Independence

Unit 3: Making of an Entrepreneur

- Self
- Areas of self-knowledge
- Personal Effectiveness
- Emotional Intelligence (EI)
- Team
- Entrepreneurial Leadership
- Entrepreneurial Leader

Unit 4: Success in Entrepreneurship and Case Studies

- Incredible Power of the Human Mind , Goals and Planning, Components of Planning, Steps in Planning
- Overcoming Failures and Personal Assessment
- Personal Assessment Worksheet , Self- Rating Questionnaire (SRQ)
- Success Stories of Entrepreneurs in Education
- Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

References

- Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In *Technological change, economic development and space*, eds. C. Bertuglia, M.Fisher, and G preto, 13-33, Springer, Berlin
- Batra G. (2002).*Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003).*Innovating at the Edge – How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.
- Mitra J., (2012).*Entrepreneurship, Innovation and Regional Development- an introduction*, Routhedge, London
- Mulliick N H., (2012).*Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987).*Innovation, Entrepreneurs and Regional Development*, Frances Pinter (publishers), London
- Robert Ringer, (2013), *Winning through Intimidation*, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), *My Life in Advertizing & Scientific Advertizing*, McGrow Hill Publication, New York
- Rohit Prasad (2015), *Start up Sutra*, Management Development Institute, Gurgaon, Delhi.
- Rashmi Bansal (2015), *Take Me Home*, Rainbow Publication, New Delhi.
- Kashyap Deorah (2015), *The Golden Tap – The Inside story of hyper-funded Indian Startups*, Roli Books, New Delhi.



B.Ed. Semester -4
EPC-4: Yoga and Sports

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Concept of Yoga and Pranayam

- 1.1 Yoga: Meaning, concept and importance.
- 1.2 Eight disciplines of Yoga – Ashtang Yoga
- 1.3 Pranayam: Meaning, Nature and Relationship with mind.
- 1.4 Different types of pranayam : Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,

Unit-2 Meiditation

- 2.1 Meditation: Nature, Procedure and importance
- 2.2 Stress: Meaning, Reasons, Role of yoga in stress management
- 2.3 Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana,
- 2.4 Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasana.

Unit-3 Yoga (Practical Work)

Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam

Unit-4 Sorts

Important if Sports, Sportsmanship, Indoor and outdoor games, Volleyball, Kho-Kho, Cricket and other Sports practical work.

Suggested Activity:

Practical work of Yoga and Sports

Suggested Readings:

- Kamalkant Bhatt, Yoga Education .Mandvi : Vivek Prakashan.
- Vyas Sunilkumar, Yog Siksha, Delhi : Khel Sahitya Kendra.
- Vaibhav Devakinandan. Yog Sikhsa. Delhi : Sports Publication.



Total Credit-4

Internal - 30

External - 70

હેતુઓ:

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

એકમ-૧ ભાષા શિક્ષકની લાયકાત-ગુણભાર યોજના અને સાહિત્યકારો-કૃતિ

- ૧.૧ ભાષા શિક્ષક લાયકાત અને ગુણભાર
- ૧.૨ ભાષા શિક્ષક લાયકાત અને ગુણભાર યોજના
- ૧.૩ સાહિત્યકારોનો પરિચય (જ્ઞાનપીઠ એવોર્ડ)
- ૧.૪ સાહિત્યકૃતિઓ (જ્ઞાનપીઠ એવોર્ડ)

એકમ-૨ માતૃભાષાનું શિક્ષણ

- ૨.૨ માતૃભાષા શિક્ષણના હેતુઓનું વર્ગીકરણ, હેતુઓનું મહત્ત્વ
- ૨.૨ માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૨.૩ મૂલ્ય ઘડતરમાં ભાષાનું યોગદાન
- ૨.૪ ભાષા શિક્ષકની સજ્જતા (શૈક્ષણિક, વ્યાવસાયિક, વ્યક્તિત્વ)

એકમ-૩ પાઠ્યક્રમ અને પાઠ્યપુસ્તક

- ૩.૧ પાઠ્યક્રમ: અર્થ, પાઠ્યપુસ્તક રચનાના સિદ્ધાંતો, આદર્શ પાઠ્યપુસ્તકના લક્ષણો
- ૩.૨ ધોરણ-૮, ૯ અને ૧૦ના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૩.૩ ગુજરાતી સાહિત્યમાં ઉપલબ્ધ પુસ્કારો
- ૩.૪ ભાષા મંડળ, ભાષા પ્રયોગશાળા અને ભાષાખંડ

એકમ-૪વિષયવસ્તુ

૪.૧ ગદ્ય સમીક્ષા

૪.૨ પદ્ય સમીક્ષા

૪.૩ ગુજરાતી સમાચારપત્રો કે સામયિકોમાંથી સાહિત્યિક લેખોની સમીક્ષા

૪.૪ છંદ-પૃથ્વી, શિખરિણી, મંદાકાન્ત, મનહર, અનુષ્ટુપ, સત્રગ્ધરા, શાર્દૂલવિકિરિત, ચોપાઈ, દોહરો, હરિગીત, સવૈયા, અલંકાર : વર્ણનાપ્રાસ, શબ્દાનુપ્રાસ, આંતરપ્રાસ, અંત્યાનુપ્રાસ, ઉપમા, ઉત્પ્રેક્ષા, રૂપક, વ્યતિરેક, અનન્વય, વ્યાજસ્તુતિ, શ્લેષ, સજીવા રોપણ, દૃષ્ટાંત

પ્રવૃત્તિ:

- કોઈ એક ગદ્ય અને પદ્યની સમીક્ષા કરવી.

સંદર્ભો :

- દેસાઈ, ઘનવંત, ગુજરાતી અધ્યાપન, નવીન પ્રવાહો, અમદાવાદ , એ.આર.શેઠની કંપની.
- બધેકા, ગીજુભાઈ. (૧૯૪૯). પ્રાથમિક શાળામાં ભાષા શિક્ષણ, અમદાવાદ , એ.આર.શેઠની કંપની.
- દવે, શાસ્ત્રી જયેન્દ્ર, ગુજરાતી અધ્યાપનનું પરિશીલન, અમદાવાદ, બી.એસ.શાહ પ્રકાશન.
- ત્રિવેદી અને ગુણવંત. ભાષા શિક્ષણની પ્રક્રિયા, અમદાવાદ, રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર. કવિતાનું શિક્ષણ, વલ્લભ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી.
- પટેલ, ઓશક. ગુજરાતીનું આદર્શ અધ્યાપન, અમદાવાદ, વારિષેણ પ્રકાશન.

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Total Credit-4

Internal - 30

External - 70

उद्देश्य:

प्रशिनार्थी:

1. हिन्दी शिक्षक के गुणो एवं विशेषताओं को समझे ।
2. भाषा प्रयोगशाला का उपयोग जाने ।
3. हिन्दी शिक्षा में दृश्य-श्राव्य साधनो का उपयोग सीखे ।
4. पाठ्यपुस्तक मंडल के कार्यो को समझे ।
5. हिन्दी भाषा शिक्षक की पद्धति एवं प्रयुक्तियों का ज्ञान प्राप्त करें ।
6. अभ्यासक्रम एवं पाठ्यक्रम के विषय में ज्ञान प्राप्त करे ।
7. पाठ्यपुस्तक का मूल्यांकन करना सीखे ।

एकम-1 अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

- 1.1 अभ्यासक्रम: अर्थ एवं परिभाषा व महत्व
- 1.2 पाठ्यपुस्तक एवं अभ्यासक्रम का अंतर
- 1.3 अभ्यासक्रम मूल्यांकन: अर्थ एवं मूल्यांकन प्रविधि
- 1.4 आदर्श पाठ्यपुस्तक का अर्थ एवं पाठ्यपुस्तक मूल्यांकन व प्रविधि
कक्षा 9-10 के पाठ्यपुस्तक का मूल्यांकन

एकम-2 भाषा शिक्षक, भाषा प्रयोगशाला-भाषाकक्ष, दृश्य-श्राव्य साधन, सहायक सामग्री

- 2.1 हिन्दी भाषा का अन्य विषयो से अनुबंध
- 2.2 हिन्दी भाषा शिक्षक के गुण एवं विशेषताएँ
- 2.3 भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियाँ
- 2.4 भाषा प्रयोगशाला एवं भाषा कक्ष का महत्व एवं उपयोग
- 2.5 हिन्दी भाषा शिक्षा में दृश्य-श्राव्य साधनो का महत्त्व और उपयोग
- सहायक सामग्री: पुस्तकालय, मेगेजीन, ज्ञानकोष, शब्दकोष, का महत्त्व

एकम-3 पद्धति एवं प्रयुक्तियाँ

- 3.1 वाद-विवाद एवं समूह चर्चा पद्धति, अर्थ, परिभाषा गुण एवं दोष
- 3.2 आगमन-निगमन अभिगम अर्थ, परिभाषा, गुण एवं दोष
- 3.3 मौखिक अभिगम अर्थ, परिभाषा गुण एवं दोष
- 3.4 ज्ञान, नाट्यीकरण और संदर्भ कथन प्रयुक्तियाँ का उपयोग

एकम-4 विषयवस्तु

- 4.1 कक्षा-10 पाठ-12 एक नई शुरुआत
- 4.2 कक्षा-10 काव्य-15 हैं जनशक्ति महान
- 4.3 कक्षा-10 पाठ-14 मेरी माँ
- 4.4 कक्षा-10 काव्य-17 कश्मीर

प्रवृत्तियाँ -

1. हिन्दी भाषा कक्षा का निर्माण करना ।
2. हिन्दी मेगोजीन-पत्र पत्रिकाओं का संग्रह स्थान बनाए ।
3. हिन्दी नाटको का आयोजन करें ।
4. हिन्दी कविता पढ़ने की प्रतियोगिता का आयोजन करें ।
5. किसी एक विषय पर वाद-विवाद प्रतियोगिता का आयोजन करें ।

संदर्भ ग्रंथ

1. बी.एन.शर्मा, हिंदी शिक्षण, साहित्य प्रकाशन, आगरा.
2. पी.के.औझा, हिंदी शिक्षण, अनमोळ पब्लिकेशन, नई दिल्ली.
3. कामात प्रसाध गुरु, हिंदी व्याकरण.
4. पुरुषोत्तम पटेल, हिन्दी व्याकरण और रचना, जयोति प्रकाशन, अहमदाबाद.
5. रामचंद्र शुक्ल. हिन्दी साहित्य का इतिहास.

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Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 :Evaluation of English Textbook

- 1.1 Importance of textbook
- 1.2 Criteria of Text book evaluation &Characteristics of a good textbook
- 1.3 Evaluation of English textbook of standard – XI and X
- 1.4 Content Analysis and Task Analysis

Unit-2 :Teacher of English

- 2.1 Role of English Teacher in the classroom
- 2.2 Qualities, Competency, professional skill and education qualification of an English teacher
- 2.3 Meaning, Concept, Importance,
- 2.4 Difference between curriculum and syllabus

Unit-3 :Related Literature, Language Laboratory, language room, English club

- 3.1 Related literature: (Importance and use in teaching and learning English) : Dictionary, Encyclopedias, Newspaper, Magazines, workbook
- 3.2 Language Laboratory: Meaning, Tools, characteristics, Advantages and limitations
- 3.3 Language room: Importance, Teaching aids, arrangement, use, different activities
- 3.4 English Club: Meaning, Importance, activities of an English club

Unit-4 :Textual lessons and poems of English (SL) of Standard IX & X.

- 4.1 Standard-IX Prose
 - Unit-7 Adolescents Speak
 - Unit-11 Valley of Flowers
- 4.2 Standard-IX Poems:L
 - Unit-3 Be the Best
 - Unit-4 Saw the Sea
- 4.3 Standard-X Prose :
 - Unit-4 A Wonderful Creation
 - Unit-10 Test of True Love
- 4.4 Standard-X Poems
 - Unit-1 My Songs
 - Unit-2 Pencil

Suggested Activity:

- Make text book analysis
- Prepare scrap book of newspaper cuttings

Suggested Readings:

- General English for high school classes English grammar, Jawahar Prakashan Pvt. Ltd. Ghaziabad.
- Wren and martin, English grammar and composition, S.Chand.
- Contemporary English Grammar for scholars and students, J.D. Murthy, Book place, New Delhi Leech Geoffrey & Svartvik J.
- English language Teaching approaches and Methodology Navita Arora Tata McGraw hill education private limited New Delhi.

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Total Credit-4

Internal - 30

External - 70

हेतुઓ:

પ્રશિક્ષણાર્થીઓ:

1. સંસ્કૃત શિક્ષકના ગુણો અને લાયકાત વિશે સમજે.
2. સંસ્કૃત ખંડની ઉપયોગિતા જાણે
3. જ્ઞાનકોષ અને શબ્દકોષનું મહત્વ સમજે.
4. પાઠ્યપુસ્તક ખંડની કામગીરી જાણે
5. સંસ્કૃતભાષા શિક્ષણની પ્રયુક્તિઓ વિશે જાણે.
6. અભ્યાસક્રમ અને પાઠ્યક્રમ વિશે જ્ઞાન મેળવે.
7. પાઠ્યપુસ્તકનું મૂલ્યાંકન કરતા શીખે
8. શૈક્ષણિક સાધનોનું મહત્વ સમજાવે.
9. ભાષા પ્રયોગશાળા વિશે જાણે.
10. સંસ્કૃત ભાષાનો અન્ય વિષયો સાથે અનુબંધ વિશે જાણે.

એકમ-1 અભ્યાસક્રમ અને પાઠ્યપુસ્તક

- 1.1 અભ્યાસક્રમ: અર્થ, પરિભાષા અને મહત્વ
- 1.2 પાઠ્યક્રમ અને અભ્યાસક્રમ વચ્ચેનો તફાવત
- 1.3 અભ્યાસક્રમ મૂલ્યાંકનનો અર્થ અને અભ્યાસક્રમનું મૂલ્યાંકન કરવાની રીત
- 1.4 આદર્શ પાઠ્યપુસ્તક: અર્થ, અને પાઠ્યપુસ્તકનું મૂલ્યાંકન. ધોરણ-9 અને 10ના પાઠ્યપુસ્તકનું મૂલ્યાંકન

એકમ-2 સંસ્કૃત શિક્ષક, સંસ્કૃત ખંડ, ભાષા પ્રયોગશાળા શૈક્ષણિક સાધનો અને સહાયક સામગ્રી

- 2.1 સંસ્કૃત ભાષાનો અન્ય વિષયો સાથે અનુબંધ
- 2.2 સંસ્કૃત શિક્ષકની લાયકાત, ગુણો અને કૌશલ્યો
- 2.3 સંસ્કૃત ખંડની ઉપયોગિતા અને સજ્જતા, ભાષા પ્રયોગશાળા: મહત્વ અને ઉપયોગ
- 2.4 શૈક્ષણિક સાધનોનું મહત્વ અને ઉપયોગ (ચાર્ટ, પ્રતિકૃતિ, ફ્લેશકાર્ડ, ટેપરેકોર્ડકર, સી.ડી., એલ.સી.ડી., પી.પી.ટી.)

2.5 સહાયક સામગ્રી, પુસ્તકાલય, મેગેજીન, જ્ઞાન કોષ, શબ્દકોષનું મહત્વ અને ઉપયોગ.

એકમ-3 પદ્ધતિ, પ્રયુક્તિઓ અને અભિગમ

3.1 વ્યાખ્યાન-જૂથ પદ્ધતિ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.2 આગમન-નિગમન અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.3 મૌખિક અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.4 ગાન, નાટ્યીકરણ અને સંદર્ભ કથન પ્રયુક્તિઓનો ઉપયોગ, ફાયદા અને મર્યાદા

એકમ-4 વિષયવસ્તુ

4.1 ધીરણ-10 ગદ્ય-12 કલિકાલ સર્વજ્ઞો હેમચન્દ્રાચાર્ય:

4.2 ધીરણ-10 પદ્ય-13 ગીતામૃતમ્

4.3 ધીરણ-10 ગદ્ય-15 જય: પરાજયો વા

4.4 ધીરણ-10 પદ્ય-16 અદ્ભુતં યુદ્ધમ્

પ્રવૃત્તિઓ:

1. સંસ્કૃતના ધ્યેય વાક્યોનો ચાર્ટ બનાવવો
2. સંસ્કૃત ખંડનું નિર્માણ કરવું
3. સંસ્કૃત મેગેજીન અને પુસ્તકોનું કોર્નર બનાવી તેનો ઉપયોગ કરવો.
4. સંસ્કૃત શ્લોક ગાન અને સંસ્કૃતમાં નાટકોનું આયોજન કરવું.

Suggested Readings:

- Apte D.G., Teaching of Sanskrit, Bombay: Padma Publication.
- Apte V.S., A Guide to Sanskrit composition, Padma Publication.
- Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskrit, Poona: Loksangraha Press.
- અહવાલા સી.કે. (૧૯૫૬). સંસ્કૃતનું અભિનવ અધ્યાપન, અમદાવાદ : ભારત પ્રકાશન.
- ભટ્ટ વી.એમ. સંસ્કૃત વાક્ય સંરચના.
- શશીકાંત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અમદાવાદ : અનડા બુક ડિપો.

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B.Ed. Semester -4
B-105:Social Science

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 : Innovative Teaching Model & Technique in Social Science Teaching.

- 1.1 - Innovative Teaching Model –Meaning.
 - Advance organizer model in social science teaching.
 - Juries potential model in Social Science teaching.
 - Social inquiry model in social science teaching.
- 1.2 - Strategy of teaching: Brain storming, Field trip.
- 1.3 - Narration technique – Concept, merit & demerits, effective use of classroom in social science.
 - questioning technique: concept, aims, merit-demerits, characteristics of ideal/good question, types of questions.
- 1.4 - Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teachers role in role play technique.

Unit-2 : Social Science teacher, Correlation, Social Science room & Social Science club.

- 2.1 - Teacher of Social Science: Educational qualifications, skills, professional efficiency (competencies), qualities, training.
- 2.2 - Correlation: Meaning, concept, correlation of social science with other school subject: Language (literature), Economics, Geography, Art, Political Science, Psychology, Maths, Science & Technology.
- 2.3 - Social Science room: Importance, layout, arrangement of the material and the equipments, Functions of Social Science room, use of social science room in teaching social science, list of activities of programmes.
- 2.4 - Social Science Club: Aims, importance, layout, need, different activities in social science club, role of principal & teacher social science club.

Unit-3 : Curriculum, Textbook & Evaluation.

- 3.1 - Curriculum – Meaning, definition, characteristics.
 - Syllabus – Meaning, concept, importance
 - Difference between curriculum & syllabus.
- 3.2 - Textbook of social science – importance, utilities, limitations.
 - Characteristics of ideal textbook.
 - Criteria of textbook evaluation

- Evaluation of the current textbook of economics of std.-9 & std.-10.
- 3.3 - Examination – Concept, importance
- Types of examination (Oral, Practical) performance, written test.
- 3.4 - Evaluation – Meaning, concept, importance, characteristics, steps, utilities, functions of educational evaluation.
- Evaluation tool – Rating scale, check list, questionnaire, cumulative record card.

Unit-4 : Content (4) Standard-9 & 10.

- 4.1 Lesson-12 Indian democracy
- Lesson-13 Indian: Location, Geological, Structure & Physiographic-I
- 4.2 Lesson-14 Indian: Location, Geological, Structure & Physiographic-II
- Lesson-19 Indian: Human Life style
- 4.3 Lesson-3 Cultural Heritage of India: Structure & Architectures
- Lesson-6 Place of Indian Culture Heritage
- 4.4 Lesson-11 India Water Resource
- Lesson-13 Energy Resource

Reference:

1. Bhatia & Bhatia (2000), ‘ The principles & Methods of Teaching’, Delhi: Doaba House.
2. Kochhar S.K. (1997), Method & techniques of Teaching, Sterling Publishers Pvt. Ltd.
3. Summer, W.L. (1966), Teaching aids for elementary methods, USA, Holt, Rinehart & Winston Inc.
4. દેસાઈ અને અન્ય (1984), અભ્યાસક્રમ, સિક્કાંત અને અભ્યાસક્રમ સંરચના, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
5. દવે, પ્રભાકર એન., અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, અમદાવાદ, ગુજરાત યુનિવર્સિટી.
6. પટેલ મોતીભાઈ તથા અન્ય, અર્થશાસ્ત્ર અધ્યાપનનું પરિશીલન, અમદાવાદ, બી.એસ. શાહ પ્રકાશન.

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

Unit-1 : Teaching aids:

- 1.1 Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)
- 1.2 Preparation & Development of improvised approaches.
- 1.3 Selection and use of the teaching aids.
- 1.4 Use of computer in mathematics teaching as a CAL and CAI, preparing of power point presentation for Mathematics teaching.

Unit-2 : Mathematics, References.

- 2.1 Characteristics of an ideal textbook of mathematics and std.-9 & 10.
- 2.2 Reference material in teaching of mathematics (usefulness): Encyclopedia, magazines and reference books.
- 2.3 Importance and need of teaching of mathematics: teacher's handbook, student workbook.
- 2.4 Teaching of arithmetic, algebra and geometry.

Unit-3 : Mathematics Club& evaluation of textbooks.

- 3.1 Objectives and importance of Mathematics club
- 3.2 Establishment and activities of Mathematics club
- 3.3 Evaluation of textbook of mathematics of std.9. and std.-10.
- 3.4 Correlation: Correlation with science, geography and other subjects

Unit-4 : Content (4) Std-9. and Std.-10

4.1 : Content (4) Std-9.

- Lesson-2 Number System (sem-1)
Lesson-6 Structure of Geometry (sem-1)
Lesson-11 Areas of Parallelograms and Triangles (sem-2)
Lesson-17 Probability (sem-2)

4.2 : Content (4) Std-10.

- Lesson-2 Polynomials.
Lesson-5 Arithmetic Progression.
Lesson-14 Surface Area and Volumes
Lesson-15 Statistics

Suggested Activity:

- Prepare text book analysis

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford: Basil black Wall.
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra: Radha Prakashan Mandir.
- Patel R N (2012). Teaching and learning mathematics in modern times: New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Roohi. Fatima (2008). Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). Ganit Shashtra Adhyapan Padhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). Ganit Adhyapan Padhdhati Amdavad: Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). Ganit Shikshan Padhdhati. Amadavad: A. R. Sheth & Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.



B.Ed. Semester -4
B-107:Science and Technology

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 : Teaching aids & Laboratory:

- 1.1 Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)
- 1.2 Preparation & Development of improvised approaches.
- 1.3 Selection and use of the teaching aids.
- 1.4 Science laboratory: Management and safety, designing a science laboratory, laboratory equipment.

Unit-2 : Science and Technology, References.

- 2.1 Characteristics of an ideal textbook of science and technology and std.-9 & 10.
- 2.2 Reference material in teaching of science and technology (usefulness): Encyclopedia, magazines and reference books.
- 2.3 Importance and need of teaching of science and technology: teachers handbook, student workbook.
- 2.4 Importance in teaching of science and technology: aquarium, herbarium, vivarium and botanical garden.

Unit-3 : Club, science activities.

- 3.1 Science club : Importance, establishment.
- 3.2 Activities in teaching of science and technology
- 3.3 Meaning, importance and characteristics of correlation, Correlation of science and technology with mathematics and social science
- 3.4 Correlation of science and technology with language and art.

Unit-4 : Content (1) Std-9.

- Lesson-1 Motion (sem-1)
- Lesson-4 Properties of Matter (sem-1)
- Lesson-6 The Fundamental Unit of Life : The Cell (sem-1)
- Lesson-1 Work, Energy and Power (sem-2)
- Lesson-3 Periodic Classification of Elements
- Lesson-7 Diversity in living organisms - II (sem-2)

Content (1) Std-10.

| | |
|-----------|---|
| Lesson-1 | Dispersion of light and natural Optical phenomena |
| Lesson-6 | Universe |
| Lesson-7 | Acids, Bases and salts |
| Lesson-10 | Mineral Coal and Mineral Oil |
| Lesson-14 | Control and Coordination in Organisms |
| Lesson-18 | Management of Natural Resource |

Suggested Activity:

Analysis of Science and Technology Text books
Survey of Science and Technology Laboratory in school
Script writing for Radio Lesson TV Lesson, Science Drama

Suggested Readings ;

- ધોરણ : 9 વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પસ્તુતક (સત્ર ૧ અને ૨) ગાંધીનગર : ગ.ુરા.શા.પા.પ.ુ મરં ળ
- ધોરણ : 10 વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પસ્તુતક (સત્ર ૧ અને ૨) ગાંધીનગર : ગ.ુરા.શા.પા.પ.ુ મરં ળ
- જોષી, હરિપ્રસાદ ઓ,અનેઅન્ય. વિજ્ઞાન અધ્યાપનન ડું પરિશીલન,બી.એસ. શાહ પ્રકાશન, અમદાિાદ
- ભાિસાિ, એસ. અનેઅન્ય. વિજ્ઞાન વશક્ષણ પધ્ધવિ,અનડા પ્રકાશન, અમદાિાદ
- િાિલ, એન. અનેઅન્ય. વિજ્ઞાન અનેટેકનોલોજીન ડું અભભનિ અધ્યાપન, નીિિ પ્રકાશન, અમદાિાદ
- પટેલ, પી અનેઅન્ય. વિજ્ઞાનન ડુંઆદશશ અધ્યાપન,િારિષેણ પ્રકાશન, અમદાિાદ
- જાદવ, શવિલ. શવજ્ઞાન અનેટેકનોલોજીનું અધ્યાપન, આગ્રા : અગ્રવાલ પબ્લલકેશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

★ ★ ★

Urdu Sem. IV

مقاصد :

- (1) اردو زبانمانی کے مدرس میں خوبیاں نیز خصوصیات کی تشوونما ہو۔
- (2) زبانمانی کی تجزیہ گاہ کا استعمال کریں۔
- (3) زبانمانی کی تدریس میں سمعی-بصری وسائل کا استعمال کریں۔
- (4) پانھیہ پستک مندل کی سرگرمیوں سے واقف ہوں۔
- (5) زبانمانی میں مختلف تدریسی سرگرمیاں نیز تراکیب کی فہم حاصل کریں۔
- (6) نصاب اور متن کی واقفیت حاصل کریں۔
- (7) درسی تناسب کا تبھرہ (تجزیہ) کرنا سیکھیں۔

Unit I زبانمانی-درس، زبان کی تجزیہ گاہ

- 1.1 اردو زبان کا دیگر زبانوں سے رابطہ
- 1.2 اردو زبانمانی کے مدرس کی خوبیاں نیز خصوصیات
- 1.3 اردو زبانمانی کے مدرس کی تعلیمی، پیشہ ورانہ نیز اخلاقی خصوصیات
- 1.4 زبان کے تجزیہ کی اہمیت اور استعمال

Unit II سمعی، بصری وسائل پانھیہ پستک مندل

- 2.1 اردو زبانمانی کی تدریس میں سمعی، بصری وسائل کا استعمال
- 2.2 لاجبری، رسائل، لغت کا استعمال
- 2.3 پانھیہ پستک مندل کی اہمیت اور سرگرمیاں
- 2.4 زبانمانی کے درجہ (کلاس) کی اہمیت نیز استعمال

Unit III تدریسی طریقے نیز تراکیب

- 3.1 طریقہ بحث و مباحثہ، اجتماعی بحث : معنی، اصطلاح، استعمال، فوائد، تحدید، طریقہ پروجیکٹ
- 3.2 استقرائی اور استخراجی طریقہ : معنی، اصطلاح، استعمال، فوائد، تحدید
- 3.3 زبانی نظریہ (Oral) (طرز) : معنی، اصطلاح، استعمال، فوائد، تحدید
- 3.4 گیت، ڈرامائی طریقہ، سوال و جواب، مختلف حوالہ کا استعمال، فوائد، تحدید

Unit IV مضمون

- 4.1 نصاب، معنی، اصطلاح، اہمیت
 - 4.2 نصاب (Syllebus) اور متن (Course) میں فرق
 - 4.3 نصاب کی تفتیش : معنی، تفتیش کی قسمیں
 - 4.4 مثالی درسی کتاب کے معنی درسی کتابوں کا موازنہ
- جماعت 8، 9-10 کی درسی کتابوں کا موازنہ

سرگرمیاں :

- (1) زبانمانی کا کمرہ تیار کرنا۔
- (2) اردو رسائل کا ذخیرہ کرنا۔
- (3) اردو ڈرامے منفقہ کرنا۔
- (4) لقم خوانی کے مقابلے میں حصہ لینا۔
- (5) کوئی ایک مضمون پسند کر کے بحث و مباحثہ کرنا۔

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 : Innovative Teaching & Technique in Economics Teaching.

- 1.1 Team-Teaching: Meaning, Concept, Advantages, limitations.
- 1.2 Narration technique – importance, merits-demerits, effective use of narration technique in economics classroom.
- 1.3 Questioning technique: concept, aims, types of questions, merit-demerits, Properties of a good Question.
- 1.4 Role play technique: meaning, concept, importance, merits & demerits.

Unit-2 : Economics teacher, Correlation, Economics room & Economics club.

- 2.1 - Essential Qualities of Economics Teacher and
- Two Fold role of Economics Teacher
(i) Overall Development of the Students.(ii) Specific Role as a Teacher of Economics.
- 2.2 - Correlation: Meaning, concept, Importance, Types
- Correlation of economics with other school subject – commerce, Statistics, Social Science,Physical Science, Psychology, Agricultural Science.
- 2.3 - Economics room: Importance, layout, equipments (materials) use of economics room in teaching of economics, barriers, different activities.
- 2.4 - Economics Club: Aims, importance, different activities in economics club, role of principal & teacher economic club, different committee.

Unit-3 : Teaching aids, Text Book and Evaluation.

- 3.1 - Teaching aids: Meaning, concept, importance, Classification, Principle of Selection, Preparation, Control, Presentation, Response, Evaluation)-Limitations
- 3.2 - Text Book – Main Function, Essential Characteristics of a Text Book in Economics,
- Use of Textbooks to Teachers and Students, Demerits of a Textbook Method.
- Evaluation of the Current Textbook of Economics
- 3.3 - Evaluation: Meaning, Concept, Importance, Steps, Technics of Evaluation,
- 3.4 - Evaluation Tool : Rating Scale, Check List, Questioner.

Unit-4 : Content.

| | | | |
|-----|-------------|-----------------------------|----------|
| 4.1 | Lesson – 9 | National Income | (Std-11) |
| 4.2 | Lesson – 10 | Budget | (Std-11) |
| 4.3 | Lesson – 4 | Banking And Monetary Policy | (Std-12) |
| 4.4 | Lesson – 10 | Migrations, Urbanisation. | (Std-12) |

Suggested Activity:

- Participating in Small Saving Scheme.
- Visit to a Bank.

Suggested Readings:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- गुरसरनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली विज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२.
- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- पटेल धनश्याम बी. तथा अन्य. अर्थशास्त्र शिक्षण पद्धति, अमदावाद, नवद्वीप गृह.
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય, સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીય અર્થશાસ્ત્ર, બી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.



Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT -1 CORRELATION AND TEACHING AID

- 1.1 Correlation: Meaning, Concept, Importance and Types
- 1.2 Correlation with different Subjects (Accountancy, Mathematics and Economics), Correlation with daily life activity
- 1.3 Teaching Aids: Meaning and Importance
- 1.4 Types of Teaching Aids: Importance and Limitation of each Aid
-Audio: Radio, TapeRecorder
-Video: OHP, Slide Projector, Charts, Models
-Audio-Video Instruments: T.V, Film Projector, Computer, Internet

UNIT -2 O.C.M. TEACHER, ROOM, CLUB AND CO CURRICULAR ACTIVITY

- 2.1 O.C.M. Teacher: Educational Qualification, Qualities, skills, professional competency
- 2.2 O.C.M. Room: Objectives, Need/Importance, Activities
- 2.3 O.C.M. Club: Objectives, Need/Importance, Activities
- 2.4 Co Curricular Activity, Development of School Magazine and O.C.M. Corner, Class Room Interaction

UNIT -3 TEXT BOOK AND RESOURCES

- 3.1 Objectives of Text Book, Importance of Text Book, Characteristics of an Ideal text-book
- 3.2 Advantages of text book, use of text book to teachers and students
- 3.3 Criteria for evaluation of text book ,Review of Present Text Book of Std-11 and Std-12 O.C.M.
- 3.4 Reference Books, Magazines and Journals.

UNIT -4 STD-11 & 12

| | | |
|-----|--------|-----------------------------------|
| 4.1 | STD 11 | Chapter – 9 Internal Trade |
| 4.2 | STD 11 | Chapter – 10 International Trade |
| 4.3 | STD 12 | Chapter – 8 Financial Management |
| 4.4 | STD 12 | Chapter – 10 Marketing Management |

Suggestde Activtity (ANY ONE)

1. Report writing of Visit of Bank or Financial Institution.
2. Correlation of O.C.M. with different subjects and prepare a list of chapters/topics.

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Kochhar, S. K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). Methods of teaching Book-keeping, Cincinnati; South-Western Publishing,
- Mohd. Shrif Khan, The Teaching of Commerce: New Delhi; Streling Publishers (P) Ltd. New Delhi-16.
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ઢેસાઈ અને અન્ય, (૧૯૮૪). અભ્યાસક્રમ : સિદ્ધાંત અને અભ્યાસક્રમ સંરચના, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ ગુજરાતરાજ્ય.



B.Ed. Semester -4
B-111:Accountancy

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT -1 CORRELATION AND TEACHING AID

- 1.1 Correlation: Meaning, Concept, Importance and Types
- 1.2 Correlation with different Subjects (Commerce, Mathematics and Economics), Correlation with daily life activity
- 1.3 Teaching Aids: Meaning and Importance
- 1.4 Types of Teaching Aids: Importance and Limitation of each Aid
-Audio: Radio, TapeRecorder
-Video: OHP, Slide Projector, Charts, Models
-Audio-Video Instruments: T.V, Film Projector, Computer, Internet

UNIT -2 ACCOUNTANCY TEACHER, ROOM, CLUB AND CO CURRICULAR ACTIVITY

- 2.1 Accountancy Teacher: Educational Qualification, Qualities, skills, professional competency
- 2.2 Accountancy Room: Objectives, Need/Importance, Activities
- 2.3 Accountancy Club: Objectives, Need/Importance, Activities
- 2.4 Co Curricular Activity, Development of School Magazine and Accountancy Corner, Class Room Interaction, Use of Modern Software of Accountancy and its Importance

UNIT -3 TEXT BOOK AND RESOURCES

- 3.1 Objectives of Text Book, Importance of Text Book, Characteristics of an Ideal text-book
- 3.2 Advantages of text book, use of text book to teachers and students
- 3.3 Criteria for evaluation of text book , Review of Present Text Book of Std-11 and Std-12 Accountancy
- 3.4 Reference Books, Magazines and Journals.

UNIT -4 STD-11& 12-CONCEPT AND COMPUTATION

| | | |
|-----|-----------------|--|
| 1.1 | STD 11 (Part-1) | Chapter – 6 Cash Book and its types |
| 1.2 | STD 11 (Part-2) | Chapter – 6 Conventions, Assumption, Concepts and Principles of Accounting |
| 1.3 | STD 12 (Part-1) | Chapter – 7 Dissolution of Partnership firms |
| 1.4 | STD 12 (Part-2) | Chapter – 5 Accounting Ratios and Analysis |

Suggested Activity: (ANY ONE)

1. Report writing on How to Use Accounting Software. (Tally ERP 9)
2. Correlation of Accountancy with different subjects and prepare a list of chapters/topics.
3. Prepare learning materials using MS Word on any one unit to facilitate learning in Accountancy.

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Forkner, Hamden L., The Teaching of Book-keeping
- Kochhar, S. K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). Methods of teaching Book-keeping, Cincinnati; South-Western Publishing,
- Malek, Parveenbanu M.,(2014). Content cum Methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad.
- Mohd. Shrif Khan, The Teaching of Commerce: New Delhi; Sterling Publishers (P) Ltd. New Delhi-16.



Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Correlation and Co-curricular Activity

- 1.1 Correlation : Meaning, Types ,Importance,
- 1.2 Correlation with other Subjects (History, Economics, Social Science, `Science, Maths/Statistic, Language)
- 1.3 Development of School Magazine and Psychology Corner,
- 1.4 Co-curricular Activities and life skill development, Class-Room Interaction

Unit-2 Psychology - Teacher, laboratory and Club

- 2.1 Psychology Subject Teacher – Educational Qualification, Qualities, Skills, Professional Competency, Two-fold Role of the Psychology Teacher.
- 2.2 Psychology Lab – Importance, Teaching Aid, Discipline, Infrastructure of Psychology Lab, Difficulties/ Challenges face by School to create Psychology Lab
- 2.3 Psychology Club – Importance, Objective, Construction, Activities.
- 2.4 Reference Book, Magazines and Journals.

Unit -3. Text Book and Teaching Aids

- 3.1 Text book : Use of Textbook to Teacher and Students.
- 3.2 Characteristics of Ideal Text book, Review of Present Text Book (Std.-11th And 12th), Criteria for Evaluation of Textbook.
- 3.3 Teaching Aids: (Importance and Limitation of each aid)
Visual (OHP, Slide Projector, Charts, Models, Books, Magazine and news paper), Audio (Radio, Tape Recorder), Audio Visual (TV, LCD, Film Projector)
- 3.4 Characteristic of Good Teaching Aids.

Unit -4.

- | | | | |
|-----|---------|------------|---------------------------------|
| 4.1 | STD-11- | Chapter-9 | Motivations and Emotion |
| 4.2 | STD-11- | Chapter-10 | Altered states of Consciousness |
| 4.3 | STD-12- | Chapter-9 | Institutional Psychology |
| 4.4 | STD-12- | Chapter-10 | Positive Psychology |

Suggested Activity:

- To Compare Guj.Uni B.Ed. Syllabus with other uni.Syllabus.
- Prepare TLM on Psychology Subject.

Suggested Readings:

- Anastadi, A., (1982). **Psychological Testing**, New York; Macmillan
- Cox Tom, (1978). **Streets London**, The McMillan Press Ltd.
- Hilgard, E. R. (1978). **Introduction to Psychology** (6th Edition), New York; Harcourt Brac andCo.
- Milard, Atkinson and Atkinson, (1979). **Introduction to Psychology**, New York; HarcourtBrace Hovanoboich Inc.
- Kendle, H. H. (1963). **Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969). **Patterns of Adjustment and Human Effectiveness**, New York; McGrawHill Book Co.
- Lindgren, Fyrne and Petrinovich, (1966). **Psychology – An Introduction to a BehaviouralScience**, (4th Edition), New York; John Wiley & Sons Inc.
- Morgan, C. T., (1975). **A Brief Introduction to Psychology**, New York; John Wiley
- Publication
- Sahakin, W. S. (1975). **History and Systems of Psychology**, New York; John Wiley and Sons

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B.Ed. Semester -4
B-113:English (H.L.)

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit -1 English Language and literature

- 1.1 Critical evaluation of textbook std.10th
- 1.2 task analysis
- 1.3 English language lab : Concept,uses,limitations
- 1.4 English corner

Unit 2: English language and technology

- 2.1 Use of modern gadgets like TV, mobile, DVD player, multimedia projector, interactive white board
- 2.2 use of non projection devices :blackboard,pictures,charts,mind maps,models,sketches,photographs,flannel board,print media,authentic material
- 2.3 CALL: concept, uses, limitations
- 2.4 MAL: concept, uses, limitations

Unit:3 LSRW : use of skills

- 3.1 Listening Activities (any two)
- 3.2 Speaking activities (any two)
- 3.3 Reading Activities (any two)
- 3.4 Writing Activities (any two)

Unit: 4 Comprehension and Composition

- 4.1 Reading Comprehension
- 4.2 Paragraph writing and Essay writing
- 4.3 Report writing and email writing
- 4.4 An application and curriculum vitae writing acquire command over sentence constructions in English

Suggested Activities:

- Collect ten examples of grammar in context from English textbook 8th class and do group discussion.
- Prepare three activities to develop the reading skills of class 7
- Prepare three activities to develop the speaking skill of class 8
- Prepare two activities to brush up oral skill of std. 8
- Do a survey of two schools in your neighbourhood to find out:
 3. Level of English teaching
 4. Materials and different methods used in class room in teaching English

Suggested Readings:

- Arora Navita, **English language Teaching: Approches and Methodology.** New Delhi, Tata McGraw Hill education private limited
- **General English for High school classes English grammar,** Gaziabad Jawahar prakashan pvt.ltd.
- Leech Geoferey & Svartvik J., **Contemporary English grammar for scholars and students,** Book palace, New Delhi
- Murthy J. D., **A Communicative Grammar of English,** Longman
- Wren and martin, **English grammar and composition,** S. Chan

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Structure of Question Paper

| Unitwise question | Format of Question | Marks |
|---------------------------|---|-------|
| Q-1 From Unit-1 | Q.1(A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-1, Each question carries 8 Marks) | 8 |
| | Q.1 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-1) | 6 |
| Q-2 From Unit -2 | Q.2 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-2, Each question carries 8 Marks) | 8 |
| | Q.2 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-2) | 6 |
| Q-3 From Unit-3 | Q.3 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-3, Each question carries 8 Marks) | 8 |
| | Q.3(B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-3) | 6 |
| Q-4 From Unit-4 | Q.4 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-4, Each question carries 8 Marks) | 8 |
| | Q.4 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-4) | 6 |
| Q-5 From Unit-1 to Unit-4 | Q.5 Answer the following 14 question in short.Each question carries 01Mark.(There should be at least 3 questions should be asked from each unit, remaining 2 questions can be asked from any unit 1 to 4.) | 14 |

OUR GUIDELINE SOURCES

- Curriculum Framework Two Year B.Ed. Programme (December, 2014), NCTE, New Delhi. www.ncte-india.org
- National Curriculum Framework (NCF-2009) For Teacher Education, Towards Preparing Professional and Humane Teachers, NCTE, New Delhi.

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Any suggestions regarding this B.Ed. Syllabus for enhancing quality of teacher education are welcome. The University shall consider them after reviewing them as per norms.