

**Choice Based Credit System (CBCS)**

# **B.Ed. Ordinances, Regulations & Syllabus**

**Semester - I & II**

**In force from JUNE 2011**

**Course Co-ordinator**

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**Gujarat University**  
**Navrangpura, Ahmedabad**

CBCS

B.Ed. ORDINANCES  
& REGULATIONS

*IN FORCE FROM : NOVEMBER-2011*

**G U J A R A T U N I V E R S I T Y**  
**A H M E D A B A D**

**Choice Based Credit System (CBCS)**

**Ordinances & Regulations**

**For the U.G. B.Ed. Programme**

**(For the candidates to be admitted from the academic year 2011-2012 on wards)**

**O. B.Ed. 1 : Eligibility :**

A candidate seeking admission to B.Ed. Programme must satisfy the following conditions.

1. He/She must be a graduate of Gujarat University or any other University recognized as equivalent for the purpose. He/She must have passed the bachelor degree as a regular student or as a student of distance education at least in the 10 + 2 + 3 or 11 + 4 pattern.
2. He/She must have obtained at-least 50% marks at graduation or at post graduation in relevant subject. Candidate belonging to scheduled cast/ Scheduled tribe must have obtained at least 45% marks at graduation or at the post graduate level.
3. If a candidate is a graduate, he/she should have graduated with one of the secondary school subjects as a major subject and if he/she has a master's degree, he/she should have offered any one of the higher secondary school subjects as a major subject. If a student has offered subjects such as Psychology, Commerce (B.Com.) at graduation level and Philosophy, Sociology, Political Science, Subject Administration, Archaeology, Musicology, Home Science, Persian etc., at graduation as well as post-graduation levels, he/she is not considered to be eligible for admission to the B.Ed. Programme.

The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of one/both method/methods at B.Ed. level.

4. He/she must have offered English as one of the subjects at the higher Secondary/College or University level.

A candidate for the degree of Bachelor of Education (B. Ed.) must have ...

- (i) kept two Semesters (the First Semester and the Second Semester) of lectures on the theory and practice of education in College affiliated to the Gujarat University for the purpose of the B. Ed. Degree, and
- (ii) completed a course of practical work extending over two Semesters to the satisfaction of the Head of the College in which the candidate is studying, consisting of-
  - (a) Teaching practice of not less than 15 lessons (5 micro + 5 simulation + 5 stray lessons) for first Semester and 15 lessons (5 Stray lesson + 10 Block lessons) in second semester with the other 10 lesson of internship programme in the two subjects selected by him/her, distributed over Standards V to XII of the recognized Primary/ secondary/ higher secondary schools.
  - (b) Observed 50 directed lessons (25 in first semester and 25 in second semester) given by other candidates and demonstration lessons.
  - (c) Attended the demonstration and discussion lessons.
  - (d) Attended lectures and guidance for the discussion of theory courses, and
  - (e) Completed practical work related to theory portion.

- ❖ The examination for the degree of B. Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in table-1.

**TABLE -1**  
**Part I: Written Examination (Theory)**

**5.0 (A) The following Eights courses are compulsory for Semester – I & II**

<b>Semester –I (Compulsory Paper)</b>							
No.	Subjects/ Curriculum Components	Instr- uctional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>A 501</b>	Teacher In Emerging Indian Society	4	2	3	30	70	100
<b>A 502</b>	The Learner-Nature and Development	4	2	3	30	70	100
<b>A 503</b>	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100
<b>Semester -II</b>							
<b>A 504</b>	Education In Emerging Indian Society	4	2	3	30	70	100
<b>A 505</b>	School Organization and Management	4	2	3	30	70	100
<b>A 506</b>	Expanding Horizons of Secondary Education	4	2	3	30	70	100

A student will select any one of the following courses (to be offered) as a special field in each semester.

<b>Semester –I for Special Field (Optional Paper) Any one</b>							
<b>A 507</b>	Classroom Management	4	2	3	30	70	100
<b>A 508</b>	Educational and Mental Measurement & Educational Statistics	4	2	3	30	70	100
<b>A 509</b>	Teacher Education	4	2	3	30	70	100
<b>Semester –II for Special Field (Optional Paper) Any one</b>							
<b>A 510</b>	Career guidance and Counseling	4	2	3	30	70	100
<b>A 511</b>	Introduction to Educational Research	4	2	3	30	70	100
<b>A 512</b>	Educational Evaluation	4	2	3	30	70	100

**5.01 (B) Courses as Special Method**

Each Student will also offer any two of the following methods which shall be of two semester duration.

<b>Semester –I &amp; II : Content Cum Method (Optional Papers) Any Two (As per Group of Method- Table-2)</b>							
No.	Subjects/ Curriculum Components	Instr- uctional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>B 501</b>	Gujarati	4	4	3	30	70	100
<b>B 502</b>	Hindi	4	4	3	30	70	100
<b>B 503</b>	English (LL)	4	4	3	30	70	100
<b>B 504</b>	Sanskrit	4	4	3	30	70	100
<b>B 505</b>	Social Science	4	4	3	30	70	100
<b>B 506</b>	Mathematics	4	4	3	30	70	100
<b>B 507</b>	Science and Technology	4	4	3	30	70	100
<b>B 508</b>	Urdu	4	4	3	30	70	100
<b>B 509</b>	Economics	4	4	3	30	70	100
<b>B 510</b>	Business Organisation and Management (BOM)	4	4	3	30	70	100
<b>B 511</b>	Accountancy	4	4	3	30	70	100
<b>B 512</b>	Psychology	4	4	3	30	70	100
<b>B 513</b>	English-HL (for English medium Students)	4	4	3	30	70	100

Any two school subjects are to be studied as content and method papers. These will be based on the two main subjects or the main and one of the auxiliary subjects in case of graduates; and the subjects offered at post graduation level should be the same as at graduation level except in case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education.

**TABLE-2**  
**Group of Methods**

**The student-teacher can select two groups of the following.**  
**From each group he/she can select one method at a time.**

1	2	3	4	5
Gujarati Urdu	Hindi Science and Technology Economics	English (LL) English (HL) Psychology BOM	Social Science	Sanskrit Accountancy Mathematics

**Note:**

The candidate shall be permitted to select any one subject from the following groups.

- (1) Science and Technology, Physics, Chemistry or Biology.
- (2) Mathematics (std. V to X) or Mathematics (Std. XI-XII Science Stream)

**5.02 (C) Elective Course:**

Each candidate will select any one of the following courses as an elective course in semester-II.

**TABLE-3**

Semester –II							
No.	Title of the course	Instructional Hours/ week	Cr	Exam Hours	Total		
					Internal	External	Total
<b>C 501</b>	Environmental Studies	4	2	3	100	-	100
<b>C 502</b>	Population Education	4	2	3	100	-	100
<b>C 503</b>	Bhartiya Educational System	4	2	3	100	-	100
<b>C 504</b>	Yoga Education	4	2	3	100	-	100
<b>C 505</b>	Teaching of Human rights and values	4	2	3	100	-	100

**5.03 (D) Foundation Course:**

Each candidate will select any one of the following courses as a foundation course in semester-I

**TABLE-4**

Semester – I (Foundation Paper) Any one							
No.	Title of the course	Instructional Hours/ week	Cr	Exam Hours	Total		
					Internal	External	Total
<b>D 501</b>	Educational Concern of Constitution	4	2	3	100	-	100
<b>D 502</b>	Basic Computer Education	4	2	3	100	-	100
<b>D 503</b>	Communication Skill	4	2	3	100	-	100
<b>D 504</b>	General English	4	2	3	100	-	100
<b>D 505</b>	Special Education	4	2	3	100	-	100

The Elective and Foundation courses are to be conducted by the colleges themselves. These courses shall have Internal Assessment only and so credit earned for these courses, shall not be considered while preparing the final result. However, the candidates are required to obtain passing minimum to become eligible for the end semester examination/award of the B.Ed. Degree.

## 5.04 (E) Practical Work:

TABLE-5

Semester –I							
No.	Subjects/ Curriculum Components	Instruc-tional Hours *	Credit	Exam Hours	Total		
					Internal	External	Total
E 501	Micro Teaching (5 Lessons)	-	2	-	50	-	50
E 502	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
E 503	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 504	Content Assignment (2)	-	2	-	50	-	50
E 505	Teaching Aid	-	1	-	25	-	25
E 506	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 507	Seminar/Workshop	-	2	-	50	-	50
E 508	Psychological Test (2 test administration)/Practical	-	2	-	50	-	50
E 509	Book Review / Science Practical	-	1	-	25	-	25
<b>Total</b>			<b>16</b>		<b>400</b>		<b>400</b>
Semester -II							
E 510	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
E 511	Block Lessons (10 Lessons)	-	4	-	100	-	100
E 512	Blue Print (2)	-	1	-	25	-	25
E 513	Action Research (One Study)	-	1	-	25	-	25
E 514	Internship and Literacy Programme	-	1	-	25	-	25
E 515	Viva (External Test) & Co-curriculum Activity	-	1	-	25	-	25
E 516	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
E 517	Annual Lessons (University Exam)	-	4	-	-	100	-
<b>Total</b>			<b>16</b>		<b>300</b>	<b>100</b>	<b>300</b>

\* Note: Total Practical works are 240 hour for each B.Ed. Semester (I & II)

The Examination of Part-I of semester-I/semester-II for a candidate may be taken only after he/she has attended minimum 15 weeks at an education college as required in O. B.Ed-1 Candidates will not be permitted to appear in the part-I examination unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College at the end of each semester.

### O.B.Ed. 2 : Duration of Programme :

A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters. Semester-I shall be from June/July to October/November and semester-II shall be from November / December to April/May. There shall be not less than 90 working days which shall comprise 450 teaching/working hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations). A candidate can avail a maximum of 2 Semesters (1 years), in a continuous stretch of 1 years from the date of admission to complete B.Ed. Degree.

### O. B.Ed. 3 : Programmes offered at U.G. B.Ed. Programme :

- (1) B.Ed. General
- [(2) B.Ed. Special (3) B.Ed. (GBTC)] {Syllabi to be modified from B.Ed. General Programme}

### O. B.Ed. 4 : The CBCS System :

All Programmes shall be run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students to keep pace with the

developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

#### **O. B.Ed. 5 : Courses in Programme :**

The UG B.Ed. Programme consists of a number of courses. The term 'Course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the UG B.Ed. Programme.

- Core Course (A 501 to A 506)
- Special Field (A 507 to A 512)
- Optional Paper (Content cum Method), (B 501 to B 513)
- Elective Course (C 501 to C 505)
- Foundation course (D 501 to D 505) as listed in O. B.Ed. 1
- Practical Work (E 501 to E 517)

The Elective Courses and Foundation Courses are meant to develop the students' communicative skill and Social Awareness at the UG level. Core courses are the basic courses compulsorily required for each of the programme of study.

#### **O. B.Ed. 6 :**

The UGC recommended Certificate Course on Environmental Studies is to be offered in the second semester of all the UG programmes as elective course compulsorily. However, the students doing B.Ed. programme have already done the course at B.A/B.com/B.Sc. level; so, they are exempted from doing this course compulsorily.

#### **O. B.Ed. 7 : Extra-Curricular Activities:**

These should be carried out outside the class hours, e.g. NSS, NCC, participation in Youth welfare activities/Sports at National or International Level will be assigned two additional credits/year. (May be implemented later)

#### **O. B.Ed. 8 : Semesters :**

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

#### **O. B.Ed. 9 : Credits :**

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, In case of microteaching & lessons where each student has to deliver 5 lessons having 12 hours will be assigned 1 credit. Simulation lessons carries 1 credit and stray lesson is assigned 2 credits in each semester. The assignment, seminar and Blueprint having 10 to 12 hours will be assigned 2 credits. In all, for practical work for semester-I a total of 16 credits will be assigned and in semester II, for practical work is assigned 16 credits. For the method teaching and compulsory and elective courses, four hour theory course per week is given four credits. Three hour theory course per week, in case of foundation/elective subject elective courses, is given two credits, however, in no instance the credits of a course can be greater than the hour allotted to it.

The total minimum credits, required for completing a UG B.Ed. programme is **60 credits** (semester-I 30 credits and for semester-II 30 credits). The details of credits for individual components and individual courses are given the R. B.Ed. -1 & 2 and Annexure-II.

#### **O. B.Ed. 10 : Course :**

Each course is to be designed variously under lectures / lessons/practical work or filed work/ seminar /workshop/ practice teaching / assignment / term paper / Blue print/ Book

Review/ Internship / Literacy Programme/ Psychological Test/Action Research/ Viva etc., to meet effective teaching and learning needs of a would be teacher of B.Ed. Programme.

**O. B.Ed. 11 : Examinations :**

- (i) There shall be examinations at the end of each semester, for first semester in the month of October/November: for second semester in the month of April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October/November or April / May.
- (ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are not permitted to move to the next semester. Such candidates shall re-do the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

**O. B.Ed. 12 : Condonation :**

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

**O. B.Ed. 13 : Questions Paper Pattern :**

Question Paper shall have four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

**O. B.Ed. 14 : Evaluation :**

The performance of a student in each course is evaluated in term of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher/Method Master as well as by an end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are:

<b>One Tests</b>	<b>15 Marks (Second/repeat test for genuine absentees)</b>
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component for continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be a written-type examinations of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

**O. B.Ed. 15 : Passing Minimum :**

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal



Assessment marks in the subsequent semester (2 chance will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of B.Ed. Degree.

#### **O. B.Ed. 16 : Grading :**

Once the marks the CIA (Continues Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded as per details provided in R. B.Ed. 3 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are Calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where  $C_i$  is the Credit earned for the course is in any semester;  $G_i$  is the Grade point obtained by the student for the course  $i$  and  $n$  number of courses passed in that semester.

CGPA = SGPA of all the Courses starting from the first semester to the current semester.

Note : The GPA and CGPA shall be calculated separately for the following three parts:

Part I: (5C); part II: (5D) and Part III (5A, 5B, 5E)

Note : Examples for the calculation of GPA & CGPA are explained in R.B.Ed.17.

#### **O. B.Ed. 17 : Classification of Final Results :**

- (i) For each of the three parts, there shall be separate classification on the basis of CGPA as indicated in R. B.Ed. 4.
- (ii) For purpose of declaring a candidate to have qualified for the Degree of B.Ed. in the first class/second class/pass class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided he/she has secured the prescribed passing minimum in Part-I and Part-II. It is further provided that the candidate should have scored the First/Second class separately in both the grand total and end Semester (External) examination.
- (iii) Grade in Part IV Extension and Extra Curricular Activities shall be shown separately and it shall not be taken into account for classification.

#### **O. B.Ed. 18 : Conferment of the B.Ed. Degree :**

- (i) A candidate shall be eligible for the conferment of the Degree of B.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 60 Credits).
- (ii) A candidate shall be required to pay Rs. 500/- towards the conferment of the Degree of B.Ed. which shall be enhanced by a 10% increase every three years and rounded off to the next 10/- rupees stage.

#### **O. B.Ed. 19 : Examinations :**

- (i) The University shall conduct the External or End semester Examination for the Semester-I and II. The Internal Examination for the Semester I and II shall be conducted by the concerned colleges themselves. However, the common format of question paper suggested and / or prepared by the University has to be followed by all the colleges for Examination of Internal practical, the Elective & the Foundation courses.

- (ii) The Examination fees for all end semester examination shall be Rs.500/- which shall be enhanced by a 10% increase every three years and rounded off to a next 10 rupees stage.

**O. B.Ed. 20 : Self -Financing Stream :**

The above Ordinances shall be applicable also for the candidates undergoing the programmes in self-financing stream.

**O. B.Ed. 21 : Grievance Redressal Committee :**

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievance relating to the Internal Assessment marks of the students.

**O. B.Ed. 22 : Transfer of Credits :**

In case of Elective courses, students are permitted to transfer their course credits from Center for Distance Education (CDE) of any University to Regular Stream and Vice-Versa. Similarly, they are also permitted to transfer their course credits from other state or central universities after verification of eligibility criteria.

**O. B.Ed. 23 : Revision of Ordinance, Regulations and Curriculum :**

The University may from time to time revise, amend and change the Ordinances, the Regulations and the Curriculum, if Found necessary.

**R.B.Ed. 1 : Division of Marks, Credit and Allotment of time to each Component :**

<b>Semester –I (Part-I)</b>							
No.	Subjects/ Curriculum Components	Instruct ional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>A 501</b>	Teacher In Emerging Indian Society	4	2	3	30	70	100
<b>A 502</b>	The Learner-Nature and Development	4	2	3	30	70	100
<b>A 503</b>	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100
<b>A</b>	Special Field ( A 507 to A 509) Any one	4	2	3	30	70	100
<b>B</b>	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
<b>B</b>	Method-II (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
<b>D</b>	Foundation Paper (D 501 to D 506)	4	2	3	100	-	100
<b>Total</b>	<b>8 week x 28 hour / week =</b>	<b>224</b>	<b>14</b>		<b>280</b>	<b>420</b>	<b>700</b>

<b>Semester –I (Part-II)</b>							
No.	Subjects/ Curriculum Components	Instruct ional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>E 501</b>	Micro Teaching (5 Lessons)	-	2	-	50	-	50
<b>E 502</b>	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
<b>E 503</b>	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
<b>E 504</b>	Assignment / Content Test	-	2	-	50	-	50
<b>E 505</b>	Teaching Aid	-	1	-	25	-	25
<b>E 506</b>	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
<b>E 507</b>	Seminar/Workshop	-	2	-	50	-	50
<b>E 508</b>	Psychological Test/Practical	-	2	-	50	-	50
<b>E 509</b>	Book Review / Science Practical	-	1	-	25	-	25
<b>Total</b>			<b>16</b>		<b>400</b>		<b>400</b>

\* Note: : Total Practical works are 240 hour for B.Ed. Semester-I.

Note: For Semester-I total external marks are 420 and total internal marks are 680.

For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ weeks x 8 weeks) are shown in the above label, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.

**R.B.Ed. 2 : Division of Marks, Credit and Allotment of time to each component :**

<b>Semester –II (Part-I)</b>							
No.	Subjects/ Curriculum Components	Instruc-tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>A 504</b>	Education In Emerging Indian Society	4	2	3	30	70	100
<b>A 505</b>	School Organization and Management	4	2	3	30	70	100
<b>A 506</b>	Expanding Horizons of Secondary Education	4	2	3	30	70	100
<b>A</b>	Special Field ( A 510 to A 512) Any one	4	2	3	30	70	100
<b>B</b>	Method-I (B 501 to B 519 any one) 70% content + 30% Method	4	2	3	30	70	100
<b>B</b>	Method-II (B 501 to B 519 any one) 70% Method + 30% Content	4	2	3	30	70	100
<b>C</b>	Elective Paper (C 501 to C 509)	4	2	3	100	-	100
<b>Total</b>	<b>8 week x 28 hour / week =</b>	<b>224</b>	<b>14</b>		<b>280</b>	<b>420</b>	<b>700</b>

<b>Semester –II (Part-II)</b>							
No.	Subjects/ Curriculum Components	Instruc-tional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
<b>E 510</b>	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
<b>E 511</b>	Block Lessons (10 Lessons)	-	4	-	100	-	100
<b>E 512</b>	Blue Print (2)	-	1	-	25	-	25
<b>E 513</b>	Action Research (One Study)	-	1	-	25	-	25
<b>E 514</b>	Internship and Literacy Programme	-	1	-	25	-	25
<b>E 515</b>	Viva (External Test) & Co-curriculum Activity	-	1	-	25	-	25
<b>E 516</b>	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
<b>E 517</b>	Annual Lessons (University Exam)	-	4	-	-	100	-
<b>Total</b>			<b>16</b>		<b>300</b>	<b>100</b>	<b>300</b>

\* Note : : Total Practical works are 240 hour for B.Ed. Semester-II.

Note :

- For Semester-II total external marks is 420 + 100 for lesson and total internal marks 580. For each semester, a total of 15 working weeks for teaching are further divided as 8 weeks for theory teaching and 7 weeks for practical work. It is further provided that a total of 288 hours for theory teaching (8 weeks x 6 hours x 6 days = 288) are recommended out of which a total of 224 hours (28 hours/ week x 8 weeks) are shown in the above table, the remaining 64 hours are allotted as co-curricular and other activities like prayer and out-side class hours activities. Similarly, for practical work of 252 hours (7 weeks x 6 hours x 6 days = 252), 240 hours are allotted for practical work, the remaining 12 hours are allotted for school related and such other works.
- The total B.Ed. Programme consists of 60 credits which are distributed as a 30 credits in each semester-I and semester-II.

### R. B.Ed. 3 : Grading of the Courses :

Percentage / Marks (Normalized)	Grade Points	Grade	Description
Above 85	8.5 – 10.0	O+	Outstanding
70 – 84.99	7.0 – 8.49	O	Excellent
60 – 69.99	6.0 – 6.99	A	Very good
55 – 59.99	5.5 – 5.99	B+	Good
48 – 54.99	4.8– 5.49	B	Fair
36 – 47.99	3.6 – 4.79	C	Average
Below 36	0.0	D ( Dropped)	Dropped or Fail

### R. B.Ed. 4 : Final Result :

CGPA From-to	Letter Grade	Classification of Final Result
8.5-10	O+	First class with Distinction
7.0-84.99	O	
6.0-6.99	A	First Class
5.5-5.99	B+	Higher Second Class
4.8-5.49	B	Second Class
3.6-4.79	C	Pass Class
Below 3.6	D	Dropped or Fail

### R. B.Ed. 5 :

The total number of marks for Semester-I/II Examination in Part-I shall be 490 Marks, each paper carrying 70 marks. The paper shall be framed as per R.B.Ed. 15.

Note : Division of marks, credit and allotment of time of each component of syllabus is given in the R.B.Ed.-1 & R.B.Ed.-2 and R.B.Ed. 16.

### B.Ed. Part – II

### R. B.Ed. 6 :

In Semester I/II for part-II examination, the candidates will be tested for their practical skill, class management and teaching in two subjects of their choice.

The candidates will be required to keep the following for the inspection :

1. A journal / file containing the criticism on the demonstration lessons and at least 50 (25+25 in each semester) lessons of other candidates observed by them during the year.
2. A journal containing note of at least 30 (15+15 in each semester) lessons given during the year and the criticism of the guides therein.
3. The head of the college will be required to keep a record of and evaluation of all lessons given by the students, of the practical work done by them in relation to the theory papers and of the co-curricular activities.
4. The first five stray lessons in practical work must be observed by the method master.

**R. B.Ed. 7 :**

The practical work to be carried out by the candidates during the year is explained in R.B.Ed.-1 & 2

**1. At least 30 lessons as per the following will be given by the candidates. (300 Marks)**

- (i) 5 micro-teaching lessons (4 micro-teaching + 1 integrated lessons), each of 36 minutes:  
Teach - 6 min., feedback - 6 min., Replan - 12 min., Reteach - 6 min., and Re-feedback - 6 min.
- (ii) 5 simulations each of 20 minutes.
- (iii) 10 (5+5 in each semester) Stray lessons in recognised practice teaching schools.
- (iv) 10 lessons for unit teaching in the recognized practice teaching schools during the block-teaching or pre-internship programme.
- (v) 10 lessons in internship programme under the supervision of school principal/school supervisor during 10 days programme.
- (vi) 50 observations of lessons + 2 Demonstration Lesson Observation.

Note : Block teaching / pre-internship teaching / internship programme should be arranged after completing 5 (Five) stray lessons in second semester. Not more than two lessons per day will be allowed to be given by a candidate.

- 2. Periodic Test (semester I & II) (100 Marks)**
- 3. Internship / Literacy Programme in semester-II (25 Marks)**
- 4. Action research in semester-II (25 Marks)**
- 5. Preparation of Blue-print and a question paper relation to two school subjects selected by the candidate in semester-II (25 Marks)**
- 6. Assignment of method / Content Test [each method (25+25)] semester-I (50 Marks)**
- 7. Book Review/ Science Practical – Semester-I (25 Marks)**
- 8. Viva based upon the semesters practical and co-curriculum activity done by the candidate (Sem-II) (25 Marks)**
- 9. Psychological Test / Experiment (1) Semester-I (50 Marks)**
- 10. Teaching aid - Semester-I (25 Marks)**
- 11. Seminar/ workshop in semester – I (50 Marks)**
- (Total Internal for Semester – I & II) (700 Marks)**
- 12. Annual lesson (Exam) (One lesson in each school subject selected by the teacher trainee and 50 marks in each lesson) (50+50) (100 Marks)**

**R.B.Ed. 8 :**

The total number of marks in semester-I for Part-I shall be 420. For the practical work done by the candidate and the internal examination marks up to a maximum of 680 shall be given by the head of the college.

In semester-II, for part-I or university or end semester examination there shall be 520 (420 + 100) marks. For internal examination, 580 marks shall be given by the Head of the College in which candidate is studying and will be communicated to the University before the University practical Examination commences and/or as per the instructions of Controller of Examinations of the University for each semester.

Internals marks of semester-I shall be given out of a total of 680 marks, Marks may be revised in case of a candidate who fails to pass the internal evaluation and applied for such revision, provided ...

- (i) He puts in regular attendance for a period of at least one month in the college in which he has studied, and
- (ii) During this period, a candidate gives additional lessons under the supervision of head of the college in teaching practice and does other practical work to the satisfaction of the Head of the college.

The marks obtained out of a total marks. [680 marks in semester-I or 580 marks in semester-II. i.e. marks for practical work and internal examination marks up to maximum of marks by each candidate shall be put on the college notice board (i & ii) internwise after the marks are communicated to the University.]

For the remaining 100 marks, a candidate shall appear for a practical test of one full period lesson in each of the two subjects selected by him for B 501 to B 513.

**R.B.Ed. 9 :**

To pass the examination in each semester in Part – I, a candidate must obtain not less than 40 % of the total number of marks in each course and 50% marks in aggregate of the seven papers.

**R.B.Ed. 10 :**

To pass the examination in each semester in Part – II, a candidate must obtain minimum of 50% of the total internal marks and a minimum of 40% in each of the two lessons of the University held by Examination.

**R.B.Ed. 11 : Examinations :**

- (i) There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May.
- (ii) A candidate should get enrolled/registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are not permitted to move to the next semester. Such candidates shall re-do the semester in the subsequent turn of that semester as a regular student; however, a student of First Semester shall be admitted in the Second Semester, if he/she has successfully kept the term in first semester.

**R.B.Ed. 12:**

A candidate who fails in Part I Examination shall have to reappear in all such course/s in which he/she has scored less than 40 % of marks. He/she will not be required for that purpose to rejoin the college. A candidate after failing in B.Ed. examinations shall be allowed to reappear for 3 consecutive examinations only.

**R. B.Ed. 13 :**

Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / assignments / term paper or report writing etc., to meet effective teaching and learning needs.

## R. B.Ed. 14 : Assessment and Instructions for implementation of practical work related to Educational Transaction Practice Teaching

### 14.1 Practice Teaching Lessons

Work	Particulars	Total Lesson
Micro teaching	Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re-teach cycles of four microteaching skills per subject should be conducted. Recommended Skills : Questioning, Set-induction, Illustration with examples, Explanation, Stimulus Variation, Making use of Chalk Board. One integration (bridge) lesson – ( 15 min.) in any one method	05
Simulation	Orientation and demonstration of lessons in simulation. They should be on the basis of methodology and on different techniques of teaching in respective school subject. The components observed in teaching respective subject should be monitored while observing lessons. The core skills should be prioritized in selecting simulation. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synoptic, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences. Five lessons in each method should be given.	05
Stray Lessons	One Demonstration Lesson by Method Master in each Method in a real school classroom situation. Five lessons in each method should be given in real classroom. Every lesson should be on different unit and as far as possible on different standards.	10
Block teaching (Unit Planning)	Block teaching including four lessons on one unit, one unit test lesson per subject. The student is supposed to prepare blue print of test and result sheet after assessment of answer sheets.	10
Internship Lesson	10 Lesson without lesson plan under the supervision of school authority.	10
<b>TOTAL PRACTICE TEACHING LESSONS</b>		<b>40</b>

### 14.2 Lesson Observations : The trainee should observe lessons in both semesters as under

- (i) Demonstration Lesson(Macro) 02  
(ii) Stray Lessons + Block Teaching + Internship 50

**Total observations 52**

(In aggregate the trainee should observe at least 52 lessons including demonstration lesson given by the method master during the B.Ed. Programme)

The trainee must provide the written feedback on each observation and a copy must be handed over to a trainee whose lesson is observed having signed by the Professor in-charge.

### 14.3 Internship & Literacy Programme: (A real school life experience)

- Internship 25 marks (5 marks for Literacy programme)
- Following activities are included in internship of 10 days in a school.
- The trainee is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work/journals, conducting prayer, proxy periods and Teaching work observations of school record etc.
- Student has to deliver 10 lessons during the internship programme under the supervision of school principal/supervisor/senior teacher without lesson plan. The



student has to maintain the index of this lesson during the programme and approved by the authority.

- Study of a school system is expected. The student will collect information about location of school, establishment of a school, management, rules, school records, time table, results, organizations associated with the school, co-curricular and extracurricular activities for student and staff of the school etc.
- The trainee must literate at least five illiterates during the internship programme. The evidences of literacy programme must be attached with the report of internship.

#### **14.4 Action Research: (25 marks)**

The trainee must undertake either case study or action research as a part of B.Ed. Part II assessment.

#### **14.5 Seminar/Workshop Presentation (Total Marks: 50)**

Every trainee has to participate in at least one seminar. There must be a presentation, one in large group or in small group. The group of students should prepare for a topic related to any subject from current concerns/ new trends. Students should collect information from various sources and present the topic. Other students should ask questions to the presenter.

#### **14.6 Psychological Test/Practical: (Total Marks: 50)**

Every trainee is to administer any one psychological test on a small group. The trainee is to submit the report on general details of the test, the group on which it is administered, the procedure of administering test, scoring and general interpretations.

#### **14.7 Assignment/ Content Tests: (Total Marks 50)**

There must be submission of six assignments on each four General papers (Paper I, II, III, and IV) and two methods (Paper VI & VII ) the institute has an option of taking content examination in lieu of two assignments in methods.

#### **14.8 Teaching Aids: (Total Marks 25)**

The trainee is to develop one teaching aid in a method of admission (i.e. Uni. Method) and submit it in the college.

#### **14.9 Blue-print: (Total Marks 25)**

The trainee is to prepare a blue-print of the question paper of 50 marks in each method specifically in two days work-shop organized under direct supervision of the method master concerned.

#### **14.10 Book Review/ Science Practical's (Total Marks 25)**

The trainee is to review any of the books other than prescribed in syllabi. The trainees of science method have to do ten experiments from the text-books of Std: VIII, IX and X.

#### **14.11 Viva / Co-curricular activities (Total Marks 25)**

The participation in co-curricular activities in college programme shall be assessed. The viva-voce will be at the end of the year.

#### **14.12 Annual Lessons: University Exam (Total Marks 100)**

There are two annual lessons in each Method at the end of semester-II. There must be one-method related teacher/professor as an examiner in annual examination for the evaluation of each lessons.

The records of 15 lessons of each semester and observation book of lessons must be counter signed by chairman of group of annual examination of lessons.

**R.B.Ed. 15 : Format of Theory Question Paper for B.Ed. Semester I & II :****Question Paper Format for B.Ed. Course**

Q.1 From Unit-1	Q.1 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-1, Each question carries 10 Marks)	10 Marks
	Q.1 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-1)	04 Marks
Q.2 From Unit-2	Q.2 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-2)	06 Marks
	Q.2 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-2)	08 Marks
Q.3 From Unit-3	Q.3 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-3, Each question carries 10 Marks)	10 Marks
	Q.3 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-3)	04 Marks
Q.4 From Unit-4	Q.4 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-4)	06 Marks
	Q.4 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-4)	08 Marks
Q.5 From Unit-1 to 4	Q.5 Answer the following 14 questions in short. Each question carries 01 Mark. (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 Marks

**R.B.Ed. 16 : Conversion Table for B.Ed. Course :****Conversion Table of Marks, Grade point & Grade**

% of Marks from-to	Grade Point	CGP From-to	Letter Grade	Description	Classification of Final Result
Above 85	8.5 – 10.0	8.5 – 10.0	O+	Outstanding	First class with Distinction
70-84.99	7.0 – 8.49	7.0 – 8.49	O	Excellent	
60 – 69.99	6.0 – 6.99	6.0 – 6.99	A	Very Good	First Class
55 – 59.99	5.5 – 5.99	5.5 – 5.99	B+	Good	Higher Second Class
48. 54.99	4.8 – 5.49	4.8 – 5.49	B	Fair	Second Class
36 – 47.99	3.6 – 4.79	3.6 – 4.79	C	Average	Pass Class
Below 36	0.0	0.0	D	Dropped or Fail	Dropped or Fail

**Note :** The credit shall be considered only in whole number. Any conversion of the percentage into the credit which is greater than and equal to 0.5 credit shall be considered as 1(one) on the counter part less than 0.5 credits shall not be considered.

**R.B.Ed. 17 :**

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for U.G. B.Ed. Programme.

The credit grade points are to be calculated on the following basis :

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

**Example - I**

$$\text{Marks obtained by Student in course A501} = \frac{68}{100}$$

$$\therefore \text{percentage of marks} = 68 \%$$

$$\therefore \text{Grade from the conversion table is} = A$$

$$\begin{aligned} \therefore \text{Grade Point} &= 6.0 + 8 (0.99/9.99) \\ &= 6.0 + 0.79 \\ &= 6.79 \end{aligned}$$

$$\text{The Course Credits} = 2$$

$$\begin{aligned} \therefore \text{Credits Grade Point} &= 6.79 \times 2 \\ &= 13.58 \end{aligned}$$

$$\therefore \text{CGP of the student in course A 501} = 13.58$$

**Example - II**

$$\text{Marks obtained by Student in course B501} = \frac{40}{70}$$

$$\therefore \text{Percentage of Marks} = 57.14 \%$$

$$\therefore \text{Grade from the conversion table is} = B^+$$

$$\begin{aligned} \therefore \text{Grade Point} &= 5.5 + 2.14 (0.49/4.99) \\ &= 5.5 + 0.23 = 5.73 \end{aligned}$$

$$\text{Course Credits} = 2$$

$$\begin{aligned} \therefore \text{Credits Grade Point} &= 5.73 \times 2 \\ &= 11.46 \end{aligned}$$

$$\therefore \text{CGP of the student in course B 501} = 11.46$$

The SGPA will be calculated as a weighted average of all the grade point of the semester courses. That is

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

As per example for SGPA

#### Semester – I B.Ed. Examination

Course No.	Marks obtain/70	Percentage of Marks	Grade Point	Credit	Credit Grade Point
A-501 (Comp. paper)	48	68.57	6.85	2	13.70
A-502 (Comp. paper)	50	71.42	7.14	2	14.28
A-503 (Comp. paper)	39	55.71	5.57	2	11.14
A-504 (Special Field)	33	47.14	4.71	2	09.42
B-501 (Content-Method)	43	61.43	6.14	2	12.28
B-502 (Content-Method)	42	60.00	6.00	2	12.00
D-501 (Found. paper)	-	-	-	-	-
<b>Total</b>	<b>255</b>			<b>12</b>	<b>72.82</b>

$$\text{SGPA} = \frac{72.82}{12} = 6.068$$

Suppose, SGPA for B.Ed. students in semester-II = 6.22. Now we will calculate CGPA of the student :

$$\begin{aligned} \text{(SGPA) for B.Ed. student in semester-I} &= 6.068 \\ \text{(SGPA) for B.Ed. student in semester-II} &= 6.220 \\ \text{Total} &= 12.288 \end{aligned}$$

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{12.288}{2} = 6.144$$

$$\therefore \text{CGPA} = 6.144$$

The cumulative grade point average will be calculated as the average of the SGPA of the two semesters, as shown above.

For the award of the class CGPA shall be calculated on the basis of:

- (a) End Semester External Examination Marks
- (b) Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for B.Ed. Degree shall be awarded on the basis of lowest CGPA of (a) & (b) of First & Second semester examinations. However, the marks of elective courses as well as foundation courses shall not be counted for the award of class, provided a candidate has secured at least minimum passing marks in Elective & Foundation courses both in internal & external examinations.

CBCS  
B.Ed. SYLLABUS  
SEMESTER - I

*IN FORCE FROM : JUNE-2011*

**Theory Paper: B.Ed. Part - I**  
**SEMESTER-I**

**Semester –I (Compulsory Paper)**

No.	Subjects/ Curriculum Components	Instru. H./w.	Credit	Exam Hours	Total		
					Internal	External	Total
<b>A 501</b>	Teacher In Emerging Indian Society	4	2	3	30	70	100
<b>A 502</b>	The Learner-Nature and Development	4	2	3	30	70	100
<b>A 503</b>	Principles and Techniques of Teaching and Learning	4	2	3	30	70	100

**Semester –I for Special Field (Optional Paper) Any one**

<b>A 507</b>	Classroom Management	4	2	3	30	70	100
<b>A 508</b>	Educational and Mental Measurement & Educational Statistics	4	2	3	30	70	100
<b>A 509</b>	Teacher Education	4	2	3	30	70	100

**Semester –I : Content Cum Method (Optional Papers) Any Two**  
**(As per Group of Method- Table-2)**

No.	Subjects/ Curriculum Components	Instru. H./W.	Credit	Exam Hours	Total		
					Internal	External	Total
<b>B 501</b>	Gujarati	4	4	3	30	70	100
<b>B 502</b>	Hindi	4	4	3	30	70	100
<b>B 503</b>	English (LL)	4	4	3	30	70	100
<b>B 504</b>	Sanskrit	4	4	3	30	70	100
<b>B 505</b>	Social Science	4	4	3	30	70	100
<b>B 506</b>	Mathematics	4	4	3	30	70	100
<b>B 507</b>	Science and Technology	4	4	3	30	70	100
<b>B 508</b>	Urdu	4	4	3	30	70	100
<b>B 509</b>	Economics	4	4	3	30	70	100
<b>B 510</b>	Business Organisation and Management (BOM)	4	4	3	30	70	100
<b>B 511</b>	Accountancy	4	4	3	30	70	100
<b>B 512</b>	Psychology	4	4	3	30	70	100
<b>B 513</b>	English-HL (for English medium Students)	4	4	3	30	70	100

**Semester – I (Foundation Paper) Any one**

No.	Title of the course	Instru. H/w	Credit	Exam Hours	Total		
					Internal	External	Total
<b>D 501</b>	Educational Concern of Constitution	4	2	3	100	-	100
<b>D 502</b>	Basic Computer Education	4	2	3	100	-	100
<b>D 503</b>	Communication Skill	4	2	3	100	-	100
<b>D 504</b>	General English	4	2	3	100	-	100
<b>D 505</b>	Special Education	4	2	3	100	-	100

**Semester –I – Practical Work B.Ed. Part-II**

<b>E 501</b>	Micro Teaching (5 Lessons)	-	2	-	50	-	50
<b>E 502</b>	Simulation Lesson (5 Lessons)	-	2	-	50	-	50
<b>E 503</b>	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
<b>E 504</b>	Content Assignment (2)	-	2	-	50	-	50
<b>E 505</b>	Teaching Aid	-	1	-	25	-	25
<b>E 506</b>	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
<b>E 507</b>	Seminar/Workshop	-	2	-	50	-	50
<b>E 508</b>	Psychological Test/Practical	-	2	-	50	-	50
<b>E 509</b>	Book Review / Science Practical	-	1	-	25	-	25
<b>Total</b>			<b>16</b>		<b>400</b>		<b>400</b>

\* Note: Total Practical works are 240 hour for B.Ed. Semester-I.

**Table-2**  
**Group of Method**

1	2	3	4	5
Gujarati Urdu	Hindi Science and Technology Economics	English (LL) English (HL) Psychology BOM	Social Science	Sanskrit Accountancy Mathematics

**Question Paper Format for B.Ed. Course for Semester I & II**

Q.1 From Unit-1	Q.1 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-1, Each question carries 10 Marks)	10 Marks
	Q.1 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-1)	04 Marks
Q.2 From Unit-2	Q.2 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-2)	06 Marks
	Q.2 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-2)	08 Marks
Q.3 From Unit-3	Q.3 (A) Answer any one question from the following two questions. Answer should be in about 750 words. (Any One essay type applied question is to be asked From Unit-3, Each question carries 10 Marks)	10 Marks
	Q.3 (B) Answer any one question from the following three questions. Answer should be in about 125 words. (Each question carries 04 Marks, Ask From Unit-3)	04 Marks
Q.4 From Unit-4	Q.4 (A) Answer any two out of three from the following questions. Each answer should be in about 100 words. (Each question carries 03 Marks, Ask From Unit-4)	06 Marks
	Q.4 (B) Answer any one out of two from the following questions. Each answer should be in about 500 words. (Each question carries 08 Marks, Ask From Unit-4)	08 Marks
Q.5 From Unit-1 to 4	Q.5 Answer the following 14 questions in short. Each question carries 01 Mark. (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 Marks

## **Teacher in Emerging Indian Society**

### **SEMESTER-I**

#### **Course Objective :**

To enable student teacher to understand

1. About the relationship between philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educationalist to the field of education.
4. The need to study education in a sociological perspective. The process of social changes and socialization to promote and develop sense of commitment to the teaching profession.
5. The means of measure towards the promotion of national integration and protection of human rights.

#### **Unit-1 Education and Philosophy**

- 1.1 Education : Meaning, concept, nature process and objectives of education  
(Individual and social objective)
- 1.2 Importance of Education
- 1.3 Formal – Non-formal Education
- 1.4 Philosophy: meaning and definition of philosophy.
- 1.5 Interrelation between education and philosophy.

#### **Unit-2 Present Issues in Education**

- 2.1 Teacher's role in Education system and challenges in present time.
- 2.2 Modernization – meaning importance and impact – role of education in modernization.
- 2.3 Education and economical development.

#### **Unit-3 Education and Society**

- 3.1 Characteristics of ancient and modern Indian society. Relation between individual and society, Role of education in contemporary social system.
- 3.2 Education and social change.

#### **Unit-4 Indian and Western Philosopher and their philosophical thinking-1**

- 4.1 Naturalism Idealism – Concept, Objectives, Methods, teacher – learner relationship.
- 4.2 Educational thoughts of Gandhiji.
- 4.3 Educational thoughts of Rousseau.



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બોર્ડ, ગુજરાત રાજ્ય.

## **The Learner-Nature and Development**

### **SEMESTER-I**

#### **Objectives:**

To enable prospective teachers to :

1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of individual differences and of process of learning in the context.
3. understand personality, motivation and various types of exceptional children.
4. grasp the meaning and significance of Adjustment and guidance services.

#### **Unit-1 Psychology and nature of learner**

- 1.1 Psychology and educational psychology: Concept, nature, scope and functions.
- 1.2 Growth and Development Meaning, concept and principles factors affecting growth and development, Stages of development.
- 1.3 Types of Development (Mental, Social and Emotional) Characteristics, developmental tasks (Mental, social, emotional) and learners' educational needs at each stage.

#### **Unit-2 Adolescence in the Indian Context and Personality**

- 2.1 Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.
- 2.2 Adolescence in Indian Context, Various types of development, physical, emotional, intellectual, social and moral during adolescence.
- 2.3 Personality: Meaning, Nature, Types and theories of personality development of Freud and Carl Jung.

#### **Unit-3 Individual differences and Exceptional Children**

- 3.1 Individual differences meaning, nature, factors responsible, types, areas in which one can identify individual differences.
- 3.2 Exceptional children: concept, types and characteristics: physically handicapped; mentally retarded, gifted: emotionally disturbed and socially maladjusted.
- 3.3 Specific Learner centered techniques of instruction for Creative, Slow learners, gifted, mentally retarded children. Learning Disability: Introduction, meaning, concept and types (Dyslexia, Attention Deficiency Disorder :ADD, ADHD: Hyper Disorder)

#### **Unit-4 Adjustment, Motivation and Guidance**

- 4.1 Adjustment: Meaning, concept and characteristics. Causes of maladjustment, conflicts, frustration and defense mechanism.
- 4.2 Motivation : Meaning, concept, nature and theories of Maslow and McClelland
- 4.3 Guidance and Counseling: Meaning, importance and types of guidance: Educational, Vocational and Personal, concept of counseling, directed, non-directed counseling and eclectic.

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## **Principles and Techniques of Teaching and Learning**

### **SEMESTER-I**

To enable the student teachers

1. to obtain a total perspective of the role of teaching in modern educational practices.
2. to equip the student-teachers with his various skills and methods of teaching applications available to him/her for improving instructional practices.
3. to provide the teacher skills required for effective instructional and institutional management.
4. to develop the professional skills required for guiding pupils in the initial areas educational panel and victual.
5. to develop the evaluation skill required for effective feedback.

#### **Unit-1 Principles of Teaching and Educational Technology**

- 1.1 **Meaning of Teaching** : Old and new concept, characteristics of good teaching
- 1.2 **Maxims of Teachings** : (Meaning, Importance, From known to unknown, From concrete to abstract, From simple to complex, From particular to general, From whole to part, From analysis to synthesis, From empirical to rational)
- 1.3 **Principles of Teaching** : Concept, Meaning, Nature, Importance and Scope.
- 1.4 **Educational Technology** : Definition, Nature, Function, Scope, Distinction between Hardware & Software technologies, their role in modern educational practices.

#### **Unit-2 Principles and Techniques of Learning**

- 2.1 **Meaning of Learning** : Concept, Nature and Scope
- 2.2 **Programmed Learning** : Meaning, Principles, limitations, Constructions and Steps.
- 2.3 Cone of experience (Edger Dale), its advantages
- 2.4 **Models of Teaching** : Concept, Strategies Importance and Basic elements (Inquiry Training Model, Inductive Thinking Model)

#### **Unit-3 Teaching – Learning Process and Skill Development**

- 3.1 **Micro Teaching** : Meaning, Importance, limitation and Organization patterns  
Teaching Skills : Concept, Types of teaching skills, Set Induction, Questioning, Illustration, Explanation and using black-board : its importance and Components
- 3.2 **Evaluation** : Concept of Measurement & Evaluation, Steps, tools & techniques (check List, rating scale, Sociometry , Interview)
- 3.3 **Multi sensory learning**: Concept and types.

#### **Unit-4 Techniques of Measurement and basic statistics**

- 4.1 **Tests**
  - **Teacher need Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.
  - **Standardized Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.
  - **Diagnostics Test** : Meaning, Concept, Importance, Steps, Characteristic, Limitation.
- 4.2 **Basic Statistics**
  - **Educational Statistics** : Meaning and Importance
  - **Measures of Central Tendency** : Definition, use & calculation (Mean, Median & Mode)

- **Measures of Dispersion** : SD (for ungroup data) (Definition, use & calculation)
- **Percentile & Percentile Rank** : Meaning, Concept, Calculation & Interpretation.
- **Co-relation** : Concept, Interpretation, Calculation (Spearman, Rank Difference Method)

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## **Classroom Management**

### **SEMESTER - I**

#### **Objectives :**

1. To enable students trainees to understand management practices and processes used for class room management.
2. To enable students trainees to develop skills for effective classroom management.
3. To enable students trainees to know the components of Classroom climate and to help them to understand their effect on pupil's development.
4. To enable students trainees to know the problems of classroom management.
5. To enable students trainees to know the innovations in classroom management.

#### **Unit-1 Classroom Management**

- 1.1 Classroom Management –concept, need & approaches
- 1.2 Principles and Practices of classroom management
  - 1.2.1 Cognitive, affective principles
  - 1.2.2 Socio-emotional concern of a teacher
  - 1.2.3 Teacher-Pupil interactions Flanders classroom Interaction.
- 1.3 Managerial functions of a teacher in classroom: Various roles played by a teacher as manager, norm builder, initiator, guide and facilitator in classroom.
- 1.4 Managing behavior problems in a classroom-preventive, supportive and corrective. Common mistakes in classroom behavior management. Establishment of routines, rules and procedures.

#### **Unit-2 Basic concept of Classroom Climate:**

- 2.1 Meaning & components of classroom climate-Thelen's model.
- 2.2 Factors affecting classroom climate: pupils' psyche: anxiety, adjustment, trust, initiative expectancy and dependency.
- 2.3 Understanding various classroom profiles: special incidences/cases.
- 2.4 Role of a teacher in classroom climate-relationship between leadership styles of a teacher and classroom discipline.

#### **Unit-3 Managing Pupils' Behavior for Better Learning**

- 3.1 Pupils' motivation towards school and classrooms.
- 3.2 Enhancing pupils' Self-Concept for achievement.
- 3.3 Helping pupils' to develop healthy interpersonal relations: pupils' affiliation, activation, and sociability and socialization process.
- 3.4 Developing concern among pupils'
  - Group Discussion treatment
  - Expectancy boosting/ Incentive treatment
  - Origin-Pawn treatment
  - Self fulfilling prophecy

#### **Unit-4 Innovative Practice in School**

- 4.1 Meaning & concept of Innovation
- 4.2 Advantages & Disadvantages of Innovation
- 4.3 Innovation Practices in Indian Schools

## Suggested Activities:

1. Practice of various approaches to classroom management in simulation group work.
2. Developing classroom profile.
3. Observing classroom with FLACS.
4. GDS Treatment-self-experience strategy.
5. Using creative approaches in classroom management like Brain storming, Role plays etc.
6. Drawing of a classroom sociogram for enhancing social relations.
7. Case studies of critical incidents in classroom based on Unit -3
8. Review the school time-table planning and its effectiveness towards attaining academic expectations laid by National Curriculum Framework.

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## **Educational and mental Measurement & Educational statistics.**

### **SEMESTER-I**

#### **Course Objectives :**

1. To acquaint the student teachers with the basic scientific concepts and practices in the educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teachers for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To appropriate the role of parametric and non-parametric statistics in various types of educational research.

#### **Unit-1 Measurement Testing & Evaluation**

- 1.1 Concept and need of measurement, Testing & Evaluation
- 1.2 Tools of educational evaluation, Types of test
- 1.3 Scale of Measurement : Nominal scale or classification scale, Ordinal Scale or Ranking Scale, Interval Scale, Ratio Scale
- 1.4 Difference between Measurement and evaluation

#### **Unit-2 Educational Statistics**

- 2.1 Meaning, need in education
- 2.2 Continuous and Discrete series, Frequency Distribution
- 2.3 Measures of Central tendency: Concepts of Measures of central tendency, Types of Measures of Central tendency : Mean, Median, Mode with their meaning, Computation in group and ungroup data, their interpretation their uses and limitations.
- 2.4 Measures of Dispersion (variability) : Concept of Dispersion and their relation with scales, Types of Measures of Dispersion : Range, Quartile and standard Deviation, Their Meaning, Computation in group and ungroup data, their interpretation, their uses and limitations.

#### **Unit-3 Interpreting Measurement**

- 3.1 **Normal probability curve** : Characteristics, Equation, Kurtosis (Ku), Skewness (Sk) their computation.
- 3.2 **Percentile and percentile rank** : Meaning, their calculation in group data, their uses in Measurement, their limitations, the relation between simple rank and percentile rank with computation and interpretation.
- 3.3 **Standard Score** : Meaning, importance, different types of standard score, computation, uses and limitations.
- 3.4 **Correlation** : Concept of correlation and coefficient of correlation, types of correlation, methods of correlation (For ungroup data only) 1. Spearman's Rank Correlation Method 2. Karl Pearson's Product Moment Method. Computation, importance and uses of correlation, educational and statistical interpretation of correlation.



## Unit -4 Non parametric methods of statistics

- 4.1 Meaning and scope.
- 4.2 Sign Test, Meaning, Computation and Interpretation
- 4.3 Median Test, Meaning, Computation and Interpretation
- 4.4 Use of parametric and non parametric method.

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## Teacher Education

### SEMESTER-I

#### Fundamentals of Teacher Education Objectives :

1. To develop in the students understanding of the concept, history, need and objectives of teacher education.
2. To enable the students to understand teacher and curriculum transaction.
3. To enable the students to understand teacher education as a profession.

#### Unit-1 Concept, Need, History and Objectives of Teacher Education

- 1.1 Concept of teaching and teacher education.
- 1.2 Historical Development of teacher education in India.
- 1.3 Need and Importance
- 1.4 Aims & objectives
- 1.5 Basic Assumptions

#### Unit-2 Teacher Education as a Profession

- 2.1 Concept of a profession
- 2.2 Scope characteristics of teaching as a profession
- 2.3 Teachers status: social status, economics status and professional status.
- 2.4 Teachers competencies: kind of competencies
- 2.5 Teachers commitment areas: kind of commitment

#### Unit-3 In-service and pre-service programme

- 3.1 Meaning
- 3.2 Objectives
- 3.3 Basic requirement
- 3.4 Programmes for quality improvement
- 3.5 Innovative practices:
  - Classroom teaching and methods
  - Use of latest technology
- 3.6 Construction of TLM.

#### Unit-4 Role and function of Teacher Education Agencies:

- 4.1 GCERT, DIET, CTE
- 4.2 NCERT
- 4.3 Role of NCTE and NAAC for quality improvement.

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## Gujarati

### SEMESTER-I

હેતુઓ :  
વિદ્યાર્થીઓ...

1. માતૃભાષાના પુસ્તકોના વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
2. માતૃભાષા શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
3. માતૃભાષા શિક્ષણનાં હેતુઓ સિધ્ધ કરવા માટેનું આયોજન કરવા અંગેનાં પાસાં જાણી તે અંગેની શૈક્ષણિક પદ્ધતિઓ, પ્રયુક્તિઓ અને પ્રવૃત્તિઓથી વાકેફ થાય.
4. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને ઉપયોગ કરવા અંગેની ક્ષમતા પ્રાપ્ત કરે.
5. માતૃભાષાનાં મૂળભૂત કૌશલ્યો અને તેમાં મહત્તમ પ્રાપ્તિ માટેની પ્રવૃત્તિઓથી વાકેફ થાય.
6. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટેની પદ્ધતિઓ અને પ્રવૃત્તિઓ પર પ્રભુત્વ મેળવે.
7. માતૃભાષા સાહિત્યલક્ષી સહાભ્યાસ પ્રવૃત્તિઓમાં આયોજન, સંચાલન અને મૂલ્યાંકન કરવાની ક્ષમતા કેળવે.
8. માતૃભાષાનો શિક્ષક તેના પોતાના વિષયવસ્તુમાં સજ્જ થઈ, તેની વ્યાવસાયિક વૃદ્ધિ માટે સભાન બને.

એકમ-૧ વિષય વસ્તુ :

ધો.-૮ની નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો.

૧.૧ આપણા દુઃખનું કેટલું જોર !

૧.૨ કન્યાવિદાય

૧.૩ સપરમે દહાડે સંકલ્પ

૧.૪ ગોવિંદનું ખેતર

એકમ-૨ વિષય વસ્તુ : વ્યાકરણ

સર્વનામ, વિશેષણ, સંયોજકો, વાક્યપરિવર્તન, સંધિ અને જોડણી

એકમ-૩ વિષય વસ્તુ : વ્યાકરણ

અલંકાર, છંદ (વસંતતિલકા, શિખરિણી, મંદાકાન્તા, શાર્દૂલવિકીરિત, સ્તવધરા) કહેવત, રૂઢિપ્રયોગ, નિપાત, પર્યાયી શબ્દો, શબ્દસમૂહ માટે એક શબ્દ

એકમ-૪ ૪.૧ માતૃભાષા શિક્ષણનું મહત્વ : પ્રત્યાપન માટે - અભિવ્યક્તિ માટે - વ્યક્તિત્વના ઘડતર માટે - મૌલિક વિચારણા કરવા - આનંદ મેળવવા - સામાજિક અને સાંસ્કૃતિક વારસાનું સંરક્ષણ, સંવર્ધન અને સંક્રમણ કરવા - શિક્ષણના માધ્યમ તરીકે - વ્યક્તિને સામાજિક બનાવવા.

માતૃભાષા શિક્ષણના હેતુઓ : શૈક્ષણિક હેતુઓનું મહત્વ - શૈક્ષણિક હેતુઓનું વર્ગીકરણ - માતૃભાષા શિક્ષણના સામાન્ય હેતુઓ - માતૃભાષા શિક્ષણના વિશિષ્ટ હેતુઓ - વિશિષ્ટ હેતુઓ નક્કી કરતી વખતે ધ્યાનમાં રાખવાની બાબતો

૪.૨ માતૃભાષાના અધ્યાપનનું આયોજન

પાઠ આયોજન : માઈકો પાઠ, સીમ્યુલેશન પાઠ, અને તાસ આયોજન - અર્થ - મહત્વ - સોપાનો

વ્યાકરણ શિક્ષણ : વ્યાકરણશિક્ષણ અંગેના મતાંતરો - વ્યાકરણશિક્ષણની ઉપેક્ષાના કારણો -

વ્યાકરણશિક્ષણનું મહત્વ - વ્યાકરણશિક્ષણની પદ્ધતિઓ - નમૂનાનો પાઠ

માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ

૪.૩ કથન-ચર્યા પદ્ધતિ : પ્રશ્નોત્તરી અને આગમન-નિગમન પદ્ધતિ

(દરેક પદ્ધતિની સંકલ્પના - કાર્યપદ્ધતિ - પદ્ધતિના લાભાલાભ - પદ્ધતિનો વર્ગખંડશિક્ષણમાં વિનિયોગ)

- ❖ **પ્રવૃત્તિ :** તાલીમાર્થીઓએ નીચે જણાવેલ પ્રવૃત્તિમાંથી સત્રદીઠ એક એક પ્રવૃત્તિ ફરજિયાત કરવાની રહેશે.
- ૧. કોઈ એક સાહિત્યકારની મુલાકાત લઈ તેમની સાથે થયેલ વાતચીતના અંશો લખો. (આપે લીધેલ મુલાકાતની સાબિતી સામેલ કરવી)
- ૨. ગુજરાતી ભાષા કે સાહિત્ય સાથે સંકળાયેલ કોઈ એક સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ લખો. (સાબિતી સામેલ કરવી)
- ૩. તમારી પસંદગીના સાહિત્ય પ્રકારમાં કોઈ એક કૃતિનું મૌલિક સર્જન કરી પ્રાર્થનાસભામાં રજૂ કરો.
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## Hindi

### SEMESTER-I

#### सामान्य उद्देश्य : प्रशिक्षणार्थी -

- 1 हिन्दी पाठ्यपुस्तक में समाविष्ट विषयवस्तु का ज्ञान प्राप्त करे.
- 2 हिन्दी साहित्यिक स्वरूप एवं साहित्यकारों का परिचय प्राप्त करे
- 3 भाषा के प्रमुख कोशलयों में समर्थ बने
- 4 विभिन्न भाषा शिक्षा की विधियाँ के अनुसार अध्यापन क्षमता प्राप्त करे
- 5 शैक्षिक उपकरणों का समुचित उपयोग करें
- 6 मूल्यांकन की क्षमता प्राप्त करे.

#### इकाई-1 भाषा तत्त्व

- 1.1 वर्ण: परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्म का वर्गीकरण
- 1.2 ध्वनि: परिभाषा, भेद
- 1.3 स्वर और व्यञ्जन परिभाषा और वर्गीकरण
- 1.4 शब्द रचना: प्राकृतिक आधार पर शब्द के प्रकार- यौगिक, यौगरुद और सङ्कर शब्द
- 1.5 शब्द रचना: सङ्गचना के आधार पर शब्द के प्रकार – सङ्गा, सर्वनाम, विशेषण और क्रिया विशेषण

#### इकाई-2 भाषा सङ्गचना और भाषा विस्तार

- 2.1 शब्द रचना विकारी, अविकारी और निष्ठा
- 2.2 वाक्य वाक्य रचना, प्रकार और वाक्य परिवर्तन (कर्तरी, कर्मण्य और भावे प्रयोग)
- 2.3 उपसर्ग और प्रत्यय (परिभाषा और प्रकार)
- 2.4 संधि (परिभाषा, प्रकार और नियम)

#### इकाई-3 कृति विवेचन और साहित्यकार का परिचय

- |                                |      |          |                  |
|--------------------------------|------|----------|------------------|
| 3.1 विश्वराज                   | गद्य | कक्षा:8  | मैथिलीशरण गुप्त  |
| 3.2 अमर शहीद रामप्रसाद विस्मिल | गद्य | कक्षा-8  | गणिराज किशोर     |
| 3.3 कब्र के दोहे               | गद्य | कक्षा-9  | कब्र             |
| 3.4 बापु के सङ्गमरण            | गद्य | कक्षा-9  | सङ्कलित          |
| 3.5 मिटी की महिमा              | गद्य | कक्षा-10 | शिवमणालसिंह सुमन |
| 3.6 गोबर का रुख                | गद्य | कक्षा-10 | प्रेमचन्द्र      |

#### इकाई-4 हिन्दी शिक्षा शास्त्र

- 4.1 भाषा शिक्षा: भाषा की सामान्य विशेषताएँ एवं महत्व
- 4.2 राष्ट्रभाषा का शिक्षण एवं महत्व
- 4.3 अहिन्दी भाषा-भा, क्षेत्रों में हिन्दी शिक्षा के उद्देश्य और महत्व
- 4.4 हिन्दी भाषा शिक्षा के उद्देश्य – सामान्य एवं विशिष्ट (कक्षा आठ से दस तक के )
- 4.5 पाठ्य आयोजन: अर्थ, सङ्कलना, महत्व और प्रकार)
- 4.6 हिन्दी अध्यापन पद्धति: कथन चर्चा, प्रश्नोत्तरी, आगमन-निगमन

## संदर्भ ग्रंथ

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कामता प्रसाद गुरु, हिन्दी व्याकरण

पुरुषोत्तम पटेल, हिन्दी व्याकरण और रचना, ज्योति प्रकाशन, अहमदाबाद

रामचंद्र शुक्ल हिन्दी साहित्य का इतिहास,

रामकुरमार वर्मा, हिन्दी साहित्य युग और प्रवृत्तियाँ

**English (L.L.)**

**SEMESTER – I**

**Objectives**

**The student teachers :**

- 1 understand the principles and characteristics of English as second/foreign language scientifically.
- 2 develop insight into mechanics of language acquisition and second/foreign language learning.
- 3 understand techniques and methods of teaching English as second/foreign language.
- 4 find out appropriate approaches for effective and meaningful teaching of English as second/foreign language.
- 5 know planning and procedures for teaching English (LL) in formal classroom.
- 6 know planning and procedures for teaching English (LL) in informal environment.
- 7 develop and use material through familiarity with the different textual items like prose, poetry, short stories, etc.
- 8 make use of various audio-visual aids in the classroom effectively.
- 9 develop skills to evaluate performance of learner through written, oral as well as other types of tests.
- 10 develop awareness of the role that English plays in personal, social and national development.

**Unit-1 Content : English as language**

- 1.1 English Language: Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 Reproduction of the sounds, syllables and basic sentence patterns (SVO, SVA, SVC)
- 1.3 **Types of the sentences :**
  - Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and optative.
  - Simple, compound and complex sentences.
- 1.4 Stress, intonations and rhythm in English language.

**Unit-2 Content : Detailed study of Grammar of English Language**

- 2.1 Fundamentals of Grammar: Parts of the Speech; Subject, verb, object, complement, adjective.
- 2.2 Fundamentals of Grammar: Noun, pronoun, verb, adjective, adverb, preposition, etc.
- 2.3 Formation of different kinds of sentences: Simple, compound, complex
- 2.4 Change the voice, reported speech, remove 'too'

**Unit-3 Content : Texts Prescribed in Std: X English-LL**

- 3.1 Unit 4, Bunty's blue bike  
Unit 6, A wonderful creation
- 3.2 Unit 10, Diamonds are for ever  
Unit 13, A journey to Jurassic
- 3.3 Unit 15, Test of true love  
Supplementary Reader 6, Why don't you laugh, yaar!

**Unit-4 Method : Language and Psychology of Language Learning**

- 4.1 **English as a Language**
  - English as Second/foreign Language in schools of India with specific reference to School education in Gujarat
  - History of English Language Teaching as second/foreign language with reference to Indian Education, three language formula
- 4.2 **Planning teaching English as second/foreign language.**
  - Aims of teaching English as second/foreign language in school education.
  - General and specific objectives of teaching English as second/foreign language.

- Lesson Plan - Micro, Simulation, Stray
  - Constituents of lesson planning
  - Content analysis
  - Task Analysis
- 4.3 **English Teaching Method**
- Lecture Method
  - Demonstration Method
  - Inductive - deductive Method
- 4.4 **Psychology of Language Learning**
- Language acquisition and learning
  - Introduction to methods and approaches of teaching English as second/foreign language. (This is introductory portion prior to language teaching)

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- Hornby, A. B., (1962), **The Teaching of Structural Words and Sentence Patterns. Stages1, 2, 3 and 4**, Delhi; Oxford University Press
- Lee, W. R., Copen Melon, (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
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- Pathak P. D. & Others, **Teaching of English**, Ahmedabad; B. S. Shah Prakashan
- Pathak, K.H., **Teaching English as Second/foreign Language**, Ahmedabad ; Varishen Prakashan
- West, M., **Learning to Read a foreign Language**, London ; Longmans Green & Co.



## Sanskrit

### SEMESTER – I

#### હેતુઓ

#### પ્રશિક્ષણાર્થીઓ :

૧. સંસ્કૃત ભાષાનું મહત્ત્વ સમજે.
૨. ધોરણ – ૮, ૯, ૧૦ ના ગદ્ય-પદ્યની માહિતીથી પરિચિત બને.
૩. ધોરણ – ૮, ૯, ૧૦ની વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ મેળવે.
૪. સંસ્કૃત શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ સમજે.
૫. સંસ્કૃત શિક્ષણની વિવિધ પદ્ધતિઓથી પરિચિત બને.
૬. સંસ્કૃત વિષયના આદર્શ શિક્ષક તરીકેની સજ્જતા કેળવે.
૭. સંસ્કૃત વિષયના પાઠ્યક્રમથી પરિચિત બને.
૮. સંસ્કૃતના પાઠ્યપુસ્તકોના લક્ષણોથી પરિચિત બને.
૯. સંસ્કૃતના એકમની વિવિધ મૂલ્યાંકન પ્રક્રિયા સમજે.

#### એકમ-૧ વિષયવસ્તુ

- ૧.૧ ધોરણ-૮ ગદ્યાર્થ ગ્રહણની કૃતિઓ – સંક્રુટે પ્રતિકાર:  
ધોરણ-૮ અનુવાદ માટેની કૃતિઓ – પદમમંજુષા
- ૧.૨ ધોરણ-૯ ગદ્યાર્થ ગ્રહણની કૃતિઓ – મૂર્ખ કર્મસ્ય કથા  
ધોરણ-૯ અનુવાદ માટેની કૃતિઓ – નીતિ પંચકમ્
- ૧.૩ વર્ણપટ પરિચય
- ૧.૪ અ, ઈ, ઊ, ઋ, ૠ કારાન્ત પુલ્લિંગ, આ, ઈ, ઊ, ઋ, ૠ કારાન્ત સ્ત્રીલિંગ
- ૧.૫ વર્તમાનકાળ, હ્યસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ
- ૧.૬ આજ્ઞાર્થ ૧, ૪, ૬, ૧૦ ગણના પરસ્મૈપદ અને આત્મનૈપદના રૂપાખ્યાનો તથા સ્મ નો પ્રયોગ

#### એકમ-૨ વિષયવસ્તુ

- ૨.૧ સંધિ – સંકલ્પના, પ્રકારો (સ્વર, વ્યંજન, વિસર્ગ) ઉદાહરણ સહિત સમજૂતી
- ૨.૨ કૃદન્ત - સંકલ્પના, સંબંધક, હેત્વર્થ અને વિધ્યર્થ, કૃદન્તની સંકલ્પના ઉદાહરણ સહિત સમજૂતી
- ૨.૩ અવ્યય – સંકલ્પના, ઉપયોગ
- ૨.૪ પર્યાય શબ્દો (અસૂર, સૂર, કફૂર, વનમ્, વૃક્ષ, ગણેશઃ, ગૂરગ, જલમ્, પૃથ્વી, પર્વત)

#### એકમ-૩ વિષયવસ્તુ

- ૩.૧ નામધાતુ, સંકલ્પના, ઉદાહરણો
- ૩.૨ ઉપસર્ગ – સંકલ્પના, પ્રકાર અને ઉદાહરણ સહિત સમજૂતી
- ૩.૩ વિભક્તિ વિશિષ્ટ પ્રયોગ – દ્વિતીયા યતુર્થી, પંચમી, ષષ્ઠી
- ૩.૪ સંખ્યા વાયક શબ્દો અને સંખ્યા પૂરકની સંકલ્પના (૧ થી ૧૦૦ સુધી)

#### એકમ-૪ પદ્ધતિ

- ૪.૧ સંસ્કૃત ભાષાનું મહત્ત્વ, સંરચનાની દૃષ્ટિએ મહત્ત્વ, સાંસ્કૃતિક દૃષ્ટિએ મહત્ત્વ, લોકપ્રિય બનાવવાના ઉપાયો
- ૪.૨ સંસ્કૃત શિક્ષણના હેતુઓ (સામાન્ય અને વિશિષ્ટ)
- ૪.૩ ગદ્ય, પદ્ય, વ્યાકરણના પાઠનું આયોજન (દરેકના ઓછામાં ઓછા બે પાઠો આપવા જરૂરી)
- ૪.૪ શૈક્ષણિક પદ્ધતિઓ : વ્યાખ્યાન, નિદર્શન, આગમન-નિગમન

**સૂચિત પ્રયોગિક કાર્ય :**

- ધોરણ ૬ કે ૭ ના પાઠ્યપુસ્તક આધારિત કોઈપણ એક વાર્તાચિત્ર તૈયાર કરવું.
- સંખ્યાદર્શક અથવા સમયદર્શક ઘટિકાયંત્ર તૈયાર કરવું તેમજ સંસ્કૃત શિક્ષણ માટે વર્ગખંડમાં વિનિયોગ કરવો.
- સંસ્કૃત વ્યાકરણના અભ્યાસક્રમ આધારિત કોઈપણ એક ચાર્ટ તૈયાર કરવો.

**References:**

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Apte V. S., **A Guide to Sanskrit Composition**, Padma Publications.

Bokil, V. P. and Parasnis, N.K., **A New Approach to Teaching of Sanskrit**, Poona; Loksangraha Press.

Kale, M. R.: **'A Higher Sanskrit Grammar' Report on the seminar of methods of teaching Sanskrit**, Raipur, M. P.; Department of Extension Service, Govt. P. G. B. T. College

અક્રવાલા સી.કે., (1956). સંસ્કૃતનું અભિનવ અધ્યાપન, અમદાવાદ; ભારત પ્રકાશન,

અક્રવાલા સી.કે., (1966). સંસ્કૃત શિક્ષણની ડેન્ડબુક, અમદાવાદ; ભારત પ્રકાશન

ભટ્ટ વી. એમ.: સંસ્કૃત વાક્ય સંરચના.

શશીકાંત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અમદાવાદ; અનડા બુક ડિપો

## Social Science

### SEMESTER-I

#### Course Objectives :

##### To enable prospective teachers to :

1. To acquire mastery over the Social Science content included in curriculum of std. 8, 9 & 10.
2. To enable the student trainees to understand the nature and structure of Social Science.
3. To enable the student trainees to know the importance of teaching Social Science at the secondary School level.
4. To develop in the student trainees skills to organize Social Science Curriculum.
5. To develop in the student trainees skills to teach and evaluate Social Science.
6. To understand the techniques and methods of Social Science teaching.
7. To suggest the appropriate tools and techniques of evaluation in Social Science.

#### Unit-1 Content : Std.8 :

- |     |            |  |
|-----|------------|--|
| 1.1 | Chapter 3  | Movement for Social and Religious Reform in India          |
| 1.2 | Chapter 8  | The contribution of Gujarat in India's struggle of freedom |
| 1.3 | Chapter 10 | Resource :Meaning and Types                                |
| 1.4 | Chapter 18 | Indian society :March towards Transformation               |

#### Unit-2 Content : Std.9 :

- |     |            |  |
|-----|------------|--|
| 2.1 | Chapter 6  | Post independent India – 1                           |
| 2.2 | Chapter 7  | Post independent India – 2                           |
| 2.3 | Chapter 8  | Farming of the Constitution and its Salient Features |
| 2.4 | Chapter 15 | Climate  |
| 2.5 | Chapter 18 | Wilde Life   |

#### Unit-3 Content : Std.10 :

- |     |            |  |
|-----|------------|--|
| 3.1 | Chapter 2  | Cultural Heritage of India: Handicraft |
| 3.2 | Chapter 10 | India : Agricultural                   |
| 3.3 | Chapter 15 | Transport, Communication and Trade     |
| 3.4 | Chapter 16 | Economics Development                  |
| 3.5 | Chapter 20 | Dynamics of Human Development          |

#### Unit-4 Method : Modern concept of Social Science teaching and Aims and Objectives :

- 4.1 Modern concept of social science
- 4.2 Scope, need, Importance and scientific concept of teaching social science at secondary level of education.
- 4.3 **Aims of social science :** (1) Development of cultural heritage (2) National economic development (3) developing human society (4) Developing national integrity and International understanding.
- 4.4 General and specific objectives and desired behavioral changes in class room teaching.
- 4.5 **Lesson planning :**
  - Micro lesson: Steps of an ideal lesson.
  - Simulation Lesson : Steps of an ideal lesson.
  - Macro lesson- Steps, An Ideal Lesson.
  - Bridge lesson- Steps, An Ideal Lesson
- 4.6 **Methods of teaching social-science:** Narration cum Discussion Method, Source Method, Biographical Method

## Reference

R. L. Sharma & Others, Agra; **Teaching of Social studies**, Vinod Pustak Mandir  
Sanjay Datt & Others, Agra; **Teaching of Geography**, Vinod Pustak Mandir  
Tyagi & others, **Teaching of History**, Vinod Pustak Mandir  
गुरुसरनदास त्यागी, इतिहास शिक्षण, आग्रा; विनोद पुस्तक मंदिर  
भंवरलाल गर्ग, सामाजिक विज्ञान शिक्षण, आग्रा; विनोद पुस्तक मंदिर  
रामप्रकाश शर्मा तथा अन्य, सामाजिक विज्ञान ओर उसका शिक्षण, आग्रा; विनोद पुस्तक मंदिर

पटेल, लभुभाई, सामाजिक विज्ञान शैक्षणिक प्रवृत्तियों धोरण ८, अमदावाद; गूर्जर प्रकाशन  
पंड्या, पी. बी. तथा अन्य, सामाजिक विज्ञान शिक्षण अध्यापनपोथी धोरण ८, अमदावाद; गूर्जर प्रकाशन  
पंड्या, पी. बी. तथा अन्य, सामाजिक विज्ञान संकल्पनाओ धोरण ८, अमदावाद; गूर्जर प्रकाशन  
पंड्या, पी. बी. तथा अन्य, सामाजिक विज्ञान शिक्षक अध्यापनपोथी धोरण ८, अमदावाद; गूर्जर प्रकाशन  
पाठक, उपेन्द्रभाई तथा अन्य, सामाजिक विज्ञाननुं अभिनव अध्यापन, अमदावाद; नीरव प्रकाशन  
मछिडा, जे. आर. तथा अन्य, समाजविद्यानुं आदर्श अध्यापन, अमदावाद; वारिषेण प्रकाशन  
शुक्ल, दिनेशभाई शुक्ल तथा अन्य, सामाजिक विज्ञान धोरण ८, गांधीनगर; गुजरात राज्य शाणा पाठ्यपुस्तक मंडल  
शुक्ल, दिनेशभाई तथा अन्य, सामाजिक विज्ञान धोरण ८, गांधीनगर; गुजरात राज्य शाणा पाठ्यपुस्तक मंडल  
शाह, मनुभाई तथा अन्य, सामाजिक विज्ञान धोरण १०, गांधीनगर; गुजरात राज्य शाणा पाठ्यपुस्तक मंडल

**Mathematics**

**SEMESTER – I**

**Objectives : The Student Teacher**

1. acquires the knowledge of current secondary syllabus of mathematics.
2. understands the nature of mathematics, defines the specific objectives of teaching mathematics in terms of learning outcomes.
3. understands the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in mathematics.
5. understands the place of mathematics in secondary school syllabus.
6. develops attitudes to be a committed and competent mathematics teacher.
7. develops interest for the betterment of teaching mathematics in secondary syllabus.

**Unit-1 Content :**

**Std.-9**

- 1.1 **Chapter 1** Set Operations
- 1.2 **Chapter 3** Polynomials

**Std.-10**

- 1.3 **Chapter-3** Rational Expressions
- 1.4 **Chapter-4** Quadratic Equation

**Unit-2 Content :**

**Std.-9**

- 2.1 **Chapter 6** Structure of Geometry
- 2.2 **Chapter 7** Some Primary Concepts in Geometry - 1
- 2.3 **Chapter 8** Some Primary Concepts in Geometry - 2
- 2.4 **Chapter 9** Triangle

**Unit-3 Content :**

**Std.-10**

- 3.1 **Chapter 10** Conditions for Similarity
- 3.2 **Chapter 11** Similarity and Theorem of Pythagoras
- 3.3 **Chapter 18** Trigonometric Ratios of Complementary Angles
- 3.4 **Chapter 19** Height and Distance

**Unit-4 Method : Objectives, Techniques and Methods**

**4.1 Aims, Objectives and Values**

- Nature of Mathematics and its aims
- General Objectives and Specific Objectives of Mathematics Teaching in secondary school

- Values of Mathematics
    1. Disciplinary value
    2. Utilitarian value
    3. Cultural value
  - Present Curriculum of Mathematics for secondary school.
- 4.2 **Maxims of Teaching and Lesson Planning**
- Maxims of Teaching in Mathematics
  - How to prepare Micro Teaching, Simulation in Methods of Teaching and Stray lesson plan.
  - Evaluation of lesson plan
- 4.3 **Different Techniques of Mathematics Teaching**
- Drill and Review Work in Mathematics
  - Assignment techniques
  - Supervised study techniques
  - Oral work in Mathematics
- 4.4 **Different Teaching Methods**
- Inductive-Deductive Method
  - Analytic and Synthetic Method
  - Demonstrative Method
  - Project Method
  - Lecture Method

### **Practical Work**

1. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.
2. Prepare a collection of problems in your Mathematics club and published in your method group.

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## Science and Technology

### SEMESTER-I

#### Objectives :

Student Teachers...

1. Develop an understanding of the nature and place of Science Formulates instructional objectives in term of behavioral out comes.
2. Understand the teaching methods, approaches and techniques for teaching material.
3. Use appropriate educational technology and develops low cost teaching material.
4. Analyze and evaluate science syllabus and science textbooks.
5. Develop skills in organizing curriculum activities such as science club, science fair, science exhibition and field trips.
6. Prepares themselves for better teaching and learning.
7. Become a competent science teacher a teacher of all sciences.

#### Unit-1 Content : Std. 8

- 1.1 chapter 2 Soil
- 1.2 chapter 10 Magnetism
- 1.3 chapter 12 Micro Organism

#### Unit-2 Content : Std. 9

- 2.1 chapter 1 Motion
- 2.2 chapter 4 Properties of Matter
- 2.3 chapter 5 Structure of Atom
- 2.4 chapter 7 Plant Tissues

#### Unit-3 Content : Std. 10

- 3.1 chapter 1 Introduction to Nano Technology,
- 3.2 chapter 4 Electricity
- 3.3 chapter 7 Universal
- 3.4 chapter 10 Metals
- 3.5 chapter 11 Non Metals
- 3.6 chapter 16 Reproduction Organism

#### Unit-4 Method : Science teaching, planning and approaches:

- 4.1 **Science** : Importance Concept & Nature, Place and Importance at School level
- 4.2 **Teaching of Science** : Necessity, Values, Aims, Objectives – Specific Objectives & Expected Behavioral Changes.
- 4.3 **Planning of Teaching of Science** : Micro, Simulesson, and Stray lesson planning.
- 4.4 **Methods & Approaches of Teaching of Science (Importance, Usefulness & Limitations)** : Methods : Demonstration, Experiment, Group Discussion, Inductive-Deductive, Problem Solving & Concentric approach
- 4.5 **Importance & Limitation of Education Aids** : Visual ( OHP, Slide Projector, Charts, Models), Audio (Radio, Tape Recorder), & Audio Visual (TV, LCD, Film Projector)

#### Activities :

- Analysis of Science and Technology Text books
- Survey of Science Laboratory in School
- Preparation of Material and objects for teaching Science & Technology



- Preparation of materials & programmes to inculcate Scientific Attitude

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## Urdu

### SEMESTER - I

#### Objective

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

#### Unit-1 Prose :

- 1.1 Tafrih
- 1.2 Insan Kisi Halat Main Khush Nahin Rehta

#### Unit-2 Poetry :

- 2.1 Shuae – Ummid
- 2.2 Gazal (Ghalib)

#### Unit-3 Grammar :

- 3.1 Sifat aur us ki Qismein
- 3.2 Ramuz-v-Ouqaf, Huruf-e-Shamsi Aur Qamari, sabeq aur Laheq.
- 3.3 Vavaur 'yee' ki Qismein
- 3.4 Ism ki Qismein, Fail ki Qismein
- 3.5 Muhavre aur Kahavatein, Mutaradif Alfaaz, Murakkab Alfaz
- 3.6 Sanat aur us ki Qismein

#### Unit-4 Methodology

- 4.1 **Urdu Language** : Concept and importance in reference to mental, social, economical and cultural development.
- 4.2 **Skills of Urdu Language** : Listening and speaking: Concept, Importance, Various Classroom activities for developing skills.
- 4.3 **Objectives of Urdu Language** :
  - General and Specific objectives of Urdu teaching.
  - Knowledge, understanding, Application skill, interest and values
- 4.4 **Lesson Planning** : Importance, lesson planning of prose, poetry, grammar and composition. (Micro, Simulation and Stray)
- 4.5 **Method of Language Teaching** : Discussion cum narration, inductive deductive, method of question answer : Concept, Method, Merits & Demerits of every methods

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## **Economics**

### SEMESTER - I

#### **Objectives:**

1. Acquires the knowledge of current higher secondary school syllabus of economics.
2. Understands the aims and objectives of teaching economics in secondary and higher secondary school.
3. Understands the techniques of teaching of economics.
4. Develops the skill of using various methods of teaching of economics.
5. Understands & use of appropriate devices of evaluation in economics.
6. To acquaint the students teacher with different Audio visual aids and develop in them the skill of for the proper use and maintenance of teaching aids.
7. Develop competent & committed attitude as a economics teacher
8. Develop interest in economics subject among the pupils.
9. To understand the current issue & continuous development in economics
10. To develop interest in field work – Economics survey outdoor survey.

#### **Unit-1 Std.-11**

##### **1.1 Introduction to Economics**

- Adam Smith, Marshall & Robbins definition – Nature of Economics.
- Is Economics an art or a science.
- Importance of teaching of Economics.
- Place of economics in school curriculum.

##### **1.2 Consumer behaviour**

- Law of Diminishing marginal utility
- Consumer's Equilibrium

#### **Std.-12**

##### **1.3 Importance of Statistical data in the study of Economic problems.**

- Importance of Statistical Data.
- Bar- diagram and cluster bar diagram.

##### **1.4 Economic growth and Development**

- PQLI and HDIQ
- Difference between Economic growth and Economic development.
- Sustainable Development.
- Characteristics of developing countries.

#### **Unit-2 Std.-11**

##### **2.1 Demand – supply and Elasticity**

- Law of Demand and Supply
- Extension – contraction, Increase – Decrease.
- Factors affecting Demand & Supply.
- Price elasticity of demand – Meaning – Types.

##### **2.2 Concepts of cost and Revenue**

- Concept of Prod.cost – classification fixed cost – variable cost.
- Relationship between average cost and marginal cost.
- Average revenue & marginal revenue.
- Equilibrium of a firm.

- Agents of factor of production – land labour, capital, entrepreneur, meaning and characteristics.
- Price – determination of a commodity.

## **Std.-12**

### **2.3 Strategied of Development**

- Meaning and objectives of planning in india.
- Achievements and limitations of Indian planning.

### **2.4 Economics Reforms**

- Liberdisation
- Privatisation
- Globalisation
- Disinvettment
- Direct foreign investment

## **Unit-3 Std.–11**

### **3.1 Money and Banking**

- Barter system
- Evolution of money
- Money – meaning and functions.
- Demand for money
- Function of commercial bank and central bank

### **3.2 National income & consumption function**

- Circular flow of income
- Methods of calculations of national income
- Concept of GMP and GDP.
- Consumption function

## **Std.–12**

### **3.3 Population**

- The theory of Demogrophic transition.
- Causes of high population growth rate
- Effects of population
- Population policy (control population growth)

### **3.4 Agriculture & Industry**

- Problems of Indian Agriculture
- Green Revolution
- Classification of industries
- Importance of small-scale industries

## **Unit-4 Aims, Objective, Methods and Planning**

- 4.1 General and Specific Aims and objectives of the teaching of Economics.
- 4.2 **Lesson Planning** : Micro, Simulation & Macro lesson planning
- 4.3 **Methods of teaching of Economics** : Problem solving, Assignment, Comparative, Source method and Inductive & Deductive Method
- 4.4 **Techniques of teaching of Economics** : Naration, Illustration and questioning techniques.

**Note** : When text-book board changed the syllabus of standard XI and XIIth our syllabus also changed.

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## Business Organization and Management

### SEMESTER-I

#### COURSE OBJECTIVES:

##### The Student-teacher

1. acquires the knowledge of current higher secondary syllabus of BOM.
2. understands the aims and the objectives of teaching of BOM.
3. understands the nature of BOM.
4. defines the specific objectives of teaching BOM in terms of learning outcomes.
5. understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
6. understands the place of BOM in higher secondary syllabus.
7. applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
8. develops attitudes to be a competent and committed BOM teacher.
9. develops interest for the betterment of BOM in higher secondary school.

#### Unit-1 Std : 11

- |     |           |                    |
|-----|-----------|--------------------|
| 1.1 | Chapter 3 | Banking            |
| 1.2 | Chapter 4 | Insurance Services |

#### Unit-2 Std : 12

- |     |            |           |
|-----|------------|-----------|
| 2.1 | Chapter 4  | Planning  |
| 2.2 | Chapter 10 | Direction |

#### Unit-3 Std : 11 & 12

- |     |                    |                     |
|-----|--------------------|---------------------|
| 3.1 | Std.-11 Chapter 5  | Warehousing         |
| 3.2 | Std.-12 Chapter 11 | Information Channel |

#### Unit-4 Method

##### 4.1 Importance, Aims, Objective & planning

- Meaning, Need & Aims of BOM
- General & Specific objectives / Expected Behavioral changes

##### 4.2 Planning: Micro, Simulation, Stray Lesson Planning, Meaning, importance & Planning.

##### 4.3 Methods & Techniques of BOM

- **Methods** : Lecture Method, Demonstration Method, Comparative Method
- **Techniques** : Illustration, Field work and Interview

#### • Activities :

Visit of one unit consisting Commerce topic e.g. Bank, Industrial Unit etc.

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## Accountancy

### SEMESTER-I

#### Objectives : The Student - Teacher

1. acquires the knowledge of current higher secondary school syllabus of accountancy.
2. understands the nature of accountancy defines the specific objectives of teaching and present in language behavior changes.
3. understands in the accountancy the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy.
5. understands the importance and the place of accountancy in higher secondary school syllabus.
6. develops attitudes to be a committed and competent higher secondary school teacher.
7. develops interest for the betterment of curriculum for teaching accountancy in higher secondary syllabus.

#### Unit-1 Std. 11

- 1.1 (Part : 1) Chapter 1 Introduction of Accountancy  
Chapter 5 Sub ledger
- 1.2 (Part : 2) Chapter 2 Final Account  
Chapter 3 Accounting Standards

#### Unit-2 Std. 12

- 2.1 (Part : 1) Chapter 1 Partnership Account  
Chapter 4 Goodwill
- 2.2 (Part : 2) Chapter 1 Share Transaction  
Chapter 3 Analysis of financial statements

#### Unit-3 Std. 11 & 12

- 3.1 Std.11 (Part : 1) Chapter 6 Cash Balance  
(Part : 2) Chapter 5 Bank Reconciliation
- 3.2 Std. 12 (Part : 2) Chapter 5 Desinamu

#### Unit-4 Aims, Objectives, Planning and Methods:

##### 4.1 Importance, Aims, Objective, Planning & Scope of Accountancy

- Meaning, importance & scope of Accountancy
- General & Specific aims & objectives / Expected Behavioral changes

##### 4.2 Lesson Planning

- Micro, Simulation and Stray lesson planning (Meaning, importance & Planning)

##### 4.3 Methods & Techniques of Accountancy Methods

- **Methods** : Lecture, Demonstration, Inductive-Deductive & Analytic method.
- **Techniques** : Review, Field work, Interview.

#### • Practical Work ( Any One )

1. Visit a Business unit & Financial Unit for maintain how to write accounts.
2. Prepare Slide using MS Power Point on any one topic of Std.:11<sup>th</sup> & 12<sup>th</sup>

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- Mohd. Shrif Khan, **The Teaching of Commerce : New Delhi; Streling Publishers (P) Ltd.**



## Psychology

### SEMESTER-I

#### Objective :

1. Acquires the knowledge of current higher secondary school syllabus of psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Gets acquainted himself with different methods and approaches of teaching psychology at the higher secondary level.
4. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
5. Applies the valuation procedures to assess the achievements of the pupils in psychology.
6. Identifies the weaknesses of pupils by using various tests and takes remedial measures.

#### Unit-1 Std-11

- 1.1 Chapter-1 What is Psychology?
- 1.2 Chapter-2 Methods of study of Psychology
- 1.3 Chapter-6 Dimension of Development

#### Unit-2 Std-12

- 2.1 Chapter-1 Intelligence
- 2.2 Chapter-2 Ego and Personality
- 2.3 Chapter-6 Mental Disorder

#### Unit-3 Std-11 & 12

- 3.1 Std-11 Chapter-7 Sensation and Perception
- 3.2 Std-12 Chapter-7 Approaches for remedial

#### Unit-4 Methodology

- 4.1 **Psychology** : Meaning, nature, fieldwork, its branches and its importance
- 4.2 Aims, Objectives and specific objectives of Psychology
- 4.3 **Lesson Planning** : Micro Teaching, Simulation, Stray Lesson (Meaning, Importance and planning)
- 4.4 **Methods and Techniques of Psychology Teaching**  
**Methods** : Lecture, Demonstration and Inductive-Deductive Method  
**Techniques** : Field Work and Interview

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## English (H.L.)

### SEMESTER-I

#### Objectives :

To enable the student teachers :

1. understand the principles and characteristics of English as first language scientifically
2. develop insight into mechanics of language acquisition and first language learning.
3. understand techniques and methods of teaching English as first language.
4. find out appropriate approaches for effective and meaningful teaching of English as first language.
5. know planning and procedures for teaching English (HL) in formal classroom.
6. know planning and procedures for teaching English (HL) in informal environment.
7. develop and use material through familiarity with the different textual items like prose, poetry, short stories, etc.
8. make use of various audio-visual aids in the classroom effectively.
9. develop skills to evaluate performance of learner through written, oral as well as other types of tests.
10. develop awareness of the role that English plays in personal, social and national development.

#### Unit-1 English as language

- 1.1 **English Language** : Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 **Types of the sentences** : Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and operative, Simple, compound and complex sentences.
- 1.3 All points of functional grammar included in syllabi of Std. VI to XII (English-HL) prescribed by Gujarat Secondary and Higher Secondary Education Board, Gandhinagar.

#### Unit-2 Texts Prescribed in Std: X English (HL)

- 2.1 **Poetry** :
  - Unit 9, Commuter
  - Unit 15, The Spider
  - Unit 18, A Garden by the Sea
- 2.2 **Prose : Short Story**
  - Unit 7, A Wrong Man in Workers' Paradise
  - Unit 23, The Lottery Ticket
- 2.3 **Prose : Essays**
  - Unit 10, Deafness- The Silent Epidemic
- 2.4 **Prose : Plays & Other**
  - Unit 13, The Discovery

#### Unit-3 Writing in English (Content)

- 3.1 Writing: Formal and informal writing
- 3.2 Paragraph and Essay writing
- 3.3 Letter and email writing

#### Unit-4 Language and Psychology of Language Learning (Method)

- 4.1 **English as a Language**
  - English as First Language in schools of India and Gujarat
  - History of English Language Teaching with reference to Indian Education and in Gujarat
  - English as an International Language
  - Characteristics of English as a language

#### 4.2 **Planning teaching English as first language**

- General and specific objectives of teaching English as first language.
- Lesson Plan: Micro, Simulation & Stray lesson planning
- Constituents of lesson planning: Content & Task Analysis

#### 4.3 **English Teaching Methods** : Lecture, Demonstration & Inductive – deductive Method.

#### 4.4 **Psychology of Language Learning**

- Language acquisition and learning
- Introduction to methods and approaches of teaching English as second/foreign language. (This is introductory portion prior to language teaching)
- Language as a tool of Communication

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## Educational Concerns of Constitution

### SEMESTER-I

#### Course Objectives

##### To enable the prospective teacher to:

1. understand the constitution of India in relation to education.
2. understand the fundamental rights.
3. understand the fundamental duties.
4. know about the official languages.
5. know importance of inculcating constitutional concerns among prospective citizens.
6. develop a sense of responsibility and commitment towards the constitution.

#### Unit-1 Basic concept and idea of constitution

- 1.1 Origin
- 1.2 Aims
- 1.3 Meaning
- 1.4 Preamble
- 1.5 Fundamental rights
- 1.6 Directive principles of state policy and fundamental duties
- 1.7 Separation of power (judicial, legislation, executive )
- 1.8 Role of teacher

#### Unit-2 Fundamental rights

- 2.1 Meaning
- 2.2 Entitlement
- 2.3 Remedy in case of violation
  - Right to equality
  - Prohibition of discrimination on any ground like-caste, colour, place of birth, race, sex etc (art 14,15,16)
  - Right to life & liberty (art: 21)
  - Dignity, personal liberty, extended meaning of life
  - Right to education (art : 21 a) free and compulsory primeriy education act-2009
  - Right against exploitation and human trafficking & force labour and prohibition of child labour (art : 23-24)

#### Unit-3 Fundamental rights (art : 19)

- 3.1 Meaning
- 3.2 Entitelment
- 3.3 Remedy in case of violation
  - (i) freedoms
    - (a) feedom of speech and expression
      - To assemble peacefully and without arms
      - To form association / union
      - Freely move through out in india, to reside & settle in any part of indian territory
      - To practise any profession or to carry on any occupation trade or business.
    - (b) exception and reasonable restriction on above all
  - (ii) Freedom of religion – cultural and minority rights (art : 25-30)
    - Propagate

- Manage religious affairs
- Conversion
- Protection of interest of minorities
- Right to establishment and administer educational institute

**Unit-4 Constitutional Institution (Art. : 52-62,79-84,89,124,126,214,217, 148,149,150,151 CAG) (153-158-161-162,168,191,324,329-A)**

- 4.1 Concept ,qualification, appointment, function, role, removal  
 4.2 State legislative assemblies, parliament, governor, president, cag, election commission, supreme court, high courts

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## Basic Computer Education

### SEMESTER-I

#### Objectives :

1. To enable prospective teachers to develop soft skills required for making use of computers.
2. To enable prospective teachers to develop soft skills required for making use of MS Office.
3. To enable prospective teachers to develop soft skills required for making use of internet and/or intranet.
4. To enable prospective teachers to know instruction through internet and/or intranet, instruction technology.

**Unit-1** 1.1 Computers: Hardware and Software & Parts of computers as system : Introduction to computer system

1.2 I/O Devices : Identification of various I/O devices and making use of such devices

1.3 Operating Systems : Working knowledge of how Operating system (Windows) works

1.4 Utility Software : Working with MSOffice (Word, Excel, Access, PowerPoint)

**Unit-2** 2.1 Introduction to MSOffice Word : Working with Word : Familiarity with word software

2.2 Making documents, using different functions : Creating documents, editing, mail-merge, inserting charts, clip arts, graphs, etc.

2.3 Introduction to MSOffice Excel: Working with Excel : Familiarity with excel software

2.4 Making sheets, using different functions, creating sheets, editing, inserting different objects, functions, etc.

**Unit-3** 3.1 Introduction to MSOffice PowerPoint : Preparing PowerPoint slides : Familiarity with PowerPoint

3.2 Developing PowerPoint presentations : Developing PowerPoint presentation

3.3 Learning with computers: Teaching Learning Material on CDs/DVDs, Hard-disks, etc. : Learning material that can be used on stand-alone computers and for computer assisted instructions/ learning either in lab or in classroom

3.4 Introduction to virus and protecting the computer system from virus, i.e. antivirus software : Using antivirus software for online security

**Unit:4** 4.1 **Networking** : Types of Network : LAN, WAN, Intranet, Extranet, Internet, etc. Understanding and working with LAN, WAN, Intranet, Extranet, Internet.

4.2 **Browsing** : WebPages, Websites, Search Engines, Online Encyclopaedias, Laboratory experience of browsing

4.3 **E-mail**: Communication and managing messaging with different eMail service Providers Opening eMail account, using them for messaging and working with folders available with it. Uploading and downloading files, photos, etc.

4.4 **Live chat**: Chatting, voice calls, video calls, etc. : Laboratory experience of using chat.

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## Communication Skill

### SEMESTER – I

#### Objectives

The student teachers ...

1. understand the principles and characteristics of English language for communication
2. find out appropriate approaches for effective and meaningful speaking of English as language
3. to know planning and procedures for learning English for the communication in environment
4. develop skills to evaluate performance of learner through listening as well as speaking skill in communication
5. develop awareness of the role that English plays in personal, social and national development for communication

#### Unit-1 Introduction to communication skills

- 1.1 Definition of Communication
- 1.2 Importance of Communication
- 1.3 Communication Process and Model.
- 1.4 Elements of Communication
- 1.5 Aims and Objectives of Communication
- 1.6 Essentials of Effective Communication
- 1.7 Barriers in Communication
  - Physical Barriers
  - Semantic Barriers
  - Psycho-Sociological Barriers
  - Cultural Barriers
- 1.8 Types of Communication
  - Verbal
    - Advantages and limitations
  - Non-Verbal Communication
    - Advantages and limitations

#### Unit-2 Oral communication-Listening skills

- 2.1 Types of Listening.
  - Listening for Specific information
  - Listening for General understanding
  - Intensive Listening
  - Listening for Pleasure
- 2.2 Barriers to Listening
  - Difference between Listening and Hearing
  - Active Listening
  - Barriers to Listening.

#### Unit-3 Oral communication- Speaking Skills

- 3.1 Word-Stress, Pitch and Intonation, Tone and Pause
- 3.2 Face to Face and Telephonic
- 3.3 Greetings
- 3.4 Introducing self and others
- 3.5 Making Requests
- 3.6 Asking for or Giving Permission
- 3.7 Offering Help
- 3.8 Giving Instructions and Directions
- 3.9 Participating in Conversations.



- 3.10 Making a Short formal Speech
- 3.11 Describing People, Places, Events and things

#### **Unit-4 Non Verbal Communication**

- 4.1 Body Language
  - Postures
  - Gestures
- 4.2 Sign Language
- 4.3 Facial Expression
- 4.4 Eye Contact
- 4.5 Space Distancing.
- 4.6 Cultural aspects of Non-Verbal Communication
- 4.7 Clothing

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Murphy, Herta A., Peck Charles, **Effective Business Communications**, McGraw Hill

Rai, Urmila & S.M. Rai, **Effective Communication**, Himalaya Publications

## General English

### SEMESTER – I

#### The student teachers :

1. understand the English as second/foreign language scientifically.
2. develop the skills of making use of English language.
3. can make use of English language for general communication.
4. develop good habits of language use.

#### Unit-1 English as language

- 1.1 **English Language** : Consonantal and Vowel Sounds, word formation (morphs)
- 1.2 **Types of the sentences** :
  - Statements (affirmative and negative sentences), interrogative (yes/no and wh-types), imperative, exclamatory and optative.
  - Simple, compound and complex sentences.
- 1.3 Stress, intonations and rhythm in English language. The characteristics of English language in comparison to Gujarati language.

#### Unit-2 Listening and Speaking

- 2.1 Listening exercises for development of basic sounds in English language.
- 2.2 Listening to short sentences and drilling for acquisition.
- 2.3 Listening and repeating conversation for practice.
- 2.4 General spoken communication skills
- 2.5 Simulation and language games and Role play for developing speaking skill

#### Unit-3 Reading and Writing

- 3.1 Developing reading skill among learners.
- 3.2 Reading aloud and silently passages, short stories, poetry, etc.
- 3.3 Developing writing skills among the learners.
- 3.4 General written communication
- 3.5 Writing letters, reports, etc.

#### Unit-4 Detailed study of Grammar of English Language

- 4.1 Fundamentals of Grammar: Parts of the Speech; Subject, verb, object, complement
- 4.2 Fundamentals of Grammar: Noun, pronoun, verb, adjective, adverb, preposition, etc.
- 4.3 Formation of different kinds of sentences: Simple, compound, complex
- 4.4 Change the voice, reported speech, remove 'too'

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- Pathak P. D., **Teaching of English**, Ahmedabad; B. S. Shah Prakashan

## Special Education

### SEMESTER-I

#### Objectives :

1. To Enable The Teacher Trainees to be familiar with the concept And nature of special Education as reference to Indian context.
2. To enable the teacher trainees to be familiar with the Mental Health And needs of Different Categories of disabled children.
3. To develop an understanding for the need of the exceptional children
4. To develop an understanding for the national policy with respect to the disabled children and analyzes it critically.

#### Unit-1

- 1.1 Special Education Concept and Nature
- 1.2 Children having Disabilities in Education (with Low memory, Learning Disabled, Lack of concentration, Lack of Knap Signs)

#### Unit-2

- 2.1 Education for physical and mental disabled children (disabled, blind, deaf- dumb, physical handicapped and mentally impaired)
- 2.2 Characteristics, needs and problems in education of the individuals having disabilities

#### Unit-3

- 3.1 Organization Of Special Education Experiences and its implementation
- 3.2 Introduction of the institutes imparting Special Education. (For E.g Blind School, Ashram Road, Ahmedabad.)

#### Unit-4

- 4.1 Education For exceptional Children ( Characteristics, Nature. Types)
- 4.2 Facilities for exceptional Children at school ( Guidance, Counseling programmes )

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Fimian, M. J., Fafard M. & Howell, K.W., **A Teacher's Guide to Human Resources in Special Education**, Boston; Para Professionals Volunteers, & Peer Tutors, Allyn & Bacon, Inc.

Meadow, K.P. (1980). **Deafness & Child Development**, Berkley, C.A.: University of California Press.

Reed, M. (1984). **Educating Hearing Impaired Children**. Milton Keynes: Open Uni. Press.

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CBCS  
B.Ed. SYLLABUS  
SEMESTER - II

*IN FORCE FROM : NOVEMBER-2011*

**Theory Paper: B.Ed. Part - I**  
**SEMESTER-II**

<b>Semester –II (Compulsory Paper)</b>							
<b>A 504</b>	Education In Emerging Indian Society	4	2	3	30	70	100
<b>A 505</b>	School Organization and Management	4	2	3	30	70	100
<b>A 506</b>	Expanding Horizons of Secondary Education	4	2	3	30	70	100
<b>Semester –II for (Special Field) Any One</b>							
<b>A 510</b>	Career guidance and Counseling	4	2	3	30	70	100
<b>A 511</b>	Introduction to Educational Research	4	2	3	30	70	100
<b>A 512</b>	Educational Evaluation	4	2	3	30	70	100
<b>Semester –I &amp; II : Method Cum Content (Optional Papers) Any Two (As per Group of Method- Table-2)</b>							
No.	Subjects/ Curriculum Components	Instruc- tional Hours/ week	Credit	Exam Hours	Total		
					Intrenal	External	Total
<b>B 501</b>	Gujarati	4	4	3	30	70	100
<b>B 502</b>	Hindi	4	4	3	30	70	100
<b>B 503</b>	English (LL)	4	4	3	30	70	100
<b>B 504</b>	Sanskrit	4	4	3	30	70	100
<b>B 505</b>	Social Science	4	4	3	30	70	100
<b>B 506</b>	Mathematics	4	4	3	30	70	100
<b>B 507</b>	Science and Technology	4	4	3	30	70	100
<b>B 508</b>	Urdu	4	4	3	30	70	100
<b>B 509</b>	Economics	4	4	3	30	70	100
<b>B 510</b>	Business Organisation and Management (BOM)	4	4	3	30	70	100
<b>B 511</b>	Accountancy	4	4	3	30	70	100
<b>B 512</b>	Psychology	4	4	3	30	70	100
<b>B 513</b>	English-HL (for English medium Students)	4	4	3	30	70	100
<b>Semester –II (Elective Paper) Any one</b>							
No.	Title of the course	Instruc- tional Hours/ week *	Credit	Exam Hours	Total		
					Intrenal	External	Total
<b>C 501</b>	Environmental Studies	4	2	3	100	-	100
<b>C 502</b>	Population Education	4	2	3	100	-	100
<b>C 503</b>	Bhartiya Educational System	4	2	3	100	-	100
<b>C 504</b>	Yoga Education	4	2	3	100	-	100
<b>C 505</b>	Teaching of Human rights and values	4	2	3	100	-	100
<b>Semester –II Practical Work B.Ed. Part-II</b>							
<b>E 510</b>	Stray Lesson in School (5 Lessons)	-	2	-	50	-	50
<b>E 511</b>	Block Lessons (10 Lessons)	-	4	-	100	-	100
<b>E 512</b>	Blue Print (2)	-	1	-	25	-	25
<b>E 513</b>	Action Research (One Study)	-	1	-	25	-	25
<b>E 514</b>	Internship and Literacy Programme	-	1	-	25	-	25
<b>E 515</b>	Viva (External Test) & Co-curriculum Activity	-	1	-	25	-	25
<b>E 516</b>	Internal Examination (Unit test + Mid Semester)	-	2	-	50	-	50
<b>E 517</b>	Annual Lessons (University Exam)	-	4	-	-	100	-
<b>Total (for practical work)</b>			<b>16</b>		<b>300</b>	<b>100</b>	<b>300</b>

\* Note: Total Practical works are 240 hours for B.Ed. Semester-II.

## Education In Emerging Indian Society

### SEMESTER-II

#### COURSE OBJECTIVES

To enable student teachers to understand

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The progress of social change and socialization to promote and develop sense of commitment to the teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate.
6. the means and measures towards the promotion of national integration and protection of human rights.

#### Unit-1 Indian and Western philosopher and their philosophical thinking-2

- 1.1 Pragmatism – concept – characteristics – methods – teacher – learner relationship.
- 1.2 Educational thoughts of John Dewey, Gijubhai Badheka and Vivekanandji.

#### Unit-2 Value education

- 2.1 Values – Meaning, concept and types.
- 2.2 Value education at school level – importance and activities at school level.
- 2.3 Education and cultural heritage.

#### Unit-3 National and social aims of Education.

- 3.1 Education for international understanding.
- 3.2 Education for human resource development.
- 3.3 Role of Education to fulfill National Aims of Education and its Social goals.

#### Unit-4 National integration and democracy in Indian Society.

- 4.1 **National and emotional integration** : concept, importance, affecting factor and role of education.
- 4.2 **Secularism** : Meaning, concept, importance and obstacle and role of education.
- 4.3 **Education for democracy** : Importance, Nature and Role of Education.

#### Activity work:

1. Organize seminar / Group Discussion / Symposium / Workshop on any of the topics prescribed.
2. Organize educational exhibition on any of the following topics : (i) Cultural Heritage, (ii) National Integration (iii) Secularism

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દેસાઈ ધનવંત અને શાહ ગુણવંત, શિક્ષણની વર્તમાન ફિલસૂફીઓ, અમદાવાદ; અનડા પ્રકાશન  
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## School Organization and Management

### SEMESTER-II

#### Objectives

1. To enable the student teacher understand about the concept and concern of Educational Management
2. To develop the understanding of the role of the headmaster in school management
3. To enable the student teacher understand about the Grant in Aid Policy, Role of Leadership, School Complex and Education act of Gujarat State
4. To enable the student teacher understand about the school registers and educational Institution
5. Understand the contribution of various major commissions on education
6. Understand the modern education policy of Gujarat Govt. suggested.

#### Unit-1 School Organization & Management

- 1.1 School organization
  - Meaning of school organization
  - Aims
  - School as an organization
    - Components
    - Class room in all dimensions
- 1.2 School Management
  - Concept, meaning – characteristics of school management
  - Functions of management
  - Concept of Quality Management and Management skills
- 1.3 Maintenance of school records and registers: General register, Teacher's log book, Cumulative record card, School leaving certificate, School calendar, Service book

#### Unit-2 Teacher

- 2.1 Code of conduct for Secondary teacher : Discipline, Concept, Role of a teacher in its (Maintenance, school uniform, Teacher & Student union)
- 2.2 Service Rules in reference to Gujarat Secondary Education act.
- 2.3 Latest rules and regulations for appointment of principal, teacher and clerk.
- 2.4 Tribunal-Judge, Rights, Punishment

#### Unit-3 Infrastructural facilities & Educational Structure

- 3.1 Basic Infrastructural facilities in school : (i) Human needs (ii) Academic needs
- 3.2 Importance of Infrastructural facilities
- 3.3 Infrastructural facilities in High excellent schools
- 3.4 Educational Bodies : NCERT, SCERT, Textbook Board, SSC & HSC Board, SVS, DIET, SSA.

#### Unit-4 Management of Various Issues & Economical Aspect of Education

- 4.1 Discipline problem in school and Inequality in schools
- 4.2 Human Resource Development (HRD) : Importance & Programmes
- 4.3 Role of various agencies in the qualitative improvement of secondary education
- 4.4 Grant in aid code : (Present policy of Gujarat govt.)
- 4.5 Planning of school Budget

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ધનવંત દેસાઈ, **કેળવણીનું નવનિર્માણ - કોઠારી શિક્ષણ પંચની ભલામણો (એક સમીક્ષા)**  
**નૂતન શિક્ષણ (1986)**. શિક્ષણની નવી રાષ્ટ્રીય નીતિના સંદર્ભમાં વર્ષ - 51  
શાસ્ત્રી જયેન્દ્ર, પટેલ મોતીલાલ અને અન્ય **ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ**

## Expanding Horizons of Secondary Education

### SEMESTER-II

#### Objectives

1. Understand the modern education policy of Gujarat Govt. suggested.
2. To develop the understanding of the comparison of different countries education system
3. To enable the student teacher understand about the thinking process of education system
4. To enable the student teacher understand about the different types of classroom education and their evaluation system
5. Understand the contribution of various major commissions on education
6. To understand the contribution of changing environment of schools in society

#### Unit-1 National Policy of Education

- 1.1 National policy of education – concept & its need.
- 1.2 Implementation of NPE in the secondary education.
- 1.3 Revised national policy of education-1992.
- 1.4 Knowledge commission-2007.

#### Unit-2 Comparative Education and Reflective Thinking

- 2.1 Comparative secondary Education with reference to U.S.A.
- 2.2 Comparative secondary Education with reference to U.K.
- 2.3 Reflective Thinking : Concept, tools and its practices

#### Unit-3 Classroom Education, Evaluation System and E-Learning

- 3.1 **Virtual classroom** : concept, need, structural approach, merits – demerits
- 3.2 **Distance learning** : concept, need, structural approach, merits – demerits
- 3.3 **E-Learning (web-based Learning)** : concept, need, structural approach, merits – demerits
- 3.4 Examination Reforms
- 3.5 Role of EDUSAT and BISAG.

#### Unit-4 Changing Environment of Education in Schools

- 4.1 Innovation in Education
- 4.2 Staffroom environment: concept and its need.
- 4.3 Key factors to develop a good staffrooms environment.
- 4.4 Different co-curricular activities: Concept, types and its importance.

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**Report of Secondary Education Commission** (1952-53), Ministry of Education, New Delhi.  
દવે, જયેન્દ્ર અને અન્ય, ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન  
દેસાઈ, ધનવંત એમ. પંચવર્ષીય યોજનાઓ અને શૈક્ષણિક આયોજન, અમદાવાદ; એ.આર.શેઠ કું.  
ભારતીય શિક્ષણ પંચો પર એક દૃષ્ટિપાત, અમદાવાદ; પાર્શ્વ પબ્લિકેશન

## Career Guidance and Counseling

### SEMESTER-II

#### Course Objectives :

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

#### Unit-1 Guidance and career guidance

- 1.1 Guidance (Meaning, Concept, Importance)
- 1.2 Types of guidance (Educational, Vocational, Individual)
- 1.3 Career guidance (Meaning, Concept, importance)
- 1.4 Role of teacher in career guidance.

#### Unit-2 Process of career guidance

- 2.1 Components of career information
- 2.2 Sources : (Cumulative record card(CRC), Observation, rating scale)
- 2.3 Psychological test (Meaning, importance, administration interpretation, tests available in Gujarat) : Aptitude tests & Interest inventory
- 2.4 Guidance program : Role of school & teacher

#### Unit-3 Counseling

- 3.1 Meaning, Concept, Principles of Counseling
- 3.2 Types of counselling (Individual and group)
- 3.3 Approaches to counseling (Meaning, Merits, Limitations) : Directive, Non-directive & Eclectic counseling

#### Unit-4 Career resource centre

- 4.1 Concept, aims & Importance in guidance and counseling
- 4.2 Activities (normal students, student with special needs)
- 4.3 **Agencies** : Society, Gujarat Educational and vocational guidance institute, Ahmedabad, University Employment information and guidance beuro & Udisha (Innitiate by Govt. of Gujarat)

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## Introduction to Educational Research

### SEMESTER-II

#### Objectives:

To enable student to understand...

1. The meaning of scientific inquiry, paradigm, theory and its implications for educational research.
2. The characteristics of philosophy, psychological and sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. Various type of tools and data collection.
7. The broad canvas of educational research.

#### Unit-1 Introduction to Educational Research

- 1.1 Research & Educational Research – Concept & Definitions
- 1.2 Aims & importance of educational research
- 1.3 Nature & Characteristic of Educational Research
- 1.4 Sources of Educational research

#### Unit-2 Scope of Educational Research

- 2.1 Importance of Educational Research for teachers
- 2.2 Areas of Educational research
- 2.3 **Types of research** : Basic research, Applied research and Action research: Meaning and Definitions
- 2.4 Characteristic of Action Research and steps involved for its application

#### Unit-3 Process of Educational research

- 3.1 **Methods of Research** :Types concept & characteristics
- 3.2 Sampling procedure, characteristics of good sample
- 3.3 Tools & Techniques of research
- 3.4 Data collection and statistical analysis – testing hypothesis

#### Unit-4 Writing a research proposal

- 4.1 Selecting the research problem
- 4.2 Reviewing related literature
- 4.3 Steps of proposal writing
- 4.4 **Type of variables** : concept and nature

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## **Educational Evaluation**

### **SEMESTER-II**

#### **Course Objectives:**

- 1 To acquaint the student teachers with the basic scientific concepts and practices in the educational evaluation.
- 2 To enable the student to tabulate and find out some standard tools for scientific evaluation.
- 3 To develop skills and competencies in the student teachers for the use of the evaluation techniques.
- 4 To enable the student teacher to interpret the result of educational measurement.
- 5 To enable the student understand about various educational and measurement tools.

#### **Unit-1 Measurement and Evaluation**

- 1.1 Measurement – Meaning types
- 1.2 Evaluation – meaning, characteristics, steps
- 1.3 Principles of evaluation
- 1.4 Types of evaluation

#### **Unit-2 Tools of Evaluation**

- 2.1 Standardized Test : Meaning, Concept & Steps.
- 2.2 Administration of standardized test.
- 2.3 Norms for selecting a standardized test
- 2.4 Diagnostic Test : Meaning, Concept & Steps.
- 2.5 Characteristics of good measurement tool
- 2.6 Tools-Rating scale, checklist, questioners, sociometric, scale, Blue-print, inventory

#### **Unit-3 Examination**

- 3.1 Present examination system.
- 3.2 Online exam – credit system
- 3.3 Open book exam. (Meaning, need, merits and demerits)
- 3.4 Continuous and comprehensive evaluation.

#### **Unit-4 New Trend in Evaluation**

- 4.1 Grade system
- 4.2 Grading system
- 4.3 Continuous Internal Evaluation
- 4.4 Profile
- 4.5 Question bank
- 4.6 Use of computer in evaluation
- 4.7 Online Evaluation

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## GUJARATI

### SEMESTER-II

હેતુઓ :

વિદ્યાર્થીઓ...

1. માતૃભાષાના પુસ્તકોના વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
2. માતૃભાષા શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
3. માતૃભાષા શિક્ષણનાં હેતુઓ સિદ્ધ કરવા માટેનું આયોજન કરવા અંગેનાં પાસાં જાણી તે અંગેની શૈક્ષણિક પદ્ધતિઓ, પ્રયુક્તિઓ અને પ્રવૃત્તિઓથી વાકેફ થાય.
4. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટે જરૂરી એવી સાધનસામગ્રીની રચના, પસંદગી અને ઉપયોગ કરવા અંગેની ક્ષમતા પ્રાપ્ત કરે.
5. માતૃભાષાનાં મૂળભૂત કૌશલ્યો અને તેમાં મહત્તમ પ્રાપ્તિ માટેની પ્રવૃત્તિઓથી વાકેફ થાય.
6. માતૃભાષાના શિક્ષણકાર્ય અને મૂલ્યાંકન માટેની પદ્ધતિઓ અને પ્રવૃત્તિઓ પર પ્રભુત્વ મેળવે.
7. માતૃભાષા સાહિત્યલક્ષી સહાભ્યાસ પ્રવૃત્તિઓમાં આયોજન, સંચાલન અને મૂલ્યાંકન કરવાની ક્ષમતા કેળવે.
8. માતૃભાષાનો શિક્ષક તેના પોતાના વિષયવસ્તુમાં સજ્જ થઈ, તેની વ્યાવસાયિક વૃદ્ધિ માટે સભાન બને.

એકમ-૧ ધો. ૧૦ની કૃતિઓ નીચેની કૃતિઓને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો:

- અતિજ્ઞાન
- જૂનું પિયરઘર
- પૃથિવીવલ્લભ
- આકકા

(કૃતિને સાહિત્ય સ્વરૂપના લક્ષણોને આધારે મૂલવવી તેમજ કર્તાનો પરિચય મેળવવો)

એકમ-૨ ૨.૧ ગદ્ય શિક્ષણ : ગદ્યનો અર્થ, ગદ્ય શિક્ષણના હેતુઓ, ગદ્ય શિક્ષણની સામાન્ય પદ્ધતિ, ગદ્ય શિક્ષણ વખતે ધ્યાનમાં રાખવાની બાબતો, નમૂનાનો પાઠ

૨.૨ કાવ્ય શિક્ષણ : ગદ્યશિક્ષણ અને કાવ્યશિક્ષણ વચ્ચેનો ભેદ, કાવ્યનો અર્થ, કાવ્ય શિક્ષણના વિશિષ્ટ હેતુઓ, વર્ગશિક્ષણમાં આજનું નબળું કાવ્યશિક્ષણ, કાવ્યશિક્ષણમાં શૈક્ષણિક સાધનો, કવિ પરિચય, નમૂનાનો પાઠ

એકમ-૩ ૩.૧ એકમ આયોજન : એકમ આયોજનનો અર્થ અને સંકલ્પના, એકમ આયોજનનું મહત્વ, તાસ આયોજન અને એક આયોજન વચ્ચેનો તફાવત, એકમ આયોજનના સોપાનો, નમૂનાનો પાઠ

૩.૨ માતૃભાષાના કૌશલ્યો :

- શ્રવણ : સંકલ્પના, મહત્વ, વર્ગખંડની સહઅભ્યાસક પ્રવૃત્તિઓ.
- કથન : સંકલ્પના, મહત્વ, મુખ્ય ઘટકો, અસરકરતા પરિબળો અને વર્ગખંડની સહઅભ્યાસક પ્રવૃત્તિઓ.
- વાંચન : સંકલ્પના - મહત્વ - વાચનના પ્રકાર (મુખ વાચન અને મુકવાચન)શિક્ષકનું આદર્શ વાચન
  - મુખવાચન : અર્થ, મહત્વ, મુખવાચનમાં જોવા મળતા દોષ, તેના કારણો અને તેના ઉપચાર, મુખવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ
  - મુકવાચન : અર્થ, મહત્વ, મુકવાચનમાં જોવા મળતા દોષ, કારણો અને તેના ઉપચાર, મુકવાચન કરતી વખતે ધ્યાનમાં રાખવાની બાબતો, મુકવાચન વિકસાવવાની વર્ગખંડ અને સહઅભ્યાસિક પ્રવૃત્તિઓ

- લેખન : સંકલ્પના, મહત્વ, લેખન કૌશલ્યના આધારસ્તંભો, લેખિત અભિવ્યક્તિના સ્વરૂપો, લેખન કૌશલ્ય વિકસાવવા માટેની વર્ગખંડની અને સહઅભ્યાસિક પ્રવૃત્તિઓ લેખિત અભિવ્યક્તિમાં જોવા મળતી ઉણપો અને તેના ઉપાયો, જોડણીની ભૂલો, અનુસ્વારની ભૂલો, વિરામચિહ્નની ભૂલો, શબ્દભંડોળનો અભાવ
- ૩.૩ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ : જૂથચર્ચા, નાટ્યીકરણ, નિરીક્ષિત અભ્યાસ અને પ્રોજેક્ટ પદ્ધતિ (દરેક પદ્ધતિની સંકલ્પના - કાર્યપદ્ધતિ - પદ્ધતિના લાભાલાભ - પદ્ધતિનો વર્ગખંડ શિક્ષણમાં વિનિયોગ)
- ૩.૪ માતૃભાષામાં દૃશ્યશ્રાવ્ય સાધનોનો ઉપયોગ : માતૃભાષા શિક્ષણમાં સાધનોના ઉપયોગનું મહત્વ
  - દૃશ્યસાધનો : કાર્ડ્સ પાટિયું - બુલેટિન બોર્ડ - ફ્લેનસ કટ્સ - ભીંતપત્ર - ફ્લેશકાર્ડ - મોડેલ - ચિત્રો - આકૃતિઓ, કોઠાઓ - ઓ.એચ.પી. - એપિડાયોસ્કોપ - ફિલ્મસ્ટ્રિપ - સ્લાઇડ - ચાર્ટ્સ
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(ઉપરોક્ત દરેક સાધનની સંકલ્પના - મહત્વ અને મર્યાદાઓ અને વર્ગખંડ શિક્ષણમાં વિનિયોગના ઉદાહરણો)
- ૩.૫ લેખિત અભિવ્યક્તિનું શિક્ષણ (લેખન રચનાનું શિક્ષણ) : લેખિત અભિવ્યક્તિનું મહત્વ, લેખિત અભિવ્યક્તિના હેતુઓ, લેખિત અભિવ્યક્તિના આધારસ્તંભો, લેખનરચનાના પ્રકાર, લેખિત અભિવ્યક્તિની વર્તમાન સ્થિતિ, લેખિત અભિવ્યક્તિ માટે ધ્યાનમાં રાખવાની બાબતો, લેખિત અભિવ્યક્તિ માટેના આધુનિક પ્રવાહો, લેખિત અભિવ્યક્તિમાં શાળા કક્ષાએ જોવા મળતી ખામીઓ અને ઉપાયો, લેખિત અભિવ્યક્તિ વિકસાવવા માટેની પ્રવૃત્તિઓ
- ૩.૬ લેખિત અભિવ્યક્તિના વિવિધ સ્વરૂપોનું પાઠ આયોજન : અહેવાલ, નિબંધ, વિચારવિસ્તાર, સંક્ષિપ્તિકરણ

#### એકમ -૪ ૪.૧

માતૃભાષા શિક્ષણમાં મૂલ્યાંકન અને પરિક્ષણ :

- એકમ આયોજન : અર્થ, મહત્વ અને સોપાનો
- મૂલ્યાંકનની સંકલ્પના : મૂલ્યાંકનના હેતુઓ, મૂલ્યાંકનનું મહત્વ, મૂલ્યાંકન ત્રિકોણ, મૂલ્યાંકન કસોટીની રચના માટેની શરતો, પ્રશ્નોના વિવિધ પ્રકાર, મહત્વ અને મર્યાદાઓ, ભાષા કૌશલ્યના માપન માટેના સાધનો
- બ્લ્યુપ્રિન્ટ : અર્થ, મહત્વ, બ્લ્યુપ્રિન્ટ બનાવતી વખતે ધ્યાનમાં રાખવાની બાબતો, બ્લ્યુપ્રિન્ટ રચનાના સોપાનો, ત્રિપરિમાણદર્શક કોઠો

#### ૪.૨

માતૃભાષાનો શિક્ષક

- માતૃભાષા શિક્ષકની શૈક્ષણિક સજ્જતા
- માતૃભાષા શિક્ષકની વ્યવસાયિક સજ્જતા
- કાવ્યશિક્ષકની શિક્ષક
- ભાવિ સમાજના ઘડતર સંદર્ભમાં શિક્ષકનું યોગદાન

#### ૪.૩

માતૃભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન : માતૃભાષાના પાઠ્યપુસ્તકનું મહત્વ, પાઠ્યપુસ્તકના સિદ્ધાંતો, માતૃભાષાના પાઠ્યપુસ્તકનાં લક્ષણો, માતૃભાષાના પાઠ્યપુસ્તકના બાહ્ય અને આંતરિક માપદંડો, ધો. ૧૦ના માતૃભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન

#### ૪.૪

ભાષા શિક્ષણના સંદર્ભસહિત્ય : વિશેષવાચનના પુસ્તકો, સામયિકો, જોડણીકોશ, જ્ઞાનકોશ, ગુજરાતી વિશ્વકોશ, વર્તમાનપત્રો, સ્વાધ્યાયપોથીઓ

- ભાષા પ્રયોગશાળા : અર્થ - સ્વરૂપ - મહત્વ - ભાષા પ્રયોગશાળામાં સાધનસામગ્રી
- ભાષાખંડ : મહત્વ - સાધનસામગ્રી - શૈક્ષણિક સાધનો - સજાવટ - સ્થાન - કદ
- ભાષાખંડનું : અર્થ - મહત્વ - રચના - ભાષાખંડનની પ્રવૃત્તિઓ



**પ્રવૃત્તિ :** તાલીમાર્થીઓએ નીચે જણાવેલ પ્રવૃત્તિમાંથી સત્રદીઠ એક એક પ્રવૃત્તિ ફરજિયાત કરવાની રહેશે :

૧. કોઈ એક સાહિત્યકારની મુલાકાત લઈ તેમની સાથે થયેલ વાતચીતના અંશો લખો. (આપે લીધેલ મુલાકાતની સાબિતી સામેલ કરવી)
૨. ગુજરાતી ભાષા કે સાહિત્ય સાથે સંકળાયેલ કોઈ એક સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ લખો. (સાબિતી સામેલ કરવી)
૩. તમારી પસંદગીના સાહિત્ય પ્રકારમાં કોઈ એક કૃતિનું મૌલિક સર્જન કરી પ્રાર્થનાસભામાં રજૂ કરો.
૪. જાહેર એક પુસ્તકાલય અથવા પ્રકાશ સંસ્થાની મુલાકાત લઈ તેનો અહેવાલ તૈયાર કરો. (સાબિતી સામેલ કરવી)

સંદર્ભ ગ્રંથો:

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દવે, શાસ્ત્રી જયેન્દ્ર, “કવિતાનું શિક્ષણ”, વલ્લભ વિદ્યાનગર; સરદાર પટેલ યુનિવર્સિટી  
બધેકા, ગીજુભાઈ, (1949), “પ્રાથમિક શાળામાં ભાષા શિક્ષણ”, અમદાવાદ; એ. આર. રેઈની કંપની  
વાળંદ અને બ્રહ્મભટ્ટ, “માતૃભાષામાં સર્જનાત્મક અભિવ્યક્તિ”, મોડાસા; બી. ડી. શાહ કોલેજ ઓફ એજ્યુકેશન

## HINDI

### SEMESTER – II

#### सामान्य उद्देश्य

##### -प्रशिक्षणार्थी

1. हिन्दी पाठ्यपुस्तक में समाविष्ट विषयवस्तु का ज्ञान प्राप्त करे.
2. हिन्दी साहित्यिक स्वरूप एवं साहित्यकारों का परिचय प्राप्त करे
3. भाषा के प्रमुख कोशलयों में समर्थ बने
4. विभिन्न भाषा शिक्षा की विधियाँ के अनुसार अध्यापन क्षमता प्राप्त करे
5. शैक्षिक उपकरणों का समुचित उपयोग करें
6. मूल्यांकन की क्षमता प्राप्त करे.

##### इकाई-1 भाषा तत्त्व

- 1.1 अर्थ विचार, पर्यायवाचक विलोमशब्द, युग्मशब्द और अनेकार्थी शब्द, कहावत, मुहावरे शब्द समूह के लिये एक शब्द
- 1.2 समास- परिभाषा, प्रकार, दन्द्, तत्पुरुष, कर्मधाराय, बहुव्रीहि
- 1.3 अलङ्कार- उपा, उत्प्रेक्षा, रूपक और व्यतिरेक
- 1.4 भिक्षुक पद्य कक्षा-9 सूर्यकान्त त्रिपाठी निराला
- 1.5 नदी बहत रहे गद्य कक्षा-9 भगवतशरण सिंह
- 1.6 हों साँवर थोरी पद्य कक्षा-10 राजेन्द्र शाह
- 1.7 ममता गद्य कक्षा-10 जयशङ्कर प्रसाद

##### इकाई-2 भाषा कौशल और विधिया

- 2.1 भाषा कौशलों – श्रवण, कथन, ध्वनि और लेखन (महत्त्व, गुण, दोष इकाईकारण तथा उसके उपाय)
- 2.2 भाषा शिक्षा की विधियाँ – परोक्ष, प्रत्यक्ष, डो वेस्ट और व्याख्यान विधि

##### इकाई-3 भाषाखण्ड

- 3.1 गद्य, पद्य, व्याकरण और रचना शिक्षा- उद्देश्य, महत्त्व, पद्धति, प्रविधि और उसका आयोजन
- 3.2 भाषा शिक्षा के सिद्धांत सूत्र
- 3.3 अपरिचित शब्द शिक्षा

##### इकाई-4 अनुबन्ध

- 4.1 परीक्षण एवं मूल्यांकन- महत्त्व, साधन और प्रश्नोत्तरी का आयोजन
- 4.2 हिन्दी भाषा शिक्षा में दृश्य-श्राव्य साधन- महत्त्व और उपयोग
- 4.3 राष्ट्रभाषा का पाठ्यपुस्तक- लक्षण और समाक्षा – अभ्यासक्रम
- 4.4 राष्ट्रभाषा का शिक्षक – शैक्षिक एवं व्यवसायिक योग्यता

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कामता प्रसाद गुरु, हिन्दी व्याकरण  
पटेल, पुरुषोत्तम, हिन्दी व्याकरण और रचना, अहमदाबाद; ज्योति प्रकाशन  
शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास  
वर्मा, रामकुरमार, हिन्दी साहित्य युग और प्रवृत्तियाँ

## English (L.L.)

### SEMESTER – II

#### Objectives

The student teachers ...

1. understand the principles and characteristics of English as second/foreign language scientific
2. develop insight into mechanics of language acquisition and second/foreign language learning
3. understand techniques and methods of teaching English as second/foreign language.
4. find out appropriate approaches for effective and meaningful teaching of English as second/foreign language.
5. know planning and procedures for teaching English (LL) in formal classroom.
6. know planning and procedures for teaching English (LL) in informal environment.
7. develop and use material through familiarity with the different textual items like prose, poetry, short stories, etc.
8. make use of various audio-visual aids in the classroom effectively.
9. develop skills to evaluate performance of learner through written, oral as well as other types of tests.
10. develop awareness of the role that English plays in personal, social and national development.

#### Unit-1 Lesson Std. X (L.L.)

- 1.1 Prose :
  - Unit 2, The Clever Shepherd
  - Unit 3, The colours of my nation
- 1.2 Poetry :
  - 1, A fairy went to market once
  - 6, Stopping by woods on a snowy evening
- 1.3 Comprehension : Comprehension from passage
- 1.4 Story writing from given points
- 1.5 Narration-Reported speech

#### Unit-2 Teaching Skills and material for language teaching

- 2.1 Teaching Language Skills
  - LSRW
  - Teaching linguistic skills
  - Teaching
    - Listening
    - Speaking
    - Reading
    - Writing
- 2.2 Teaching Poetry
- 2.3 Teaching Prose
- 2.4 Teaching Grammar
  - Formal and functional grammar,
  - Methods of teaching grammar
- 2.5 Materials developed for teaching English as second/foreign language
  - Text-book as resource : Characteristics of good text-book & Critical study of the text-books prescribed for std VI to X – English (LL)
  - Reading material

### **Unit-3 Methods and approaches to teaching language as second/foreign language; teacher of English as second/foreign language**

- 3.1 **Methods:** Direct, Bilingual and Grammar Translation Method
- 3.2 **Approaches :** Structural approach & Communicative Approach
- 3.3 Communicative Language Teaching
- 3.4 Teacher of English as second/foreign language.

### **Unit-4 Evaluation and ICT in Teaching English as First Language Method**

- 4.1 Difference between test examination
- 4.2 Test developed by teachers and scientific tests
- 4.3 Blue-print, three-dimensional table and preparation of question paper
- 4.4 Use of Modern Gadgets like, TV, Tape-recorder, VCD/DVD Player, OHP, Episcopes, Multimedia Projector, Slide Projector, Mobile, interactive whiteboard Language Laboratory etc.
- 4.5 Use of Non-projection devices like: chalk-boards, chart, maps, drawing/sketches, photograph, etc.

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## Sanskrit

### SEMESTER – II

#### એકમ-૧ વિષયવસ્તુ

૧.૧ ધોરણ-૧૦ ગદ્યાર્થ ગ્રહણની કૃતિઓ – કુકુરાણાં સંઘ, ગુરુભક્તઃ ઉપમન્યુઃ

ધોરણ-૧૦ અનુવાદ માટેની કૃતિઓ – જયન્તિ તે, સુભાષિત સુરભી

૧.૨ સમાસ – સંકલ્પના પ્રકારો ઉદાહરણ સહિત સમજૂતી (તત્પુરુષ, દ્રન્દ્ર, અવ્યયીભાવ, બહુવ્રીહિ, કર્મધારય)

૧.૩ કર્તારિ – કર્મણી સંકલ્પના, બન્ને વચ્ચેનો તફાવત, ઉદાહરણ સહિત સમજૂતી

૧.૪ સર્વનામના રૂપાખ્યાનો – અસ્મદ્, યુષ્મદ્, યત્, તત્, તત્, કિમ ના સ્ત્રીલિંગ, પુલિંગ, નપુસકલિંગના રૂપો

#### એકમ-૨ સંસ્કૃત શિક્ષક, શિક્ષણની પદ્ધતિ અને શૈક્ષણિક સાધનો :

૨.૧ સંસ્કૃત શિક્ષક : તાલીમ, ગુણો, વ્યવસાયિક ક્ષમતા અને સજ્જતા

૨.૨ સંસ્કૃત શિક્ષણની પદ્ધતિઓનું મહત્વ, લક્ષણ, મર્યાદા, પાઠશાળા, પ્રત્યક્ષ, જૂથ, સ્વાધ્યાય, અનુવાદ

૨.૩ શૈક્ષણિક સાધનોનું મહત્વ (ચાર્ટ, ચિત્રો, પ્રતિકૃતિ, ફલેશ કાર્ડ, ફલેનલ કટ્સ, ટેપરેકોર્ડર, સ્લાઇડ, કમ્પ્યુટર)

૨.૪ સંસ્કૃત ખંડ – મહત્વ અને સજ્જતા

#### એકમ-૩ સંસ્કૃતમાં મૂલ્યાંકન પ્રક્રિયા અને કૌશલ્યો :

૩.૧ ભાષા શિક્ષણના સિદ્ધાંતો અને સંસ્કૃતનો સંસ્કૃત શિક્ષણમાં વિનિયોગ

૩.૨ મૂલ્યાંકન પ્રક્રિયા - પ્રશ્નપત્ર સંરચના, બ્લૂ પ્રિન્ટનું મહત્વ, ત્રિપરિમાણ દર્શક કોઠો, નિદાન અને ઉપચારાત્મક શિક્ષણ

૩.૩ કૌશલ્યો : શ્રવણ, કથન, વાંચન અને લેખન (દરેક કૌશલ્ય માટે - મહત્વ, ઉપયોગિતા વિકસાવવાની રીતો)

#### એકમ-૪ પાઠ્યપુસ્તક અને અનુબંધ

૪.૧ અભ્યાસક્રમ અને પાઠ્યક્રમનો તફાવત, પાઠ્યક્રમ રચનાના સિદ્ધાંતો

૪.૨ સંસ્કૃત ભાષાનો અન્ય વિષયો સાથે અનુબંધ

૪.૩ આદર્શ પાઠ્યપુસ્તકના લક્ષણો તથા ૮, ૯, ૧૦ના પાઠ્યપુસ્તકની સમીક્ષા

#### સૂચિત પ્રયોગિક કાર્ય :

- ધોરણ ૬ કે ૭ ના પાઠ્યપુસ્તક આધારિત કોઈપણ એક વાર્તાચિત્ર તૈયાર કરવું.
- સંખ્યાદર્શક અથવા સમયદર્શક ઘટિકાચંત્ર તૈયાર કરવું તેમજ સંસ્કૃત શિક્ષણ માટે વર્ગખંડમાં વિનિયોગ કરવો.
- સંસ્કૃત વ્યાકરણના અભ્યાસક્રમ આધારિત કોઈપણ એક ચાર્ટ તૈયાર કરવો.

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मदट वी. अम.: संस्कृत वाक्य संरचना

शशीकांत अभ्यंकर: संस्कृत अध्यापन मंदिर, अमदावाढ; अनडा बुक डिपो.

## SOCIAL SCIENCE

### SEMESTER-II

#### Course Objectives:

##### To enable prospective teachers to...

1. To acquire mastery over the Social Science content included in curriculum of std. 8, 9 & 10.
2. To enable the student trainees to understand the nature and structure of Social Science.
3. To enable the student trainees to know the importance of teaching Social Science at the secondary School level.
4. To develop in the student trainees skills to organize Social Science Curriculum.
5. To develop in the student trainees skills to teach and evaluate Social Science.
6. To understand the techniques and methods of Social Science teaching.
7. To suggest the appropriate tools and techniques of evaluation in Social Science.

#### Unit-1 Content :

- 1.1 Std-8 Chapter-16 Human Resources  
Chapter-21 Globalization ,Human Rights and terrorism in the context of India
- 1.2 Std-9 Chapter-3 March Towards achievement of independence  
Chapter-10 Organs of Government
- 1.3 Std-10 Chapter-7 Preservation of our Heritage  
Chapter-18 Major Problem of Indian Economy : Poverty and Unemployment

#### Unit-2 Lesson planning : Unit-plan- steps, planning and ideal lesson

- 2.1 Difference between lesson planning and Unit planning.
- 2.2 Methods of teaching social-science: Demonstration and exhibition method, project method. Group discussion method, natural region method

#### Unit-3 Teaching aids and reference material

- 3.1 **Teaching aids : use of teaching aid**
  - Globe and date line, Visual aids, map, picture, charts, slides, globe atlas, map-book, graphs, magazine, specimen, newspaper, coins, tickets, tables, scrape book
  - Audio Visual aids: film strips, epidiascope, Computer, tape recorder, TV, exhibition, video library.
- 3.2 **Teacher of Social science** : Education Qualification .Training, professional efficiency.
- 3.3 **Correlation of social science with other subjects** : Literature, Maths and Science

#### Unit-4 Social science room and Evaluation

- 4.1 **Social Science room**
  - Importance, From (Layout), arrangements of the material and the equipments.
  - Functions of social science room
- 4.2 **Social- science Club** : Need And Activities Of Social Science Club
- 4.3 **Text book of Social Science** : Importance, characteristics of good text book Evaluation of the Current text books of std.8, 9 and 10.
- 4.4 **Evaluation** :
  - Meaning of evaluation and examination
  - Some tools of examination for Social Science
  - Construction of ideal question paper and blue-print

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## Mathematics

### Semester - II

#### Objectives : The Student Teacher

1. acquires the knowledge of current secondary syllabus of mathematics.
2. understands the nature of mathematics, defines the specific objectives of teaching mathematics in terms of learning outcomes.
3. understands the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in mathematics.
5. understands the place of mathematics in secondary school syllabus.
6. develops attitudes to be a committed and competent mathematics teacher.
7. develops interest for the betterment of teaching mathematics in secondary syllabus.

#### Unit-1 Content of Mathematics

##### 1.1 Std.-10

**Chapter-4 Quadratic Equations :** Second degree polynomials; Zero of a Second degree polynomial, Quadratic Equations, Solutions of Quadratic Equations by factorization method and by the method of perfect square, The types of the roots of a Quadratic Equation, Solution of Problems using Quadratic Equations.

**Chapter-12 Circle and Chord :** Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle.

**Chapter-16 Surface Area and Volume :** Surface Area and Volume of Cone, Cylinder, Sphere and Hemisphere

##### 1.2 Std.-9

**Chapter-8 Ration and Proportion :** Ratio, Types of Ration, Proportion, Laws of Ration and Proportion, Results for equal ratios, Geometric Mean

**Chapter-9 Variations :** Types of Variations, Direct Variations, Inverse Variations, Compound Variations, Partial Variation

**Chapter-11 Surds :** Surds, Theorems about surds and its examples.

#### Unit-2 Unit lesson planning and Evaluation

2.1 Unit lesson planning

2.2 How to prepare and evaluate a unit lesson plan

2.3 Different types of tools used in Mathematics Evaluation

2.4 Blueprint and ideal Question Paper

2.5 **Diagnostic test in Mathematics :**

- Concept, Importance, Preparation of diagnostic tool, Error Analysis of diagnostic test result, Remedial teaching in Mathematics.
- Drill and Review work in Mathematics
- Oral work in Mathematics

2.6 **Teaching of Arithmetic, Algebra and Geometry :** Aims and Objectives, different approaches and their importance

#### Unit-3 Teaching Aids and Evaluation of Textbooks

3.1 **Teaching aids :** Teaching Aids of Mathematics: Meaning, Types, Preparation and Uses of teaching aids for teaching mathematics.

- 3.2 **Development of fundamental concept** : (Postulates, Ratio-proportion, Similarity, Function, Variation, Quadratic equation, Quadrilateral, Logarithm, Triangle, Circle and Parallelogram, etc.)
- 3.3 Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching.
- 3.4 Evaluation of Text books of Mathematics
- 3.5 Project method and supervised study techniques.

#### Unit-4 Mathematics Club, Teacher and co-relation

- 4.1 Mathematics Club: Objectives, Importance, Different Activities of the Club
- 4.2 Mathematics Teacher: Qualities and Competencies
- 4.3 Co-relation of Mathematics: Concept, Internal Co-relation with different units and branches of Mathematics, External co-relation with different subjects: Science and Geography.
- 4.4 Teaching learning Materials, Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, etc.

#### ❖ PRACTICAL WORK

1. Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.
2. Prepare Slides using MS Power point on any one topic of Mathematics of Secondary School.

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## Science and Technology

### SEMESTER-II

#### Objectives:

Student Teachers...

1. Develop an understanding of the nature and place of Science Formulates instructional objectives in term of behavioral out comes.
2. Understand the teaching methods, approaches and techniques for teaching material.
3. Use appropriate educational technology and develops low cost teaching material.
4. Analyze and evaluate science syllabus and science textbooks.
5. Develop skills in organizing curriculum activities such as science club, science fair, science exhibition and field trips.
6. Prepares themselves for better teaching and learning.
7. Become a competent science teacher a teacher of all sciences.

#### Unit-1 Content

- |     |         |                |  |
|-----|---------|----------------|--|
| 1.1 | Std.-8  | chapter 8      | Atomic Bonding,                          |
|     |         | chapter 15     | Grain Production & Management            |
| 1.2 | Std.-9  | chapter 16, 17 |  |
| 1.3 | Std.-10 | chapter 2      | Optics : Reflection & Refraction,        |
|     |         | chapter 8      | Velocity of Chemical Process and Balance |

#### Unit: 2 Science Teacher & Textbook

- 2.1 Unit Lesson Planning
- 2.2 Science Teacher: Efficiency and Professional Commitments
- 2.3 Characteristics of an Ideal Text book of Science & Technology STD 8 to 10
- 2.4 **Reference Material in Teaching of Science (Usefulness)** : Gyan Granth, Encyclopedia Magazines, Reference Books.
- 2.5 **Importance and Need in Teaching of Science** : Teacher's Hand Book, Student's Work Book.
- 2.6 **Importance in Teaching of Science** : Aquarium, Herbarium, Vivarium & Botanical Garden.

#### Unit-3 Science Laboratory, club and Science activity:

- 3.1 Project Method
- 3.2 Science Laboratory: Need & Planning
- 3.3 Science Club : Importance, Establishment & Activities
- 3.4 Activities in Teaching of Science (Play Way & problem Solving Approach in Class room)
- 3.5 Importance of Museum, Science Exhibition Science Tour & Science city
- 3.6 Science Talent Search : Importance & Role of teacher in preparing students

#### Unit-4 Evaluation:

- 4.1 **Evaluation in Teaching of Science (Concept & Importance)** : Continuous & Comprehensive
- 4.2 **Evaluation in Science** : Teacher made, Standardized & Diagnostic Tests, Remedial Teaching, Construction of Question Paper & Blue Print (Nature & Importance)
- 4.3 Correlation of Science Teaching with Maths, Social Science and Arts
- 4.4 **Scientists** : Name- Country- Detail about Invention& Contribution
- 4.5 **Indian** : (C. V. Raman, Dr. Vikram Sarabhai, Sir Jagdishchandra Bose, Homi Bhabha) **From Abroad** : (Archimedes, Sir Isaac Newton, Madam Curry, Alexander Graham Bell, and Albert Einstein)

## Activities

- Script writing for Radio Lessons TV Lessons, Science Drama
- Preparation of Lesson plan with the use of computer in Science teaching
- Experiment work on based text books of STD 8 to 10- Science & Technology
- Visit to Science Fair, Science City and Institute with Scientific Attitude

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**Urdu**  
**SEMESTER-II**

**Objective**

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

**Unit-1 Content Std.-10**

- 1.1 **Prose** : Bachhe, Ganv Ki Zindagi
- 1.2 **Poetry** : Masnavi, Ishrate Raftatah

**Unit-2 Teaching of Verbal Communication, Reading and Writing**

- 2.1 **Teaching of Verbal Communication** : Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.
- 2.2 **Teaching of Reading** : Concept, Method of Reading: Oral reading and loud reading, Types of reading; Alphabetic, phonetic, word, sentence, story.
- 2.3 **Teaching Writing** : Objectives: Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

**Unit-3 Teaching Prose, Poetry, Grammar & Creativity**

- 3.1 **Unit Lesson Planning** : Importance, Steps of Planning and merit demerits.
- 3.2 **Teaching of Prose** : Objectives-methods of Prose-Teaching an application in classroom activity
- 3.3 **Teaching of Poetry** : Objectives-methods of Poetry-Teaching an application in classroom activity
- 3.4 **Teaching of Grammar** : Importance of teaching of grammar in language teaching, methods of grammar Teaching an application in classroom activity
- 3.5 **Teaching of Creativity** : Objectives and methods of developing creativity

**Unit-4 Evaluation techniques, teacher, textbook and teaching aids**

- 4.1 **Types of Evaluation** : Essay type question, short question, objective type question
- 4.2 **Evaluation techniques** : Designing a question paper based on blue print.
- 4.3 Skill of Teacher of Urdu language
- 4.4 **Text Book** : Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
- 4.5 **Use of Audio-Video aids in language teaching** : Importance and types of A.V. aids.

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## Economics

### SEMESTER - II

#### Objectives:

1. Acquires the knowledge of current higher secondary school syllabus of economics.
2. Understands the aims and objectives of teaching economics in secondary and higher secondary school.
3. Understands the techniques of teaching of economics.
4. Develops the skill of using various methods of teaching of economics.
5. Understands & use of appropriate devices of evaluation in economics.
6. To acquaint the students teacher with different Audio visual aids and develop in them the skill of for the proper use and maintenance of teaching aids.
7. Develop competent & committed attitude as a economics teacher
8. Develop interest in economics subject among the pupils.
9. To understand the current issue & continuous development in economics
10. To develop interest in field work – Economics survey outdoor survey.

#### Unit-1 Content

- 1.1 **Budget** : Meaning, nature, types and information about current year budget.
- 1.2 **Balance of Trade** :
  - Balance of Payments
  - Balance trade and Balance of payment (meaning and types)
  - Difference between balanced trade and balance of payments verification
  - Check the any one year's balance of payments of India.
- 1.3 **Problems of Imbalancing India**
  - Male-Female ratio – remove the disparity
  - Economic development and quality of environment.
  - Migration : meaning – types effect.
  - Effects of urbanisation
  - Relative and absolute property
  - Poverty line
  - Measures to reduce poverty
  - Unemployment : Types, causes and remedies (Measures to reduce unemployment)

#### Unit-2 Teacher, Book and Specific Methods:

- 2.1 **Economics Teacher** : qualities, characteristics, vocational development and training (qualifications)
- 2.2 **Economics Textbook** : Criteria and characteristic of a good text book and Critical evaluation of the current text book of economics. (Std. XI and XII)
- 2.3 **Survey in Economics (co-operative society, Bank, Dairy)** :
  - dam, river, cottage industries, panchayat bhavan, industries inspection-visit
  - Diagnosis and remedial work in Economics.
  - Specific Methods: Project, Group discussion.

#### Unit-3 Co-relation and Values

- 3.1 **Co-relation** : Concept, Need, Importance and Types of co-relations.
  - Co-relation with – commerce, statistics, social science, agriculture science, Education.
- 3.2 **Values in Economics** : National integrity, Patriotism, Scientific Attitude and Dignity for labour

#### Unit-4 Economics, Room, Club and Field work

- 4.1 Arrangement of Economics Room need and importance of Economics Room.
- 4.2 Requirement of Economics club. Different activities of Economics club.
- 4.3 Field work in Economics : Tour, Interview and Observation
- 4.4 Evaluation in teaching of Economics: meaning and types
- 4.5 Teaching Aids in Economics: Importance, Selection of Tool, Types and their uses,

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## Business Organization and Management

### SEMESTER-II

#### COURSE OBJECTIVES:

##### The Student-teacher

1. acquires the knowledge of current higher secondary syllabus of bom.
2. understands the aims and the objectives of teaching of bom.
3. understands the nature of bom.
4. defines the specific objectives of teaching bom in terms of learning outcomes.
5. understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
6. understands the place of bom in higher secondary syllabus.
7. applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
8. develops attitudes to be a competent and committed bom teacher.
9. develops interest for the betterment of bom in higher secondary school.

#### Unit-1

##### 1.1 Content of Std : 11<sup>th</sup>

Chapter 8 Factorial Organization of Business - 1

Chapter 9 Factorial Organization of Business - 1

##### 1.2 Content of Std : 12<sup>th</sup>

Chapter 14 Consumer Protection

Chapter 16 Social Responsibility of Business and Ethics of Business

#### Unit-2 Unit Lesson Planning & Correlation

- 2.1 Unit Lesson Planning, Difference between Unit & Stray lesson planning
- 2.2 Meaning, importance & Types of Co-relation
- 2.3 Correlation with different subject: Economics, Accountancy & Social Science
- 2.4 Co-relation with the daily life activity

#### Unit-3 BOM Method, Club, Teacher

- 3.1 **Methods** : Exhibition Method, Project Method, Assignment Method, C.A.I.
- 3.2 **BOM room & club** : Concept, Needs, Importance, Different Activities.
- 3.3 **BOM Teacher** : Education Qualification, Training, Vocational Competency, Qualities, Skills.
- 3.4 **Teaching Aids** : Types, Visual, Audio, Audio-Visual instrument.  
(Charts, Model, Tape-recorder, Computer, Slides, Video Programs, Internet, OHP, Reference Books & Magazine)

#### Unit-4 Evaluation

- 4.1 **Evaluation of textbook** : measurement of evaluation, Evaluation & Review of current textbook.
- 4.2 **Evaluation of BOM** : Meaning, Objective tests
- 4.3 **Blue Print & Ideal Question Paper**
  - Ideal Question paper – Meaning, Characteristics.
  - Structure of Blue Print

#### ❖ Activities :

1. Prepare one of the lesson of BOM by power point presentation.
2. Organize the seminar on one of the topic of BOM and submit its report.

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## Accountancy

### SEMESTER-II

#### Objectives : The Student - Teacher

1. acquires the knowledge of current higher secondary school syllabus of accountancy.
2. understands the nature of accountancy defines the specific objectives of teaching and present in language behaviour changes.
3. understands in the accountancy the teaching methods, techniques, devices, lesson planning process for effective teaching-learning process and better instruction.
4. understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy.
5. understands the importance and the place of accountancy in higher secondary school syllabus.
6. develops attitudes to be a committed and competent higher secondary school teacher.
7. develops interest for the betterment of curriculum for teaching accountancy in higher secondary syllabus.

#### Unit-1 Content

- 1.1 Std.:11  
(Part-2) Chapter 6 Depreciation Accountancy  
Chapter 7 Bill of Exchange
- 1.2 Std.:12  
(Part-1) Chapter 5 Provision of partnership Account  
(Part-2) Chapter 4 Ratio Analysis

#### Unit-2 Unit Planning and Correlation

- 2.1 Unit Lesson Planning
- 2.2 **Correlation** : Meaning, importance & Types
- 2.3 **Correlation with different subject** : Mathematics, Economics, Commerce and Social Science
- 2.4 Co-rrrelation with the daily life activity

#### Unit-3 Accountancy Teacher & Accountancy Teaching Method, Club

- 3.1 **Accountancy Teacher** : Education Qualification, Training, Vocational Competency, Qualities, Skills
- 3.2 **Teaching Method** : Group discussion method, Analysis-Synthesis, Project method
- 3.3 **Accountancy room & Club** : The needs of Account room, Accountancy Club, importance, Different activities.
- 3.4 **Teaching Aids** : Types, Visual, Audio and Audio-Visual instrument (Sample, Model, Charts, Slides, Overhead Projector, Apedayoscope, Diagram, Bulletin board, Computer), Reference Book Magazine

#### Unit-4 Evaluation

- 4.1 Evaluation of textbook, measurement of evaluation Evaluation & Review of current textbook
- 4.2 **Evaluation of Account** : Meaning and Objective tests
- 4.3 **Blue Print & Ideal Question Paper** : Ideal question paper, Meaning, Characteristics and Structure of Blue Print

#### ❖ Practical Work ( Any One )

1. Visit a Business unit & Financial Unit for maintain how to write accounts.
2. Prepare Slide using MS Power Point on any one topic of Std.:11<sup>th</sup> & 12<sup>th</sup>

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## Psychology

### SEMESTER - II

#### Objective:

1. Acquires the knowledge of current higher secondary school syllabus of psychology.
2. Knows the place, aims and objectives of teaching psychology.
3. Gets acquainted himself with different methods and approaches of teaching psychology at the higher secondary level.
4. Develops various skills for the use of different audiovisual aids, administration, scoring and interpretation of teaching the subject.
5. Applies the valuation procedures to assess the achievements of the pupils in psychology.
6. Identifies the weaknesses of pupils by using various test and takes remedial measures.

#### Unit-1 Content

##### 1.1 Std-11

- Chapter-8 Motivation and Emotion
- Chapter-10 Memory Process

##### 1.2 Std-12

- Chapter-11 Necessary Skills to be a successful psychologist
- Chapter-12 Statistics in Psychology

#### Unit-2 Unit planning, Correlation and Methods

- 2.1 Unit lesson planning, difference between stray and unit lesson
- 2.2 **Correlation** : Meaning, Types ,Importance, Correlation with other Subjects
- 2.3 **Methods** : Group Discussion, Assignment and Peer Group learning

#### Unit-3 Psychology Teacher, Room, laboratory and Club

- 3.1 **Teacher** : Educational Qualifications, Profficiency and efficiency
- 3.2 Psychology Room / Lab
- 3.3 Psychology Club-Concept, Importance and activities
- 3.4 **Teaching Aids** : Visual (OHP, Slide Projector, Charts, Models, Books, Magazine and news paper), Audio (Radio, Tape Recorder), & Audio Visual (TV, LCD, Film Projector),Importance and Limitation of each aid

#### Unit-4 Evaluation In Psychology

- 4.1 **Text book** : Characteristics of Ideal Text book, Review of Present Text Book
- 4.2 **Evaluation** : Meaning, Different types of test
- 4.3 Construction of ideal Question Paper& Blue-Print

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## English (H.L.)

### SEMESTER-II

#### Objectives

##### To enable the student teachers :

1. understand the principles and characteristics of English as first language scientifically.
2. develop insight into mechanics of language acquisition and first language learning.
3. understand techniques and methods of teaching English as first language.
4. find out appropriate approaches for effective and meaningful teaching of English as first language.
5. know planning and procedures for teaching English (HL) in formal classroom.
6. know planning and procedures for teaching English (HL) in informal environment.
7. develop and use material through familiarity with the different textual items like prose, poetry, short stories, etc.
8. make use of various audio-visual aids in the classroom effectively.
9. develop skills to evaluate performance of learner through written, oral as well as other types of tests.

#### Unit-1 Comprehension and Rhetoric in English Language (Content)

- 1.1 Figures of Speech
- 1.2 Poetry Comprehension (Unseen)
- 1.3 Passage Comprehension (Unseen)

#### Unit-2 Teaching Skills (Method)

- 2.1 Unit planning and Year plan
- 2.2 **Teaching Language Skills** : LSRW, Teaching linguistic skills, Teaching : Listening, Speaking, Reading and Writing
- 2.3 Teaching Poetry and Plays
- 2.4 Teaching Prose and Grammar Communicatively
- 2.5 Teaching Figures of Speech and Comprehension

#### Unit-3 Methods and approaches to teaching language as first language.

- 3.1 **Methods** : Direct, Bilingual, Grammar Translation Method (as reference) and New Method.
- 3.2 **Approaches** : Structural and Communicative Approach
- 3.3 Communicative Language Teaching
- 3.4 **Techniques of Teaching Language** : Role-play, Simulation, Language, games, Seminar and/or conference and Library

#### Unit-4 Evaluation

- 4.1 **Evaluation** : Difference between test and examination, Test developed by teachers and scientific tests, How to standardised question paper, blue-print and three-dimensional table
- 4.2 ICT in Teaching English as First Language
- 4.3 (a) Use of Modern Gadgets like, TV, Tape-recorder, VCD/DVD Player, OHP, Episcopes, Multimedia Projector, Slide Projector, Mobile, interactive whiteboard Language Laboratory etc.  
(b) Use of Non-projection devices like: chalk-boards, chart, maps, drawing/sketches, photograph, etc.

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## ENVIRONMENTAL STUDIES

### SEMESTER-II

#### Course Objectives

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the student teacher to understand about the various measures available to conserve the environment for sustaining the development.

- Unit-1** 1.1 **Environment** : meaning, scope and nature of environmental education.  
1.2 Types of environmental pollution.

- Unit-2** 2.1 Causes and effect of environmental hazard, global and local: environmental pollution and its remedies.  
2.2 Green house effect – an impending catastrophe.  
2.3 Ozone layer depletion-environmental threat, acid rain, pillar melting, rise of sea level and their implications.

- Unit-3** 3.1 Salient features of environmental awareness through education: programmes of environmental education for secondary school children.  
3.2 Programmes of environmental education for attitude changes among the children.

- Unit-4** 4.1 Role of school in environmental conservation and sustainable development.  
4.2 Celebration of various days in relation with environment.  
4.3 Plastic recycling & probation of plastic bag / cover.  
4.4 Role of pollution control board.

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## POPULATION EDUCATION

### SEMESTER-II

#### Objectives :

To enable student to understand

1. The meaning of scientific inquiry, paradigm, theory and its implications for educational research.
2. The characteristics of philosophy, psychological and sociological researches in education.
3. The different strategies, approaches, methods of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. Various type of tools and data collection.
7. The broad canvas of educational research.

#### Unit-1 Introduction of Population Education

- 1.1 Concept of population education
- 1.2 Need of population education and importance of population education.
- 1.3 Scope of population education.
- 1.4 Objectives of population education.

#### Unit-2 World and Indian Population

- 2.1 **population dynamics**
  - Scope of world population and Indian population
  - Structure of Indian Population : Distribution and density, population.
  - Composition : age, sex, rural, urban, literacy etc.
- 2.2 **Factors affective population growth**
  - Fertility, mortality and migration (mobility)

#### Unit-3 Problem of populations & Adult Education

- 3.1 Social, Economical, Educational, Urbanization Environmental, Effects on Natural Resources Health and Standard of living.
- 3.2 Population literacy campaigns and adult education in India.
- 3.3 Concept, scope and characteristics of Adult Education.
- 3.4 Importance and objectives of Adult Education.
- 3.5 Adult Education and NPE-1986, and Adult Education in Government Planning.

#### Unit-4 Approaches, Mass Media and Role of Teachers:

- 4.1 **Methods and Approaches** : Inquiry approach, observation, self-study, discussions assignments.
- 4.2 **Mass Media**: News paper, radio, television, internet.
- 4.3 **Role of Teachers**: Teachers role in creating awareness of the consequences of population problems in calculating new vale and attitudes leading to modification of student behavior.

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## **Bhartiya Education System**

### **SEMESTER-II**

#### **Course Objectives :**

##### **To enable prospective teachers to :**

1. To enable the student teacher to Understand that development of education is influenced by socio political forces of time
2. Acquire knowledge of characteristics features of ancient, medieval and British System of education in India and of their strengths and limitations
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the developments in Indian education in post independence era.

#### **Unit-1 Historical perspective in Bharatiy Educational system**

- 1.1 Definition, Discrimination of Education-knowledge-vidya-information. Difference between the western and Bhartiya Education, Transformation of culture through knowledge.
- 1.2 Aims of ancient, Medieval and Modern Bharatiy Educational system Panchmukhi Shikshan – Formation of the best human being, Panch koshatmak Personality.
- 1.3 Philosophical and Psychological Foundation of Bhartiya Education system

#### **Unit-2 Features, Traditions & Teacher in Bhartiya Education System**

- 2.1 Salient features of Bhartiya Education
  - Principles of curriculum formation
  - Methods & Principles of Education
  - Student – Teacher relationship
- 2.2 **Bhartiya tradition of teaching – learning** : Teacher-learner and main content, 64 Kalas, 16 Sanskar Process, Examination and Evaluation
- 2.3 Teacher (Acharya) in Bhartiya Education
  - Integration of knowledge, Devotion and Action
  - Shikshak Dharma, reflected in ancient religious script
- 2.4 Image of a human being in Bhartiya thinking – Panch Gyanendriya-Panch Karmendriya-Panch Pran, Panch Mahabhoot, Antahkaran Chautashthaya and Atma tatva

#### **Unit-3 Yogic Perspective of life in Bhartiya Thinking**

- 3.1 Significance of teaching of Ashtang Yoga, Nadi mandal and Chakras, Kundlini Shakti, Matraka Shakti in Bhartiya Education
- 3.2 Human Rights in Bhartiya Thought
- 3.3 Right of Equality, Education, Defense, Freedom at adoption of religion, Employees.

#### **Unit-4 Women Education in Bharatiy Education System**

- 4.1 Women Education in ancient, Medieval and Modern India.
- 4.2 Special rights of women and right of Social Protection
- 4.3 National policy for the Empowerment of women (2001)
- 4.4 The Role of Nation and Education in Women Empowerment

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## Yoga Education

### SEMESTER - II

#### Objectives :

Teacher Trainees...

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

#### Unit-1 Concept of Yoga and Ashtang Yoga. ( Theory )

- 1.1 **Yoga:** Meaning, concept and importance.
- 1.2 Eight disciplines of Yoga – Ashtang Yoga
- 1.3 Precautions to keep in mind while performing yogasan.
- 1.4 Techniques of practising different types of yogasan.

#### Unit-2 Pranayam, Meditation and Stress management ( Theory )

- 2.1 **Pranayam:** Meaning, Nature and Relationship with mind.
- 2.2 **Different types of pranayam :** Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,
- 2.3 **Meditation :** Nature, Procedure and importance
- 2.4 **Stress:** Meaning, Reasons, Role of yoga in stress management

#### Unit-3 Different types of Aasanas (Practical Work)

Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana, Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasana.

#### Unit-4 Different types of pranayam and meditation (Practical Work)

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

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**Teaching Of Human Rights & Values**

**SEMESTER - II**

**Course Objectives**

**To enable prospective teachers to:**

1. understand the meaning and significance of values.
2. know about classification and issues related to value education.
3. know about human rights.
4. understand the development of values.
5. know about inculcation of values among learners.

**Unit-1 Human Rights**

- 1.1 Concept, Meaning, definition, concept, nature, characteristics, Importance and its Educational implication
- 1.2 **Universal declaration of Human Rights** (Article 1-30) Protection of Human rights Act (1994)
  - Formation of National Human Rights commission, state National Human Rights commission and its Educational implication
  - Protection of Human Rights

**Unit-2 Human Rights commission**

- 2.1 Qualification & Function
- 2.2 Constitution & Human Right Related Provision
- 2.3 Child rights & protection
  - National commission for protection of child rights (NCPCR)
  - Function of commission
  - Appointment, formation of commission
- 2.4 Woman rights : Quality, Dignity
- 2.5 Educational rights & government policies

**Unit-3 Values and their development**

- 3.1 Background, Meaning, definition, concept, nature, characteristics and Importance
- 3.2 Sources of values
- 3.3 National Education Policy
- 3.4 Indicators of Values and its Educational implication
- 3.5 Identify different values, identify the teachers, vision of school, principal and teachers towards values
- 3.6 fostering values by school through teaching & cocurricular activities

**Unit 4 Classification of values, Social issues and problems related to value education**

Philosophical, Psychological, Sociological and Human Basis of classification of Values, values involved in constitution, piaget theory of Moral development, Kohlberg's theory and stages of Moral development, Maslows theory of needs, Carol Gilligans feminist theory; Causes of Lack of values in the society, gender inequality, urban problems related to energy, rehabilitation problem, climate change, global warming and green house effect, Deforestation, commission of status of women, UNESCO's strategy for gender equality, UNICEF's Womens empowerment framework, wild life act 1972, water pollution act 1974, air pollution act 1981, Environment protection act 1986 and its Educational implication

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**Any suggestion regarding this CBCS B.Ed. Syllabus for enhancing quality of teacher education are welcome. The university will consider the suggestions after reviewing as per norms.**