

Shri Govind Guru University, Godhra

Bachelor of Education (B.Ed.)

Practical work of Semester I & II

WEF-July 2018

Method Group

The Trainee Teacher can select two methods of the following Groups

Five groups (A, B, C, and D & E)

From each group he/she can select any one method.

Group	Name of Method in Group
A	Gujarati
B	Hindi Science and Technology Economics
C	English (LL) Org. of Com. & Management
D	Social Science
E	Sanskrit Accountancy Mathematics Psychology

Shri Govind Guru University

Government Polytechnic Campus,
Gadukpur, Godhra,
Dist. Panchmahals, Gujarat - 389001.

(SEM-I)

Academic Year 2018–20 Onwards

B.Ed. SEMESTER-I

Semester –I (Core Paper) Perspectives in Education							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		Total
					Internal	External	
BED0C 101	Childhood and Growing Up	4	4	3	30	70	100
BED0C 102	Contemporary India and Education	4	4	3	30	70	100

Curriculum and Pedagogic Study

BED OCP 101	Language Across the curriculum	4	4	3	30	70	100
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Enhancing Professional Capacity (EPC)

EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam.

BEDO EPC - 101	Reading and Reflection on Texts	2	2	2	50	--	50
Pedagogy of School Subject (Any two from given group)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		Total
					Internal	External	
BED0M 101	Gujarati	4	4	3	30	70	100
BED0M 102	Hindi	4	4	3	30	70	100
BED0M 103	English (LL)	4	4	3	30	70	100
BED0M 104	Sanskrit	4	4	3	30	70	100
BED0M 105	Social Science	4	4	3	30	70	100

BEDOM 106	Mathematics	4	4	3	30	70	100
BEDOM 107	Science and Technology	4	4	3	30	70	100
BEDOM 108	Economics	4	4	3	30	70	100
BEDOM 109	Org. of Com. & Management	4	4	3	30	70	100
BEDOM 110	Accountancy	4	4	3	30	70	100
BEDOM 111	Psychology	4	4	3	30	70	100

B.Ed. SEMESTR-I

Practical Work

Sr. No	Practical Work	Instructional Hours/ week	Credit	Internal	External	Total
1	Micro Lessons (5-Lessons + 10-Observation)	-	2	50	--	50
2	Simulation Lessons (5-Lessons + 10-Observation)	-	2	50	--	50
3	Stray lessons in School (5- Lessons + 10-Observation)	-	2	50	--	50
4	Administration of Psychological test (Practical of BEDOC 101)	-	2	50	--	50
5	Visit to a Educational Institution and report writing (Practical of BEDOC 102)	-	1	25	--	25
6	Book Review (EPC-101)	-	1	25	--	25
Total			10	250	--	250

Guidelines for the practical work

- 1 **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
- 2 **Simulation Lessons** based on different teaching method (Any Five)
- 3 **Stray Lessons** (Any Five) for secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
- 4 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 5 Educational Institution: Education Institution like BRC, CRC, DIET, GCERT and other than Special Schools. Like Mentally Retired School , PH and Residence Schools,
- 6 **Book Review** :(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Childhood and Growing Up

Credit-04

Internal Marks: 30

External Marks: 70

Objectives :

To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.

To gain an understanding of different methods and techniques for the assessment of personality, intelligence and creativity of the child.

To understanding the child Psychology

To get the knowledge of different teaching methods based on Psychology.

To understand the stages of child development and their characteristics.

To understand the learning concepts.

To understand the different psychological theories like IQ, Personality, Motivation, Defense, Mechanism, Adjustment etc.

To understand the concepts of Psychology and gain the understanding of practical implementation, in education.

Unit 1: Educational Psychology

Psychology and educational psychology, meaning, definition, Nature, characteristics and importance.

Scope of educational psychology, its usefulness to the teachers.

Different methods of educational psychology - interview, case study, observation and experiments.

School problems and their solutions with the help of educational psychology.

Unit 2: Stages of child development

Concept of human growth and development, maturation, principles and factors affecting human growth and development. Role of home, school and society in cognitive and affective development.

Difference between the growth and development and types of development. Individual differences in growth and development.

Stages of child development-its characteristics, characteristics of adolescences in Indian context their development task of Robert having hurst, counseling and needs of adolescents.

Implementation of the stages of child development and role of school and teacher.

Unit 3: Intelligence, Personality and Motivation

Intelligence - meaning, theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI model and dealing with gifted and backward, children concept of emotional intelligence.

Personality - concepts and theories of personality - (Jung), Educational implementation of personality in classroom.

Motivation and achievements motivation (McClelland Theory) meaning, motivation affecting, factors on motivation and importance.

Defense mechanism : meaning, various defenses mechanism techniques - projection identification, displacement, day dreaming of fantasy and sublimation

Educational implementation of intelligence, personality and motivation in class room.

Unit 4: Learning and creativity

Learning - meaning, steps of learning process, factors effective on learning - learner's and teacher.

Condition of learning and environment of school and home suggestions about learning through motivation

Concept of creativity : concept, meaning and components of creativity, identification of creative child in classroom.

Techniques and methods of creativity : brain storming, problem solving, group discussion and quiz and education implementation in the classroom.

Suggested Activity:

- Prepare a note on characteristics of learner's profile based on psychological variables.
- Visit a psychology lab and acquire skill of using all equipment.
- Administration, scoring and interpretation of the following psychological test-intelligence, personality and creativity.

Reading Books :

- Johnson & Medinnus: Child Psychology –Behavior & Development Wiley International Editor
- Thompson , George G : Child Psychology Growth Trends in Psychological Adjustment The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication Vikas Marg Shakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, NewYork
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi

- SiddiquiMujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology - Prentice - Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand BOOK of RESEARCH on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company New York.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Education and Contemporary India

Total Credit 4

Internal 30

External 70

Objectives

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

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

Unit 1 Education and Contemporary India

- 1.1 Education: Meaning, Definition, Concept, Aims, Formal and Non-formal education
- 1.2 Philosophy and Educational Philosophy: meaning, scope and interrelation between education and philosophy
- 1.3 Characteristics of Contemporary Indian Society and Problems occurred due to social strata of contemporary Indian society
- 1.4 National & International Understanding: concept, importance, threats and role of the teacher

Unit 2 Education and Indian constitution

- 2.1 Constitution of India: Introduction, Preamble, Main Features of India Constitutions
- 2.2 Constitutional provisions of India in relation to Education, fundamental rights and duties, directive principles of state policy
- 2.3 Education for Democracy
- 2.4 Value Education: Meaning, importance, types of values and role of a teacher in teaching values

Unit 3 Specific Recommendations of Education Commissions

- 3.1 Kothari Commission: construction, three language formula, recommendations of the commission (education policy, structure, standard, teacher's status, teacher training, equality in education, professional, technical education)

- 3.2 New Education Policy 1986 (derivation, characteristics, structure of national syllabus, student centered approach, causes and remedies of wastage and stagnation)
- 3.3 Education for Schedule Tribe & Schedule Caste
- 3.4 Education Policy 2015: Need & Information about fields

Unit 4 Various Programmes for quality reformation in education

- 4.1 Girls' education – Praveshotsav, Gunotsav
- 4.2 Mid-Day Meal: Nature and importance
- 4.3 SSA, RMAS and RUSA: introduction and functions
- 4.4 Teacher Efficiency, Training, BISAG Programmes

Suggested activities

Each trainee teacher will conduct any one of the following activities:

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

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yaday, "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.
- 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)

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Language across the Curriculum

Total Credit-04

Internal - 30

External - 70

Objectives:-

The Trainee teachers will be able ...

- To know Meaning and importance of language.
- To understand Difference between Language and dialect.
- To understand relationship between Language, society and culture.
- To know stages of Language acquisition.
- To know nature of multilingualism in classroom and its situation.
- To know skills of Language proficiency and assimilate it
- To understand nature of Classroom Discourse and develop strategies for using oral language.

Unit-1 Language and learning

- 1.1 Language: Meaning, characteristics and importance
- 1.2 Language and dialect: Difference, Effect of regional pronunciation and remedies to remove them, Home language and school language.
- 1.3 Factors affected on language development
- 1.4 Language acquisition : Stages, first language and second language acquisition

Unit-2 Language, society and education

- 2.1 Relationship of language and society: Identity, power and Discrimination
- 2.2 Nature of multilingualism: Status of language with reference to Indian classroom language.
- 2.3 Medium of education as Mother Tongue: Important and needs. Language and culture.
- 2.4 Language proficiency of teacher

Unit-3 Basic skills of language

- 3.1 Listening skill : Meaning, Important and needs, activities development for Listening skill
- 3.2 Speaking skill:Meaning, Important and needs, activities for development of difference speaking skills (storytelling, dialogues, simulations, games and contexts

etc...)

- 3.3 Reading skill: Meaning, Important and needs, components of Reading skill
- 3.4 Writing skill : Meaning, Important and needs, pillars of writing skills, types of formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)

Unit-4 Classroom and language

- 4.1 Classroom Discourse: Meaning, nature and strategies for using oral language
- 4.2 Tools for learning : Discussion and questioning
- 4.3 Functions of language : In the classroom and outside the classroom
- 4.4 Language diversity in classroom: Use of first and second language in the classroom

Activities:-

- To organize workshop on Reading skill and read report.
- To organize workshop on writing Skill and Write report.
- Case study of students who know more than one language.
- To conduct diagnostic and remedial work for the deficiency in pronunciation.
- To get the introduction of various languages and culture.
- To note the functions of language lab by visiting it.
- To criticize any one language text books from std.06 to std.12 in the context of values.

References:-

- Agnihotri, R.K.(1995). Multilingualism as a classroom resource. In K. Heugh A. Siegruhn, & P. Pluddemann(Eds.), Multilingual education for South Africa (pp.3-7). Heinemann Educational Books.
- Aderson, R.C.(1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.) Learning to read in American School: Basal readers and content texts. Psychology Press.
- Braner, J.S. (1975). Language as Instruments of Thoughts. In Davies, Alam(Ed.) problems of language and learning condone. Heileman.
- Eller, R.G. (1989). Johnny Can't talk either: The perpetuation of the deficit theory in classrooms. The Reading Teacher.
- Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University press.
- Ladson-Billings. G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research journal.32 (3), 465-491.
- NCERT (2006d). Position paper-national focus group on teaching of Indian language (NCF 2005). New Delhi: NCERT
- Thwaite, A. & Rivalland, J. (2009). How can analysis of classroom tasks help teachers reflect on their practices? Australian journal of language of literature, 32(1) 38.
- પટેલ મોતીભાઈ અને અન્ય(2002). ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ:બી.એસ.શાહ પ્રકાશન.

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Syllabus in Force from July 2018

Semester-1

Reading and Reflection on Text

Total Credit- 02

External - 00

Internal - 50

Objectives of the Course:

After going through the course the teacher trainee will be able to...

1. develop proficiency in reading and responding to written texts.
2. examine and appreciate authentic literary and non-literary texts.
3. develop reading habits and reference skills
4. reflect on the ideas expressed in the texts.
5. plan, draft, edit and present a piece of writing related to their understanding.
6. read & reflect on variety of texts in different ways.
7. develop metacognitive awareness to become conscious about thinking processes.
8. learn to analyze various text structures to see how they contribute to the comprehension of text.

Unit 1 Reading

- 1.1 Reading : Definition, Meaning & Concept of Reading
- 1.2 Importance of Reading & Teaching Reading
- 1.3 Types of Reading (Informative, Critical & Creative Reading)
- 1.4 Factors affecting Reading

Unit-2 Reading Comprehension

- 2.1 Reading Comprehension: Meaning, Concept and Nature
- 2.2 Importance of Reading Comprehension
- 2.3 Components of Reading comprehension
- 2.4 Reading habits : Meaning, concept and Components

Unit-3 Reflecting Thinking, Writing & Text-book Evaluation

- 3.1 Reflective Thinking (Meaning, Concept & Importance)
- 3.2 Reflective writing on any one educational problem
- 3.3 Report writing : Meaning & types of report writing
- 3.4 Steps of the Text-book Evaluation

Unit-4 Content Analysis and source of Reading Materials

- 4.1 Content Analysis : Meaning, Concept and Steps

- 4.2 Need of Content Analysis
- 4.3 Sources of Reading
- 4.4 Library and e-book : Meaning, Concept and Importance

Suggested Activities:

1. Brief Content Analysis on any one book out of course.
2. Prepare a reflective report on any Educational problem.

Suggested Readings:

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

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Gujarati

Total Credit- 4

Internal - 30

External - 70

હેતુઓ :-

પ્રશિક્ષણાર્થીઓ...

૧. ભાષાના સ્વરૂપ અને માતૃભાષાના વિકાસના તબક્કાથી માહિતગાર થાય.
૨. માતૃભાષા અને માતૃભાષા શિક્ષણનું જીવનમાં મહત્વ સમજે.
૩. માતૃભાષા અને માતૃભાષા શિક્ષણની સ્થિતિ પ્રવર્તમાન સ્થિતિ જાણે અને સમાજમાં માતૃભાષાનું ગૌરવ ટકાવવા પ્રયત્નરત રહે.
૪. માતૃભાષાના વ્યાકરણના કેટલાંક અંગોનું પુનરાવર્તન-દૃઢીકરણ કરે.
૫. માતૃભાષા અધ્યાપન માટેની પ્રયુક્તિઓ અને પદ્ધતિઓ કેળવે.
૬. માતૃભાષા શિક્ષણના હેતુઓથી પરિચિત થાય.
૭. માતૃભાષા અધ્યાપનના વિવિધ પાઠ આયોજન શીખે.
૮. માતૃભાષાનાં સાહિત્યસ્વરૂપો અને સાહિત્યકારથી પરિચિત થાય.
૯. માતૃભાષાના શિક્ષકની વિવિધ સજ્જતાઓથી પરિચિત થાય.
૧૦. માતૃભાષા અને માતૃભાષા અધ્યાપન પર પ્રભુત્વ પ્રાપ્ત કરે.

એકમ:૧ ભાષા અને માતૃભાષા

- ૧.૧ ભાષા: અર્થ, સ્વરૂપ, ઘટકો, પરિબળો
- ૧.૨ માતૃભાષા: અર્થ, વિકાસ(વિવિધ તબક્કાઓ)
- ૧.૩ માતૃભાષા શિક્ષણનું મહત્વ
- ૧.૪ વર્તમાનમાં માતૃભાષા અને માતૃભાષા શિક્ષણની સ્થિતિ – ઉપાયો

એકમ:૨ વ્યાકરણ

- ૨.૧ વર્ણ, અક્ષર, સ્વર અને વ્યંજન
- ૨.૨ જોડણી અને તેના નિયમો, શબ્દનો ક્રમ
- ૨.૩ સંધિ અને સમાસ : અર્થ અને પ્રકારો
- ૨.૪ સંજ્ઞા અને સર્વનામ : અર્થ અને પ્રકારો

એકમ:૩ માતૃભાષાનું અધ્યાપન

- ૩.૧ સૂક્ષ્મ અધ્યાપન : સંકલ્પના, મહત્ત્વ અને સોપાનો
- ૩.૨ કૌશલ્યો: વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, ઉત્તેજના પરિવર્તન, કા.પા.કાર્ય, સ્પષ્ટીકરણ, ઉદાહરણ
- ૩.૩ સિમ્યુલેશન : સંકલ્પના, મહત્ત્વ, સોપાનો અને આયોજન
- ૩.૪ સાહિત્ય કૃતિ અને સાહિત્યસ્વરૂપનો અભ્યાસ :
 ૧. રવિશંકર મહારાજ(જીવનચરિત્ર)-ધીરુભાઈ પરીખ (ધો.૬)
 ૨. બાનો વાડો (નિબંધ)-પ્રવીણ દરજી (ધો.૭)
 ૩. ધૂળિયે મારગ (ભિમિંગીત)-મકરન્દ દવે (ધો.૮)

એકમ:૪ માતૃભાષા શિક્ષણના હેતુઓ, અધ્યાપન અને ભાષાશિક્ષક

- ૪.૧ માતૃભાષા શિક્ષણના હેતુઓનું વર્ગીકરણ અને મહત્ત્વ
- ૪.૨ માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૪.૩ સ્ટ્રેલેશન : સોપાન, મહત્ત્વ, આયોજન
- ૪.૪ ભાષાશિક્ષકની સજ્જતા

પ્રવૃત્તિઓ:-

૧. ગુજરાતી વ્યાકરણના એકમો માટે વર્કશીટની રચના કરો.
૨. ગુજરાતી સાહિત્યની વિવિધ કૃતિઓનો અભ્યાસ કરી નોંધ તૈયાર કરો.

સંદર્ભો:-

- ત્રિવેદી અને અન્ય. ભાષાશિક્ષણની પ્રક્રિયા. અમદાવાદ: રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
- દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
- દેસાઈ ધનવંત. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
- પટેલ મોતીભાઈ અને અન્ય. ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
- પાર્થ કિશોર અને અન્ય. ધો.૬ થી ધો. ૮ ગુજરાતી. ગાંધીનગર: ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ.
- બઘેકા, ગીજુભાઈ. પ્રાથમિક સાલમાં ભાષાશિક્ષણ. અમદાવાદ: એ. આર. શેઠની કંપની.
- રાવલ નટુભાઈ. ગુજરાતી વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

हिन्दी

कुल क्रेडिट -४

आंतरिक: 30

बाह्य: 70

उद्देश्य : प्र शक्षणार्थी

१. भाषा शिक्षा का महत्त्व एवं विशेषताएँ समझे ।
२. शिक्षा स मतिओं के प्रतिवेदनो के वषय में ज्ञान प्राप्त करें ।
३. कक्षा ६ से ९ तक के गद्य- पद्य के वषय में ज्ञान प्राप्त करें ।
४. कक्षा ६ से ९ तक के व्याकरण वषयक ज्ञान प्राप्त करें ।
५. हिन्दी भाषा शिक्षा के उद्देश्य को जाने ।
६. हिन्दी भाषा की वर्तमान स्थिति के बारे में जाने ।
७. हिन्दी भाषा के अध्यापन कौशल्य का वर्गखण्ड से वनियोग करे ।

इकाई – १ (एक) भाषा का महत्त्व , विशेषताएँ एवं उद्देश्य ।

- १.१ भाषा की परिभाषा ओर महत्त्व ।
- १.२ भाषा की विशेषताएँ ओर उद्देश्य ।
- १.३ भारतीय संवधान ओर शिक्षा स मतिओं के प्रतिवेदनो में भाषा की स्थिति ।
- १.४ गुजरात राज्य में हिन्दी भाषा की प्रवर्तमान स्थिति ।

इकाई – २ पाठ आयोजन

- २.१ सूक्ष्म अध्यापन कौशल्य अर्थ, आयोजन के सोपान , वषया भमुख, प्रश्नप्रवाहिता, उदाहरण ,श्यामपट कार्य ।
- २.२ सम्युलेशन (अनुरूपण) अर्थ, आयोजन के सोपान-व्याखान, निदर्शन, आगमन –निगमन , प्रश्नोत्तर ।
- २.३ स्ट्रेलेशन अर्थ, आयोजन के सोपान ।
- २.४ पाठ आयोजन अर्थ, महत्त्व ओर योजना के प्रकार ।

इकाई – ३ (तीन) वषयवस्तु

- ३.१ कक्षा ८ पाठ ९ ममता (प्रथम सत्र)
- ३.२ कक्षा ८ पाठ ३ मत बांटो इन्सान को (द्वितीय)
- ३.३ कक्षा ९ पाठ ३ क्या निराश हुआ जाए
- ३.४ कक्षा ९ पाठ १७ तुलसी के पद

इकाई - ४ (चार) वषयवस्तु व्याकरण

- ४.१ वर्ण परिभाषा ,भेद ,उदाहरण स्थान के आधार पर वर्णों का वर्गीकरण
- ४.२ संरचना के आधार पर शब्द के प्रकार (संज्ञा,सर्वनाम , वशेषण ओर क्रया वशेषण)
- ४.३ पद रचना वकारी ,अ धकारी ,निपात
- ४.४ वर्तनी दोष : कारण ओर उपाय

प्रवृत्ति

१. हिन्दी साहित्यकारों का नाम ओर उनकी रचनाओ का चार्ट तैयार करे ।
२. शब्दसंरचना की पी पी टी तैयार करे ।

संदर्भ ग्रंथ :

१. पाण्डेय रामशकल ,हिन्दी शक्षण ,वनोद पुस्तक मंदिर ,आगरा ।
२. सफाया रघुनाथ, हिन्दी शक्षण व ध ,पंजाब कताब घर ,जालन्धर ।
३. गुरु ,कामताप्रसाद ,हिन्दी व्याकरण वाणी प्रकाशन, नईदिल्ली ।
४. शुक्ल ,रामचंद्र ,हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा ,बनारस ।
५. पटेल पुरुषोत्तम , हिन्दी व्याकरण ओर रचना ,ज्योतिप्रकाशन ,अहमदावाद ।

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

English (L.L.)

Total Credit- 4

External - 70

Internal - 30

Objectives of the Course:

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

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

Unit-1 Introduction to English Language

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

Unit-2 Lesson Planning in English

- 2.1 Lesson Plan: Meaning, importance and types of lesson planning Skill of set-induction, Skill of Stimulus Variation Skill of fluency in questioning, Skill of reinforcement, Skill of black-board work
 - 2.2 Micro Teaching: Meaning, concept, importance, steps, limitations, micro lesson Planning.
 - 2.3 Classification of objectives and their importance, General and Specific Objectives of teaching English as Second/Foreign language.
 - 2.4 Simulation: Meaning, importance, limitations, steps, simulation lesson planning.
- Inductive Deductive Method, Direct Method, Bilingual Method, Story Telling Method, Structural Approach

Unit-3 Grammar and Usage

- 3.1 Word formation: Synonyms, antonyms, nouns, pronouns, adjectives.
- 3.2 Parts of speech: Meaning and illustrations Fundamentals of grammar: Noun, adjective, pronoun, verb, adverb (their different kinds & illustrations)

- 3.3 Kinds of sentences (according to function and structure): Meaning and Examples
- 3.4 The Tenses: (Simple present/past/future), (Progressive present/past/future), (Perfect present/past/future) and change the voice.

Unit-4 Study of Content (Standard VI to VIII)

- 4.1 Text-book : meaning, importance & characteristics
- 4.2 Standard VI : Detailed study of Unit 3 : Fought & Won
- 4.3 Standard VII : Detailed study of Unit 4 : Longer, Shorter, Bigger
- 4.4 Standard VIII : Detailed study of Unit 3 : What were you doing ?

Suggested Activity :

- Prepare a report on difficulties in English Speaking.

Suggested Readings:

- Textbooks of English of Std VI, VII & VIII
- Wren and martin, *English grammar and composition*, S.Chand.
- J.D. Murthy, *Contemporary English Grammar for scholars and students*, , Book place, New Delhi
- Navita Arora, *English language Teaching approaches and Methodology* Tata McGraw Hill education private limited New Delhi.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Sanskrit

Total Credit:4

Internal Marks : 30

External Marks :70

પ્રશિક્ષણાર્થીઓ...

- ❖ સંસ્કૃત ભાષાનું મહત્વ સમજે.
- ❖ સંસ્કૃત પંચની ભલામણોથી પરિચિત થાય.
- ❖ સંસ્કૃત ભાષાનો અન્ય વિષયો સાથેનો અનુબંધ કેળવે.
- ❖ સંસ્કૃત ભાષાને લોકપ્રિય બનાવવાના ઉપાયો વિચારે.
- ❖ સંસ્કૃત ભાષા શિક્ષણમાં પાઠ આયોજનનું કૌશલ્ય કેળવે.
- ❖ સંસ્કૃત ભાષા શિક્ષણના સૂત્રો અને શિક્ષણના સિદ્ધાંતોનો સંસ્કૃત શિક્ષણમાં વિનિયોગ કરતાં શીખે.
- ❖ સંસ્કૃત ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ માટેની અસરકારક પદ્ધતિઓથી પરિચિત થાય.
- ❖ સંસ્કૃત ભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓથી પરિચિત થાય.
- ❖ આદર્શ સંસ્કૃત શિક્ષકની સજ્જતા કેળવે.
- ❖ સંસ્કૃત ભાષાના પ્રાથમિક વ્યાકરણની સમજ કેળવે.

એકમ : 1 વિદ્યાશાખામાં સંસ્કૃત

- 1.1 સંસ્કૃત ભાષાનું સાંસ્કૃતિક, ભાવાત્મક અને સાહિત્યિક મહત્વ
- 1.2 સંસ્કૃત ભાષાનો અન્ય વિષયો સાથેનો અનુબંધ
- 1.3 સંસ્કૃત પંચની ભલામણો
- 1.4 સંસ્કૃત ભાષાની વ્યાવહારિક ઉપયોગિતા અને વર્તમાન સમયમાં સંસ્કૃત ભાષાને લોકપ્રિય બનાવવાના ઉપાયો

એકમ : 2 સંસ્કૃત વિષયવસ્તુની મૂળભૂત પરિભાષાઓ

- 2.1 વર્ણપટ પરિચય, સ્વર અને વ્યંજન: સંકલ્પના અને પ્રકારો
- 2.2 માહેશ્વરસૂત્રો અને સૂત્ર સ્પષ્ટીકરણ
- 2.3 વિભક્તિ પરિચય
- 2.4 રૂપો : અ-કારાન્ત પુલ્લિંગ, ન.પુ. તથા આ-કારાન્ત સ્ત્રી લંગ તેમજ વર્તમાનકાળ પરસ્મૈપદ તથા આત્મનેપદનાં(ગણ-1,4,10) રૂપાખ્યાનો

એકમ : 3 સંસ્કૃત શિક્ષણમાં પાઠ આયોજન

- 3.1 માઈક્રોટીચિંગ: સંકલ્પના, સોપાનો અને મહત્વ
- 3.2 માઈક્રોટીચિંગના કૌશલ્યો : વિષયભિમુખ, ઉત્તેજના -પરીવર્તન, પ્રશ્નપ્રવાહિતા , ઉદાહરણ અને શ્યામફલક નોંધ કૌશલ્ય

3.3 સિમ્યુલેશન : સંકલ્પના, આયોજનના સોપાનો , વ્યાખ્યાન પદ્ધતિ , કથન-ચર્યા પદ્ધતિ, અર્થબોધ પદ્ધતિ, નિદર્શન પદ્ધતિ અને આગમન-નિગમન પદ્ધતિ

3.4 પાઠ આયોજન : અર્થ, સોપાનો અને મહત્વ

એકમ : 4 સંસ્કૃત ભાષા શિક્ષણના હેતુઓ અને આનુષંગિક બાબતો

4.1 સંસ્કૃત ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ

4.2 સંસ્કૃતમાં ગદ્ય, પદ્ય અને વ્યાકરણનું શિક્ષણ

4.3 શિક્ષણના સિદ્ધાંતો અને સંસ્કૃત ભાષા શિક્ષણના સૂત્રો

4.4 આદર્શ સંસ્કૃત શિક્ષકના ગુણો અને વ્યાવસાયિક સજ્જતા

સૂચિત પ્રાયોગિક કાર્ય:

- સંસ્કૃત ભાષાની પ્રવર્તમાન સ્થિતિ જાણવા માટે સંસ્કૃત શિક્ષકની મુલાકાત લઈ અહેવાલ તૈયાર કરવો .
- રોજિંદા વ્યવહારમાં ઉપયોગી ચીજવસ્તુઓ તેમજ પશુ , પક્ષી અને ફૂલોના સચિત્ર સંસ્કૃત નામ દર્શાવતો ચાર્ટ તૈયાર કરો.

સંદર્ભ પુસ્તકો :

- ✚ Apte, D.G., Teaching of Sanskrit, Padma Publications, Bombay.
- ✚ Apte, V.S., A Guide to Sanskrit Composition, Padma Publications, Bombay.
- ✚ Bokil, V.P. and Parasnis, N.K., A New Approach to Teaching of Sanskrit, Loksangraha Press, Poona.
- ✚ Kale, M.R., A Higher Sanskrit Grammar, Report on the seminar of methods of teaching Sanskrit, M.P., Department of Extension Service, Govt. P.G.B.T. College, Raipur.
- ✚ પાણ્ડેય, રામશક્લ, સંસ્કૃત શક્ષણ, વનોદ પુસ્તક મન્દિર, આગરા.
- ✚ અક્રુવાલા, સી.કે., (1956). સંસ્કૃતનું અભિનવ અધ્યાપન, ભારત પ્રકાશન , અમદાવાદ.
- ✚ અક્રુવાલા, સી.કે., (1966). સંસ્કૃતનું શિક્ષકની હેન્ડબુક, ભારત પ્રકાશન , અમદાવાદ.
- ✚ ભદ્ર, વી.એમ., સંસ્કૃત વાક્યસંરચના, સરસ્વતી પ્રકાશન, અમદાવાદ.
- ✚ શશિકાન્ત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અનડા બુક ડેપો, અમદાવાદ.
- ✚ નકુમ ગોવિંદભાઈ, સંસ્કૃત વ્યાકરણ વિચાર, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ✚ પટેલ અશોક, (2009). માઈક્રોટીચિંગ, વારિષેણ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Social Science

Total Credit- 04

Internal - 30

External – 70

Objectives of the Course:

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

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

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

1.1 Social Science – Meaning & Definition

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

1.2 Aims of Social Science teaching. Cultural heritage, national econonal economic growth, national integration, interanational understanding

1.3 General objectives and specific objectives of social science teaching.

1.4 Development of values through the teaching of social science.

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

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

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

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

2.4 Prepare a ideal stray lesson planning.

Unit-3 Content Std- 6 & 7

3.1 Lesson - 4 BEGINNING OF HUMAN LIFE

- 3.2 Lessons - 7 GUJARAT: LOCATION, BOUNDARY AND PHYSIOGRAPHY
- 3.3 Lesson - 9 EMPERORASHOKA
- 3.4 Lessons - 2 MOTIONS OF THE EARTH
- 3.5 Lessons - 9 ADMINISTRATION OF THE STATE
- 3.6 Lesson - 7 INDIA: SOCIAL LIFE

Unit-4 Content Std-8

- 4.1 Lesson- 3 INDIAN CONSTITUTION
- 4.2 Lesson- 6 EFFECTS OF THE BRITISH RULE IN INDIA
- 4.3 Lesson- 7 FOLLOWING THE MAHATMA - PART I
- 4.4 Lessons- 8 INDIA - CHALLENGES AND SOLUTIONS

Suggested Reading:

- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well.
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: PanjabKitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Pathak Upendrabhai and others. Abhinav Teaching of Social Sciences. Ahmedabad: Nirav Prakashan
- Social Science Standard 6, : Gandhinagar :Gujarat State School Textbook Board
- Social Science Standard 7, : Gandhinagar :Gujarat State School Textbook Board
- Social Science Standard 8, : Gandhinagar :Gujarat State School Textbook Board
- પટેલ,મોતીલાલ મ. અને અન્ય,(૨૦૦૬-૦૭) સામાજિક વિજ્ઞાનના અધ્યાપનનું પરિશીલન
- પટેલ,અશોક. (૨૦૦૯) માઇક્રો ટીચીંગ. અમદાવાદ : વારિષેણ પ્રકાશન

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Mathematics

Total credit – 4

Internal – 30

External – 70

Objectives Of The Course

To enable the student teacher to.....

- Understand the meaning, scope, needs and values of mathematics teaching.
- Understand the principles and maxims of teaching of mathematics teaching.
- Understand the aims and objectives of mathematics teaching at school level.
- Understand the lesson planning process for effective Teaching - Learning Process & better instruction.
- Acquire the knowledge of content of upper primary syllabus of mathematics.
- Explain the importance of Micro, Simulation & stray lesson to develop mathematics teaching skills.
- Practice various teaching skills, methods and approaches in mathematics teaching.

UNIT – I Mathematics: as Discipline

1.1 Introduction to Mathematics : Meaning, Scope & place of Mathematics subject in upper primary and secondary school curriculum

1.2 Values of Mathematics teaching : Utilitarian, Disciplinary & Cultural

1.3 Maxims of teaching & Principles in Mathematics teaching

1.4 Objectives of Mathematics teaching at upper primary & secondary level, Taxonomy of Educational Objectives : general & specific objectives

UNIT – II Lesson Planning in Mathematics

2.1 Micro lesson: Meaning, Components & Planning on Different teaching skills such as skill of Fluency in questioning, set induction, Illustration & Explaining.

2.2 Simulation: Meaning, Nature, Merits and Demerits & Planning of Different teaching methods such as Inductive-deductive, Analytic-Synthesis, Demonstration & Experiment.

2.3 Stray Lesson Planning: Meaning, Characteristics, Importance & Planning.

2.4 Teaching for development of Mathematical Concepts: Arithmetic, Algebra & Geometry.

UNIT – III Content

3.1 Std – 6 Chapter - 4 Basic ideas of Geometry

Std – 6 Chapter - 5 Understanding of basic shapes

3.2 Std – 7 Chapter - 2 Fraction and Decimal numbers

- Std – 7 Chapter - 5 Line and Angle
- 3.3 Std – 8 Chapter - 3 Understanding of Quadrilateral
- 3.4 Std – 8 Chapter - 9 Algebraic Expressions & Identity

UNIT – IV Content

- 4.1 Std – 6 Chapter - 10 Measurement
Std – 6 Chapter - 12 Ratio and Proportion
- 4.2 Std – 7 Chapter - 6 Triangle and its Properties
Std – 7 Chapter - 11 Perimeter and Area
- 4.3 Std – 8 Chapter - 12 Power and Exponent
- 4.4 Std – 8 Chapter - 14 Factorization

SUGGESTED ACTIVITIES:

- Draw innovative Lesson Plan in Microteaching, Simulation & Macro teaching in Context to present scenario of Mathematics teaching.
- Prepare list of values, Principles, Maxims of teaching & Classification of general and specific objectives of Mathematics teaching.

REFERENCES :

- Kumar S. (1993). Teaching of Mathematics, New Delhi :Anmol Publication Pvt. Ltd.
- Mottershead, L. (1978). Sources of Mathematical Discovery, Oxford : Basil Black Wall
- Pandya B.(2007). Teaching of Mathematics, Agra :RadhaPrakashanMandir.
- Rao N.M. (2007). A Manual of Mathematics Laboratory, New Delhi : Neelkamal Publication .
- Packiam, S.(1983). Teaching of Modern Mathematics : A New Approach , NewDelhi : DoabaPrakashan.
- Shah G.B. (1964). New Dimensions in teaching Mathematics , Baroda : CASE.
- Joshi H.O. (1997). GanitShastraAdhyapan, Ahmedabad :BAOU.
- Joshi P.M., Sejal D. K., Parikh K.O., & Patel N.B. (1988). Ganitna Adhyapanu Parishilan, B.S.Shah Prakashan, Ahmedabad.
- Kothari R.G., Doctor I.H. & Patel V.G. (1996). Ganit Adhyapan Padhdhati, Anand Book Depot.
- Standard 6,7,& 8 Mathematics Textbook, GSSTA, Gandhinagar.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Science and Technology

Total Credit- 4

Internal- 30

External- 70

Object of the course :

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

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

1.1 Introduction to Science and technology: - Meaning, Definition & Concept of Science and technology, Scope of Science and technology

1.2 Importance of teaching of Science and technology, Need of Science and technology subject in Secondary School curriculum

1.3 Value of Science and Technology in modern life

- Utilitarian value - Disciplinary value - Cultural value

1.4 Objectives of technology Science and Technology at secondary level

-Taxonomy of education objectives: general and specific objectives

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

2.1 Lesson planning : Meaning, Characteristics of good lesson planning, Importance, various types of lesson plan.

2.2 Micro Technology: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations. Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining. Prepare a micro lesson planning on basis of above skills.

2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages.

-Prepare a simulation planning.

2.4 Stray Lesson: Meaning, concept, importance. – Prepare a stray lesson planning.

Unit- 3

Physics

Std. - 6

Ch. 10 – Motion and Measurement of Distances.

Ch. 11 – Light shadows and reflections.

Ch. 12 – Electricity and circuit.

Ch. 13 – Fun with magnet.

Std. – 7

Ch. 13 – Motion and time.

Ch. 14 – Electric current and it's effect.

Ch. 15 – Light.

Chemistry

Std. - 6

Ch. 2 – Components of food.

Std. – 7: Ch. 4 – Heat.,

Ch. 5 – Acid Base and Salt.

Ch. 6 – Physical and chemical changes.

Biology

Std. 6

Ch. 8 – Body movement.

Ch. 9 – The living organisms and their surroundings.

Ch. 16 – Garbage in Garbage out.

Std. – 7

Ch. 10 – Respiration in organisms.

Ch. 11 – Transportation in Animal and Plants.

Ch. 12 – Reproduction in plant.

Ch. 18 – Wastewater story.

Unit -4

Std. – 8

Physics

Ch. 13 – Sound.

Ch. 14 – Chemical of electric Current.

Ch. 15 – Some Natural Phenomena.

Ch. 16 – Light.

Ch. 17 – Star and the Solar System.

Chemistry

- Ch. 3 – Synthetic Fibres and Plastics.
- Ch. 4 – Materials Metals and Non-metals.
- Ch. 5 – Coal and Petroleum.
- Ch. 6 – Combustion and Flame.

Biology

- Ch. 8 – cell structure and function.
- Ch. 9 – Reproduction in Animals.
- Ch. 10 – Reaching the Age of Adolescence.

Suggested Activity:

- Prepare a sample lesson plan with project method.

Suggested Readings:

- ધોરણ :6 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- ધોરણ :7 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- ધોરણ :8 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- જોષી, હરિપ્રસાદ ઓ અને અન્ય વિજ્ઞાન અધ્યાપન નું પરિશીલન, બીશાહ પ્રકાશન .એસ ., અમદાવાદ
- અને અન્ય વિજ્ઞાન શિક્ષણ પદ્ધતિ , અનડા પ્રકાશન, અમદાવાદ વિજ્ઞાન અને ટેકનોલોજી નું અભિનવ અધ્યાપન , નિરવ પ્રકાશન, અમદાવાદ
- જાદવ, શવિલ, વિજ્ઞાન અને ટેકનોલોજી નું આધ્યાપન આગ્રા: અગ્રવાલ પબ્લિકેશન
- Sood, J.K. Teaching of Science, Agrawal Publications, Agra
- BhatnagarA.B. Teaching of Science, VinodPustakMandir, Agra

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

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

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

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

Unit-3 Content (1) Std-11.

- 3.1 Lesson-2 Fundamental concept & Terminologies
- 3.2 Lesson-3 Demand.

- 3.3 Lesson-4 Supply
- 3.4 Lesson-5 Cost of Production and Concepts of Revenue.

Unit-4 Content (1) Std-12.

- 4.1 Lesson-1 Diagram and Graph in Economics
- 4.2 Lesson-2 Indicators of growth & development.
- 4.3 Lesson-3 Money & Inflation
- 4.4 Lesson-4 Banking & Monetary Policy

Suggested Activity:

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

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- પટેલ ઘનશ્યામ બી તથા અન્ય અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ નવદીપગૃહ
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ ગુજ.યુનિ.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીયઅર્થશાસ્ત્રબી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Organization of Commerce and Management

Total Credit- 4

Internal – 30

External – 70

Objectives of the course :

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

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

UNIT – 1 UNDERSTANDING DISCIPLINE

- 1.1 Trade and commerce : meaning, concept, auxiliary activities of commerce, difference between trade and commerce.
- 1.2 Scope of commerce, aims of commerce
- 1.3 Objectives and importance of elements of commerce at higher secondary level
- 1.4 General and specific objectives of o.c.m. and expected behavioral change.

Unit – 2 std 11

- 2.1 chapter 1- nature, purpose and scope of business
- 2.2 chapter 2- business services-1
- 2.3 chapter 3- business services-2
- 2.4 chapter 4- public sector , private sector , global enterprises

Unit -3 std 12

- 3.1 chapter 1 – nature and significance of management
- 3.2 chapter 2 – principles of management
- 3.3 chapter 11 – consumer protection
- 3.4 chapter 12 – business environment

UNIT – 4 LESSON PLANNING

- 4.1 micro teaching: meaning, concept, importance, steps, merits and demerits.
- 4.2 skill of micro teaching: meaning, components and lesson planning
-skill of set induction - skill of black board work

- skill of fluency in questioning -skill of illustration
- 4.3 simulation: meaning, importance, merits and demerits, components and lesson planning- comparative method -demonstration method
-lecture method
(meaning, steps, merits and demerits, role of teacher for its effective use)
- 4.4 stray lesson: meaning, importance, merits and demerits, components and lesson planning

Suggested Activity

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

Suggested Readings :

- Khan. M S., Commerce education , New Delhi, Sterling Publication (p) ltd.
- Sharif khan ,Mohd., The teaching of commerce New Delhi , Sterling publication (p) ltd.
- Teaching of commerce, SeemaRao, AnomlPublication , 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.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Accountancy

Total Credit- 4

Internal- 30

External-70

Objectives of the course :

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

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

Unit-1 UNDERSTANDING DISCIPLINE

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

Unit -2 LESSONPLANING

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

- 2.4 Stray Lesson : Meaning, Importance merits and demerits, Components and lesson planning.

UNIT -3 STD : 11 –Concept and Computation

- | | | | |
|-----|----------|------------|--------------------------------|
| 3.1 | (Part-1) | Chapter-1 | Accounting and its terminology |
| 3.2 | (Part-1) | Chapter-6 | Cash Book and its Types |
| 3.3 | (Part-2) | Chapter-2 | Depreciation Accounts |
| 3.4 | (Part-2) | Chapter-11 | Accounting and Computer |

UNIT-4 STD : 12 – Concept and Computation

- | | | | |
|-----|----------|-----------|-------------------------------|
| 4.1 | (Part-1) | Chapter-2 | Final Accounts of Partnership |
| 4.2 | (Part-1) | Chapter-3 | Valuation of Goodwill |
| 4.3 | (Part-2) | Chapter-1 | Accounting for share capital |
| 4.4 | (Part-2) | Chapter-5 | Accounting Ratio and Analysis |

Suggested Activity :

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

Suggested Readings :

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

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Psychology

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 Modern Concept of Psychology
- To know the aims and objectives of teaching Psychology.
- To acquaint him with various techniques and methods of teaching Psychology subject.
- To understand the scope of Psychology, A good Text Book of Psychology and different techniques and methods of the teaching of Psychology subject.
- To train the students in lesson planning.

Unit-1 Modern Concept of Psychology

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

Unit-2 Lesson Planning and Methods and Techniques

- 2.1 Micro teaching: meaning, concept, Importance, steps
- 2.2 Skill of Micro teaching: meaning, components and lesson planning
 - Set induction
 - Explanation
 - Fluency in questioning
 - Illustration
- 2.3 Simulation: meaning, Importance, merits and demerits, components and lesson planning
 - Lecture Method
 - Demonstration Method
 - Inductive Method
 - Deductive Method

[Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.]
- 2.4 Stray Lesson: meaning, Importance, merits and demerits, components and lesson planning

Unit -3 Psychological Concept

- 3.1 Mental process, Cognitive Process
- 3.2 Experience, Behaviour

- 3.3 Nervous system, Limbic System
- 3.4 Chromosomes, Hallucinogens

Unit -4 STD-11

- 4.1 Chapter-6 Memory and Forgetting
- 4.2 Chapter-7 Language and Communication
- 4.3 Chapter-8 Personality
- 4.4 Chapter-9 Motivation and Emotion

Suggested Activity

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

Suggested Readings

- Anastadi, A., (1982).**Psychological Testing**, New York; Macmillan
- Cox Tom, (1978).**Strees London**, The McMillan Press Ltd.
- Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York;McGraw Hill Book Co.
- Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to Behavioural Science**, (4th Edition), New York; John Wiley & Sons Inc.
- Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology**, New York; Harcourt Brace Hovanoboich Inc.
- Morgan, C. T., (1975).**A Brief Introduction to Psychology**, New York; John WilePublication
- Panchal, D.& Others (2016) Psychology Standard XI. Gujarat State School Textbook Board,Gandhinagar.
- Sahakin, W. S. (1975).**History and Systems of Psychology**, New York; John Wiley and Sons

Shri Govind Guru University

Government Polytechnic Campus,
Gadukpur, Godhra,
Dist. Panchmahals, Gujarat - 389001.

(SEM-II)

Academic Year 2018–20 Onwards

B.Ed. Semester-II
Semester –II (Core Paper)

Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BEDOC 201	Knowledge and Curriculum	4	4	3	30	70	100
BEDOC 202	Learning and Teaching	4	4	3	30	70	100

Curriculum and Pedagogic Study

BEDOCP 202	Assessment of Learning	4	4	3	30	70	100
Enhancing Professional Capacity (EPC)							

EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam.

BEDO EPC-202	Drama And Art In Education	2	2	2	50	--	50
Pedagogy of School Subject (Any two from given group)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED0M 201	Gujarati	4	4	3	30	70	100
BED0M 202	Hindi	4	4	3	30	70	100
BED0M 203	English (LL)	4	4	3	30	70	100
BED0M 204	Sanskrit	4	4	3	30	70	100
BED0M 205	Social Science	4	4	3	30	70	100

BED0M 206	Mathematics	4	4	3	30	70	100
BED0M 207	Science and Technology	4	4	3	30	70	100
BED0M 208	Economics	4	4	3	30	70	100
BED0M 209	Org. of Com. & Management	4	4	3	30	70	100
BED0M 210	Accountancy	4	4	3	30	70	100
BED0M 211	Psychology	4	4	3	30	70	100

B. Ed. - SEMESTR - II

Practical Work

Sr. No	Practical Work	Credit	Internal	External	Total
1	Block Teaching (10- Lessons + 10- Observation)	4	100	--	100
2	Blue Print (One in Each method)	2	50	--	50
3	Action Research	2	50	--	50
4	A Study of TET / TAT Exam Test Paper.....	1	25	--	25
5	Seminar/Workshop/Project Work	1	25	--	25
Total		10	250	--	250

Guidelines for the practical work

1. **Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
2. **Blue print:** In each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
3. **Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)

4. **A Study of TET / TAT Exam Test Paper:** A Study of previous 5 TET / TAT Exam Test Papers and prepare objectives type test the format of this exam in the present time.
5. **Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-2

Knowledge and Curriculum

Total Credit- 4

External – 70

Internal - 30

Objectives of the Course :

After going through the course the teacher trainee will be able to...

1. Get information about meaning, concept, characteristics, types and sources of knowledge.
2. appraise the concept of Modernization, Multiculturalism and Democratic Education.
3. acquaint with the culture and modernity, individualism, nationalism and universalism.
4. understand the concept of hidden curriculum and analyze various curriculum framework
5. explain the meaning, foundations, types and determinants of curriculum.
6. get information about importance, principle sand steps of curriculum construction.
7. acquire conceptual understanding of curriculum development and evaluation.

Unit-1 Epistemological bases of Education

- 1.1 Knowledge: Meaning, Definition, concept and characteristics
- 1.2 Differences among Skill, Information, Knowledge, Wisdom
- 1.3 Types of knowledge: Tacit Knowledge and Explicit Knowledge
- 1.4 Source of knowledge: Educational, Situational, Conceptual and Strategic Sources

Unit-2 Social and Cultural context of Education

- 2.1 Modes of education : face to face, open & distance learning, e-learning
- 2.2 Concept of Society and Culture, Its influences in recent education system.
- 2.3 Education in multi-cultural society with reference to values like equality,

social justice and individual differences.

- 2.4 Tagore and Kirshnamurti: concept of individualism, nationalism, and universalism with reference to education.

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Definition, Importance and Difference between syllabus and curriculum
- 3.2 Hidden Curriculum : meaning, concept, merits & demerits
- 3.3 Philosophical, Psychological and Sociological Foundations of Curriculum
- 3.4 Role of Government and Society in Construction of Curriculum

Unit-4 Curriculum Development and Evaluation

- 4.1 Curriculum Development : concept, importance and steps
- 4.2 Obstacles in developing ideal curriculum
- 4.3 Hilda Taba Model of curriculum development
- 4.4 Curriculum evaluation : Meaning, Need and Methods

Suggested Activity

- Select one social issue and prepare small curriculum module for its suggested solutions.

Suggested Readings:

- Allan, C. et al., (1993). Curriculum Foundations, Principles and Issues. Allyn and Bacon, London.
- Ballantine, H.J. (1983). The Sociology of Education - A Systematic Analysis. Prentice-Hall, Inc., New Jersey.
- Benjamin S. Bloom, (1956). Taxonomy of Educational Objectives. Handbook-I, Cognitive domain. New York: Mckay.
- Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum Construction. Kanishka Publishing House, Delhi.
- Bhatt B.D., (1996). Curriculum Reform Change and Continuity. Kanishka Publications, New Delhi.
- Bruner, J.S. et al., (1965). A study of Thinking. New York. John Wiley.
- Chandra S.S. and Sharma, R.K., (2004). Sociology of Education. Atlantic publishers and distributors, New Delhi.
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- NR Swarup Sexsena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- Pandey, M. (2000). Principles of Curriculum Development. New Delhi : Rajput Publication.
- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers Ludhiana.
- SK Murty: Essentials of Curriculum development. Allied Book Center Hyderabad.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-2

Learning and Teaching

Total Credit-4

Internal-30

External-70

Objectives of the course:

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

1. To become aware of different context of learning and situate schools as special environment for learning;
2. To reflect on their own implicit understanding of the nature and kinds of learning;
3. Gain an understanding of different theoretical perspective on learning with a focus on cognitive views of learning as well as socio-constructivist theories;
4. Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
5. To get introduction and understanding of teaching models.
6. To Prepare questions for competitive exams from given course.

Unit-1 Learning

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

Unit-2 Learning theories and behavior changes

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

Unit-3 Teaching and Instructional Technology

- 3.1 Concept and nature of teaching and Teaching as a profession.
- 3.2 Maxims of teaching
- 3.3 Ned Flanders classroom interaction analysis
- 3.4 Educational Technology : Meaning form, Scope

Unit-4 Teaching Models and Teaching Aids

- 4.1 Models of Teaching : Meaning, Concept, Uses in routine teaching

- 4.2 Concept Attainment Model; Meaning, steps, merits and demerits
- 4.3 Inquiry Training Model; Meaning, steps, merits and demerits
- 4.4 Teaching Aids- Printed, Broadcast and Digital

Suggested Activities:

- Prepare lesson plan of your main school subject with the help of any one teaching model.
- Prepare any one computer program for self learning
- Seminar, Workshop active participation of the student in any one from the above.

References :

- Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S S, Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner, Educational Psychology, P H I Learning Pvt. Ltd- New Delhi 2012
- Dandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd- New Delhi, 2000
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House Ltd. New Delhi 2008
- Hodder and Stoughton Bernard, H.W., Psychology of Learning and Teaching, New York; McGraw Hill 1954
- Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers
- Kundu, C. L., and Tutoon, D. N. Educational Psychology New Delhi; Sterling Publishers 1985
- Lampert, M. Teaching problems and the problems of teaching. New Haven : Yale University Press, 2001
- Schon, D : Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.

Gujarati References :

- શુક્લ, સતીશપ્રકાશ અભ્યાપન અને અધ્યયનનાં અધિનિયમો અને પ્રયુક્તિઓ આગ્રા: અગ્રવાલ પબ્લિકેશન્સ. ૨૦૧૧
- દેસાઈ, કે.જી. શૈક્ષણિક મનોવિજ્ઞાન, અમદાવાદ, જયભારત પ્રકાશન
- દોંગા, એન.એલ, અધ્યાપન મનોવિજ્ઞાન, રાજકોટ: નિજજન સાયકો સેન્ટર
- શાહ ગુણવંત, શૈક્ષણિક મનોવિજ્ઞાન, અમદાવાદ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Assessment of Learning

Total Credit - 4

Internal - 30

External - 70

Objectives of course :

After going through the course the teacher will be able to :-

- Understand the nature of assessment and its role in teaching learning process.
- Critically analyze the Role of assessment at different domains of learning.
- The students will be aware to about examinations. conducted with electronic media.
- Develop the skill of construction of testing tools.
- Understand, analyze, manage and implement assessment data.
- Examine different trends and issues in assessment.
- To emerging trends of evaluation and suggest solution for examination problems.

Unit - 1 Measurement and Evaluation :-

- 1.1 Measurement : meaning, Definitions, importance and types.
- 1.2 Evaluation : meaning, definitions, characteristics and importance.
- 1.3 Steps of evaluation, evaluation triangle and difference between measurement and evaluation
- 1.4 Principles and types of evaluation.

Unit - 2 Assessment trends :-

- 2.1 Present examination system, issues and suggestion, examination improvement and suggested by NEGER.
- 2.1 Online evaluation meaning - merits and demerits.
- 2.3 Open book examination meaning - merits and demerits.
- 2.4 Continues and comprehensive evaluation and its importance and In relation to school level formative and summative evaluation.

Unit - 3 Tools of Evaluation :-

- 3.1 Rating scale check list observation and Diagnostic test - meaning, important and steps,
- 3.2 Design of evaluation for co-scholastic activities in school level.

- 3.3 Characteristics of a standardized test, validity, reliability, objectivity and usability.
- 3.4 Techniques of assessment : use of projects, assignments, work sheets, practical work, performance based activities, seminars and reports as assessment devices.

Unit - 4 Analysis of Assessment : -

- 4.1 Measurement of central tendency - mean, median and mode with computation.
- 4.2 Measurement of variability - range, mean deviation, standard deviation and quartile deviation with computation and interpretation.
- 4.3 Percentile and percentile rank with computation - Interpretation of percentage rank, understand of grading system in present statement of marksheet in the school level.
- 4.4 Concept of co-relation and calculation of Spearman's Rank Difference method. Role of feedback in improving learning and learners development.

Suggested Activity : -

- Construction and standardized of an achievement test with the help of blue print.
- Interpret class result with the help of statistics and make graphical presentation of it.
- To make graphical presentation of raw score and percentile rank.

Suggested Readings : -

Through one of students progress reports, result.

- Aggarwal, Y. P. (1989) : Statistical Methods. Concepts Application & Computation, New Delhi : Sterling Publishers.
- Anastasi, A. (1983) : Psychological Testing, 6th Ed. New York, The Macmillan co. 6th Edition.
- Asthana Bipin (2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
- Ebel, L.R. and Frisbie, D. A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H. E. (1973) : Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.
- GOI (2009) The right of children to Free and Compulsory Education Act (2009) Retrieved from <http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf>.
- GOI (2011) Sarva Shiksha abhiyan - Framework for implementation based on the right of children to free and compulsory Education Act, 2009. GOI Retrieved from http://www.upefa.com/upefaweb/admin/myuploads/SSA_work_revised_9.6.2011.pdf.

- Kubiszyn, Tom and Borich Gary (1993) Education Testing and Measurement. Harper Collins college publishers.
- Patel, R. S. (2015) Statistical Methods in Education. Jay Publication, Ahmedabad.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and assessment, Mc Graw hill Education (India) Private limited.
- Sharma, R. A. (2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L. and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R. L., & Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Drama and Art in Education

Total Credit- 2

Internal - 50

External - 00

Objectives:-

The Trainee teachers will be able ...

- To Know Meaning, Concept and types of art.
- To develop skills of learning and teaching through art.
- To understand relationship between hand, heart and head by medium of Art.
- To be aware with regional dances.
- To get the introduction of Some Artists.
- To use drama and art in overall development.
- To develop artistic sense.
- To become Creative and mindful teacher.

Unit-1 Performing Arts and Education

- 1.1 Performing Arts : Meaning, Concept and types
- 1.2 Drama and its types
- 1.3 Drama: In the context of learning-teaching and social activities
- 1.4 Dances of Gujarat

Unit-2 Visual Arts and Education

- 2.1 Visual Arts : Meaning, Concept and types
- 2.2 Drawing and painting: Meaning and types
- 2.3 Usage of Sculpture and Architecture in education
- 2.4 Photography, Rangoli and Handicraft : Meaning, types and importance

Unit-3 Introduction of Artists

- 3.1 Dramatists : Bharat Muni, Jayshankar Sundari
- 3.2 Singer and Musician : Lata Mangeshkar, AvinashVyas
- 3.3 Painters: Raja Ravi Varma, Ravishankar Raval
- 3.4 Dancers: Birjumaharaj, Mrunalini Sarabhai

Unit-4 Usage of art in classroom education and real life

- 4.1 Use of music in classroom
- 4.2 Importance of various arts in classroom education
- 4.3 Indian Culture and art
- 4.4 Drama and art in education : helpful in understanding self

Activities:-

- To celebrate various Festivals with arts.
- To prepare a report by visiting any one place in the context of Sculpture and Architecture.
- To enjoy regional folk songs and folk dances.
- To draw picture regarding syllabus.
- To organize workshop on handicraft.
- To prepare a report by visiting any one art institution.
- To present various arts for self- pleasure.

References:-

- Armstrong, m.(1980). The practice of art and the growth of understanding In closely observed children: the diary of primary classroom.(pp. 131-170)writers and readers
- Davis, J.H. (2008). Why pour schools needs the arts. New York: teachers college press.
- Prasad D (1998). Art as basis of education. New Delhi :National book Trust
- Gupta S.P. (2002). Elements of Indian art. New Delhi :D.K. Printworld(P) Ltd.
- Heathcote, D. & Bolton G. (1994). Drama for learning: Dorothy heathcote's mantle of the expert approach to education. Portsmouth. NH :Heinemann
- Sharma L.S. (2002). A brief history of Indian painting. Meerut: Goel publishing House.
- NCERT (2006). Position paper: national focus group on Arts, Music, Dance and Theatre. New Delhi:NCERT
- જાદવ જોરાવરસિંહ(2011). ગુજરાતના લોકઉત્સવો. અમદાવાદ: ગુર્જર ગ્રંથ રત્ન કાર્યાલય.
- પરમાર જયમલ્લ. આપણી લોકસંસ્કૃતિ. રાજકોટ: પ્રવીણ પ્રકાશન.
- પરમાર જયમલ્લ. આપણાં રાસ-ગરબા. રાજકોટ: પ્રવીણ પ્રકાશન.
- પરમાર જયમલ્લ(2010). આપણાં લોકગીતો. રાજકોટ: પ્રવીણ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Gujarati

Total Credit- 4

Internal - 30

External - 70

હેતુઓ :-

પ્રશિક્ષણાર્થીઓ...

૧. માતૃભાષાના વ્યાકરણના કેટલાંક અંગોનું પુનરાવર્તન-દઢીકરણ કરે.
૨. માતૃભાષાનું શિક્ષણ અને જીવનમાં મહત્ત્વ સમજે.
૩. શૈક્ષણિક સાધનોથી માહિતગાર થાય.
૪. માતૃભાષા અધ્યાપન પદ્ધતિઓ કેળવે.
૫. માતૃભાષા અધ્યાપનના વિવિધ પાઠ આયોજન શીખે.
૬. માતૃભાષાનું ગૌરવ ટકાવવા પ્રયત્નરત રહે.
૭. માતૃભાષાના શિક્ષકની સજ્જતાથી પરિચિત થાય.
૮. માતૃભાષા અધ્યાપનમાં મૂલ્યાંકન જાણે.
૯. માતૃભાષા અને માતૃભાષા અધ્યાપન પર પ્રભુત્વ પ્રાપ્ત કરે.

એકમ:૧ વ્યાકરણ

- ૧.૧ વાક્ય : અર્થ અને પ્રકારો (વિધાન,નિષેધ, આજ્ઞા, પ્રશ્નાર્થ,ઉન્દગાર)
- ૧.૨ વિશેષણ અને ક્રિયાવિશેષણ : અર્થ અને પ્રકારો
- ૧.૩ વિરામચિહ્નો અને સંયોજક : અર્થ અને પ્રકારો
- ૧.૪ રૂઢિપ્રયોગ(વાક્યપ્રયોગ) અને કહેવત

એકમ:૨ માતૃભાષાનાં કૌશલ્યો (સંકલ્પના,મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ)

- ૨.૧ શ્રવણ કૌશલ્ય
- ૨.૨ વાચન કૌશલ્ય : (મુખવાચન અને મૂકવાચન)
- ૨.૩ કથન કૌશલ્ય
- ૨.૪ લેખન કૌશલ્ય: લેખન કૌશલ્યના આધારસ્તંભો

એકમ:૩ શૈક્ષણિક સાધન,અધ્યાપન પદ્ધતિ અને મૂલ્યાંકન (અર્થ, પ્રકાર, વિશેષતા, મર્યાદા, માતૃભાષા અધ્યાપનમાં વિનિયોગ)

- ૩.૧ શૈક્ષણિક સાધન

- ૩.૨ પદ્ધતિ : વ્યાખ્યાન પદ્ધતિ, પ્રશ્નોત્તર પદ્ધતિ, આગમન નિગમન પદ્ધતિ
- ૩.૩ પદ્ધતિ : નાટ્યીકરણ પદ્ધતિ, જૂથચર્ચા પદ્ધતિ, સ્વાધ્યાય પદ્ધતિ
- ૩.૪ મૂલ્યાંકન : અર્થ, પ્રકાર અને બ્લ્યુપ્રિન્ટની સમજ

એકમ:૪ માતૃભાષા અધ્યાપનનું આયોજન

- ૪.૧ માતૃભાષા અધ્યાપનનું આયોજન : અર્થ અને મહત્ત્વ
- ૪.૨ ગદ્ય શિક્ષણ: હેતુઓ, સોપાનો, આયોજન, સમસ્યાઓ, ધ્યાનમાં રાખવાની બાબતો, પાઠ આયોજન
- ૪.૩ પદ્ય શિક્ષણ : હેતુઓ, સમસ્યાઓ, અસરકારક કાવ્ય શિક્ષણ(શિક્ષક સજ્જતા), પદ્ય શિક્ષણ અને ગદ્ય શિક્ષણ વચ્ચે તફાવત, પાઠ આયોજન
- ૪.૪ વ્યાકરણ શિક્ષણ : અર્થ અને મહત્ત્વ, ઉપેક્ષાનાં કારણો અને ઉપાયો, પાઠ આયોજન

પ્રવૃત્તિઓ:-

૧. ગુજરાતી વિષયના ધોરણ-૬ થી ધોરણ-૧૨ની કોઈ એક કૃતિનું સ્ક્રિપ્ટ લેખન કરે.
૨. ગુજરાતી વિષયના ધોરણ-૬ થી ધોરણ-૧૨ના પાઠ્યપુસ્તકમાં આવતા કોઈ એક કવિ કે લેખકના જીવન-કવન વિશે માહિતી તૈયાર કરી, તેમની કોઈ એક કૃતિની સમીક્ષા કરવી.

સંદર્ભો:-

- ત્રિવેદી અને અન્ય. ભાષાશિક્ષણની પ્રક્રિયા. અમદાવાદ: રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
- દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
- દેસાઈ ધનવંત. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
- પટેલ મોતીભાઈ અને અન્ય. ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
- બધેકા, ગીજુભાઈ. પ્રાથમિક સ્તરમાં ભાષાશિક્ષણ. અમદાવાદ: એ. આર. શેઠની કંપની.
- રાવલ નટુભાઈ. ગુજરાતી વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

हिन्दी

कुल क्रेडिट -०४

आंतरिक -30

बाह्य -70

उद्देश्य : प्र शक्षणार्थी

१. व्याकरण वषयक ज्ञान प्राप्त करें ।
२. व्याकरण ओर रचना शक्षा का महत्व समझे ।
३. हिन्दी भाषा शक्षा के पाठ आयोजन तैयार करे ।
४. भाषा शक्षा के सद्धांत सूत्रों की जानकारी प्राप्त ।
५. हिन्दी भाषा की शक्षण पद्धतिओं का ज्ञान प्राप्त करे ।
६. हिन्दी भाषा शक्षा के मूल्यांकन को समझे ।
७. ब्लू प्रंट एवं प्रश्नरचना सीखे ।

इकाई - १ (एक)परीक्षण एवंमूल्यांकन

- १.१ मूल्यांकन का अर्थ ,महत्व एवं वशेषताएँ
- १.२ निदानात्मक परिक्षण एवं उपचारात्मक शक्षण
- १.३ ब्लू प्रंट का अर्थ ,महत्व ,त्रिपरिमाण दर्शक कोष्टक रचना
- १.४ आदर्श प्रश्नपत्र के लक्षण और प्रश्नपत्र की संरचना ।

इकाई - २ (दो) उद्देश्य, सद्धांत सूत्र एवं कौशल्य

- २.१ गद्य - पद्य व्याकरण और रचना शक्षा के उद्देश्यऔर उसकी पाठ योजना ।
- २.२ भाषा शक्षा के सद्धांत सूत्र
- २.३ भाषा कौशल्य : श्रवण ,कथन ,वाचन ,लेखन ,संकल्पना ,महत्व और उसके वकास की प्रयुक्तियाँ
- २.४ हिन्दी भाषा कक्ष और उसके उपकरण ।

इकाई - ३ (तीन) भाषा शक्षा की व धयाँ

- ३.१ प्रत्यक्ष व ध - संकल्पना, महत्व गुण एवं दोष ।
- ३.२ परोक्ष व ध -संकल्पना ,महत्व गुण एवं दोष ।
- ३.३ व्याख्यान व ध -संकल्पना ,महत्व गुण एवं दोष ।
- ३.४ आगमन - निगमन व ध -संकल्पना ,महत्व गुण एवं दोष ।

इकाई - ४ (चार) वषयवस्तु

- ४.१ उपसर्ग तथा प्रत्यय की परिभाषा एवं प्रकार ।
- ४.२ सं ध की परिभाषा और प्रकार ।
- ४.३ वाक्य रचना के प्रकार (अर्थ और रचना के आधार पर) ।

४.४ समास और भेद ।

प्रवृत्ति

१. हिन्दी भाषा का प्रश्नपत्र तैयार करना ।
२. गुजरात राज्य के हिन्दी साहित्यकारों की सूची तैयार करे ।

संदर्भ ग्रंथ :

१. पाण्डेय, रामशकल ,हिन्दी शक्षण , वनोद पुस्तक मंदिर, आगरा
२. सफाया, रघुनाथ ,हिन्दी शक्षण व ध ,पंजाब कताब घर, जालन्धर
३. गुरु ,कामताप्रसाद ,हिन्दी व्याकरण, वाणी प्रकाशन, नईदिल्ली
४. शुकल ,रामचंद्र ,हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा, बनारस
५. पटेल,पुरुषोत्तम प,हिन्दी व्याकरण ओर रचना ,ज्योतिप्रकाशन, अहमदावाद

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

English (L.L.)

Total Credit-4

External-70

Internal-30

Objectives of the Course:

After going through the course, the teacher trainee will be able...

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

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

Unit Lesson Plan : Concept, steps, importance, characteristics of an ideal unit plan, model of unit lesson plan.

- 1.1 Blueprint : Concept, importance, three dimensional table of blue-print, preparation of blueprint and an ideal question paper, types of questions and test items.
- 1.2 Use of Modern Gadgets like Multimedia projector, interactive white board, computer and internet.
- 1.3 Use of Non-projection devices like chalk-boards, pictures, charts, photographs, flannel board.

Unit-2 :Teaching Language skills

Basic Language Skills:

- 2.1 Listening: Meaning, types of listening, importance, sub skills, techniques and activities to develop listening skill of students.
- 2.2 Speaking: Meaning, sub-skills, importance of oral work, techniques of Oral work.
- 2.3 Reading: Meaning, types of reading, methods of teaching reading, sub-skills.
- 2.4 Writing: Meaning, importance, sub-skills, characteristics of good Handwriting, ways of improving handwriting.

Unit-3 :Prose, Poetry, Grammar and Composition

- 3.1 Teaching of Prose (including vocabulary)
- 3.2 Teaching of Poetry
- 3.3 Teaching of Grammar
- 3.4 Teaching of Composition

Unit-4 : Methods, Approaches &Comprehension, Composition and Internship.

- 4.1 Methods &Approaches : meaning, characteristics, principles, merits and demerits (A. Grammar-translation & direct method; B. Structural & situational approach)
- 4.2 Techniques : Questioning, pair work, group work, role play, dramatization, language games, storytelling, discussion.
- 4.3 Reading comprehension and story writing
- 4.4 Informal and formal letters

Suggested Activity:

- Write informal and formal letters & stories.

Suggested Readings:

- Passi B. K.& M. M. Shah, *Microteaching in teacher education* Baroda : Centre of Advanced Study.
- Pathak, K.H., *Teaching English as Second/Foreign Language*, Ahmedabad; Varishen Prakashan.
- Ghanchi D.A., *Teaching of English in India*, Ahmedabad; Sharda Prakashan.
- Lee, W.R., Coppen M., (1964), *Simple Audio Video Aids to Foreign Language Teaching*, London; Oxford University Press.
- Lee W.R., (ed.), *English Language Games and Contents*, Bombay; Oxford University Press.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Sanskrit

Total Credit:4

Internal Marks : 30

External Marks :70

પ્રશિક્ષણાર્થીઓ...

- ❖ સંસ્કૃત વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ કેળવે.
- ❖ સંસ્કૃત ભાષા શિક્ષણના કૌશલ્યો હસ્તગત કરે.
- ❖ સંસ્કૃત શિક્ષણની વિવિધ મૂલ્યાંકન પ્રક્રિયા સમજે.
- ❖ સંસ્કૃત શિક્ષણમાં શૈક્ષણિક સાધનોનો અસરકારક વિનિયોગ કરવાની સમજ કેળવે.
- ❖ સંસ્કૃત શિક્ષણમાં નડતી સમસ્યાઓથી અવગત થઈ તેના ઉકેલ માટે સંશોધનાત્મક વલણ વિકસાવે.

એકમ 1: ભાષા કૌશલ્યો અને આનુષંગિક બાબતો :

- 1.1 શ્રવણ, કથન, વાચન અને લેખન કૌશલ્ય : સંકલ્પના, મહત્વ અને વિકાસ માટેની પ્રવૃત્તિઓ
- 1.2 સંસ્કૃત શિક્ષણમાં ક્રિયાત્મક સંશોધન: અર્થ, મહત્વ અને સોપાનો
- 1.3 સંસ્કૃત ખંડની સજ્જતા અને સાંસ્કૃતિક મૂલ્ય
- 1.4 શૈક્ષણિક સાધનો: સંકલ્પના, મહત્વ અને સંસ્કૃત શિક્ષણમાં તેનો વિનિયોગ

એકમ 2: સંસ્કૃત શિક્ષણમાં મૂલ્યાંકન:

- 2.1 મૂલ્યાંકનનો અર્થ, સંકલ્પના અને મહત્વ
- 2.2 સંસ્કૃતમાં નિદાનાત્મક અને ઉપચારાત્મક શિક્ષણ: સંકલ્પના, મહત્વ
- 2.3 બ્લૂપ્રિન્ટ : અર્થ, મહત્વ, પ્રશ્નસંરચના, ત્રિપરિમાણદર્શક કોષ્ટક અને આદર્શ પ્રશ્નપત્રના લક્ષણો
- 2.4 આદર્શ પાઠ્યપુસ્તકના લક્ષણો : ધોરણ-9 અને ધોરણ-10નાં પાઠ્યપુસ્તકની સમીક્ષા

એકમ 3 : સંસ્કૃત સાહિત્ય :

- 3.1 સંસ્કૃત સાહિત્યકારોનો પરિચય: મહાકવિ વાલ્મીકિ, વ્યાસ અને કાલિદાસ

- 3.2 संस्कृत सुभाषितोनु साहित्यिक महत्व
- 3.3 संस्कृत गद्यांश ग्रहणनी कृतिओ
 - 3.3.1 धोरण 6 : मम वध्यालयः
 - 3.3.2 धोरण 7 : वजानस्य चमत्काराः
- 3.4 संस्कृत पद्यांश ग्रहणनी कृतिओ
 - 3.4.1 धोरण 6 : प्रहे लका
 - 3.4.2 धोरण 7 :वन्दना

अेकम 4 संस्कृत व्याकरण :

- 4.1 नामरुपः इ कारान्त पुल्लिंग, इ-ई कारान्त स्त्री लंग, उ कारान्त पुल्लिंग – स्त्री लंग, ऊ कारान्तस्त्री लंग, ऋ कारान्त पुल्लिंग
- 4.2 सन्धि :संकल्पना अने प्रुकार (स्वर, व्यंजन, वसर्ग)
- 4.3 ह्यस्तन भूतकाल : परस्मैपद, आत्मनेपद - रूपाख्यानः (गण-1,4,6,10)
- 4.4 संख्या वाचक अने संख्यापूरक शब्दो (1 थी 100)

सूचित प्रायोगिक कार्य :

- श्रीमद भगवतगीतानो कोर्षपण अेक अध्याय पसंद करी तेमाथी निष्पन्न थतां शैक्षणिक मूल्यानो अभ्यास करी नोध तैयार करो.
- संस्कृत माध्यममां अभ्यास करावती शैक्षणिक संस्थाओनी यादी तैयार करो.

संदर्भ पुस्तको:

- ✚ Apte, D.G., Teaching of Sanskrit, Padma Publications, Bombay.
- ✚ Apte, V.S., A Guide to Sanskrit Composition, Padma Publications, Bombay.
- ✚ Bokil, V.P. and Parasnis, N.K., A New Approach to Teaching of Sanskrit, Loksangraha Press, Poona.
- ✚ Kale, M.R., A Higher Sanskrit Grammar, Report on the seminar of methods of teaching Sanskrit, M.P., Department of Extension Service, Govt. P.G.B.T. College, Raipur.

- ✚ पाण्डेय,रामशकल,संस्कृत शक्षण, वनोद पुस्तक मन्दिर,आगरा.
- ✚ अङ्गुवाला, सी.के., (1956). संस्कृतनुं अभिनव अध्यापन, भारत प्रकाशन , अमदावाड.
- ✚ अङ्गुवाला, सी.के., (1966). संस्कृतनुं शिक्षकनी हेन्डबुक, भारत प्रकाशन , अमदावाड.
- ✚ ભટ્ટ, વી.એમ.,સંસ્કૃત વાક્યસંરચના, સરસ્વતી પ્રકાશન, અમદાવાદ.
- ✚ શશિકાન્ત અભ્યંકર,સંસ્કૃત અધ્યાપન મંદિર, અનડા બુક ડેપો, અમદાવાદ.
- ✚ નકુમ ગોવિંદભાઇ,સંસ્કૃત વ્યાકરણ વિચાર, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ✚ પટેલ અશોક, (2009). માઈક્રોટીચિંગ, વારિષેણ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Social Science

Total Credit- 04

Internal - 30

External - 70

Objectives of the course:

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

To acquire a conceptual understanding of the nature of Social Science

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

UNIT- 1 Teaching method-

- 1.1 Lecture method : Meaning, definition, merits and demerits, role of teacher for its effective use.
Source method : Meaning, definition, types, merits and demerits, role of teacher for its effective use.
- 1.2 Project method: Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 1.3 Group discussion Method : Meaning, definition, merits and demerits, role of teacher for its effective use.

- 1.4 Natural region method : Meaning, definition, merits and demerits, role of teacher for it effective use.

Unit-2 Teaching – Learning Materials (aids) in Social Science

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

Unit-3 Unit Plan & Blue print

- 3.1 Unit Lesson Plan : Meaning, concept, importance, steps.- Prepare a unit lesson plan.
- 3.2 Difference between unit lesson planning & stray lesson planning.
- 3.3 print – Meaning, Importance, Advantages.
- 3.4 Draw out the question paper according to blue print in Social Science method.

Unit-4 Content Std-9 & Std-10

Std-9	Lesson -4	National Movements in India
Std-9	Lesson -18	Wildlife
Std-10	Lesson- 4	Literary Heritage of India
Std-10	Lesson –	Economic Problems and challenges : Poverty and unemployment

Suggested Activities

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

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani, Publication.

- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
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- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. NewYork: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York:Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.
- Kureshi, Salim and others(2016) Social Sciences. Standard IX. Gandhinagar: Gujarat State School Textbook Board.
- Kureshi, Salim and others(2018) Social Sciences. Standard X. Gandhinagar: Gujarat State School, Textbook Board.
- Mahida Jagdishbhai and others(2011) Ideal Teaching of Social Sciences. Ahmedabad: Varishen, prakashan.
- Patel, Kanubhai and others(2012) Abhinav Teaching of Social Sciences. Ahmedabad: Nirav, Prakashan

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Mathematics

Total credit – 04

Internal – 30

External – 70

Objectives of the course :

To enable the student teacher to..

- Differentiate lesson planning & unit planning in relation to Mathematics teaching.
- Acquire knowledge of teaching methods & techniques of Mathematics teaching.
- Acquire knowledge of continuous and comprehensive evaluation in Mathematics.
- Understand professional efficiencies of Mathematics teacher.
- Acquire knowledge of various types of tests in Mathematics teaching.
- Acquire the knowledge of content of secondary school syllabus of mathematics.

UNIT – I Unit planning & Evaluation in Mathematics teaching

- 1.1 Unit lesson planning : Meaning – Characteristics – Merits – demerits - Developing
- 1.2 continuous and comprehensive evaluation in Mathematics : Meaning & importance
- 1.3 Tests in Mathematics teaching : Teacher made, Standardized, & Diagnostic, Remedial work & Error analysis, Characteristic of good question paper and Blue print
- 1.4 Mathematics teacher : social and professional responsibilities

UNIT – II Various Techniques and Methods in Mathematics teaching

- 2.1 Oral work in Mathematics : Meaning – Merits – Demerits
- 2.2 Assignment Method and Supervised method : Meaning, Nature, Merits & Demerits
- 2.3 Drill work & Review work : Meaning, Nature, Merits & Demerits
- 2.4 Project Method : Meaning – Steps – Merits – Demerits – Application in classrooms

UNIT – III Content

- 3.1 Std – 9 Chapter - 1 Number system
- 3.2 Std – 9 Chapter - 2 Polynomials
- 3.3 Std – 10 Chapter - 5 Arithmetic Progression

UNIT – IV Content

4.1	Std – 9	Chapter - 7 Triangle
4.2	Std – 9	Chapter - 10 Circle
4.3	Std – 10	Chapter - 9 Trigonometry
4.4	Std – 10	Chapter - 15 Statistics

SUGGESTED ACTIVITIES:

- Prepare a project for mathematics teaching.
- Prepare the format or system for continuous and comprehensive evaluation in Mathematics teaching.

REFERENCES:

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- Mottershead, L. (1978). Sources of Mathematical Discovery, Oxford : Basil Black Wall.
- Pandya B.(2007). Teaching of Mathematics, Agra : Radha Prakashan Mandir.
- Rao N.M. (2007). A Manual of Mathematics Laboratory, New Delhi : Neelkamal Publication .
- Packiam, S.(1983). Teaching of Modern Mathematics : A New Approach , NewDelhi : Doaba Prakashan.
- Shah G.B. (1964). New Dimensions in teaching Mathematics , Baroda : CASE.
- Joshi H.O. (1997). Ganit Shastra Adhyapan, Ahmedabad : BAOU.
- Joshi P.M., Sejal D.K., Parikh K.O., & Patel N.B.(1988). Ganitna Adhyapannu Parishilan, B.S.Shah Prakashan, Ahmedabad.
- Kothari R.G., Doctor I.H. & Patel V.G. (1996). Ganit Adhyapan Padhdhati, Anand Book Depot.
- Standard 9 & 10 Mathematics Textbook, GSSTA, Gandhinagar.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Science and Technology

Total Credit -4

Internal - 30

External -70

Objective of the Course:

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

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

Unit-1 Approaches of Science Teaching and Learning

- 1.1 Type of Approaches for the Presentation of Syllabus Historical, Logical, Inquiry, Problem Solving, Co-central etc...
- 1.2 Concept of Project Based Teaching Approaches
- 1.3 Inquiry - A way of the Scientist Method for Science Search
- Way of the student for science learn
- 1.4 Various a Scientist at Science work - Modern Man and his Special Traits

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

- 2.1 Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & steay lesson planning.
- 2.3 Blueprint- Meaning, Importance, Advantages, Evaluations of Science
(Continues and Comprehensive Evaluation)
- 2.4 Draw out the question paper according to blue print in Science and Technology method.

Unit-3 Method of Teaching of Science and Technology.

- 3.1 Project Method-Meaning, concept, principles, steps, type of project , merits & Demerits.
-Demonstration method- Meaning, merits & Demerits, use of Demonstration method in classroom teaching of Science and Technology.

- 3.2 Experimental method – Meaning, concept, importance, advantages, limitations, use of experimental method in classroom teaching of Science and Technology.
- 3.3 Problem Solving method – Meaning, steps, importance, merits & Demerits.
- Group Discussion method – Meaning, Advantages & Disadvantages , importance, Role of a teacher in group discussion method.
- 3.4 Inductive- Deductive method – meaning, merits & Demerits, effective use of inductive – deductive method in classroom teaching of Science and Technology.

Unit-4 Content

4.1 Content (1) Std-9.

Lesson-10	Gravitation.
Lesson-04	Structure of the Atom.
Lesson-03	Atoms and Molecules.
Lesson-05	The Fundamental unit of life.

4.2 Content (2) Std-10.

Lesson-03	Metal and Nonmetals
Lesson-08	How to organism Reproduce
Lesson-09	Heredity and Evolution
Lesson-10	Light Reflection and Refraction

Suggested Activity:

Prepare a sample Lesson plan with help of project method.

Suggested Readings :

- ધોરણ-૯ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર, ગુ.રા.શા.પા.પુ. મંડળ.
- ધોરણ-૧૦ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર, ગુ.રા.શા.પા.પુ. મંડળ.
- જોષી, હરિપ્રસાદ ઓ. અને અન્ય વિજ્ઞાન અધ્યાપન નું પરિશીલન ,– બી.એસ.શાહ પ્રકાશન અમદાવાદ.
- વિજ્ઞાન શિક્ષણ પદ્ધતિ, –અનડા પ્રકાશન અમદાવાદ.
- વિજ્ઞાન અને ટેકનોલોજીનું અભિનવ અધ્યાપન –નિરવ પ્રકાશન અમદાવાદ.
- પટેલ પી. અને અન્ય – વિજ્ઞાનનું આદર્શ અધ્યાપન , વારિષેષ પ્રકાશન. અમદાવાદ.
- જાદવ – વિજ્ઞાન અને ટેકનોલોજીનું અધ્યાપન , આગ્રા. અગ્રવાલ પબ્લિકેશન.
- Sood, J.K. Teaching of Science , Agrawal Publications, Agra.
- Bhatnagar A.B. , Teaching of science , vinod pustak mandir, Agra.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

Unit-1 General Principles & Maxims of Teaching Economics

- 1.1 Importance of Principle of teaching Economics :
- 1.2 Principles of teaching of Economics.(Activity, Motivation, Linking With Life, Definite Aim, Planning, Interest, Individual Differences)
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Economics teaching.- Proceed from simple to complex, proceed from known to unknown proceed from particular to General, proceed from concrete to Abstract proceed from Experienced to Intellectual

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

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

Unit-3 : Method of Teaching of Economics

- 3.1 Project Method – Meaning, concept, principles, steps, merits &demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of economics.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, limitations, use of source method in classroom teaching of economics.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.

-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.

3.4 Inductive – deductive method – Meaning, Merits & Demerits, Combination of deductive & Inductive Method, Effective use of inductive – deductive method in classroom teaching of economics.

Unit-4 : Content

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

Suggested Activity:

Market Survey, Market Study

- **Organizing Student “Bank” in the School (With Permission) Reference:**
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- A.M.A. ‘Teaching of Economics in Secondary School’, New Delhi, Continental BookCo.
- K.G. Lumsend. 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 નવદીપગૃહ
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ ગુજ.યુનિ.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીયઅર્થશાસ્ત્રબી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Organization of Commerce and Management

Credit -04

Internal – 30

External – 70

Objectives of the course:

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

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

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

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

UNIT -2 STD 11 & 12 CHAPTER

- 2.1 STD 11- CHAPTER –4 COMMUNICATION, ECOMMORCE AND OUT SOURCING
- 2.2 STD 11 –CHAPTER – 8 SOURCE OF BUSINESS FINANCE
- 2.3 STD 12 – CHAPTER – 4 ORGANIZING
- 2.4 STD 12- CHAPTER – 8 FINANCIAL MANAGEMENT

UNIT -3 EVALUATIONS

- 3.1 Evaluation: Meaning, Concept, objective, importance
- 3.2 Difference between measurement and evaluation
- 3.3 Evaluation Tools (Rating Scale, Check List, Questionnaire, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 3.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT -4 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

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

Suggested Activity:

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

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Mohd. Sharifkhan, The Teaching of Commerce, Sterling Publication (P) Ltd.
- Khan, M.S., Commerce Education, Sterling Publication (P) Ltd., New Delhi
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ĘuMkkR yLku yLP, (1984). yÇPkMkç{ : rMkØktík yLku yÇPkMkç{ Mkth[Lkk, ÞwrLkðŠMkxe økútÚk rLk {koý çkkuzoøkwhkík hkßP.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Accountancy

Total Credit -4

Internal - 30

External- 70

Objectives of the course :

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

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

UNIT -1 METHOD OF ACCOUNTYANCY AND UNIT PLAN

- 1.1 Maxims of Teaching : Meaning, Importance and Examples Easy to Difficult Whole to Part Inductive to Deductive Simple to Complex Analysis to Synthesis
- 1.2 Educational Method :
Project Method : Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
Analysis – Synthesis Method ; Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
Demonstration Method : Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
- 1.3 Unit Plan : Meaning, Importance, Merits and Demerits, Steps of unit lesson planning
- 1.4 Difference between Unit plan and Lesson plan

UNIT-2 EVALUATIONS

Evaluation : Meaning, Concept, Objective, Importance

- 2.1 Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.2 Types of Questions : Meaning, Merits and Demerits.

- 2.3 Blue Print : Meaning, Concept structure, Construction of an ideal question paper

UNIT-3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

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

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

- 4.1 STD 11 (Part-1) Chapter-5 Subsidiary Books
- 4.2 STD 11 (Part -2) Chapter-9 Accounts of Non-Trading concern
- 4.3 STD 12 (Part-1) Chapter-5 Admission of a partner
- 4.4 STD 12 (Part-2) Chapter-4 Analyses of Financial Statements

Suggested Activity :

1. Teach any one unit of Accountancy using teaching methodology
2. Survey of any one public/private unit.
3. Prepare question paper on the basis of blue print in any one unit of accountancy.

Suggested Readings :

- Bhatia and Bhatia (2000), The principal and methods of teaching, Delhi, Doaba house
- Forkner, Hamden L, The teaching of Book-keeping.
- Malek parveenbanu M.(2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- આર.કે.પંડ્યા અને ભાવિક એમ શાહ (૨૦૦૯), નામાનાં મૂળતત્વો -વિષય પદ્ધતિ , અક્ષર પબ્લિકેશન , અમદાવાદ.
- પટેલ ભગવાનભાઈ એસ અને પ્રજાપતિ મોહનભાઈ એસ ,(૨૦૦૯-૧૦), નામાના મૂળતત્વોના અધ્યાપનનું પરિશીલન, બી.એસ શાહ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Psychology

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 Modern Concept of Psychology aims and Objectives.
- To acquaint him with various techniques and methods teaching of Psychology Subject.
- To understand the syllabus and curriculum of psychology and know about internship.
- To acquaint him with the testing evaluation procedures, correlation and modern educational technology.

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

- 1.1 Maxims of Teaching (Meaning, Importance and Examples)
 - Easy to Difficult
 - Simple to Complex
 - Whole to Part
 - Psychological to Logical
 - Analysis to Synthesis
 - Empirical to Rational
- 1.2 Methods : Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.
[Project Method, Experimental Method, Exhibition Method]
- 1.3 Unit lesson plan: Meaning, Importance, Merits, Demerits
- 1.4 Use of teaching aids: Instructional Material: News Papers, Magazines, Journals and Reference books
Audio- Visual Aids: Charts, Graphs Pictures, Television, Computer & teleconference

Unit-2 Teaching Techniques, Syllabus & Curriculum and Internship

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

Unit-3 Evaluation

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

Unit -4Content Std-12

- 4.1 Std-12 - Chapter-4 Attitude and Prejudice
- 4.2 Std-12 - Chapter-5 Stress and Health
- 4.3 Std-12 - Chapter-6 Psychological Disorders
- 4.4 Std-12 - Chapter-7 Counseling and Psychotherapy

Suggested Activity

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

Suggested Readings

- Anastadi, A., (1982).**Psychological Testing**, New York; MacmillanCox Tom, (1978).**Strees London**, The McMillan Press Ltd.
- Hill Book Co.Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to a Behavioural**
- Hilgard, E. R. (1978).**Introduction to Psychology** (6th Edition), New York; Harcourt Brac andCo.Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York;McGraw Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology**, New York;Harcourt Brace Hovanoboich Inc.
- Morgan,C.T., (1975).**A Brief Introduction to Psychology**, New York; John Wiley Publication
- Panchal, D.& Others (2017) Psychology Standard XII. Gujarat State School Textbook Board, Gandhinagar.
- Sahakin, W. S. (1975).**History and Systems of Psychology**, New York; John Wiley and Sons

Shri Govind Guru University

(Established by Government of Gujarat Vide Gujarat Act no 24/2015)

Towards Smart Quality Education

Bachelor of Education

Syllabus for B.Ed.

Semester - 3 & 4

Effective from June-2019

Website: www.sgggu.ac.in

In Force From – June:2019

SEMESTER-III

B.Ed. -Semester-III

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

Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1C 301	Gender School and Society	2	2	2	15	35	50
BED1C 302	Creating Inclusive School	2	2	2	15	35	50
Curriculum and Pedagogic Study							
BED1C 303	Understanding Self	2	2	2	15	35	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.							
BED1C 304	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
BED1 M301	Gujarati	2	2	2	--	50	50
BED1 M302	Hindi	2	2	2	--	50	50
BED1 M303	English (LL)	2	2	2	--	50	50
BED1 M304	Sanskrit	2	2	2	--	50	50
BED1 M305	Social Science	2	2	2	--	50	50
BED1 M306	Mathematics	2	2	2	--	50	50
BED1 M307	Science and Technology	2	2	2	--	50	50
BED1 M308	Economics	2	2	2	--	50	50
BED1 M309	Org. of Com. & Management	2	2	2	--	50	50
BED1 M310	Accountancy	2	2	2	--	50	50
BED1 M311	Psychology	2	2	2	--	50	50

B.Ed.-SEMESTR-III

Practical Work

Sr. No.	Practical Work	Credit	Internal	External	Total
1	Internship 11 Week (Non plan Lessons and 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 (on the basis of internship activities)	4	--	100	100
	Total	20	400	100	500

Guidelines for Practical Work

1. Internship: 11 week internship in recognized Upper primary school. Trainee has to perform following activities during internship and prepare detailed report with photograph.
 - Internship report must be verified and signed by the counsel or/ School Principal.
 - Non plan lessons and observations. Continuous and Comprehensive evaluation (Documentation), Innovative Practices in education., Syllabus related Project work
 - Detailed study of School document, like GR, Progress Report, Academic calendar.. etc (Any five)
 - Co-Scholastic, Intellectual and cultural activities. Experience of School Assessment.
 - Interaction and observation of student, Analysis of School results.
 - Study of Special programmes conducted in the upper primary school like SMC, Mid-day Meal, Gunotsav etc.
 - Submission of total report of Internship program. (Including School Organization Report)
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

BED1C301: Gender School and Society

Total Credit- 2

Internal - 15

External - 35

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

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.

Historical perspective and current scenario of the social role of an Indian woman. patriarchy and matriarchy social tradition

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

Gender sensitivity : meaning and concepts

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum.(Teacher attitudes, classroom interaction and peer culture).

Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

Gender related issues and their reasons

Child marriage, female feticide and femaleinfanticide

Sexual harassment and abuse, Dowry

Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

Constitutional provisions for gender parity

Legal provisions for women

Role of MHRD for women empowerment

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

BED1C302: CREATING AN INCLUSIVE SCHOOL

Total Credit- 2

Internal - 15

External - 35

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

Inclusive School: Concept, Need, Merits and its importance.

Difference between Special, Integrated and Inclusive Education.

Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion, 2000)

Introduction to Index for Inclusion

Indicators for Creating Inclusive Culture, Producing Inclusive Policies,

Evolving Inclusive Practices

Role of teacher in inclusive education

Unit – 2 Disability and disabled child

Disability: Meaning and concept

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Blindness or low vision

Deaf or Hard-of-Hearing

Physical disabilities

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Psychiatric disabilities

Dyslexia

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Speech and Language disability

Learning disabilities/Slow learners Unit –

3 Policies for promotion of inclusive school

UN Convention on Rights of Person with Disability (UNESCO, 2006)

Policy guidelines on inclusion in Education by (UNESCO, 2009)

National level policies for education of children with disabilities

Sarva Shiksha Abhiyan (SSA)

3.3.2 NCF, 2005

3.3.3 Right to Education Act -2009

Contribution of Social sectors, NGO and semi government bodies

Unit – 4	Teaching, Learning and Evaluation for Disabled Child Teaching Strategies for disabled child Counseling for disabled child and parents Interview and visit of parents and families Motivation and self-reliant Evaluation of disabled child Formal Evaluation Informal Evaluation Role of School, Teacher, Peer, Parents and society for disabled child
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Suggested Activity:

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

Suggested Readings:

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

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

B.Ed.SEMESTER-3

BED1C303 - Understanding Self

Total Credit-2

Internal-15

External-35

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 and its educational implementation
- 1.4 Self-Actualization: Meaning, Carl Rogers, Abraham Maslow and S. Radhakrishnan's theories on self-actualization

Unit-2 Self,Society and Sensitivity Harmony 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 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 IdentitycrisisandTeachers'Role

- 4.1 Identity and Self Stereo types: Meaning and it self fectson 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 Meditation: Meditation and self-awareness program for developing self

SuggestedActivity

- SWOT Analysis of Self and family
- WritingAttributesofmostlikeandunlikepersons

SuggestedReadings:

- Dalal,A.S.(2001).Ourmanyselves.Pondicherry,India: SriAurobindoAshram.
- Frankl, V.(1946).Man's search for meaning.NewYork:Poketbooks.
- Joshi,K.(ed)(2005).TheAimof Life.Auroville, India: Saiier.
- Dr. V. K. Gelat (2018). Understanding of the Self, ASF Publication, V.V.Nagar
- Krishnamurti,J.(1953). Educationandthe significanceof life, Ojai,California,USA:Krishnamurtifoundationtrust.
- Walkwithme:Aguideforinspiringcitizenshipaction(2006),NewDelhi:Pravahpub.
- Wilson,T.D(2002)strangertoourselves:discoveringtheadaptivecoconsciousHarvarduniversitypre ss.
- Chatterjee,D.(1998).LeadingConsciously,MA,USA:Butterworth-Heinemann.

- Csikszentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: HarperCollins.
- 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), 175-195.

B.Ed. SEMESTER-3

BED1C304: Critical Understanding of ICT

Total Credit- 2

Internal - 15

External - 35

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 teacher education. 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 McGraw 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:McGrawhill.
- Peter Norton (2010) Virtual Learning, McGraw-Hill.

Methodology

B.Ed. Semester-III

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

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

Method Code	Course	Syllabus
BED1M301	Gujarati	Std-6 to Std-10 Gujarat State School Textbook board
BED1M302	Hindi	Std-6 to Std-10Gujarat State School Textbook
BED1M303	English(LL)	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M304	Sanskrit	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M305	Social Science	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M306	Mathematics	Std-6to Std-10 Gujarat State School Textbook
BED1M307	Science and Technology	Std-6to Std-10 Gujarat State School Textbook board
BED1M308	Economics	Std-11andStd-12GujaratStateSchoolTextbook
BED1M309	Org. of Com. &	Std-11andStd-12GujaratStateSchoolTextbook
BED1M310	Accountancy	Std-11andStd-12GujaratStateSchoolTextbook
BED1M311	Psychology	Std-11andStd-12GujaratStateSchoolTextbook

This examination will be taken by Shri Govind Guru University. Multiple choice type questions will be asked based on knowledge, understanding and application of subject.

SEMESTER-IV

B.Ed.-Semester-IV

B.Ed.-Semester –IV (Core Paper)							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1C401	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							
BED1E401	Educational Statistics	4	4	3	30	70	100
BED1E402	Guidance and Counseling	4	4	3	30	70	100
BED1E403	Teacher Education	4	4	3	30	70	100
BED1E404	Child Psychology	4	4	3	30	70	100
BED1E405	Indian Education System	4	4	3	30	70	100
BED1E406	Entrepreneurship – Theory and Practice	4	4	3	30	70	100
Group-2							
BED1E407	Educational Technology	4	4	3	30	70	100
BED1E408	NCF- 2005 and RTE-2009	4	4	3	30	70	100
BED1E409	Environmental Education	4	4	3	30	70	100
BED1E410	Value Education	4	4	3	30	70	100
BED1E411	Education for Human Right	4	4	3	30	70	100
BED1E412	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-4exam

BED1C402	Yoga & Sports Educatio	2	2	2	50	--	50
Pedagogy of School Subject (Any two)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1M401	Gujarati	4	4	3	30	70	100
BED1M402	Hindi	4	4	3	30	70	100
BED1M403	English(LL)	4	4	3	30	70	100
BED1M404	Sanskrit	4	4	3	30	70	100
BED1M405	Social Science	4	4	3	30	70	100
BED1M406	Mathematics	4	4	3	30	70	100
BED1M407	Science and Technology	4	4	3	30	70	100
BED1M408	Economics	4	4	3	30	70	100
BED1M409	Org. of Com. & Management	4	4	3	30	70	100
BED1M410	Accountancy	4	4	3	30	70	100
BED1M411	Psychology	4	4	3	30	70	100

B.Ed.-SEMESTER-IV
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 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 lessons 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

BED1C401 : 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 Meaning of Research & Educational Research Characteristic of Educational Research Types of Research (Basic, Applied and Action research.): Meaning, characteristic and Limitation for each types Importance of Educational Research for Teachers
Unit-2	Selection of Problem in Research, Review of related literature and Drafting the Proposal Criteria of selection of a good research problem Definition of key terms of research work Review of related literature, Sources of related literature Drafting a research proposal
Unit-3	Research Method, Variable, Hypothesis and Sampling Technique Research Method: Historical, Experimental and Survey Variable: meaning and its types Hypothesis: meaning and types, various techniques of testing hypothesis 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 Identifying the problem, Objectives and Hypothesis or Research Question Reviewing related Literature, Variables Methods of research, sampling procedure 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. Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi

Granth Academy, Jaipur, 1972.

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

Group :1

B.Ed. Semester -4

BED1E401 : 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

Educational statistics :- Meaning , Need , Importance

Measurement and Evaluation: Meaning, Concept and need

Scale of measurement: Nominal scale or classification scale, Ordinal

Scale or Ranking Scale, Internal Scale, Ratio Scale

Different between Measurement and Evaluation

UNIT – 2 BASIC STATISTICS

Continuous and Discrete series, Frequency Distribution, Group and ungroup data

Measurement of Central Tendency: Mean, Median, Mode: Meaning, Merits, Demerits, Computation.

Measurement of Dispersion: Range, Quartile Deviation, Standard Deviation: Meaning, Merits, Demerits, Uses, Interpretation

Computation of Range, Quartile Deviation, Standard Deviation

UNIT – 3 CORRELATIONS

Correlation: Concept of correlation and coefficient of correlation, Meaning , Types of correlation

Methods of correlation and Properties of Correlation Coefficient

Karl Pearson's Method: Computation, Educational and statistical interpretation of correlation.

Rank Difference Method of Charles Spearman: Computation, Educational and statistical interpretation of correlation.

UNIT – 4 PERCENTILE, PR, NPC, STANDARD SCORE

Percentile: Meaning, Application, Computation

Percentile Rank: Meaning, Application, Computation, Relation between simple rank and percentile rank with computation and interpretation.

Normal probability curve: Characteristics, Kurtosis (Ku), Skewness (SK), computation.

Standard Score: Meaning, importance, T score, Z score, computation.

Suggested Activity:

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

Suggested Readings:

- Aggarwal Y. P., (1990). Statistical Methods–Concept, Applications and Computation, New Delhi; Sterling Publishers Pvt. Ltd.
- Agrawal, R. N., (1991). Measurement and Evaluation in Psychology and Education, Agra; Vinod Pustak Mandir
- Ebel, Robert L. & Fristic, David A. (1991). Essentials of Educational Achievement, New Delhi; Pentice Hall of India
- Entanistte, N.J. and Neshat, P.D. Educational Research. Hodder Strongton, London,1972.
- Leonard A., Maras Called, (1980). Statistical Methods for Behavioral Science Research, New York; Mc-Graw Hill Book Co.
- Norman E. Gronlund, (1995). Measurement and Evaluation in Testing, (Third Edition), New York; Mc-Millan Publishing Co. Inc.
- Pal, H.R. Educational Research. Bhopal, M.P.Granth Academy, 2004.
- Patel, R. S., (2011). Statistical Methods for Educational Research, (1st Edition), Ahmedabad; Jay Publication
- Patel, R. S., (2011). Fundamental Concepts of Research (Research Handbook), (1st Edition), Ahmedabad; Jay Publication
- Popham, W. James, (1991). Modern Educational Measurement, USA; A Practitioners Perspective, Pentice Hall
- Rawat, D.S. Research in Classroom. NCERT, New Delhi, 1969.
- Sinha, H.C. Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N. Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P. Shaikshik Anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra,1979.

B.Ed. Semester -4

BED1E402: 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

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

UNIT-3 Vocational Guidance and its approaches

Introduction and Concept of Vocational Guidance
Factors of Career Selection
Holland's Theory of vocational choice
Ginberg's Theory about Guidance Development

UNIT-4 Guidance of Children with special needs

Concept of Special Child & Gifted Child and Guidance
Mentally Retarded & Physically Handicapped Child and Guidance
Problematic Child and Guidance
Under – achiever & slow learner Child and Guidance

Suggested Activity:

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

Suggested Readings:

- Anastassi A (1982). Psychological Testing, (5th Ed.) New York; Macmillan Publishing Co.
- Bennett M.E. (1963). Guidance and counseling in groups, New York; McGraw Hill Book
- Bernard H.W and Fulmer D.W. (1972). Principles of Guidance, A basic text, Bombay; Alied

- Publisher
- Crow I.D. and Grow. A. (1962). An Introduction to Guidance, New Delhi;
- Freeman F.S. (1972). Theory and Practice of Psychological Testing, New Delhi; Oxford and
- IBH Co.
- Nunnally J.C. (1972). Educational measurement and Evaluation , New York : McGraw Hill
- Super D.E. and Crites J. C. (1968). Appraising Vocational Fitness by Means of Psychological Tests, Delhi; Universal Book Stall.

B.Ed. Semester -4
BED1E403: 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

B.Ed. Semester -4

BED1E404: 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

- Family dynamics
- Peer relationships
- Sibling relationships and birth order
- Understanding red flags

Suggested Activity:

- Visit of lower primary school and try to observe students 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;

Halt, Rinehart and Winston

- Gange, R. M. and Briggs, L. J., (1979). The Conditions of Learning and Theory of Instruction, New York; Halt, 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

BED1E405: 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

Vedic Education
Islamic education
Jainism education
Buddhism education

Unit-2 Education commissions before independence -1

Micolety's recommendations
Woods dispatch
Hunter commission and its recommendations
Lord Karjon Commission

Unit-3 Education commissions after independence -2

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

Unit-4 Apex bodies in Education

MHRD- its functions
UGC- its Scope and functions
NCTE-regional institutes and role
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.

B.Ed. Semester -4

BED1E406: Entrepreneurship: Theory and Practice

Total Credit- 4

Internal - 30

External – 70

Unit 1: Entrepreneurship

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

Unit 2: Entrepreneurship and Related Factors

Society and Education
Government Policies
Economic Infrastructure and Social Overheads, Changes
Requisites of an Entrepreneur, Managerial Skills

Unit 3: Entrepreneurship and Environment

Environment–Social, Economic, Political, Technological
Managerial Tasks, Managerial Skills
Organizational Structure, Managerial Functions
Change – Awareness and Management Planning

Unit 4: Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

Crisis – Concept, causes, Types of Crisis, Cash Crisis, Delegation Crisis
Leadership crisis, Finance Crisis
Steps in planning a New Enterprise and Search for Location: Reasons
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, Routledge, London
- Mullick N H., (2012). Entrepreneurship Development, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987). Innovation, Entrepreneurs and Regional Development, Frances Pinter (publishers), London
- Robert Ringer, (2013), Winning through Intimidation, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), My Life in Advertising & Scientific Advertising, 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

BED1E407: 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

Concept of Educational Technology

Meaning, Definitions, Nature, Characteristics, Scope and Significance of E.T.

Components of E.T.: Software, Hardware

Educational Technology and Instructional Technology

Unit 2 Communication, Teaching and Instruction and System Approach

Communication and Instruction

Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach in Educational Technology.

Effective Class room Communication: Concept, Criteria and hurdles

System Approach

Unit 3 Teaching Levels and Strategies

Teaching levels, Strategies & Models

Memory, Understanding and reflective levels of Teaching

Teaching strategies: Meaning, Nature, Function and Types (Psychological Models and Models of Teaching)

Modification of Teaching Behavior

Flanders's Interaction Analysis

Unit 4 Teaching Models and Computer Assisted Instruction

Models of Teaching: Meaning, nature, functions and types (Concept Attainment model and Advance Organization Model)

Application of computer in instruction, learning and testing.

Characteristics of Computer assisted instruction (CAI)

Concept related with Internet: World Wide Web (WWW), Intranet, search engine, browsing, e-mail and Tele-conferencing- Learning, E- Learning.

Suggested Readings:

- Ausubel D. P., & Rolinson F.G., (1969). School Learning, New York;
- Holt, Rinchert and Winston. Block, J.H. Mastery (1971). Learning: Theory and Practice,

New York;

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

B.Ed. Semester -4

BED1E408: 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
need of right to education and constitutional provision
Right to education and Responsibility of central, state and local level organisation
physical resources and human resources
The Teacher: Qualifications, appointment, duties and workload and Important
provisions: admission, tuitions, donation, punishment
- Unit: 2 school management and learning and right to education
constructions of school management committees and their duties and school
development plan
Inclusive school and Recognized school
learning sequel and State level Right to Education Commission
overall evaluation and school leaving certificate and state advisory council
- Unit 3 National Curriculum and Goal and Scope of the curriculum
An outline of National curriculum Framework (NCF-2005) and Principle of
guide
Social reference of education and Goals of education
Mother language, other language and Mathematics and natural science
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
students' Activeness and educational experiences
local and practical knowledge and selection of knowledge and knowledge and
community
Physical and competent environment and Learning resources
Evaluation and quality and New implications in education

Suggested Activity:

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

Suggested Readings:

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

B.Ed. Semester -4

BED1E409: 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 & ENVIRONMENTAL EDUCATION

Introduction to Environment and Ecology : Concept of Environment and Ecology,

Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

Environmental Education: Meaning, Objectives, its need & importance

Principles of Environmental Education.

Unit-2 ENVIRONMENTAL ISSUES

Pollution Monitoring and Control: Concept of Pollution

Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.

Natural Resource Conservation and Management: Definition and Classification of Natural Resources.

Natural resources Conservation and Management.

Unit-3 NATURAL RESOURCES MANAGEMENT

Developmental projects including govt initiatives and their impact on bio-diversity conservation.

Wildlife Conservation especially Endangered Species.

Role of media and ecotourism in creating environmental awareness.

Role of local bodies in environmental management, Swachh Bharat Abhyaan

Unit-4 Approaches for environment education

Various approaches for Environment Education

Recommendations of NPE-1986, NCF-2000 and NCF-2005 about Environment Education

Various environmental summits and resolutions

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
BED1E410: 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

Value: Meaning and Concept

Types of Value: Social, Ethical, Religious, Cultural

Indian Culture and Human Value

Pandit Dindyal's and Shyama Prasad Mukharjee Views on Value Education

Unit-2 Natural Concept of Morality and Moral Education

Concept of Value Education

Need of Value Education

Medium for Value Education

Approaches for Value Education

Unit-3 Moral Learning to Moral Education

Importance of Value Education

Moral learning out side the school, media and moral learning

NPE (1986): Values

Curriculum and Moral Education

Unit-4 Assessment of Moral Maturity

4.1 Value Classification Model

4.4 Value Analysis Model

Social Action Model

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)

B.Ed. Semester -4

BED1E411: 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 Introduction to Rights, Human Rights and Human rights Education Human rights education with reference to Philosophical, Psychological, Political, and Sociological Perspectives. Types of Human Rights- Natural, Positive, Negative, Legal. Understanding Human Rights from policy perspective
Unit-2	Emerging Concerns in Human Rights Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest Methods of Human Rights Research and Human Rights as pedagogy Critical review of Human rights in present time Role of teacher in the context of Human Right
Unit-3	School Education and Human Rights Perspective Human Rights perspective in curriculum Human Rights perspective in teaching-learning Processes Human Rights Perspectives in Assessment Human Right Perspective and school ethics and culture
UNIT- 4	Issues, Movements and Promotion of Human Rights Understanding Human Rights of Children, Women, Minorities, Deprived, Differently abled and Homosexuals. Role of Government in promotion of human rights. Non-Government Organizations, Education, family and self in promotion of Human Rights. 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

BED1E412: Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4

Internal - 30

External – 70

Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

Women Entrepreneurship - Concept, need & Functions

Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship

Elements of Entrepreneurship- Motivation, Risk Taking, Innovation

Entrepreneurial Process, Charms of becoming an Entrepreneur

Unit 2: Entrepreneurship Motivation

Entrepreneur: motivates, Need for Achievement

Low n-Ach Vs High n-Ach

Self-efficacy, Motivation & Entrepreneurship

Drive&Independence of WomenEntrepreneur

Unit 3: Making of an Entrepreneur

Characteristics of Entrepreneur

Areas of self-knowledge, Personal Effectiveness

Emotional Intelligence (EI)

Team Building, Entrepreneurial Leader and Entrepreneurial Leadership

Unit 4: Success in Entrepreneurship and Case Studies

Incredible Power of the Human Mind, Goals and Planning, Components of Planning,

Steps in Planning

Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

Personal Assessment Worksheet, Self- Rating Questionnaire (SRQ)

Success Stories of Entrepreneurs in Education\

References

1. 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
2. Batra G. (2002).Development of Entrepreneurship, Deep & Deep Publications Pvt Ltd, New Delhi, India
3. Jones T., (2003).Innovating at the Edge – How organisations evolve and embed innovation capability, Butterworth Heinemann, Oxford.
4. Mitra J., (2012).Entrepreneurship, Innovation and Regional Development- an introduction, Routledge, London
5. Mulliick N H., (2012).Entrepreneurship Development, ENKAY Publishing, New Delhi, India.
6. Sweeney G., (1987).Innovation, Entrepreneurs and Regional Development, Frances Pinter (publishers),London

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

B.Ed. Semester -4:
BED1C402 :Yoga and Sports

Total Credit- 2

Internal - 15

External - 35

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

Yoga: Meaning, concept and importance.

Eight disciplines of Yoga – Ashtang Yoga

Pranayam: Meaning, Nature and Relationship with mind.

Different types of pranayam : Kapalbhathi, Bhastrika Pranayam, Surya bhedan

Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,

Unit-2 Meiditation

Meditation: Nature, Procedure and importance

Stress: Meaning, Reasons, Role of yoga in stress management

Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana,

Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana,

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.

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)	08
	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)	06
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)	08
	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)	06
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)	08
	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)	06
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)	08
	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)	06
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

B.Ed. Semester -4
BED0M401 - GUJARATI

Total Credit: 4

Internal Marks: 30

External Marks: 70

Total Marks: 100

હેતુઓ:

- પ્રશિક્ષણાર્થી ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણના પાઠઆયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધન સામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેના કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

એકમ: ૧ સાહિત્ય સ્વરૂપો અને સાહિત્યકારો તથા કૃતિઓ (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)

- ૧.૧ સોનેટ, ખંડકાવ્ય, નવલકથા, નવલિકા.
- ૧.૨ પ્રાદેશિક બોલીઓ: સોરઠી, સુરતી, ચરોતરી, પટણી.
- ૧.૩ સાહિત્યકારોનો પરિચય (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)
- ૧.૪ સાહિત્યકૃતિઓનો અભ્યાસ (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)

એકમ: ૨ લેખનના સ્વરૂપો

- ૨.૧ પત્રલેખન , અરજીલેખન, અહેવાલ લેખન.
- ૨.૨ સંક્ષેપ્તીકરણ , સારલેખન, વિચારવિસ્તાર.
- ૨.૩ નિબંધ લેખન
- ૨.૪ અનુવાદ અને તેના પ્રકારો

એકમ:૩ પાઠ્યક્રમ અને પાઠ્યપુસ્તક

- ૩.૧ પાઠ્યક્રમ: અર્થ , પાઠ્યપુસ્તક રચનાના સિદ્ધાંતો અને આદર્શ પાઠ્યપુસ્તકનાં લક્ષણો.
- ૩.૨ ધોરણ: ૮ , ૯ અને ૧૦ના ગુજરાતી ભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન.
- ૩.૩ ગુજરાતી ભાષા સાહિત્ય ક્ષેત્રે અપાતાં પુરસ્કારો.
- ૩.૪ ભાષામંડળ , ભાષા પ્રયોગશાળા અને ભાષાખંડ.

એકમ: ૪ ગુજરાતી ભાષા - સમીક્ષા

- ૪.૧ મૂલ્યઘડતરમાં ભાષાનું યોગદાન.
- ૪.૨ ગદ્ય સમીક્ષા અને પદ્ય સમીક્ષા
- ૪.૩ ગુજરાતી સમાચાર પત્રો કે સામાયિકોમાંથી સાહિત્ય લેખની સમીક્ષા.
- ૪.૪ છંદ: (શિખરિણી , પૃથ્વી, મંદાકાંતા, મનહર, અનુષ્ટુપ, ચોપાઈ, દોહરો, હરિગીત, હરિણી) , અલંકાર: (વર્ણાનુપ્રાસ, શબ્દાનુપ્રાસ, આંતરપ્રાસ, અંત્યાનુપ્રાસ, ઉપમા, ઉત્પ્રેક્ષા, અનન્વય , વ્યાજસ્તુતિ, સજીવારોપણ, શ્લેષ)

પ્રવૃત્તિ: કોઈએક ગદ્ય અને પદ્ય કૃતિની સમીક્ષા કરવી, ગુજરાતી વિષય ટેટ અને ટાટના નમૂનાના એક પ્રશ્નપત્રનો ઉકેલ સહિત અભ્યાસ કરવો.

સંદર્ભો:

- દેસાઈ, ધનવંત: ગુજરાતી અધ્યાપન: નવીન પ્રવાહો; આર. આર. શેઠ કંપની, અમદાવાદ.
- બઘેકા, ગિજુભાઈ: (૧૯૪૯) પ્રાથમિક શાળામાં ભાષાશિક્ષણ; આર. આર. શેઠ કંપની, અમદાવાદ.
- દવે, શાસ્ત્રી જયેન્દ્ર: ગુજરાતી અધ્યાપનનું પરિશીલન; બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ત્રિવેદી, ગુણવંત: ભાષા શિક્ષણની પ્રક્રિયા; રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
- દવે, શાસ્ત્રી જયેન્દ્ર: કવિતાનું શિક્ષણ; સરદાર પટેલ યુનિવર્સિટી, વલ્લભવિદ્યાનગર.
- પટેલ, અશોક: ગુજરાતીનું આદર્શ અધ્યાપન; વારિષેણ પ્રકાશન, અમદાવાદ.

B. Ed SEMESTER - 4
BED1M402 - हिन्दी

क्रेडिट ४ आंतरिक परीक्षा -३०

बाह्य परीक्षा -७०

उद्देश्य

प्रशिक्षणार्थी :-

१. अभ्यासक्रम एवं पाठ्यक्रम के वषय में ज्ञान प्राप्त करे।
२. पाठ्यपुस्तक का मूल्यांकन करना सीखे।
३. हिन्दी शक्षक के गुणों एवं विशेषताओं को समझे।
४. भाषा प्रयोगशाला का उपयोग जाने।
५. हिन्दी शक्षण में दृश्य-श्रव्य साधनों का उपयोग करना सीखे।
६. हिन्दी भाषा की साहित्यिक वधाओं से परिचित हो।
७. हिन्दी पाठ्यपुस्तक की कृतियों की समीक्षा करे।

इकाई १. अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

१.१ अभ्यासक्रम: अर्थ एवं परिभाषा व महत्व

१.२ पाठ्यक्रम एवं अभ्यासक्रम में अंतर

१.३ अभ्यासक्रम मूल्यांकन : अर्थ एवं मूल्यांकन प्रवध

१.४ आदर्श पाठ्यपुस्तक का अर्थ एवं पाठ्यपुस्तक मूल्यांकन व प्रवध, कक्षा ९ व १० के पाठ्यपुस्तक का मूल्यांकन

इकाई २ भाषा शक्षक, भाषा प्रयोगशाला, भाषा-कक्ष, दृश्य-श्रव्य साधन, सहायक सामग्री

२.१ हिन्दी भाषा का अन्य वषयों से सह-सम्बन्ध

२.२ हिन्दी भाषा शक्षक के गुण एवं विशेषताएँ

२.३ भाषा शक्षक की व्यावसायिक एवं नैतिक जिम्मेदारियाँ

२.४ भाषा प्रयोगशाला एवं भाषा कक्ष का महत्व एवं उपयोग

२.५ हिन्दी भाषा शक्षण में, दृश्य-श्रव्य साधनों का महत्व एवं उपयोग

इकाई ३. साहित्यिक वधाएँ एवं लेखन

३.१ उपन्यास, कहानी, नाटक, एकांकी, रेखाचित्र

३.२ खंडकाव्य और महाकाव्य

३.३ निबंध लेखन, अर्थवस्तार

३.४ पत्रलेखन (शकायती पत्र, आवेदन पत्र)

इकाई ४. वषयवस्तु

४.१ कक्षा १०, पाठ २ बूढी काकी (कहानी)

४.२ कक्षा १०, पाठ ७ जन्मभूमि (कवता)

४.३ कक्षा १०, पाठ १० जीने की कला (निबंध)

४.४ कक्षा १०, पाठ १८ रचना (एकांकी)

प्रवृत्त :-

१. हिन्दी पाठ्यपुस्तक की समीक्षा करे।
२. हिन्दी नाटकों का मंचन करे।
३. हिंदी काव्य वाचन प्रतियोगिता का आयोजन करे।
४. हिन्दी पत्र-पत्रिकाओं का संग्रहण करे।
५. कसी एक वषय पर वाद-ववाद प्रतियोगिता का आयोजन करे।

संदर्भ साहित्य :-

१. पाण्डेय, रामसकल , हिन्दी शिक्षण , वनोद पुस्तक भंडार , आगरा ।
२. चतुर्वेदी , शखा , हिन्दी शिक्षण , आर एंड लाल , मेरठ ।
३. नगेन्द्र (सम्पादक) हिन्दी साहित्य का इतिहास , के . एल . म लक एंड संस प्रायवेट ल.
नईदिल्ली।
४. शुक्ल ,रामचन्द्र , हिन्दी साहित्य का इतिहास प्रभात प्रकाशन , नईदिल्ली ।

B.Ed. Semester -4
BED1M403 - 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 have a formal and functional knowledge of some elements of English grammar
- To be acquainted and to develop the qualities of a good teacher
- To acquire knowledge and mastery over methods and approaches of teaching English as second/foreign language.
- To get the knowledge of Stress, Intonation and Rhythm in English language
- 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 and Grammar

- 1.1 Criteria of textbook evaluation, Textbook as a resource: Evaluation of English textbook of standard - XI and X
- 1.2 Planning: Meaning and Importance of planning, Content analysis and Task analysis
- 1.3 Degree of Comparison (positive, comparative, superlative), Active and Passive voice
- 1.4 Articles, Question Tags, Remove 'too', Model auxiliaries (can, may, should, must)

Unit: 2 Teachers of English, Methods & Approaches

- 2.1 Qualities, Competency, Professional skills and Education qualification of an English teacher, Role of English teacher in the classroom
 - 2.2 Curriculum and Syllabus: Meaning, Concept, Importance Difference between curriculum and syllabus
 - 2.3 Methods & Approach: Bilingual method, Discussion cum Narration method, Question answer method, Project method and Communicative approach, An Eclectic approach
 - 2.4 Stress, Intonation and Rhythm in English language
-

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- 5 Rani Ki Vaav
- Unit- 11 Valley of Flowers
- 4.2 Standard – IX Poems
 - Unit- 1 The River
 - Unit- 3 Be the Best
- 4.3 Standard – X Prose
 - Unit- 7 Kach & Devyani
 - Unit- 10 Test of True Love
- 4.4 Standard – X Poems
 - Unit- 1 My Song
 - Unit -4 Vanila Twilight

Suggested Activity:

- Make text book analysis
- Prepare scrap book of newspaper cuttings
- Organize and conduct quiz in English

Suggested Readings:

- Ghanchi D. A.(1984), **Teaching of English in India**, Ahmedabad; Sharda Prakashan
- Raval H.H. & Nakum G.G. (1996) **A Text-Book of English Language Teaching**, B.S.Shah Prakashan, Ahmedabad
- Purani T.J. & Kapdiya S.T., Sinde G.B. (1997), **English Language Teaching**, Anada Prakashan, Ahmedabad.
- Wren and Martin (1998), **English grammar and Composition**, S.Chand.
- Pathak P.D. (2001), **Teaching of English in India**, Vinod Pustak Mandir, Agra-2,
- Rawal N. & Pathak K. (2006) **Method of Teaching English**, Nirav Prakashan, Ahmedabad.
- Sharma M. (2007), **Teaching of English**, Akshar Publication, Ahmedabad
- Jadeja R. (2016), **English, Standard- IX**, Gujarat State Board of School Textbook, Gandhinagar.
- Jadeja R. (2017), **English, Standard- X**, Gujarat State Board of School Textbook, Gandhinagar.

B.Ed. Semester -4
BED1M404 - Sanskrit

Total Credits -4

Internal- 30
External- 70

હેતુઓ:

પ્રશિક્ષણાર્થીઓ :

1. . સંસ્કૃત શિક્ષણમાં વાંચન,લેખન,સુભાષિત સમજે
2. પાઠ્યપુસ્તક મંડળની કામગીરી જાણે
3. સંસ્કૃતભાષા શિક્ષણની પ્રયુક્તિઓ વિશે જાણે.
4. અભ્યાસક્રમ અને પાઠ્યક્રમ વિશે જ્ઞાન મેળવે.
5. સંસ્કૃત કવિઓ વિશે જાણે.
6. શૈક્ષણિક સાધનોનું મહત્વ સમજે .

એકમ- ૧ સંસ્કૃત અધ્યાપન

- ૧.૧ અભ્યાસક્રમ, અર્થ પરિભાષા અને મહત્વ
- ૧.૨ પાઠ્યક્રમ અને અભ્યાસક્રમ વચ્ચેનો તફાવત
- ૧.૩ સંસ્કૃત સાહિત્યકારો (ભાસ, ભવભુતિ)
- ૧.૪ સંસ્કૃત શિક્ષણમાં મહત્વ :- વાંચન,લેખન,સુભાષિત

એકમ- ૨ સંસ્કૃત શિક્ષણમાં શૈક્ષણિક સાધનો અને સહાયક સામગ્રી

- ૨.૧ શૈક્ષણિક સાધનો : અગત્ય, ઉપયોગ અને ઉદાહરણ
- ૨.૨ દ્રશ્ય સાધનો : ચાર્ટ , પ્રતિકૃતિ, ફ્લેશ કાર્ડ અને મોડલ
- ૨.૩ પ્રક્ષેપિત સાધનો – OHP, ડેટા પ્રોજેક્ટર (LCD)
- ૨.૪ દ્રશ્ય-શ્રાવ્ય સાધનો – ટી.વી, કોમ્પ્યુટર .

એકમ – ૩ પદ્ધતિ, પ્રયુક્તિઓ અને અભિગમ

- ૩.૧ વ્યાખ્યાન- જૂથ પદ્ધતિ અર્થ , પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૨ આગમન-નિગમન અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૩ મૌખિક અભિગમ અર્થ , પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૪ ગાન અને નાટ્યીકરણ પ્રયુક્તિઓનો ઉપયોગ, ફાયદા અને મર્યાદા

એકમ – ૪ વિષય વસ્તુ

- | | |
|-----------------------|-------------------------------|
| ૪.૧ ધોરણ -૧૦ પર્થ -7 | સુભા ષતકુસુમાની |
| ૪.૨ ધોરણ -૧૦ ગર્થ -12 | ક લકાલસર્વજ્ઞો હેમચંદ્રાચાર્ય |
| ૪.૩ ધોરણ -૧૦ ગર્થ -17 | સ્વાભા વકં સાદશયમ |
| ૪.૪ ધોરણ -૧૦ પર્થ -20 | તથૈવ તિષ્ઠતિ |

प्रवृत्तियो:

- १ . संस्कृतना ध्येय वाक्योना चार्ट बनाववो.
- २ . संस्कृत मेगेजिन अने पुस्तकोनुं कोर्नर बनावी तेनो उपयोग करवो.
संस्कृत श्लोक गान अने संस्कृतमां नाटकोनुं आयोजन करवुं.

Suggested Readings :

1. Apte D.G., Teaching of Sanskrit, Bombay: Padma Publication.
2. Apte V.S., A Guide to Sanskrit composition, Padma Publication.
3. Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskrit, Poona: Loksangraha Press.
4. Barot H.M.,CAI in teaching Sanskrit, Lap Lombart Publication, Germany
5. Barot H.M.,Multimedia in teaching Sanskrit Grammar, Lap Lombart Publication, Germany
6. अहवाला सी.के. (१९५५) . संस्कृतनुं अभिनव अध्यापन,अमदावाड : भारत प्रकाशन
7. शशिकांत अय्यंकर,संस्कृत अध्यापन मंदि,अमदावाड : अनडा बुक डेपो.

B.Ed. Semester -4
BED1M405 - Social Science

Total Credit-4

Internal - 30

External – 70

Objectives of the course:

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

- To understand & use of appropriate innovative teaching & techniques in Social Science teaching.
- To develops attitudes to be a committed & competent secondary school teacher
- To develop interest in Social Science subject among the pupils.
- To correlate content of Social Science with various subjects.
- To Train the teachers become aware of the Social Science club & room's activities
- To 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.
- To Analyze & evaluate Social Science syllabus & Social Science textbook.
- To understand the concept & use of evaluation process in Social Science.
- To construct, select & use suitable test items for evaluation.

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

1.1 Innovative Teaching Model-Meaning, Advance organizer model in social science teaching, Social Inquiry model in social Science teaching.

1.2 Strategy of teaching: Brain storming, Field trip

1.3 Narration technique- Concept, merit & demerits, effective use of classroom in social science. Questioning technique: concept, aims, merit, demerits, characteristics of ideal / good question, types of questions.

1.4 Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teacher's 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, qual 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 textbook evaluation, Evaluation of the current textbook of Social Science 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 function of educational evaluation, Evaluation tool- Rating Scale, Check list, questionnaire, cumulative record card.

Unit – 4: Content of Standard -9 & 10

4.1 Standard – IX

Lesson- 6 world after 1945

Lesson -12 Indian Democracy

4.2 Standard – IX

Lesson – 13 Indian: Location, Geological, structure physiographic- I

Lesson – 16 Climates

4.3 Standard – X

Lesson – 6 Place of Indian cultural Heritage.

Lesson - 10 Indian: Agriculture

4.4 Standard – X

Lesson - 18 Price Rise and consume Awareness

Lesson - 21 Social change.

Reference:

1. દેસાઈ અને અન્ય (૧૯૮૪), અભ્યાસક્રમ , સિધ્ધાંત અને અભ્યાસક્રમ સંરચના , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય
 2. Summer, W.L. (1996), Teaching aids for elementary methods, USA, Holt Rinehart & Winston Inc.
 3. Kochar S.K. (1997), Method & techniques of Teaching, Sterling Publishers Pvt Ltd.
 4. Bhatia & Bhatia (2000), 'The principals & Methods of Teaching' , Dhoba House, Delhi
 5. Mahida Jagdishbhai and others (2011) Ideal Teaching of Social Science , Varishen, Prakashan , Ahmedabad
 6. Patel Kanubhai and others (2012) Abhinav Teaching of social Sciences, Nirav Prakashan, Ahmadabad
 7. Kureshi salim and others (2016) Social science , Standard IX., Gujarat State School, Textbook Board, Gandhinagar
 8. Kureshi salim and others (2018) Social science , Standard X., Gujarat State School, Textbook Board, Gandhinagar
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B.Ed. SEMESTER - IV
BED1M406 - MATHEMATICS

TOTAL CREDIT - 4

TOTAL MARKS - 70

Objectives of the course:

After going through the course the teacher trainee will be able to.....

- Understand & use of appropriate innovative teaching in Mathematics.
- Develop 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.
- Become aware of the Mathematics Club & activities.
- Analyze & evaluate Mathematics syllabus and Textbook.
- To acquaint the student teacher with various audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Understand the concept & use of evaluation process in Mathematics.
- Develop interest in various competition of mental exercise related to Mathematics.
- Use of various reference materials in the classroom effectively.
- Use of computer in Mathematics teaching in different aspects of teaching.

UNIT - 1 Learning Resources in Mathematics Teaching

- 1.1 Teaching Aids in Mathematics teaching : Need & Types (audio, visual, audio-visual), Self made TLMs : preparation & development.
- 1.2 Use of ICT in Mathematics Teaching as a CAL & CAI and PPT Presentation as a learning resource.
- 1.3 Reference Materials in teaching of Mathematics: Encyclopaedia, Magazines, Reference books & Websites. Need of Teacher's handbook and Student workbook
- 1.4 Mathematics Club : Objectives, Importance & Activities.

UNIT - 2 Concept & Application in Mathematics Teaching

- 2.1 Test items as an Evaluation tool in Mathematics teaching : Types, Characteristics & Construction.
- 2.2 Evaluation of Mathematics Textbook of Std. 9 & 10 on the basis of the characteristics of an ideal Textbook.
- 2.3 Puzzle Solving in Mathematics teaching: Steps, Importance & Application in Classrooms.
- 2.4 Correlation: Meaning & correlation of Mathematics with Science, Geography & Economics.

UNIT - 3 Content

- 3.1 Std. 9 Chapter : 9 Areas of Parallelograms & Triangles
- 3.2 Std. 9 Chapter : 12 Heron's Formula
- 3.3 Std. 10 Chapter : 3 Pair of Linear Equations in two variables
- 3.4 Std. 10 Chapter : 4 Quadratic Equation

UNIT – 4 Content

- 4.1 Std. 9 Chapter : 13 Surface area & Volume
- 4.2 Std. 9 Chapter : 15 Probability
- 4.3 Std. 10 Chapter : 10 Height & distance
- 4.4 Std. 10 Chapter : 13 Area related to Circle

Suggested Activities:

- Prepare a power point presentation for any unit of Mathematics of Std 9 &10. • Prepare a collection

of various reference materials such as Websites, Encyclopaedia, Journals, Magazines and Articles etc. for innovative teaching. • Create Mathematics Club at college level & organize various activities such as Bulletin board, Maths Quiz, and Puzzle solving competition etc.

Suggested Reading:

- 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.
- 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 : Neel kamal 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
BED1M407 - SCIENCE AND TECHNOLOGY

TOTAL CREDIT - 4

TOTAL MARKS - 70

Objectives of the course :

After going through the course the teacher trainee will be able to.....

- 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 teacher become aware of the Science and Science and technology Club & Rooms activities.
- Analyze & evaluate economics syllabus science and technology Textbook.
- To acquaint the student teacher with various audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Understand the concept & use of evaluation process in Science and technology.

- Make use of various audio visual aids in the classroom effectively.
- Can construct, select and use suitable test item for evaluation..

UNIT - 1 TEACHING AIDS & LABORATORY

- 1.1 Need, Importance & Types of teaching aids (Audio, Visual, 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 science laboratory, laboratory equipment.

UNIT – 2 Science Teacher and References.

- 2.1 Professional equipment of science teacher
- 2.2 Characteristics of an ideal textbook of science and technology of std -9 & 10.
- 2.3 Reference material in teaching of science and technology (usefulness) : Encyclopedia, magazines and reference books.
- 2.4 Importance and need of teaching of science and technology : Teacher handbook, Student practical workbook. Assistance Activities of Science: aquarium, herbarium, vivarium and botanical garden.

UNIT – 3 Science 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 Contents

(Std 9)

- 3.1 Chapter : 2 Is Matter Around Us Pure.
- 3.2 Chapter : 7 Diversity in Living Organisms.
- 3.3 Chapter : 8 Motion.
- 3.4 Chapter : 15 Improvement in food Resources.

(Std 10)

- 4.1** Chapter : 6 Universe
4.2 Chapter : 9 Non-metals
4.3 Chapter : 13 Transportation, Circulation, and Excretion in organisms.
4.4 Chapter : 18 Management of Natural Resources.

Suggested Activities:

- Review Work of Science Reference Book.
- Textbooks survey of science and technology laboratory in school.
- Script writing For Radio Lesson, TV Lesson , Science Drama.

suggested Readings :

- Std 9 , Science and technology text book.
Gujarat State Board Of School Textbooks. Gandhinagar.
Std 10 , Science and technology text book.
Gujarat State Board Of School Textbooks. Gandhinagar.

B.Ed. Semester -4
BED1M408 -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.
- To Develop interest in filed work- Economics survey- Outdoor survey

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 - Economics Teacher – Qualities,Charactristies,Vocational developoement and training Qualification
- 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, Evaluation,Practical and field work

- 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

- Evaluation: Meaning, Consept, Importance, Steps, Technics of Evaluation,
- Evaluation Tool : Rating Scale, Check List, Questioner

Practical and field work- To Prepare maps,albums,scrap book,survey of the problems of special activities, current issues and field work- Tour,interview and obeservation

Unit-4 : Content.

4.1	Lesson – 9	National Income	(Std-11)
4.2	Lesson – 10	Budget	(Std-11)
4.3	Lesson – 8	Agriculture Sector	(Std-12)
4.4	Lesson-11	Emerging issues in india (Migrations, Urbanisation.)	(Std-12)

Suggested Activity:

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

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- गुरसनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली वज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२
- 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 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.**

B.Ed. Semester -4
BED1M409 - Organization of Commerce & Management

Total Credit-4

Internal - 30

External - 70

Unit-1 અનુબંધ અને શૈક્ષણિક સાધનો

- 1.1 અનુબંધ: અર્થ,સંકલ્પના,મહત્વ અને પ્રકાર
- 1.2 વિવિધ વિષયો સાથેનો અનુબંધ (નામાનાં મૂળતત્વો, ગણિત,અર્થશાસ્ત્ર),દૈનિક જીવનસાથેઅનુબંધ
- 1.3 શૈક્ષણિક સાધનો:અર્થ અને મહત્વ
- 1.4 શૈક્ષણિક સાધનોના પ્રકાર : દરેક સાધનનું મહત્વ અને તેની મર્યાદા
શ્રાવ્ય: રેડિયો,ટેપરેકોર્ડર
દ્રશ્ય:ઓએચપી,સ્લાઇડ પ્રોજેક્ટર ,ચાર્ટ્સ,મોડેલ્સ
દ્રશ્ય શ્રાવ્ય: ટી.વી,કમ્પ્યુટર,ઇન્ટરનેટ,મલ્ટીમીડિયા પ્રોજેક્ટર

Unit-2 પાઠ્યપુસ્તક અને સંદર્ભો

- ૨.૧ પાઠ્યપુસ્તકના હેતુઓ,પાઠ્યપુસ્તકનું મહત્વ,આદર્શ પાઠ્યપુસ્તકનાં લક્ષણો
- ૨.૨ પાઠ્યપુસ્તકના ફાયદા,શિક્ષક અને વિદ્યાર્થીઓ માટે પાઠ્યપુસ્તકનો ઉપયોગ
- ૨.૩ પાઠ્યપુસ્તક મૂલ્યાંકન ના માપદંડો ,પ્રવર્તમાન ધો-૧૧ અને ૧૨ ના વાણિજ્યના પાઠ્યપુસ્તકની સમીક્ષા
- ૨.૪ સંદર્ભ પુસ્તકો ,સામયિકો અને જર્નલ્સ.

Unit-3 વાણિજ્ય શિક્ષક ,વર્ગખંડ,મંડળ અને સહઅભ્યાસિક પ્રવૃત્તિઓ

- ૩.૧ વાણિજ્ય શિક્ષક: શૈક્ષણિક લાયકાત,ગુણો,કૌશલ્યો, વ્યાવસાયિક સજ્જતા
- ૩.૨ વાણિજ્યખંડ :હેતુઓ ,જરૂરિયાત ,મહત્વ અને પ્રવૃત્તિઓ
- ૩.૩ વાણિજ્ય મંડળ: હેતુઓ ,જરૂરિયાત ,મહત્વ અને પ્રવૃત્તિઓ
- ૩.૪ સહઅભ્યાસિક પ્રવૃત્તિઓ ,શાળા મુખપત્રની રચના અને વાણિજ્ય કોર્નર ,વર્ગખંડ આંતરક્રિયા,ક્ષેત્રકાર્ય

Unit-4 વિષયવસ્તુ

- ૪.૧ ધો-૧૧ માહિતી સંચાર ,ઇ-કોમર્સ અને આઉટસોર્સિંગ
- ૪.૨ ધો-૧૧ ધંધાકીય મૂડીનાંપ્રાપ્તિસ્થાનો
- ૪.૩ ધો-૧૨ આયોજન
- ૪.૪ ધો-૧૨ વ્યવસ્થાતંત્ર

B.Ed. Semester -4
BED1M410 - 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 material 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, TEACHING AID AND EDUCATIONAL METHOD:

1.1 Correlation : Meaning, Concept, Importance and Types, Correlation with different Subjects (Commerce, Mathematics, Economics and Social Science) Correlation with daily life activity.

1.2 Teaching Aids : Meaning and Importance

1.3 Types Of Teaching Aids : Importance and Limitation of each Aid

- Audio : Radio, Tape Recorder
- Visual : OHP, Slide Projector, Charts, Models
- Audio- Visual Instruments : T.V, Film Projector, Computer, Internet

1.4 Education Method,

- Assignment Method : Meaning , Merits and Demerits, Role of teacher for its effective use.
- Problem solving Method : Meaning , Merits and Demerits, Role of teacher for its effective use.
- Comparative Method : Meaning , Merits and Demerits, Role of teacher for its effective use.

UNIT-2 ACCOUNTANCE TEACHER, ROOM, CLUB CO CURRICULAR ACTIVITY AND DRILL WORK

2.1 Accountancy Teacher: Educational Qualification, Qualities, skill, professional competency

2.2 Accountancy Room And Club : Objectives, Need/Importance, Activities

2.3. Co Curricular Activity, Development of School Magazine and Accountancy Corner, Class Room Interaction, Use Modern Software of Accountancy and its Importance

2.4 Drill Work of Accountancy : Concept, Important , Principal, Diagnosis Work and Remedial

Work.

UNIT-3 TEXT BOOK, RESOURCES AND APPROACHES OF TEACHING OF ACCOUNTANCY

- 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 and Reference Books, Magazines and Journals
- 3.3 Criteria for evaluation of text book, Review of Present Text Book of Std-11 and Std-12 Accountancy.
- 3.4 Approaches of Teaching of Accountancy: Journal Approach, Ledger Approach, Cash Book Approach, Balance Sheet Approach.

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

- 4.1 STD 11 (Part-1) Chapter-10 Bank Reconciliation Statement
- 4.2 STD 11 (Part-2) Chapter -06 Conventions Assumptions concepts and Principles of Accounting.
- 4.3 STD 12 (Part-1) Chapter-07 Dissolution of Partnership Firm
- 4.4 STD 12 (Part-2) Chapter-02 Accounting for Debentures.

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), Method and Techniques of Teaching ,Sterling Publishers Pvt Ltd.
- Lewis D; (1955), Method 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; Streling Publishers (P) Ltd, New Delhi-16.

B.Ed. Semester -4
BED1M411 - PSYCHOLOGY

Total credit-4

Internal 30
External 70

UNIT-1 CORRELATION AND CO-CURRICULAR ACTIVITY

1.1 Correlation: Meaning, Types, Importance

1.2 Correlation with other subjects (History, Economics, Social Science, Science and Technology, Mathematics, Statistic and 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, Skill, Professional Competency, Two-fold Role of the Psychology Teacher

2.2 Laboratory of Psychology: Importance, Teaching Aids, Discipline, Infrastructure of Psychology Lab., Difficulties/Challenges face by School to Create Psychology Lab.

2.3 Psychology Club: Importance, Objectives, Construction, Activities

2.4 Reference Book, Magazines and Journals

UNIT-3 TEXT-BOOK, PSYCHOLOGICAL TOOLS AND TESTS

3.1 Text-Book: Use of Text-Book to Teacher and Students

3.2 Characteristics of Ideal Text-Book, Review of Present Text-Book (std. 11th and 12th)

Criteria for Evaluation of Text-Book

3.3 Psychological Tools : Meaning, Importance, Planning of Experiments for Sensation, Perception and Learning

3.4 Psychological Tests : Meaning, Types, Importance

UNIT-4 CONSCIOUSNESS AND MEDITATION

4.1 Consciousness: Concept, Definition and States of Consciousness

4.2 Indian Concept of Consciousness

4.3 Altered States of Consciousness: Concept and Definition

Attention: As an Altered States of Consciousness

4.4 Meditation: Meaning, Importance

Transcendental Meditation: Concept and Process.

➤ **Suggested Activity:**

- Visit Psychology Laboratory and experiment any one Tool and Write Report
- Prepare TLM on Psychology Subject

➤ **Suggested Readings:**

- Anastadi, A., (1982). **Psychological Testing**, New York; Macmillan
- Milard, Atkinson and Atkinson, (1979). **Introduction to Psychology**, New York; Harcourt Brace Hovanoboich Inc.
- Kendle, H. H. (1963). **Basic Psychology Application**, Century, Crofts.
- Sahakin, W. S. (1975). **History and Systems of Psychology**, New York; John wiley and sons.
- **Psychology, Standard-11**. Gujarat State Board of School Textbooks, Gandhinagar.
- **Psychology, Standard-12**. Gujarat State Board of School Textbooks, Gandhinagar.

Structure of Question Paper

Unit wise question	Format of Question	Out of 70 Marks
Q-1 From Unit-1	Q.1 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-1)	08
	Q.1 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-1)	06
Q-2 From Unit-2	Q.2 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-2)	08
	Q.2 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-2)	06
Q-3 From Unit-3	Q.3 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-3)	08
	Q.3 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-3)	06
Q-4 From Unit-4	Q.4 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-4)	08
	Q.4 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-4)	06
Q-5 From Unit-1 to Unit-4	Q-5 Answer the following questions in short. Each question carries 01 marks (there should be at least three questions should be asked from each unit. Remaining 02 questions can be asked from any unit 01 to 04)	14

OUR GUIDELINE SOURCES

✚ CORE COMMITTEE MEMBERS

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