SEMESTER-IV

B.Ed. Semester -4

A-07:Introduction of Educational Research

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT-1 Research in Education

Meaning of Research & Educational Research
Characteristic of Educational Research
Types of Research (Basic, Applied and Action research.):Meaning, characteristicand Limitation for each types
Importance of Educational Research for Teachers

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

Criteria of selection of a good research problem
Definition of key terms of research work
Review of related literature, Sources of related literature
Drafting a research proposal

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

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

Unit-4 Steps in the research process

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

Suggested Activity:

- Prepare research proposal

Suggested Readings:

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

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Group :1

B.Ed. Semester -4

C-04:Educational Statistics

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT – 1 INTRODUCTION OF STATISTICS, MEASUREMENT AND EVALUATION

Educational statistics :- Meaning , Need , Importance

Measurement and Evaluation: Meaning, Concept and need

Scale of measurement: Nominal scale or classification scale, OrdinalScale or Ranking Scale, Internal Scale, Ratio Scale

Different between Measurement and Evaluation

UNIT – 2 BASIC STATISTICS

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

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

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

Computation of Range, Quartile Deviation, Standard Deviation

UNIT – 3 CORRELATIONS

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

Methods of correlation and Properties of Correlation Coefficient

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

Rank Difference Method of Charles Spearmen: Computation, Educational andstatistical interpretation of correlation.

UNIT – 4 PERCENTILE, PR,NPC,STANDARD SCORE

Percentile: Meaning, Application, Computation

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

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

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

Suggested Activity:

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

Suggested Readings:

- Aggarwal Y. P., (1990). **Statistical Methods–Concept, Applications and Computation**, New Delhi; Sterling Publishers Pvt. Ltd.
- Agrawal, R. N., (1991). **Measurement and Evaluation in Psychology and Education**, Agra; Vinod Pustak Mandir
- Ebel, Robert L. & Fristic, David A. (1991). **Essentials of Educational Achievement**, New Delhi; Pentice Hall of India
- Entanistte, N.J. and Neshat, P.D. *Educational Research*. Hoddar Strongton, London,1972.
- Leonard A., Maras Called, (1980). **Statistical Methods for Behavioral Science Research**, New York; Mc-Graw Hill Book Co.
- Norman E. Gronlund, (1995). **Measurement and Evaluation in Testing**, (Third Edition), New York; Mc-Millan Publishing Co. Inc.
- Pal, H.R. *Educational Research*. Bhopal, M.P.Granth Academy, 2004.
- Patel, R. S., (2011). **Statistical Methods for Educational Research,** (1st Edition), Ahmedabad;
- Jay Publication
- Patel, R. S., (2011). **Fundamental Concepts of Research (Research Handbook),** (1st Edition), Ahmedabad; Jay Publication
- Popham, W. James, (1991). **Modern Educational Measurement**, USA; A Practitioners Perspective, Pentice Hall
- Rawat, D.S. *Research in Classroom*. NCERT, New Delhi, 1969.
- Sinha, H.C. *Shaikshik Anusandhan*. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N. *Shiksha Mein Kriyatmak Anusandhan*. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P. *Shaikshik Anusandhan Ke Mool Tatva*. Vinod Pustak Mandir, Agra,1979.
- Ãkx÷, ykh. yMk. (2011). þûkr¤tf MkþkÄLk {kx ykfzkþk†eÞ ÀkØríkyk, (rîîkeÞ ykðr¥k), y{ËkðkË; sÞ ÃkÂç÷ƒþLk
- Ãkx÷, ykh. yMk. (2011). MkþkÄLkLke ÀkkÞkLke MkfÕÀkLkkyk (MkþkÄLk nkÚkÀkkÚke), («Úk{ ykðr¥k), y{ËkðkË; sÞ ÃkÂç÷ƒþLk
- Ãkx÷, ykh. yMk. (2009). þûkr¤tf {Lkk{kÀkLk íkÚkk þûkr¤tf ykfzkþk†, y{ËkðkË; Lkehð «fkþLk
- ËMkkE, f. S. yLk y[. S. ËMkkE, (1990). {Lkkð¿kkrLkƒ {kÃkLk, ([kÚke ykðr¥k), y{ËkðkË;
- ÞrLkðŠMkxe økÚk rLk{ký çkkz, økshkík hkßÞ

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B.Ed. Semester -4

C-05:Guidance and Counselling

Total Credit- 4 **Internal - 30**

External – 70

Objectives:

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

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

UNIT-1 GUIDANCE, TYPES AND AGENCIES OF GUIDANCE

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

UNIT-2 PRINCIPLES OF GUIDANCE

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

UNIT-3 Vocational Guidance and its approaches

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

UNIT-4 Guidance of Children with special needs

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

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

C-06:Teacher Education

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 **Teacher Education**

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

Unit-2 **Various teacher education agencies**

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

Unit-3 **Teacher education as a profession**

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

Unit-4 **In-Service and Pre-service Program**

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

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

C-07:Child Psychology

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 Child Development

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

Unit-2 Social Development

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

Unit-3 Theories of Development

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

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

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

Suggested Activity:

- Visit of lower primary school and try to observe studentas behaviour.

Suggested Readings:

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

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B.Ed. Semester -4

C 08:Indian Education System

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 Education system

Vedic Education
Islamic education
Jainism education
Buddhism education

Unit-2 Education commissions before independence -1

Mecoleys recommendations
Woods dispatch
Hunter commission and its recommendations
Lord Karjon Commission

Unit-3 Education commissions afterindependence -2

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

Unit-4 Apex bodies in Education

MHRD- its functions
UGC- its Scope and functions
NCTE-regional institutes and role
NAAC- Quality control

Suggested Activity

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

Suggested Readings:

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

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

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B.Ed. Semester -4

C-09:Entrepreneurship: Theory and Practice

Total Credit- 4 **Internal - 30**

External – 70

Unit 1: Entrepreneurship

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

Unit 2: Entrepreneurship and Related Factors

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

Unit 3: Entrepreneurship and Environment

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

Unit4:Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

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

References

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

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

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Group : 2

B.Ed. Semester -4

D 01:Educational Technology

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit 1 Educational Technology

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

Unit 2 Communication, Teaching and Instruction and System Approach

Communication and Instruction
Concept, Nature, Process, Components, Types, Classroom Communication, Massmedia approach in Educational Technology.
Effective Class room Communication: Concept, Criteria and hurdles
System Approach

Unit 3 Teaching Levels and Strategies

Teaching levels, Strategies &Models
Memory, Understanding and reflective levels of Teaching
Teaching strategies: Meaning, Nature, Function and Types (PsychologicalModels and Models of Teaching)
Modification of Teaching Behavior
Flander's Interaction Analysis

Unit 4 Teaching Models and Computer Assisted Instruction

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

Suggestde Activty:

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

Suggested Readings:

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

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

Total Credit- 4 **Internal - 30**
External - 70

Objectives of the course:

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

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

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

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

Unit: 2 **school management and learning and right to education**

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

Unit 3 **National Curriculum and Goal and Scope of the curriculum**

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

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

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

D02 Conti..

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

D 03:Environmental Education

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 ENVIRONMENT, ECOLOGY&ENVIRONMENTALEDUCATION

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

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

Environmental Education: Meaning, Objectives, its need & importance

Principles of Environmental Education.

Unit-2 ENVIRONMENTAL ISSUES

Pollution Monitoring and Control: Concept of Pollution

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

Natural Resource Conservation and Management: Definition and Classificationof Natural Resources.

Natural resources Conservation and Management.

Unit-3 NATURALRESOURCESMANAGEMENT

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

Wildlife Conservation especially Endangered Species.

Role of media and ecotourism in creating environmental awareness.

Role of local bodies in environmental management, Swachh Bharat Abhyaan

Unit-4 Approaches for environment education

Various approaches for Environment Education

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

Various environmental summits and resolutions

Role of Mass media in Environment education (News papers, Magazines, Radio,TV, Films and Social media)

Suggested Activity

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

Suggested Readings:

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

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B.Ed. Semester -4

D 04:Value Education

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

COURSE CONTENTS:

Unit-1 The Socio Moral and Cultural Context

Value: Meaning and Concept
Types of Value: Social, Ethical, Religious, Cultural
Indian Culture and Human Value
Pandit Dindayal's and Shyama Prasad MukharjeeViews on Value Education

Unit-2 Natural Concept of Morality and Moral Education

Concept of Value Education
Need of Value Education
Medium for Value Education
Approaches for Value Education

Unit-3 Moral Learning to Moral Education

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

Unit-4 Assessment of Moral Maturity

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

Suggested Activity

- Prepare primary value list shown in Bhagavd Gita

Suggested Readings:

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

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B.Ed. Semester -4

D 05:Education for Human Right

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT-1 Conceptualizing Human Rights and Human Rights Education

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

Unit-2 Emerging Concerns in Human Rights

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

Unit-3 School Education and Human Rights Perspective

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

UNIT- 4 Issues, Movements and Promotion of Human Rights

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

Suggested Activity

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

Suggested Readings

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

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B.Ed. Semester -4

D-06 : Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4 **Internal - 30**

External – 70

Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

Women Entrepreneurship - Concept, need & Functions

Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship

Elements of Entrepreneurship- Motivation, Risk Taking, Innovation

Entrepreneurial Process, Charms of becoming an Entrepreneur

Unit 2: Entrepreneurship Motivation

Entrepreneur: motivates, Need for Achievement

Low n-Ach Vs High n-Ach

Self-efficacy, Motivation & Entrepreneurship

Drive&Independence of Women Enterpreneur

Unit 3: Making of an Entrepreneur

Characteristics of Enterpreneur

Areas of self-knowledge, Personal Effectiveness

Emotional Intelligence (EI)

Team Building, Entrepreneurial Leader and Entrepreneurial Leadership

Unit 4: Success in Entrepreneurship and Case Studies

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

Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

Personal Assessment Worksheet, Self- Rating Questionnaire (SRQ)

Success Stories of Entrepreneurs in Education\

References

Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In *Technological change, economic development and space*, eds. C. Bertuglia, M.Fisher, and G preto, 13-33, Springer, Berlin

Batra G. (2002).*Development of Entrepreneurship*, Deep & Deep Publications Pvt Ltd, New Delhi, India

Jones T., (2003).*Innovating at the Edge – How organisations evolve and embed innovation capability*, Butterworth Heinemann, Oxford.

Mitra J., (2012).*Entrepreneurship, Innovation and Regional Development- an introduction*,Routhedge, London

Mulliick N H., (2012).*Entrepreneurship Development*, ENKAY Publishing, New Delhi, India.

Sweeney G., (1987).*Innovation, Entrepreneurs and Regional Development*, Frances Pinter (publishers), London

Robert Ringer, (2013), Winning through Intimidation, Skyhorse Publishing, Inc., New York.

David Ogilvy, (1976), My Life in Advertizing & Scientific Advertizing, McGrow Hill Publication, New York

Rohit Prasad (2015), Start up Sutra, Management Development Institute, Gurgaon, Delhi.

Rashmi Bansal (2015), Take Me Home, Rainbow Publication, New Delhi.

Kashyap Deorah (2015), The Golden Tap – The Inside story of hyper-funded Indian Startups, Roli Books, New Delhi.

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B.Ed. Semester -4

EPC-4:Yoga and Sports

Total Credit- 2 **Internal - 50**

External - 00

Objectives of the course:

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

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

Unit-1 Concept of Yoga and Pranayam

Yoga: Meaning, concept and importance.

Eight disciplines of Yoga – Ashtang Yoga

Pranayam: Meaning, Nature and Relationship with mind.

Different types of pranayam : Kapalbhati, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,

Unit-2 Meidtation

Meditation: Nature, Procedure and importance

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

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

Unit-3 Yoga (Practical Work)

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

Unit-4 Sorts

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

Suggested Activity:

Practical work of Yoga and Sports

Suggested Readings:

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

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B.Ed. Semester -4

B-101:Gujarati

Total Credit-4 **Internal - 30**

External - 70

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yf{-2 મલTભલાષલાનુંં શિક્ષણ

૨.૨ મલTભ લાષા શિક્ષણના હTઓ A વગીકરણ, હTઓ A મહcc૧

૨.૨ મલTભાષા શિક્ષણના સમaય અને વિશેષ હTઓ

૨.૩ flaય ઘડતરમા ભાષાA યોગદાન

૨.૪ ભાષા શિક્ષકની સજ્જતા (શૈક્ષણિક, 'યાવસાયિક, 'યાhતcવ)

એકમ-૩ પાઠ13મ અને પાઠ1ુતક

૩.૧ ÃkkXâç{: yÚk, ÃkkXâÃkMíkf h[LkkLkk rMkØkíkk, ykËþ ÃkkXâÃkMíkfLkk ÷ûkýk

૩.૨ Äkhý-8, 9 yLk 10Lkk ÃkkXâÃkMíkfLk {ÕÞkfLk

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- કોઇ એક ગાન અને પાનો સમજે કરવો.

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- ËMkkR, ½Lkðík, økshkíke yæÞkÃkLk, LkðeLk «ðknk, y{ËkðkË , y.ykh.þXLke fÃkLke.
- çkÄfk, økes¼kR.(1949). «kÚkr{f þk¤k{k ¼k»kk rþûký, y{ËkðkË , y.ykh.þXLke fÃkLke.
- Ëð, þk+e sÞLÿ, økshkíke yæÞkÃkLkLk Ãkrhþe÷Lk, y{ËkðkË, çke.yMk.þkn «fkþ™.
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- Ëð, þk+e sÞLÿ. frðíkkLk rþûký, ðÕ÷¼ rðãkLkøkh, MkhËkh Ãkx÷ ÞrLkðŠMkxe.
- Ãkx÷, ykþf. økshkíkeLk ykËþ yæÞkÃkLk, y{ËkðkË, ðkrh»ký «fkþLk.

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B.Ed. Semester -4

B-102:Hindi

Total Credit-4 **Internal - 30**

External - 70

उद्देश्य

शिक्षणार्थी के एवं विशेष तथ्यों को समझ।

1. हिन्दी शिक्षक के गुण

2. भाषा प्रयोगशाला का उपयोग जान।

3. हिन्दी शिक्षण में दृश्य-श्रव्य साधनों का उपयोग सीख।

4. पाठ्यपुस्तक मंडल के कार्यों को समझ।

5. हिन्दी भाषा शिक्षक की पद्धति एवं प्रविधियों का ज्ञान प्राप्त कर।

6. अभ्यासक्रम एवं पाठ्यक्रम के विषय में ज्ञान प्राप्त कर।

7. पाठ्यपुस्तक का मूल्यांकन करना सीख।**एकम-1**

अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

1.1 अभ्यासक्रम: अर्थ एवं पर्यायभाषा व महत्व

1.2 पाठ्यपुस्तक एवं अभ्यासक्रम का अंतर

1.3 अभ्यासक्रम में: मूल्यांकन: अर्थ एवं मूल्यांकन प्रविधि

1.4 आदर्श पाठ्यपुस्तक का अर्थ एवं पाठ्यपुस्तक मंडल 9- मूल्यांकन व प्रविधि

10 के पाठ्यपुस्तक का मूल्यांकन

एकम–2 भाषा शिक्षण, भाषा प्रयोगशाला–भाषाकक्ष, दृश्य–श्रव्य साधन, सहायक सामग्री

2.1 हिन्दी भाषा का अन्य विषयों से अनबंध

2.2 हिन्दी भाषा शिक्षण के गुण एवं विशेषताएं

2.3 भाषा शिक्षक का व्यवसायिक एवं नैतिक जिम्मेदारियां

2.4 भाषा प्रयोगशाला एवं भाषा कक्ष का महत्व एवं उपयोग

2.5 हिन्दी भाषा शिक्षण में दृश्य–श्रव्य साधनों का महत्व और उपयोग

– सहायक सामग्री: पाठ्यालय, मंगलम्–3 चित्र, रेखाचित्र, शब्दकोष, का महत्व

पद्धति एवं प्रविधियां

3.1 वाद–विवाद एवं समूह चर्चा पद्धति, अर्थ, पूर्वभाषा गुण एवं दोष

3.2 आगमन–निगमन अभिगम अर्थ, पूर्वभाषा, गुण एवं दोष

3.3 मौखिक अभिगम अर्थ, पूर्वभाषा गुण एवं दोष

3.4 चित्र, नामीकरण और संदर्भ कथन प्रविधियों का उपयोग एकम–4

विषयवस्तु

B102 Conti..

4.1 कक्षा–10पाठ–12 एक नई शुरुआत

4.2 कक्षा–10 कृति–15 हम जनगीत महान

4.3 कक्षा–10 पाठ–14 मरुधर मंत

4.4 कक्षा–10 कृति–17 कंमीर

ृवृितय –

1. हि:दी भाषा कॅ◌ा का निमाण करना।

2. हि:दी मगजीन–पT पिTकाN का सUह 3थान बनाए।

3. हि:दी नाटकॉ का आयोजन कर।

4. हि:दी कविता पढन का ृितयोिगता का आयोजन कर।

5. ेकसी एक िवषय पर वाद–िववाध ृितयोिगता का आयोजन कर।

„Î|¢ x¢f

1. Ï¢è.»Ý.à¢}¢¢, çãÎè çà¢e¢‡¢, „¢çãč² ÐÜ ¢à¢Ý, ¥¢x¢Ú¢.

2. Ðè.Ü .¥¢Û¢¢, çãÎè çà¢e¢‡¢, ¥Ý}¢¢f ÐçÏHÜ à¢Ý, Ý§ çÎŭãè.

3. Ü ¢}¢¢¼ Ð„¢{ x¢L, çãÎè Ã²¢Ü Ú‡¢.

4. ÐLø¢¼}¢ ÐÅH, çã‹Îè Ã²¢Ü Ú‡¢ ¥¢Ú Ú™Ý¢, …²¢ç¼ ÐÜ ¢à¢Ý, ¥ã}¢ÎÏ¢¢Î.

5. Ú¢}¢™Î à¢vH. çã‹Îè „¢çãč² Ü ¢ §ç¼ã¢„.

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B.Ed. Semester -4

B-103:English (L.L)

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 :Evaluation of English Textbook

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

Unit-2 :Teacher of English

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

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

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

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

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

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

B-104:Sanskrit

Total Credit-4 **Internal - 30**

External - 70

ક્ષTઓ:

™ïશëણાથfઓ:

1. સ: કૃત ïશëકના ા અને લાયકાત ïવશ સમà.

2. સ: કૃત ખડની ઉપયોગતા ãણ

3. 4ાનકોષ અને શ'દકોષA મહ¤વ સમà.

4. પાઠNQ: તક મડળની કામગીર ãણ

5. સ: કૃતભાષા ïશëણની ™Ïhતઓ ïવશ ãણ.

6. અGયાસhમ અને પાઠNhમ ïવશ 4ન મળવ.

7. પાઠNQ: તકA fl ાયકન કરતા શીખ

8. શëણક સાધનોA મહ¤વ સમàવ.

9. ભાષા ™યોગશાળા ïવશ ãણ.

10. સ: કૃત ભાષાનો અaય ïવષયો સાથ અAબધ ïવશ ãણ.

એકમ-1 અGયાસ3મ અને પા઼ઠ1ુ તક

1.1 અGયાસhમ: અથ, પા:ભૂમ અને મહ¤વ

4\1.2 પાઠNhમ અને અGયાસhમ વ³ચનો તફાવત

1.3 અGયાસhમ fl ાયક નનો અથ અને અGયાસhમA fl ાયક ન કરવાની ર ત

1.4 આદશ પાઠNQ: તક: અથ, અને પાઠNQ: તકA fl ાયકન. ધોરણ-9 અને 10ના પાઠNQ: તકA fl ાયકન

એકમ-2 સ: kૃત ïશëક, સ: kૃત ખડ, ભાષા ™યોગશાળા શૈëણક સાધનો અને સહાયક સામ.ી

2.1 સ: કૃત ભાષાનો અaય ïવષયો સાથ અAબધ

2.2 સહકૃત શૈક્ષણિકની લાયકાત, ટૂણો અને કૌશલ્યો

2.3 સહકૃત ખાતાની ઉપયોગીતા અને સંજ્ઞાત્મક, ભાષા વ્યવહારિક મહત્વ અને ઉપયોગ

2.4 શૈક્ષણિક સાધનોનું મહત્વ અને ઉપયોગ (ચાર્ટ, વ્યક્તિકૃત, ફ્લેશકાર્ડ, ટેપરેકોર્ડર, સી.ડી., એલ.સી.ડી., પી.પી.ટી.)

B104 Conti..

2.5 સહાયક સામગ્રી, ગ્રંથાલય, માર્ગદર્શન, વિદ્યાર્થી મહત્વ અને ઉપયોગ.

એકમ-3 પદ્ધતિ, ક્રિયાઓ અને આભગમ

3.1 અધ્યયન-ગ્રંથ પદ્ધતિ અર્થ, પારિભાષિક, ફાયદા અને મર્યાદા

3.2 આગમન-નિગમન આભગમ અર્થ, પારિભાષિક, ફાયદા અને મર્યાદા

3.3 મૌખિક આભગમ અર્થ, પારિભાષિક, ફાયદા અને મર્યાદા

3.4 ગાયન, નાટ્યીકરણ અને સદ્ભાવ કથન ક્રિયાઓનો ઉપયોગ, ફાયદા અને મર્યાદા

એકમ-4 વિષયવસ્તુ

4.1 ધોરણ-10 પાઠ-12 कविकाल सर्वत्र हास्य व्यंग्य

4.2 ધોરણ-10 પાઠ-13 गीतामृतम

4.3 ધોરણ-10 પાઠ-15 जय पराजयौ वा

4.4 ધોરણ-10 પાઠ-16 अस्माकं योगः

પ્રવૃત્તિઓ:

1. સંસ્કૃતના શ્લોક વાક્યોનો ચાર્ટ બનાવવો
2. સંસ્કૃત ખંડાક્ષર નિર્માણ કરવું
3. સંસ્કૃત માર્ગદર્શન અને પ્રાર્થના કોનર બનાવી તેનો ઉપયોગ કરવો.
4. સંસ્કૃત શ્લોક ગાયન અને સંસ્કૃતમાં નાટકોનું આયોજન કરવું

Suggested Readings:

- Apte D.G., Teaching of Sanskrit, Bombay: Padma Publication.
- Apte V.S., A Guide to Sanskrit composition, Padma Publication.
- Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskirt, Poona: Loksangraha Press.
- ynðk÷k Mke.f. (1956). MkMfíkLk yr¼Lkð yæPkÃkLk, y{ËkðkË : ¼khík «fkþ™.
- ¼è ðe.y{. MkMfík ðkõP Mkh[Lkk.
- þþefkík yÇPfh, MkMfík yæPkÃkLk {rËh, y{ËkðkË : yLkzk çkf rzÃkk.

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B.Ed. Semester -4

B-105:Social Science

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

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

Advance organizer model in social science teaching.

Strategy of teaching: Brain storming, Field trip.

Narration technique – Concept, merit & demerits, effective use of classroom in social science.

Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teachers role in role play technique.

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

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

Unit-3 : Curriculum, Textbook & Evaluation.

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

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

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

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

Reference:

1. Bhatia & Bhatia (2000), ‘ The principles & Methods of Teaching’, Delhi: Doaba House.
2. Kochhar S.K. (1997), Method & techniques of Teaching, Sterling Publishers Pvt. Ltd.
3. Summer, W.L. (1966), Teaching aids for elementary methods, USA, Holt, Rinehart & Winston Inc.
4. દસાઇ અન અaય (1984), અGયાસhમ, સCાત અન અGયાસhમ સર ચના, ીનવસટ ાથ નમાણ બોડ, Zજ રાત રBય.
5. દવ, ™ભાકર એન., અથશા™ શëણ પCતે, અમદાવાદ, Zજરાત ીનવસટ.
6. પટલ મોતીભાઇ તથા અaય, અથશા™ અ³યાપનA પરશીલન, અમદાવાદ, બી. એસ. શાહ ™કાશન.

B.Ed. Semester -4

B-106:Mathematics

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

Unit-1 : Teaching aids:

Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)

Preparation & Development of improvised approaches.

Selection and use of the teaching aids.

Use of computer in mathematics teaching as a CAL and CAI, preparing of power point presentation for Mathematics teaching.

Unit-2 : Mathematics, References.

Characteristics of an ideal textbook of mathematics and std.-9 & 10.

Reference material in teaching of mathematics (usefulness): Encyclopedia, magazines and reference books.

Importance and need of teaching of mathematics: teacher's handbook, student workbook.

Teaching of arithmetic, algebra and geometry.

Unit-3 : Mathematics Club& evaluation of textbooks.

Objectives and importance of Mathematics club

Establishment and activitiesof Mathematics club

Evaluation of textbook of mathematics of std.9. and std.-10.

Correlation: Correlation with science, geography and other subjects

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

: Content (4) Std-9.

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

: Content (4) Std-10.

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

Suggested Activty:

- Prepare text book analysis

Suggested Readings:

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

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B.Ed. Semester -4

B-107:Science and Technology

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 : Teaching aids &Laboratory:

Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)

Preparation & Development of improvised approaches.

Selection and use of the teaching aids.

Science laboratory: Management and safety, designing a science laboratory, laboratory equipment.

Unit-2 : Science and Technology, References.

Characteristics of an ideal textbook of science and technology and std.-9 & 10.

Reference material in teaching of science and technology (usefulness): Encyclopedia, magazines and reference books.

Importance and need of teaching of science and technology:teachers handbook, student workbook.

Importance in teaching of science and technology: aquarium, herbarium, vivarium and botanical garden.

Unit-3 : Club, science activities.

Science club : Importance, establishment.

Activities in teaching of science and technology

Meaning, importance and characteristics of correlation, Correlation of science and technology with mathematics and social science

Correlation of science and technology with language and art.

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

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

Lesson-7 Diversity in living organisms - II (sem-2)

Content (1) Std-10.

B107 Conti..

Lesson-1 Dispersion of light and natural Optica

Lesson-6 Universe

Lesson-7 Acids, Bases and salts

Lesson-10 Mineral Coal and Mineral Oil

Lesson-14 Control and Coordination in Organisms

Lesson-18 Management of Natural Resource

Suggested Activity:

Analysis of Science and Technology Text books

Survey of Science and Technology Laboratory in school

Script writing for Radio Lesson TV Lesson, Science Drama

Suggested Readings ;

•ધોરણ : 9 વિજ્ઞાન અભ્યાસક્રમ પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગુજરાત રાજ્ય : ગુ.રા.શા.પા.પુ.નિ મંડળ

• ધોરણ : 10 વિજ્ઞાન અભ્યાસક્રમ પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગુજરાત રાજ્ય : ગુ.રા.શા.પા.પુ.નિ મંડળ

• જોષી, હરીશચંદ્ર ઓ,અનંઅયા. વિજ્ઞાન અધ્યાપનના પારશીલન,બી.એસ. શાહ ીકાશન, અમદાવાદ

• ભાવસાર, એસ. અનંઅયા. વિજ્ઞાન વશેષ પધ્ધવ,અનડા ીકાશન, અમદાવાદ

• પાલ, એન. અનંઅયા. વિજ્ઞાન અભ્યાસક્રમ અભભાન અધ્યાપન, નાવાર ીકાશન, અમદાવાદ

• પટેલ, પી અનંઅયા. વિજ્ઞાનના ઉદ્દેશો અધ્યાપન,વાચણ ીકાશન, અમદાવાદ

• દવે, શીવલાલ. શવિજ્ઞાન અભ્યાસક્રમ અધ્યાપન, આ : અંકુર પબ્લીકેશન

•Sood, J.K. Teaching of science, Agrawal Publications, Agra

• Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

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B.Ed. Semester -4

B-109:Economics

Total Credit-4 **Internal - 30**
External - 70

Objectives of the course:

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

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

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

1.1 Team-Teaching: Meaning, Concept, Advantages, limitations.

1.2 Narration technique – importance, merits-demerits, effective use of narration technique in economics classroom.

1.3 Questioning technique: concept, aims, types of questions, merit-demerits, Properties of a good Question.

1.4 Role play technique: meaning, concept, importance, merits & demerits.

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

2.1 - Essential Qualities of Economics Teacher and
- Two Fold role of Economics Teacher
(i) Overall Development of the Students.(ii) Specific Role as a Teacher of Economics.

2.2 - Correlation: Meaning, concept, Importance, Types
- Correlation of economics with other school subject – commerce, Statistics, Social Science,Physical Science, Psychology, Agricultural Science.

2.3 - Economics room: Importance, layout, equipments (materials) use of economics room in teaching of economics, barriers, different activities.

2.4 - Economics Club: Aims, importance, different activities in economics club, role of principal & teacher economic club, different committee.

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

3.1 - Teaching aids: Meaning, concept, importance, Classification, Principle of Selection, Preparetion, Control, Presentation, Response, Evaluation)-Limitations

3.2 - Text Book – Main Function, Essential Characteristics of a Text Book in Economics,
- Use of Textbooks to Teachers and Students, Demerits of a Textbook Method.
- Evaluation of the Current Textbook of Economics

3.3 - Evaluation: Meaning, Consept, Importance, Steps, Technics of Evaluation,

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

Unit-4 : Content.

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

Suggested Activity:

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

Suggested Readings:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- x¢Ú„ÚÝÎ¢„ č²¢x¢è, ¥ƒà¢¢S˜¢ çà¢e¢‡¢ Ü ¢ Ð‡¢¢Hè ç±¿¢¢Ý, ¥x¢±¢H ÐÏHèÜ à¢Ý, ¥¢x¢¢–2.
- A.M.A. ‘Teaching of Economics in Secondary School’, New Delhi, Continental Book Co.
- K.G. Lumbsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. ‘The Teaching of Elementary Economics; New Delhi.
- પટેલ ધનજીભાઈ બી. તથા અરવિંદ. અર્થશાસ્ત્રનું શિક્ષણ પદ્ધતિ, અમદાવાદ, નવદીપ ગ્રંથ.
- દવે ઉમાકાંત એન. અર્થશાસ્ત્રનું શિક્ષણ પદ્ધતિ. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ. સી. પટેલ, અર્થશાસ્ત્રનું પરિચય, સી. જમનાદાસ.
- આર. એમ. શર્મા, ધર્મેન્દ્રીય અર્થશાસ્ત્રીય, બી. એસ. શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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B.Ed. Semester -4

B-110:Organization of commerce and management

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT -1 CORRELATION AND TEACHING AID

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

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

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

UNIT -3 TEXT BOOK AND RESOURCES

Objectives of Text Book, Importance of Text Book, Characteristics of an Idealtext-book
Advantages of text book, use of text book to teachers and students
Critaria for evaluation of text book ,Review of Present Text Book of Std-11 andStd-12 O.C.M.
Reference Books, Magazines and Journals.

UNIT -4 STD-11 & 12

4.1	STD 11	Chapter – 9 Internal Trade	**B110 Conti..**
4.2	STD 11	Chapter – 10 International Trade	
4.3	STD 12	Chapter – 8 Financial Management	
4.4	STD 12	Chapter – 10 Marketing Management	

Suggestde Activtity (ANY ONE)

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

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Kochhar, S. K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). Methods of teaching Book-keeping, Cincinnati; South-Western Publishing,
- Mohd. Shrif Khan, The Teaching of Commerce: New Delhi; Streling Publishers (P) Ltd.New Delhi-16.
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ËMkkR yLk yLÞ, (1984). yÇÞkMkçÞ{ : rMkØkík yLk yÇÞkMkçÞ{ Mkh[Lkk, ÞrLkðŠMkxe økúk rLkfkýçkkz økshkíkhkßÞ.

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

Total Credit-4 **Internal - 30**
External - 70

Objectives of the course:

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

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

UNIT -1 CORRELATION AND TEACHING AID

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

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

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

UNIT -3 TEXT BOOK AND RESOURCES

Objectives of Text Book, Importance of Text Book, Characteristics of an Idealtext-book
Advantages of text book, use of text book to teachers and students
Critaria for evaluation of text book , Review of Present Text Book of Std-11 andStd-12 Accountancy

Reference Books, Magazines and Journals.

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

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

Suggested Activty: (ANY ONE)

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

Suggested Readings:

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

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B.Ed. Semester -4

B-112:Psychology

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 Correlation and Co-curricular Activity

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

Unit-2 Psychology - Teacher, laboratory and Club

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

Unit -3. Text Book and Teaching Aids

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

Unit -4.

STD-11-	Chapter-9	Motivations and Emotion
STD-11-	Chapter-10	Altered states of Consciousness
STD-12-	Chapter-9	Institutional Psychology
STD-12-	Chapter-10	Positive Psychology

Suggested Activity:

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

Suggested Readings:

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

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B.Ed. Semester -4

B-113:English (H.L.)

Total Credit-4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit -1 English Language and literature

1.1Critical evaluation of textbook std.10th

1.2task analysis

1.3English language lab : Concept,uses,limitations

1.4English corner

Unit 2: English language and technology

Use of modern gadgets like TV, mobile, DVD player, multimedia projector, interactive white board

use of non projection devices :blackboard,pictures,charts,mind maps,models,sketches,photographs,flannel board,print media,authentic material

CALL: concept, uses, limitations

MAL: concept, uses, limitations

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Unit:3 LSRW : use of skills

Listening Activities (any two)

Speaking activities (any two)

Reading Activities (any two)

Writing Activities (any two)

Unit: 4 Comprehension and Composition

Reading Comprehension

Paragraph writing and Essay writing

Report writing and email writing

An application and curriculum vitae writing acquire command over sentence constructions in English

Suggested Activities:

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

Suggested Readings:

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

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