

# 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 IV**

**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        |
| <b>Total Marks</b> | <b>800</b> | <b>800</b> | <b>800</b> | <b>800</b> | <b>3200</b> |

### *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"><li>• Gujarati</li><li>• Urdu</li></ul>   |
| B     | <ul style="list-style-type: none"><li>• Hindi</li><li>• Science and Technology</li><li>• Economics</li></ul>                  |
| C     | <ul style="list-style-type: none"><li>• English (LL)</li><li>• English (HL)</li><li>• Org. of Com. &amp; Management</li></ul> |
| D     | <ul style="list-style-type: none"><li>• Social Science</li></ul>  |
| E     | <ul style="list-style-type: none"><li>• Sanskrit</li><li>• Accountancy</li><li>• Mathematics</li><li>• Psychology</li></ul>   |

**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)

| <b>Semester –I (Core Paper) Perspectives in Education</b>   |   |                           |        |            |          |          |       |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| 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   |
| <b>Curriculum and Pedagogic Study</b>   |   |                           |        |            |          |          |       |
| C - 01  | Language Across the curriculum            | 4                         | 4      | 3          | 30       | 70       | 100   |
| <b>Enhancing Professional Capacity (EPC)</b>  |   |                           |        |            |          |          |       |
| *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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>  |   |                           |        |            |          |          |       |
| 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<br>(5-Lessons +<br>10-Observation)               | -                         | 2         | 50         | --        | 50         |
| 2            | Simulation Lessons<br>(5-Lessons +<br>10-Observation)          | -                         | 2         | 50         | --        | 50         |
| 3            | Stray lessons in<br>School<br>(5- Lessons +<br>10-Observation) | -                         | 2         | 50         | --        | 50         |
| 4            | Administration of<br>Psychological test<br>(Practical of A01)  | -                         | 2         | 50         | --        | 50         |
| 5            | Case study<br>(Practical of A01)                               | -                         | 1         | 25         | --        | 25         |
| 6            | Book Review<br>(EPC-1)   | -                         | 1         | 25         | --        | 25         |
| <b>Total</b> |  |                           | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

**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)

| <b>Semester –II (Core Paper)</b>   |   |                                  |               |                   |                 |                 |              |
|--|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| <b>Subject Code</b>  | <b>Subjects/ Curriculum Components</b>    | <b>Instructional Hours/ week</b> | <b>Credit</b> | <b>Exam Hours</b> | <b>Total</b>    |                 |              |
|  |   |                                  |               |                   | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| A - 03   | Knowledge and Curriculum                  | 4                                | 4             | 3                 | 30              | 70              | 100          |
| A - 04   | Learning and Teaching                     | 4                                | 4             | 3                 | 30              | 70              | 100          |
| <b>Curriculum and Pedagogic Study</b>  |   |                                  |               |                   |                 |                 |              |
| C - 02   | Assessment of Learning                    | 4                                | 4             | 3                 | 30              | 70              | 100          |
| <b>Enhancing Professional Capacity (EPC)</b>   |   |                                  |               |                   |                 |                 |              |
| * 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           |
| <b>Pedagogy of School Subject (Any two from given group)</b>   |   |                                  |               |                   |                 |                 |              |
| <b>Method Code</b>   | <b>Course</b>                             | <b>Instructional Hours/ week</b> | <b>Credit</b> | <b>Exam Hours</b> | <b>Total</b>    |                 |              |
|  |   |                                  |               |                   | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| 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<br>(10- Lessons + 10- Observation)      | 4         | 100        | --        | 100        |
| 2            | Blue Print<br>(One in Each method)                     | 2         | 50         | --        | 50         |
| 3            | Action Research  | 2         | 50         | --        | 50         |
| 4            | Prepare Objective type test<br>for main school subject | 1         | 25         | --        | 25         |
| 5            | Seminar/Workshop/Project Work                          | 1         | 25         | --        | 25         |
| <b>Total</b> |  | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

### 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)

| <b>Semester –III</b>  |   |                           |        |            |          |          |       |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| * 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    |
| <b>Curriculum and Pedagogic Study</b>   |   |                           |        |            |          |          |       |
| C - 03  | Understanding Self                        | 2                         | 2      | 2          | 50       | --       | 50    |
| <b>Enhancing Professional Capacity (EPC)</b>  |   |                           |        |            |          |          |       |
| * 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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>  |   |                           |        |            |          |          |       |
| * 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        |
|         | <b>Total</b>   | <b>20</b> | <b>400</b> | <b>100</b> | <b>500</b> |

**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>B.Ed.-Semester –IV (Core Paper)</b>   |   |                                  |               |                   |                 |                 |              |
|--|---|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| <b>Subject Code</b>  | <b>Subjects/ Curriculum Components</b>                | <b>Instructional Hours/ week</b> | <b>Credit</b> | <b>Exam Hours</b> | <b>Total</b>    |                 |              |
|  |   |                                  |               |                   | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| A - 07   | Introduction to Educational Research                  | 4                                | 4             | 3                 | 30              | 70              | 100          |
| <b>Curriculum and Pedagogic Study</b><br>(Any two from the following two groups one subject form each group) |   |                                  |               |                   |                 |                 |              |
| <b>Group-1</b>   |   |                                  |               |                   |                 |                 |              |
| 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          |
| <b>Group-2</b>   |   |                                  |               |                   |                 |                 |              |
| 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<br>(Non plan 16- Lessons,<br>10- Observation, Maintain Log book)                                  | 2         | 50         | --         | 50         |
| 2            | Digital lesson plan (Presentation)<br>(Each method)  | 1         | 25         | --         | 25         |
| 3            | Institutional Visit (Any One)  | 1         | 25         | --         | 25         |
| 4            | Map Filing/ Analysis of Balance<br>sheet/Budget Analysis/<br>Science/Psychology Practical/Review<br>of Prose or Poem | 1         | 25         | --         | 25         |
| 5            | Presentation of Trainees' Portfolio<br>and Viva  | 1         | 25         | --         | 25         |
| 6            | Annual lesson<br>(University Exam)   | 4         | --         | 100        | 100        |
| <b>Total</b> |  | <b>10</b> | <b>150</b> | <b>100</b> | <b>250</b> |

#### 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)

- 5 Marks 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 :**

1. 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**

| <b>Percentage of Marks in Internal and External Exam</b> | <b>Grade Point</b> | <b>Grade</b> |
|--|--------------------|--------------|
| 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            |

2. 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*.
3. 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.
4. 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**

| <b>Grade Point</b> | <b>Grade</b> | <b>Result and Class</b>      |
|--------------------|--------------|------------------------------|
| 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.            |

5. 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.
6. 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..
7. 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         | <b>128</b>  |
| Internal Marks     | 450        | 450        | 600        | 350        | <b>1850</b> |
| External Marks     | 350        | 350        | 200        | 45         | <b>1350</b> |
| <b>Total Marks</b> | <b>800</b> | <b>800</b> | <b>800</b> | <b>800</b> | <b>3200</b> |

### *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   |
|----------|---|
| <b>A</b> | <ul style="list-style-type: none"> <li>• Gujarati</li> <li>• Urdu</li> </ul>  |
| <b>B</b> | <ul style="list-style-type: none"> <li>• Hindi</li> <li>• Science and Technology</li> <li>• Economics</li> </ul>                  |
| <b>C</b> | <ul style="list-style-type: none"> <li>• English (LL)</li> <li>• English (HL)</li> <li>• Org. of Com. &amp; Management</li> </ul> |
| <b>D</b> | <ul style="list-style-type: none"> <li>• Social Science</li> </ul>  |
| <b>E</b> | <ul style="list-style-type: none"> <li>• Sanskrit</li> <li>• Accountancy</li> <li>• Mathematics</li> <li>• Psychology</li> </ul>  |

**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)

| <b>Semester –I (Core Paper) Perspectives in Education</b>   |   |                           |        |            |          |          |       |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| 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   |
| <b>Curriculum and Pedagogic Study</b>   |   |                           |        |            |          |          |       |
| C - 01  | Language Across the curriculum            | 4                         | 4      | 3          | 30       | 70       | 100   |
| <b>Enhancing Professional Capacity (EPC)</b>  |   |                           |        |            |          |          |       |
| *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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>  |   |                           |        |            |          |          |       |
| 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<br>(5-Lessons +<br>10-Observation)               | -                         | 2         | 50         | --        | 50         |
| 2            | Simulation Lessons<br>(5-Lessons +<br>10-Observation)          | -                         | 2         | 50         | --        | 50         |
| 3            | Stray lessons in<br>School<br>(5- Lessons +<br>10-Observation) | -                         | 2         | 50         | --        | 50         |
| 4            | Administration of<br>Psychological test<br>(Practical of A01)  | -                         | 2         | 50         | --        | 50         |
| 5            | Case study<br>(Practical of A01)                               | -                         | 1         | 25         | --        | 25         |
| 6            | Book Review<br>(EPC-1)   | -                         | 1         | 25         | --        | 25         |
| <b>Total</b> |  |                           | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

**Guidelines for the practical work**

- 7 **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
- 8 **Simulation Lessons** based on different teaching method (Any Five)
- 9 **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.
- 10 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 11 **Case Study** : Field work, Data analysis and Report Writing for Submission (Any one).
- 12 **Book Review**:(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

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

| <b>Semester –II (Core Paper)</b>   |   |                           |        |            |          |          |       |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| 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   |
| <b>Curriculum and Pedagogic Study</b>  |   |                           |        |            |          |          |       |
| C - 02   | Assessment of Learning                    | 4                         | 4      | 3          | 30       | 70       | 100   |
| <b>Enhancing Professional Capacity (EPC)</b>   |   |                           |        |            |          |          |       |
| * 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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>   |   |                           |        |            |          |          |       |
| 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<br>(10- Lessons + 10- Observation)      | 4         | 100        | --        | 100        |
| 2            | Blue Print<br>(One in Each method)                     | 2         | 50         | --        | 50         |
| 3            | Action Research  | 2         | 50         | --        | 50         |
| 4            | Prepare Objective type test<br>for main school subject | 1         | 25         | --        | 25         |
| 5            | Seminar/Workshop/Project Work                          | 1         | 25         | --        | 25         |
| <b>Total</b> |  | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

### Guidelines for Practical Work

6. **Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
7. **Blue print:** In each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
8. **Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
9. **Objective Type Test: Submission** from selected methods by the trainee. (Submission of Two objective type test sets)
10. **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**

| <b>Sr. No.</b> | <b>Practical Work</b>  | <b>Credit</b> | <b>Internal</b> | <b>External</b> | <b>Total</b> |
|----------------|--|---------------|-----------------|-----------------|--------------|
| 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          |
|                | <b>Total</b>   | <b>20</b>     | <b>400</b>      | <b>100</b>      | <b>500</b>   |

**Guidelines for Practical Work**

6. **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.
  - 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.
7. **TLM**: Each Subject's TLM must be submitted at college (Two).
8. **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.
9. **Power Point**: Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
10. **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>B.Ed.-Semester –IV (Core Paper)</b>   |  |                                  |               |                   |                 |                 |              |
|--|--|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| <b>Subject Code</b>  | <b>Subjects/ Curriculum Components</b> | <b>Instructional Hours/ week</b> | <b>Credit</b> | <b>Exam Hours</b> | <b>Total</b>    |                 |              |
|  |  |                                  |               |                   | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| A - 07   | Introduction to Educational Research   | 4                                | 4             | 3                 | 30              | 70              | 100          |
| <b>Curriculum and Pedagogic Study</b><br>(Any two from the following two groups one subject form each group) |  |                                  |               |                   |                 |                 |              |
| <b>Group-1</b>   |  |                                  |               |                   |                 |                 |              |
| 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          |
| <b>Group-2</b>   |  |                                  |               |                   |                 |                 |              |
| 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          |

| <b>Enhancing Professional Capacity (EPC)</b>   |   |                           |        |            |          |          |       |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| <b>* 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</b> |   |                           |        |            |          |          |       |
| EPC - 04   | Yoga & Sports Education                   | 2                         | 2      | 2          | 50       | --       | 50    |
| <b>Pedagogy of School Subject (Any two)</b>  |   |                           |        |            |          |          |       |
| 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<br>(Non plan 16- Lessons,<br>10- Observation, Maintain Log book)                                  | 2         | 50         | --         | 50         |
| 2            | Digital lesson plan (Presentation)<br>(Each method)  | 1         | 25         | --         | 25         |
| 3            | Institutional Visit (Any One)  | 1         | 25         | --         | 25         |
| 4            | Map Filing/ Analysis of Balance<br>sheet/Budget Analysis/<br>Science/Psychology Practical/Review<br>of Prose or Poem | 1         | 25         | --         | 25         |
| 5            | Presentation of Trainees' Portfolio<br>and Viva  | 1         | 25         | --         | 25         |
| 6            | Annual lesson<br>(University Exam)   | 4         | --         | 100        | 100        |
| <b>Total</b> |  | <b>10</b> | <b>150</b> | <b>100</b> | <b>250</b> |

**Guidelines for Practical Work:**

7. **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
8. **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.
9. **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.
10. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.
11. **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.
12. **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)

| <b>Semester –I (Core Paper) Perspectives in Education</b>   |   |                           |        |            |          |          |       |
|---|---|---------------------------|--------|------------|----------|----------|-------|
| 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   |
| <b>Curriculum and Pedagogic Study</b>   |   |                           |        |            |          |          |       |
| C - 01  | Language Across the curriculum            | 4                         | 4      | 3          | 30       | 70       | 100   |
| <b>Enhancing Professional Capacity (EPC)</b>  |   |                           |        |            |          |          |       |
| *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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>  |   |                           |        |            |          |          |       |
| 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<br>(5-Lessons +<br>10-Observation)               | -                         | 2         | 50         | --        | 50         |
| 2            | Simulation Lessons<br>(5-Lessons +<br>10-Observation)          | -                         | 2         | 50         | --        | 50         |
| 3            | Stray lessons in<br>School<br>(5- Lessons +<br>10-Observation) | -                         | 2         | 50         | --        | 50         |
| 4            | Administration of<br>Psychological test<br>(Practical of A01)  | -                         | 2         | 50         | --        | 50         |
| 5            | Case study<br>(Practical of A01)                               | -                         | 1         | 25         | --        | 25         |
| 6            | Book Review<br>(EPC-1)   | -                         | 1         | 25         | --        | 25         |
| <b>Total</b> |  |                           | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

**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).

**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-Binet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,Understanding Human Nature London:George Allen &Unwin 1927
- Ausubel,D.,Theory and Problem of Child Development,New York :Grune&Stratton 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 – Rinehart 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, (૧૯૮૫). 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), Radhakrishnan 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 and Sociological Foundation of Education. Ravi, Noida, 5<sup>th</sup> 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, 10<sup>th</sup> Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
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- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
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- 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
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- 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 બુદિશચંદ્ર અને શાહ કૌશલ્યા, ગુણવંત, શિક્ષણનું સમાજશાસ્ત્ર, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.



**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.
- NCERT. (2006d) *Position Paper National Focus Group on teaching of Indian language (NCF- 2005)*. New Delhi: NCERT.
- Sankhla, Arjun Singh, (2013) *Hindi Bhasha Shikshan aur Praveenta*, Arihant Shiksha Prakashan Jaipur.
- 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, ઉદ્દગાર, 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 :**

- 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, વારિપેણ પ્રકાશન.



**उद्देश्य:**

**प्रशिक्षणार्थी:**

1. भाषा शिक्षा का महत्त्व एवं विशेषताएँ समझे ।
2. शिक्षा सर्मातिओ के प्रतिवेदनो के विषयमे ज्ञान प्राप्त कर ।
3. कक्षा 8-9 के गध्य-पध्य के विषयमे ज्ञान प्राप्त करे ।
4. कक्षा 8-9 के व्याकरण विषयक ज्ञान प्राप्त करे ।
5. हिन्दी भाषा के उद्देश्य को जाने ।
6. हिन्दी भाषा का स्थिति के विषयमे जाने ।

**एकम-1 भाषा का महत्त्व, विशेषताएँ एवं उद्देश्य**

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

**एकम-2 पाठ आयोजन**

- 2.1 माइक्रोटिचींग कौशल्य, अथ, आयोजन के सोपान: विषयाभिमुख, प्रश्नप्रवाहिता, सुद्रढिकरण, श्यामपट्ट काय
- 2.2 सिम्युलेशन, अथ, आयोजन के सोपान - व्याख्यान, निदशन, आगमन-निगमन
- 2.3 स्ट्रेलेशन, अथ, आयोजन के सोपान
- 2.4 पाठ आयोजन, अथ, 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 सपूर्ता
- 3.3 कक्षा 9 पाठ - 2 न्याय मंत्री
- 3.4 कक्षा 9 काव्य - 9 सूरदास के पद

**एकम-4 विषयवस्तु व्याकरण**

- 4.1 वण परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्णा का वर्गीकरण
- 4.2 शब्द रचना: प्राकृतिक आधार पर शब्द के प्रकार (यौगिक, योगरुढ और संकर शब्द)
- 4.3 संरचना के आधार पर शब्द के प्रकार (संज्ञा, सवनाम, विशेषण और क्रिया विशेषण)
- 4.4 पद रचना: विकारो, अविकारो और निपात

**प्रवृत्तः**

1. हिन्दी भाषा के कविओ एवं साहित्यकारो का नाम व कृतिओ का चाट बनाए ।
2. हिन्दी भाषा के कठिन शब्दों के फ्लेशकाड का निमाण 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 an 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.

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**SEMESTER-1**  
**B-104: SANSKRIT**

**Total Credit- 4**

**Internal - 30**  
**External - 70**

હતુઓ:

પ્રશિક્ષણાથાઓ:

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

એકમ-1 સંસ્કૃત ભાષાનો ઇતિહાસ, હતુઓ, અથ અને વતમાન સ્થિતિ

- 1.1 સંસ્કૃત ભાષાનું મહત્ત્વ, સંરચનાની પ્રાપ્ત્યે, સાંસ્કૃતિક પ્રાપ્ત્યે મહત્ત્વ અને લોકપ્રિય બનાવવાના ઉપાયો.
- 1.2 ભારતમાં સંસ્કૃત ભાષાની સ્થિતિ
  - ભાષા શિક્ષણ સંબંધી સંવૈધાનિક પ્રાવધાન (ધારા - 343, 351, 350અ)
  - સંસ્કૃત ભાષા સંબંધી નીતિઓ - સંસ્કૃત આયોગ (1956-57) કોઠારા આયોગ (1964-66), રાજ્ઞાય શિક્ષણ નીતિ (1986) જ્ઞયાન્યન કાયજમ (POA) 1992.
- 1.3 સંસ્કૃત ભાષાના હતુઓ (સામાન્ય-વિશિષ્ટ)
- 1.4 ભારતીય ભાષાઓમાં વિકાસમાં સંસ્કૃત ભાષાનું પ્રદાન.

એકમ-2 પાઠ આયોજન

- 2.1 માઈજોટાયગ કૌશલ્ય - અથ આયોજનના સોપાનો.
- 2.2 વિષયાભમુખ, પ્રજ્ઞપ્રવાહતા, સુપ્રઢાકરણ, કા.પા. કૌશલ્ય.
- 2.3 સીમ્યૂલેશન - અથ, આયોજનના સોપાનો - વ્યાખ્યાન પજ્ઞતિ - નિદેશન પજ્ઞતિ, આગમન નિગમન પજ્ઞતિ
- 2.4 પાઠ આયોજન: અથ, મહત્ત્વ અને આયોજન પ્રકારો

એકમ-3 વિષયવસ્તુ

- 3.1 ધોરણ-8 ગદ્યાથ ગ્રહણની ઢૃતિ - 4 ર્ણહ સુધીર
- 3.2 ધોરણ-8 અનુવાદની ઢૃતિ - 6 વિનોદ પદર્યાનિ

- 3.3 ધોરણ-9 ગદ્યાથ ગ્રહણની કૃતિ -4 વલ્મી વિદ્યાસ્યાનમ્
- 3.4 ધોરણ-9 અનુવાદની કૃતિ -5 સુભાષિતવૈભવઃ
- 3.5 વણ પારચય અને પદઞ્મ

#### એકમ-4વિષયવસ્તુ

- 4.1 અ, ઈ, ડ, ઞ, કારાન્ત પુલ્લગ, આ, ઈ, ડ, ઞ કારાન્ત સ્ત્રીલગના કુપો.
- 4.2 વતમાનકાળ, ભરતન ખૂતકાળ, સામાન્ય ભવિષ્યકાળ.
- 4.3 સંધિ સંકલ્પના પ્રકારો (સ્વર, વ્યંજન, વિસગ) ઉદાહરણ સાહત સમજૂતી
- 4.4 કૃદંત સંકલ્પના, પ્રકારો (સંબંધક, હત્વથ, વિઘથ કૃદંતની ઉદાહરણ સાહત સમજૂતી),સંખ્યાવાચક અને સંખ્યાપૂરકની સંકલ્પના (1 થી 100 સુધી)

#### પ્રવૃત્તિઓ:

1. રોજદા વપરાશમાં આવતી યીજવસ્તુઓ તેમજ પ્રાણીઓ, પાક્ષઓના નામ સાચત્ર સંસ્કૃત ભાષામાં તૈયાર કરવા.
2. સંસ્કૃત વ્યાકરણમાં અભ્યાસઞ્મ આધારત કોઇપણ એક ચાટ તૈયાર કરવો.
3. શાળાઓની મુલાકાત લઇ સંસ્કૃત શિક્ષક પાસેથી સંસ્કૃત અવ્યાપનના હતુઓ જાણી યાદા 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 micro teaching 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 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 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.
- Shaيدا, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab Kitab Ghar.
- 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 Lessons-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 skill 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) |
| <b>Unit-4 :</b> | <b>Content (1) Std-10.</b> |                                       |
|                 | 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 અને ટેકનોલોજીનું પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- ધોરણ : ૧૦.વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- જોષી, હારપ્રસાદ ઓ, અને અન્ય. વિજ્ઞાન અધ્યાપનનું પારશીલન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
- જાદવ, શવિલ. શવજ્ઞાન અને ટેકનોલોજીનું 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 زبان دہائی کی مہارت میں اضافہ ہو۔
  - (2) طلبہ کی ادنیٰ دلچسپی کو تربیت ملے۔
  - (3) بھارتیہ سماج اور تہذیب کا مناسب تعارف حاصل ہو۔
  - (4) انسانی قدروں کی فہم بڑھے۔
- Unit I
- زبان دہائی 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، مانگرو ٹیچنگ، (معنی) تصور، منصوبے کے مراحل، مختلف مہارتیں (i) تہذیب (ii) سوالات کی روانی (iii) وضاحت (iv) خلاصہ تختہ سیاہ سمپلیشن : تصور، منصوبہ، مراحل، مختلف تدریسی طریقے
  - 2.3 برج لیسن : تصور، اہمیت، سبق کا منصوبہ
  - 2.4 (i) طریقہ بنیاد (ii) طریقہ سوال و جواب (iii) استخراجی و استقرائی طریقہ (iv) نمائشی طریقہ
- Unit III
- صرف دعو
- 3.1 حرف اور حرف کی قسمیں، ضمیر اور اس کی قسمیں
  - 3.2 رموز و اوقاف : وقفہ، سکتہ، استفہامیہ، فجائیہ، 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۔
  - مانگرو ٹیچنگ 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.
- . . . . . अर्थशास्त्र शिक्षण पद्धति, . . . . .
- प्र . . . . . अर्थशास्त्र शिक्षण पद्धति. . . . .
- . . . . . , अर्थशास्त्र परिचय, . . . . .
- . . . . . , . . . . . स्त्र, . . . . .
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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## 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.

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## 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 , streling 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
- પટલ, ભગવાનભાઈ એસ. અને પ્રજાપતિ મોહનભાઈ એસ. , (૨૦૦૯-૧૦) નામનાં મૂળતત્વોનાં અધ્યાપનનું પારશીલન, 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 based 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 8<sup>th</sup> 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)**

| <b>Semester –II (Core Paper)</b>   |   |                           |        |            |          |          |       |
|--|---|---------------------------|--------|------------|----------|----------|-------|
| 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   |
| <b>Curriculum and Pedagogic Study</b>  |   |                           |        |            |          |          |       |
| C - 02   | Assessment of Learning                    | 4                         | 4      | 3          | 30       | 70       | 100   |
| <b>Enhancing Professional Capacity (EPC)</b>   |   |                           |        |            |          |          |       |
| * 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    |
| <b>Pedagogy of School Subject (Any two from given group)</b>   |   |                           |        |            |          |          |       |
| 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<br>(10- Lessons + 10- Observation)      | 4         | 100        | --        | 100        |
| 2            | Blue Print<br>(One in Each method)                     | 2         | 50         | --        | 50         |
| 3            | Action Research  | 2         | 50         | --        | 50         |
| 4            | Prepare Objective type test<br>for main school subject | 1         | 25         | --        | 25         |
| 5            | Seminar/Workshop/Project Work                          | 1         | 25         | --        | 25         |
| <b>Total</b> |  | <b>10</b> | <b>250</b> | <b>--</b> | <b>250</b> |

### 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 to nationalism, 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. NeYork: Mckay.
- Arulsamy, S., (2010). Curriculum Development., NeelkamalPublications Pvt., Lted, 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. ParkashanKendra Sitapur Road Luckhnow.
- 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 (7<sup>th</sup> 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.





## 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).
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- 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.

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## 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 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-1 શૈક્ષણિક સાધનો, મૂલ્યાંકન અને ભાષા શિક્ષકની સજ્જતા**

- 1.1 શૈક્ષણિક સાધનો, મહત્વ, વગાકરણ, ઉપયોગનું ઔચિત્ય
- 1.2 મૂલ્યાંકન અથવા પ્રકારો: ઝન્યૂપ્રિન્ટની સમજ, રચના
- 1.3 અચ્યાપન પદ્ધતિઓ, અથ, મહત્વ પદ્ધતિના પ્રકાર, વ્યાખ્યાન, પ્રશ્નોત્તર, જૂથચર્ચા (અથ, વિશેષતાઓ, મયાદા, વિનિયોગ)
- 1.4 નાટ્યીકરણ, સ્વાચ્યાય, પ્રયોગ પદ્ધતિ: અથ, વિશેષતાઓ, મયાદા, વિનિયોગ).

**એકમ-2 માતૃભાષાના કૌશલ્યો**

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

**એકમ-3 માતૃભાષા અચ્યાપનનું આયોજન**

- 3.1 માતૃભાષા અચ્યાપનનું આયોજન અથ અને મહત્વ
- 3.2 ગદ્ય શિક્ષણ: અથ, હતુઓ, સોપાનો, પાઠ આયોજન, સમસ્યાઓ, અસરકારક શિક્ષણ માટના સૂચનો. ગદ્ય પદ્યનો તફાવત.
- 3.3 કાવ્ય શિક્ષણનો અથ, હતુ, 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, વારિષેણ પ્રકાશન.



## SEMESTER-2

### B-102 : Hindi

Total Credit- 4

Internal - 30

External - 70

**उद्देश्य:**

**प्राशणार्थ:**

- व्याकरण विषयक ज्ञान प्राप्त कर ।
- गद्य-पद्य व्याकरण और रचना शिक्षा का महत्त्व समजे ।
- गद्य-पद्य व्याकरण और रचना शिक्षा का पाठ आयोजन का निमाण करे ।
- भाषा शिक्षा के सिद्धांत सूत्रों का ज्ञान प्राप्त करे ।
- भाषा कौशल्य हस्तगत करे ।
- हिन्दी भाषा का प्रवतमान स्थिति को जाने ।
- हिन्दी भाषा की पद्धतियों का ज्ञान प्राप्त करे ।
- हिन्दी भाषा शिक्षा के मूल्यांकन को समजे ।
- ब्लूप्रिंट एवं प्रश्नरचना सीखे ।
- इन्टनशीप के उद्देश्यों 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 दशक कोष्टक
- 1.4 प्रश्नसंरचना, आदश प्रश्नपत्र के लक्षण, इन्टनशीप, 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 का प्रवतमान स्थिति एवं सुधारकाय उपाय

#### एकम-3 भाषा शिक्षा की विधियाँ

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

#### एकम-4 विषयवस्तु

- 4.1 उपसर्ग और प्रत्यय का परिभाषा एवं प्रकार
- 4.2 वाक्य रचना के प्रकार और वाक्य परिवर्तन (कतरो, कमणी और भावे प्रयोग)
- 4.3 संधि, अथ, परिभाषा और प्रकार
- 4.4 पत्र लेखन (आवेदन पत्र, शिकायती पत्र)

#### प्रवृत्त:

1. हिन्दी भाषा में आवेदनपत्र एवं अवकाशपत्र लिख ।

#### संदर्भ ग्रंथ

- बी.एन.शर्मा, हिंदी शिक्षण, साहित्य प्रकाशन, आगरा.
- पी.के.औझा, हिंदी शिक्षण, अनमोळ 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, Episcopes, 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., Coppin 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.



## SEMESTER-2

### B-104 : Sanskrit

Total Credit- 4

Internal - 30

External - 70

હતુઓ:

પ્રશિક્ષણાથાઓ:

1. સંસ્કૃત વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ મેળવે.
2. સંસ્કૃત ભાષાના ગદ્ય-પદ્ય અને વ્યાકરણના પાઠ આયોજનનું જ્ઞાન મેળવે.
3. સંસ્કૃત ભાષા શિક્ષણનાં સિદ્ધાંતો સમજ.
4. ભાષા શિક્ષણનાં સિદ્ધાંતોનો સંસ્કૃત શિક્ષણમાં વિનિયોગ કરતા શીખે.
5. સંસ્કૃત ભાષા શિક્ષણના સૂત્રો સમજ.
6. ભાષા શિક્ષણના કૌશલ્યો હસ્તગત કર.
7. સંસ્કૃત શિક્ષણની વિવિધ પદ્ધતિઓથી પારાયત બને.
8. સંસ્કૃત વિષયની વિવિધ મૂલ્યાંકન પ્રાકૃત્યા સમજ.
9. ઇન્ટરનશીપના હતુઓ વિશે સમજ કળવે.

એકમ-1 વિષયવસ્તુ

- 1.1 મૂલ્યાંકનનો અથ, સંકલ્પના અને મહત્ત્વ
- 1.2 સંસ્કૃતમાં નિદાનાત્મક, ઉપચારાત્મક શિક્ષણ સંકલ્પના મહત્ત્વ
- 1.3 બ્લૂપ્રિન્ટ - અથ, મહત્ત્વ, પ્રશ્નસંરચના, ત્રિપારમાણ, દશક કોઠો અને આદશ પ્રશ્નપત્રના લક્ષણો.
- 1.4 ઇન્ટરનશીપ, અથ, જરૂરાયાત 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, ઉપયોગતા વિકાસવવાની રાતો.

એકમ-3 શિક્ષણની પદ્ધતિઓ

- 3.1 પાઠશાળા પદ્ધતિ - સંકલ્પના, મહત્ત્વ અને મયાદા
- 3.2 પ્રત્યક્ષ પદ્ધતિ - સંકલ્પના, મહત્ત્વ અને મયાદા
- 3.3 અથબોધ - સંકલ્પના, મહત્ત્વ અને મયાદા
- 3.4 સ્વાચ્યાય - સંકલ્પના, મહત્ત્વ અને મયાદા
- 3.5 અનુવાદ - સંકલ્પના, મહત્ત્વ અને મયાદા

#### એકમ-4 વિષયવસ્તુ

- 4.1 ઉપસર્ગ – સંકલ્પનાના પ્રકાર અને ઉદાહરણ સાહત સમજૂતી.
- 4.2 સમાસ – સંકલ્પના પ્રકારો ઉદાહરણ સાહત સમજૂતી. (ક્રમ, ત્પુ, , ં બહુવ્રીહા, )
- 4.3 કર્તારિ-કમણી સંકલ્પના બંજો વચ્ચે તજાવત ઉદાહરણ સાહત સમજૂતી.
- 4.4 સવંનામના ડુપાખ્યાનો –અસ્મદ, યુષ્મદ, યત્, તત્, કિમ્, પુલ્લંગ, સ્ત્ર । પુ । ડ .

#### પ્રવૃત્તિઓ:

1. રોજદા જીવનમાં ઉપયોગમાં આવતા શબ્દોને સંસ્કૃતમાં વાક્યોમાં પારવતિત .
2. સંસ્કૃત સુભાષિતોનો યાટ 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.
- 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-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 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-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 Mathematics 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). Ganit Adhyapan Padhdhati Amdavad: 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 Economics

- 1.1 Principle of teaching: Meaning, Concept, Scope.
- 1.2 General principles of teaching of Economics.
- 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, 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 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, effective use of inductive – deductive method in classroom teaching of economics.

#### 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:

- : 9વિજ્ઞાન અને ટકનોલોજીનું પાઠ્ય પસ્તુતક ( ત્ર ) :  
 . . . . . રૂ
- : 10વિજ્ઞાન અને ટકનોલોજીનું પાઠ્ય પસ્તુતક ( ત્ર ) :  
 . . . . . રૂ
- , હાર પ્રસાદ ઓ, ં . વિજ્ઞાન અચ્યાપનન ંું ડ , . . . પ્ર ,
- , . ં . જા ડા ં , પ્ર ,
- , . ં . વિજ્ઞાન અને ટકનોલોજીનું ંું અભભનિ અચ્યાપન,  
 પ્ર ,
- , ં . જા ં ં , ડ પ્ર ,
- જા , . શવજ્ઞાન અને ટકનોલોજીનું અચ્યાપન, ંુ : અગ્રવાલ પબલલકશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

★ ★ ★

## SEMESTER-2

B 108 : URDU

Total Credit- 4

Internal - 30

External - 70

### Urdu Sem. II

مقاصد :

- (1) طلبہ زبان دانی کے عناصر کی معلومات حاصل کرے۔
- (2) طلبہ اصناف 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 (تہنید، استعارہ، تضاد، تلحیح)

Unit II مادری زبان کی مہارتیں

- 2.1 سمجھی 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 سبق کا منصوبہ

- 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 تعلیمی وسائل، تہنیں اور مدرس کی لیاقت

- 4.1 تعلیمی وسائل، اہمیت، درجہ بندی، استعمال، فوائد، تجدید
- 4.2 تہنیں : معنی، تہنیں کے مختلف طریقے، قسمیں
- 4.3 - سر ابعادی ڈھانچہ (لیو پرنٹ) کی تشکیل
- 4.3 تدریسی طریقے بنیاد، 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. Lumsden. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. ‘The Teaching of Elementary Economics; New Delhi.
- . . . अर्थशास्त्र शिक्षण पद्धति, . . .
- प्र . . . अर्थशास्त्र शिक्षण पद्धति. . . [ . . .
- . . . , अर्थशास्त्र परियोजना, . . .
- . . . , . . . स्त्र, . . .
- 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.
- . . . ય . . . (2009), મૂલ્ય - . . . ,  
દ્વિતીય ભાગ, . . .
- . . . પ્રજ્ઞા . . . (2009-10),  
મૂળતત્વોના અધ્યાપન નું પારશીલન, . . . પ્ર . . .

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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).**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



**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 Technniques 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. Stages 1, 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**

