

SEMESTER-III

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

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

B - 113	English- HL (For English Medium Students)	2	2	2	--	50	50
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B.Ed.-SEMESTR-III (Revised)
Practical Work

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

Guidelines for Practical Work

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

B.Ed. SEMESTER-3
A 05:Gender School and Society

Total Credit- 2

Internal - 50

External - 00

Objectives of the course :

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

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

Unit-1 Gender : concept and perspectives

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

Unit-2 Gender bias

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

Unit-3 Gender related issues in India

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

Unit-4 Role of the government

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

Suggested Activity

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

Suggested Readings:

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



B.Ed. SEMESTER-3

A 06:CREATING AN INCLUSIVE SCHOOL

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit – 1 Inclusive School

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

Unit – 2 Disability and disabled child

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

Unit – 3 Policies for promotion of inclusive school

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

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

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

Suggested Activity:

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

Suggested Readings:

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

- Ryandak, D. L. &Alper, S. (1996) *Curriculum content for Students with Moderate and SevereDisabilities in Inclusive Setting*.Boston, Allyn and Bacon
- Sedlak, R. A. &Schloss, P. C. (1986).*Instructional Methods for Students with Learning andBehaviour Problems*. Allyn and Bacon
- Stow L. &Selfe, L. (1989) *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education inToday's Schools*. 2nd Ed.New Jersey Prentice-Hall.Inc.
- Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, OpenUnive
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-*
- *Strategies for the Regular Classroom*.4th Edition, London RoutledgeFalmer- Taylor & Francis Group.

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B.Ed. SEMESTER-3
C 03: Understanding Self

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Self and its Development

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

Unit-2 Self, Society and Sensitivity Training

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

Unit-3 Self Management

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

Unit-4 Identity crisis and Teachers' Role

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

Suggested Activity

- SWOT Analysis of Self and family

- Writing Attributes of most like and unlike persons

Suggested Readings:

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



B.Ed. SEMESTER-3

EPC-3:Critical Understanding of ICT

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Use of ICT in Education

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

Unit-2 Basic part of Computer

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

Unit-3 Current trends of ICT in education

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

Unit-4 Application for teachers

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

Suggested Activity

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

Suggested Readings:

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

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B.Ed. Semester-III (Revised)

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

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

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

SEMESTER-IV

B.Ed.-Semester-IV (Revised)

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

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

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

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

Guidelines for Practical Work:

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

6. **Annual Lesson:** Two annual lessons (One of each school subject) conducted by the University at the end of semester-IV.

B.Ed. Semester -4

A-07:Introduction of Educational Research

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT-1 Research in Education

1.1 Meaning of Research & Educational Research

1.2 Characteristic of Educational Research

1.3 Types of Research (Basic, Applied and Action research.):Meaning, characteristic and Limitation for each types

1.4 Importance of Educational Research for Teachers

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

2.1 Criteria of selection of a good research problem

2.2 Definition of key terms of research work

2.3 Review of related literature, Sources of related literature

2.4 Drafting a research proposal

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

3.1 Research Method: Historical, Experimental and Survey

3.2 Variable: meaning and its types

3.3 Hypothesis: meaning and types, various techniques of testing hypothesis

3.4 Sampling Technique: Meaning of Population and Sample, Importance of sampling, Characteristics of a good sample,sampling techniques (Probability, Judgment), Advantages and limitations of different types of sample,Data analysis techniques.

Unit-4 Steps in the research process

4.1 Identifying the problem, Objectives and Hypothesis or Research Question

4.2 Reviewing related Literature,Variables

4.3 Methods of research, sampling procedure

4.4 Tools to be used and preparation, Data collection, Statistical analysis and interpretations, writing a research report

Suggested Activity:

- Prepare research proposal

Suggested Readings:

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



Group :1

B.Ed. Semester -4

C-04: Educational Statistics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT – 1 INTRODUCTION OF STATISTICS, MEASUREMENT AND EVALUATION

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

UNIT – 2 BASIC STATISTICS

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

UNIT – 3 CORRELATIONS

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

UNIT – 4 PERCENTILE, PR,NPC,STANDARD SCORE

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

Suggested Activity:

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

Suggested Readings:

- Aggarwal Y. P., (1990). **Statistical Methods–Concept, Applications and Computation**, New Delhi; Sterling Publishers Pvt. Ltd.
- Agrawal, R. N., (1991). **Measurement and Evaluation in Psychology and Education**, Agra; Vinod Pustak Mandir
- Ebel, Robert L. & Fristic, David A. (1991). **Essentials of Educational Achievement**, New Delhi; Pentice Hall of India
- Entanistte, N.J. and Neshat, P.D. *Educational Research*. Hoddar Strongton, London, 1972.
- Leonard A., Maras Called, (1980). **Statistical Methods for Behavioral Science Research**, New York; Mc-Graw Hill Book Co.
- Norman E. Gronlund, (1995). **Measurement and Evaluation in Testing**, (Third Edition), New York; Mc-Millan Publishing Co. Inc.
- Pal, H.R. *Educational Research*. Bhopal, M.P.Granth Academy, 2004.
- Patel, R. S., (2011). **Statistical Methods for Educational Research**, (1st Edition), Ahmedabad;
- Jay Publication
- Patel, R. S., (2011). **Fundamental Concepts of Research (Research Handbook)**, (1st Edition), Ahmedabad; Jay Publication
- Popham, W. James, (1991). **Modern Educational Measurement**, USA; A Practitioners Perspective, Pentice Hall
- Rawat, D.S. *Research in Classroom*. NCERT, New Delhi, 1969.
- Sinha, H.C. *Shaikshik Anusandhan*. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N. *Shiksha Mein Kriyatmak Anusandhan*. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P. *Shaikshik Anusandhan Ke Mool Tatva*. Vinod Pustak Mandir, Agra, 1979.
- પટેલ, આર. એસ. (૨૦૧૧). શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ, (દ્વિતીય આવૃત્તિ), અમદાવાદ; જય પબ્લિકેશન
- પટેલ, આર. એસ. (૨૦૧૧). સંશોધનની પાયાની સંકલ્પનાઓ (સંશોધન હાથપોથી), (પ્રથમ આવૃત્તિ), અમદાવાદ; જય પબ્લિકેશન
- પટેલ, આર. એસ. (૨૦૦૮). શૈક્ષણિક મનોમાપન તથા શૈક્ષણિક આંકડાશાસ્ત્ર, અમદાવાદ; નીરવ પ્રકાશન
- દેસાઈ, કે. જી. અને એચ. જી. દેસાઈ, (૧૯૮૦). મનોવૈજ્ઞાનિક માપન, (ચોથી આવૃત્તિ), અમદાવાદ;
- યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય



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

Total Credit- 4

Internal - 30

External – 70

Objectives:

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

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

UNIT-1 GUIDANCE, TYPES AND AGENCIES OF GUIDANCE

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

UNIT-2 PRINCIPLES OF GUIDANCE

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

UNIT-3 Vocational Guidance and its approaches

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

UNIT-4 Guidance of Children with special needs

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

Suggested Activity:

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

Suggested Readings:

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

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

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Teacher Education

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

Unit-2 Various teacher education agencies

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

Unit-3 Teacher education as a profession

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

Unit-4 In-Service and Pre-service Program

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

Suggested Activity:

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

Suggested Readings:

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

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

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Child Development

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

Unit-2 Social Development

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

Unit-3 Theories of Development

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

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

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

Suggested Activity:

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

Suggested Readings:

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



B.Ed. Semester -4
C 08: Indian Education System

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Education system

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

Unit-2 Education commissions before independence -1

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

Unit-3 Education commissions after independence -2

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

Unit-4 Apex bodies in Education

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

Suggested Activity

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

Suggested Readings:

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

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

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B.Ed. Semester -4

C-09:Entrepreneurship: Theory and Practice

Total Credit- 4

Internal - 30

External – 70

Unit 1: Entrepreneurship

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

Unit 2: Entrepreneurship and Related Factors

- 2.1 Society and Education
- 2.2 Government Policies
- 2.3 Economic Infrastructure and Social Overheads, Changes
- 2.4 Requisites of an Entrepreneur, Managerial Skills

Unit 3: Entrepreneurship and Environment

- 3.1 Environment–Social, Economic, Political, Technological
- 3.2 Managerial Tasks, Managerial Skills
- 3.3 Organizational Structure, Managerial Functions
- 3.4 Change – Awareness and Management Planning

Unit4:Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

- 4.1 Crisis – Concept, causes, Types of Crisis, Cash Crisis, Delegation Crisis
- 4.2 Leadership crisis, Finance Crisis
- 4.3 Steps in planning a New Enterprise and Search for Location: Reasons
- 4.4 Types of finance required and Information Related to the Project

References

- Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In *Technological change, economic development and space*, eds. C. Bertuglia, M.Fisher, and G preto, 13-33, Springer, Berlin
- Batra G. (2002).*Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003).*Innovating at the Edge – How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.
- Mitra J., (2012).*Entrepreneurship, Innovation and Regional Development- an introduction*, Routhedge, London
- Mulliick N H., (2012).*Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987).*Innovation, Entrepreneurs and Regional Development*, Frances Pinter (publishers), London

- Robert Ringer, (2013), Winning through Intimidation, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), My Life in Advertizing & Scientific Advertizing, McGraw Hill Publication, New York
- Rohit Prasad (2015), Start up Sutra, Management Development Institute, Gurgaon, Delhi.
- Rashmi Bansal (2015), Take Me Home, Rainbow Publication, New Delhi.
- Kashyap Deorah (2015), The Golden Tap – The Inside story of hyper-funded Indian Startups, Roli Books, New Delhi.

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Group : 2

B.Ed. Semester -4

D 01: Educational Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit 1 Educational Technology

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

Unit 2 Communication, Teaching and Instruction and System Approach

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

Unit 3 Teaching Levels and Strategies

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

Unit 4 Teaching Models and Computer Assisted Instruction

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

Suggestde Activty:

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

Suggested Readings:

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



B.Ed. Semester -4

D 02:NCF-2005 and RTE-2009

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

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

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

Unit: 2 school management and learning and right to education

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

Unit 3 National Curriculum and Goal and Scope of the curriculum

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

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

- 4.1 students' Activeness and educational experiences
- 4.2 local and practical knowledge and selection of knowledge and knowledge and community
- 4.3 Physical and competent environment and Learning resources

4.4 Evaluation and quality and New implications in education

D02 Conti..

Suggested Activity:

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

Suggested Readings:

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



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B.Ed. Semester -4

D 03:Environmental Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 ENVIRONMENT, ECOLOGY&ENVIRONMENTALEUCATION

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

Unit-2 ENVIRONMENTAL ISSUES

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

Unit-3 NATURALRESOURCESMANAGEMENT

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

Unit-4 Approaches for environment education

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

Suggested Activity

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

Suggested Readings:

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



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

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

COURSE CONTENTS:

Unit-1 The Socio Moral and Cultural Context

- 1.1 Value: Meaning and Concept
- 1.2 Types of Value: Social, Ethical, Religious, Cultural
- 1.3 Indian Culture and Human Value
- 1.4 Pandit Dindayal's and Shyama Prasad Mukharjee Views on Value Education

Unit-2 Natural Concept of Morality and Moral Education

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

Unit-3 Moral Learning to Moral Education

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

Unit-4 Assessment of Moral Maturity

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

Suggested Activity

- Prepare primary value list shown in Bhagavd Gita

Suggested Readings:

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

★ ★ ★

D 05:Education for Human Right

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

- UNIT-1 Conceptualizing Human Rights and Human Rights Education**
- 1.1 Introduction to Rights, Human Rights and Human rights Education
 - 1.2 Human rights education with reference to Philosophical, Psychological, Political, and Sociological Perspectives.
 - 1.3 Types of Human Rights- Natural, Positive, Negative, Legal.
 - 1.4 Understanding Human Rights from policy perspective
- Unit-2 Emerging Concerns in Human Rights**
- 2.1 Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest
 - 2.2 Methods of Human Rights Research and Human Rights as pedagogy
 - 2.3 Critical review of Human rights in present time
 - 2.4 Role of teacher in the context of Human Right
- Unit-3 School Education and Human Rights Perspective**
- 3.1 Human Rights perspective in curriculum
 - 3.2 Human Rights perspective in teaching-learning Processes
 - 3.3 Human Rights Perspectives in Assessment
 - 3.4 Human Right Perspective and school ethics and culture
- UNIT- 4 Issues, Movements and Promotion of Human Rights**
- 4.1 Understanding Human Rights of Children, Women, Minorities, Deprived, Differently abled and Homosexuals.
 - 4.2 Role of Government in promotion of human rights.
 - 4.3 Non-Government Organizations, Education, family and self in promotion of Human Rights.
 - 4.4 Role of Mass media to promote human right awareness

Suggested Activity

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

Suggested Readings

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



B.Ed. Semester -4

D-06 : Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4

Internal - 30

External – 70

Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

- 1.1 Women Entrepreneurship - Concept, need & Functions
- 1.2 Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship
- 1.3 Elements of Entrepreneurship- Motivation, Risk Taking, Innovation
- 1.4 Entrepreneurial Process, Charms of becoming an Entrepreneur

Unit 2: Entrepreneurship Motivation

- 2.1 Entrepreneur: motivates, Need for Achievement
- 2.2 Low n-Ach Vs High n-Ach
- 2.3 Self-efficacy, Motivation & Entrepreneurship
- 2.4 Drive&Independence of Women Entrepreneur

Unit 3: Making of an Entrepreneur

- 3.1 Characteristics of Entrepreneur
- 3.2 Areas of self-knowledge, Personal Effectiveness
- 3.3 Emotional Intelligence (EI)
- 3.4 Team Building, Entrepreneurial Leader and Entrepreneurial Leadership

Unit 4: Success in Entrepreneurship and Case Studies

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

References

- Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In *Technological change, economic development and space*, eds. C. Bertuglia, M.Fisher, and G preto, 13-33, Springer, Berlin
- Batra G. (2002).*Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003).*Innovating at the Edge – How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.
- Mitra J., (2012).*Entrepreneurship, Innovation and Regional Development- an introduction*, Routhedge, London

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



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

Total Credit- 2

Internal - 50

External - 00

Objectives of the course:

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

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

Unit-1 Concept of Yoga and Pranayam

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

Unit-2 Meidttation

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

Unit-3 Yoga (Practical Work)

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

Unit-4 Sorts

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

Suggested Activity:

Practical work of Yoga and Sports

Suggested Readings:

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

★ ★ ★

Total Credit-4

Internal - 30

External - 70

હેતુઓ:

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

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

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

એકમ-૨ માતૃભાષાનું શિક્ષણ

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

એકમ-૩ પાઠ્યક્રમ અને પાઠ્યપુસ્તક

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

એકમ-૪વિષયવસ્તુ

૪.૧ ગદ્ય સમીક્ષા

૪.૨ પદ્ય સમીક્ષા

૪.૩ ગુજરાતી સમાચારપત્રો કે સામયિકોમાંથી સાહિત્યિક લેખોની સમીક્ષા

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

પ્રવૃત્તિ:

- કોઈ એક ગદ્ય અને પદ્યની સમીક્ષા કરવી.

સંદર્ભો :

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

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B.Ed. Semester -4

B-102:Hindi

Total Credit-4

Internal - 30

External - 70

उद्देश्य:

प्रशिक्षार्थी:

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

एकम-1 अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

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

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

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

एकम-3 पद्धति एवं प्रयुक्तियाँ

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

एकम-4 विषयवस्तु

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

B102 Conti..

प्रवृत्तियाँ -

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

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.

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B.Ed. Semester -4
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 develop the skills to analyzed and evaluate English syllabus and textbook
- To be acquainted and to develop the qualities of a good teacher
- To make use of related literature in teaching English as second / foreign language
- To develop the skills to organize English curriculum

Unit-1 :Evaluation of English Textbook

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

Unit-2 :Teacher of English

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

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

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

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

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

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

B-104:Sanskrit

Total Credit-4

Internal - 30

External - 70

हेतुઓ:

પ્રશિક્ષણાર્થીઓ:

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

એકમ-1 અભ્યાસક્રમ અને પાઠ્યપુસ્તક

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

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

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

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

એકમ-3 પદ્ધતિ, પ્રયુક્તિઓ અને અભિગમ

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

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

3.3 મૌખિક અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

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

એકમ-4 વિષયવસ્તુ

4.1 ધોરણ-10 ગદ્ય-12 કલિકાલ સર્વજ્ઞો હેમચન્દ્રાચાર્ય:

4.2 ધોરણ-10 પદ્ય-13 ગીતામૃતમ્

4.3 ધોરણ-10 ગદ્ય-15 જય: પરાજયો વા

4.4 ધોરણ-10 પદ્ય-16 અદ્ભુતં યુદ્ધમ્

પ્રવૃત્તિઓ:

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

Suggested Readings:

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

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

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

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

- 1.1 Advance organizer model in social science teaching.
- 1.2 Strategy of teaching: Brain storming, Field trip.
- 1.3 Narration technique – Concept, merit & demerits, effective use of classroom in social science.
- 1.4 Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teachers role in role play technique.

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

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

Unit-3 : Curriculum, Textbook & Evaluation.

- 3.1 - Curriculum – Meaning, definition, characteristics.
 - Syllabus – Meaning, concept, importance
 - Difference between curriculum & syllabus.
- 3.2 - Textbook of social science – importance, utilities, limitations.
 - Characteristics of ideal textbook.
 - Criteria of textbook evaluation
 - Evaluation of the current textbook of economics of std.-9 & std.-10.
- 3.3 - Examination – Concept, importance
 - Types of examination (Oral, Practical) performance, written test.

- 3.4 - Evaluation – Meaning, concept, importance, characteristics, steps, utilities, functions of educational evaluation.
- Evaluation tool – Rating scale, check list, questionnaire, cumulative record card.

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

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

Reference:

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

B.Ed. Semester -4
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 & use of appropriate innovative teaching & techniques in mathematics teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in mathematics subject among the pupils.
- Will correlate content of mathematics with various subjects.
- Trainee teachers become aware of the mathematics club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & mathematics textbook.
- Understand the concept & use of evaluation process in mathematics.
- Can construct, select & use suitable test items for evaluation.

Unit-1 : Teaching aids:

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

Unit-2 : Mathematics, References.

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

Unit-3 : Mathematics Club & evaluation of textbooks.

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

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

4.1 : Content (4) Std-9.

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

4.2 : Content (4) Std-10.

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

Suggested Activity:

B106 Conti..

- Prepare text book analysis

Suggested Readings:

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



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

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 : Teaching aids & Laboratory:

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

Unit-2 : Science and Technology, References.

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

Unit-3 : Club, science activities.

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

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

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

Content (1) Std-10.

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

B107 Conti..

Suggested Activity:

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

Suggested Readings ;

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

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B.Ed. Semester -4

B-108 :Urdu

Total Credit-4

Internal - 30

External - 70

Urdu Sem. IV

مقاصد :

- (1) اردو زبانداانی کے مدرس میں خوبیاں نیز خصوصیات کی نشوونما ہو۔
- (2) زبانداانی کی تجربہ گاہ کا استعمال کریں۔
- (3) زبانداانی کی تدریس میں سہمی-بصری وسائل کا استعمال کریں۔
- (4) پانھیہ پینک منڈل کی سرگرمیوں سے واقف ہوں۔
- (5) زبانداانی میں مختلف تدریسی سرگرمیاں نیز تراکیب کی فہم حاصل کریں۔
- (6) نصاب اور متن کی واقفیت حاصل کریں۔
- (7) درسی تناسب کا تہرہ (تجزیہ) کرتا سکیں۔

Unit I زبانداانی- مدرس، زبان کی تجربہ گاہ

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

Unit II سہمی، بصری وسائل پانھیہ پینک منڈل

- 2.1 اردو زبانداانی کی تدریس میں سہمی، بصری وسائل کا استعمال
- 2.2 لائبریری، رسائل، لغت کا استعمال
- 2.3 پانھیہ پینک منڈل کی اہمیت اور سرگرمیاں
- 2.4 زبانداانی کے درجہ (کلاس) کی اہمیت نیز استعمال

Unit III تدریسی طریقے نیز تراکیب

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

Unit IV مضمون

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

جماعت 8، 9-10 کی درسی کتابوں کا موازنہ

سرگرمیاں :

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

B.Ed. Semester -4

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:

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

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

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

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

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

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

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

3.4 - Evaluation Tool : Rating Scale, Check List, Questioner.

B109 Conti..

Unit-4 : Content.

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

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

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:

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

UNIT -1 CORRELATION AND TEACHING AID

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

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

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

UNIT -3 TEXT BOOK AND RESOURCES

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

UNIT -4 STD-11 & 12

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

B110 Conti..

Suggestde Activity (ANY ONE)

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

Suggested Readings:

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

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

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT -1 CORRELATION AND TEACHING AID

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

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

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

UNIT -3 TEXT BOOK AND RESOURCES

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

3.4	Reference Books, Magazines and Journals.	
UNIT -4	STD-11& 12-CONCEPT AND COMPUTATION	B111 Conti..
1.1	STD 11 (Part-1)	Chapter – 6 Cash Book and its
1.2	STD 11 (Part-2)	Chapter – 6 Conventions, Assumption, Concepts and Principles of Accounting
1.3	STD 12 (Part-1)	Chapter – 7 Dissolution of Partnership firms
1.4	STD 12 (Part-2)	Chapter – 5 Accounting Ratios and Analysis

Suggested Activity: (ANY ONE)

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

Suggested Readings:

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

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B.Ed. Semester -4

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 Correlation and Co-curricular Activity

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

Unit-2 Psychology - Teacher, laboratory and Club

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

Unit -3. Text Book and Teaching Aids

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

Unit -4.

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

Suggested Activity:

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

Suggested Readings:

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

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

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit -1 English Language and literature

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

Unit 2: English language and technology

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

Unit:3 LSRW : use of skills

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

Unit: 4 Comprehension and Composition

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

Suggested Activities:

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

Suggested Readings:

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

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Structure of Question Paper

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

OUR GUIDELINE SOURCES

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

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