SEMESTER-II

B.Ed. SEMESTER-2

A 03:Knowledge and Curriculum

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course :

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

- To get information about concept, sources of knowledge, and facets of knowledge.
- To appraise the Student-Teacher about the concept of Modernization, Multiculturalism and Democratic Education in Curriculum
- To acquaint the Student-Teacher with the culture and modernity, nationalism, universalism and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework
- To appraise the Student-Teacher about the concept of autonomy.
- To explain the meaning and different types and determinants of curriculum.
- To get information about principles and Approaches of curriculum construction
- To acquire conceptual understanding of power, Ideology and the curriculum

Unit-1 Epistemological bases of Education

Concept of knowledge: Meaning, Definition, concept and characteristics
Types of knowledge: Philosophical, Psychological, Propositional
Source of knowledge: Education, situational, conceptual and strategic
Distinction between Knowledge and skills, Knowledge and Information,Teaching and Training, Reason and Belief.

Unit-2 Social and Cultural context of Education

Concept of Society and Culture, Its influences in recent education system.
Influence of modern values like equity and equality, Individual opportunity andsocial justice.
Tagore and Kirshnamurti: With reference tonationalism, universalism and secularism.
Academic Autonomy: Meaning, Merits and Demerits

Unit-3 Curriculum

Curriculum: Meaning, Steps, Difference between syllabus and curriculum.
Role of Govt. and Society in construction of curriculum.
Foundations of Curriculum: Philosophical, Psychological and Sociological
Issues related curriculum development, Concept of Hidden curriculum.

Unit-4 Curriculum transaction and evaluation

Strategies for making curriculum contextually responsive
Steps of curriculum development
Hilda Taba model of curriculum development
Methods of curriculum evaluation

Suggested Activity

1. Prepare a small curriculum for course.
2. Select social one social issues and prepare small curriculum module for its suggested solutions.

Suggested Readings:

- Allan,C. et al., (1993). Curriculum Foundations, Principles and
- Issues. Allyn and Bacon, London.
- Anita J. Harrow, (1972). A Taxonomy of Psychomotor Domain. NeYork: Mckay.
- Arulsamy, S., (2010). Curriculum Development., NeelkamalPublications Pvt,. Lted, Hyderabad
- Ausubel, D., (1968). Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winsom.
- Ballantine, H.J. (1983). The Sociology of Education - A Systematic
- Analysis. Prentice-Hall, Inc., New Jersey.
- Benjamin S. Bloom, (1956). Taxonomy of Educational Objectives.
- Handbook-I, Cognitive domain. New York: Mckay.
- Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum
- Construction. Kanishka Publishing House, Delhi.
- Bhatt B.D., (1996). Curriculum Reform Change and Continuity.
- Kanishka Publications, New Delhi. Bruner, J.S. et al., (1965). A study of Thinking. New York. John Wiley.
- B. C Rai: Theories of education. ParkashanKendra Sitapur Road Luckhnow.
- Chandra S.S. and Sharma, R.K., (2004). Sociology of Education.
- Atlantic publishers and distributors, New Delhi.
- Kamala Bhatia and B.D Bhatia: Theory and principle of education. Doaba house Nai Sarak Delhi.
- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers Ludhiana.
- NR Swarup Sexsena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education. Bawa publication Patiala.
- SP Chaube Foundation of education. Vikas Publishing House Noida.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology. Sterling Publishers New Delhi.
- R. M Kalra Curriculum construction for youth development. Sterling Publishers New Delhi.
- SK Murty: Essentials of Curriculum development. Allied Book Center Hyderabad.
- MS Khan: Teacher education. APH Publishing Corporation, New Delhi.
- MA Siddqui: Teacher education NCTE New Delhi.

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B.Ed. SEMESTER-2

A 04:Learning and Teaching

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

- To become aware of different contexts of learning and situate schools as aspecial environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school;
- Prepare teachers for reflective teaching.

Unit-1 Learning

Learning: Meaning, Definition and characteristics
Socio-cultural factors influencing cognition and learning.
Types of learning: Self learning, Multisensory learning, CAI
Factors influences learning, learning process, memory and forgetting

Unit-2 Learning theories and behavior changes

Pavlov Classical conditioning learning theory its uses in classroom.
Learning theories of Skinner, Thorndike, Gestalts
Transfer of learning, types, and factor affected of transfer of learning
Role of motivation, interest and readiness in learning

Unit-3 Teaching

Concept of Profession; Teaching as a profession , Professional ethics for teachers
Concept and nature of teaching
Maxims of teaching
Ned Flanders classroom interaction analysis

Unit-4 TeachingModel

Models of Teaching: Meaning, Concept, Uses in routine teaching
Concept Attainment Model;Meaning, steps, merits and demerits
Inquiry Training Model; Meaning, steps, merits and demerits
Advance organizer model: Meaning, steps, merits and demerits

Suggested Activity

1. Prepare lesson plan of your main school subject with the help of any one teaching model.
2. Prepare any one computer program for self learning

Suggested Readings:

- Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S S , Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
- Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000
- De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003).Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.

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B.Ed. SEMESTER-2

C 02:Assessment of learning

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

- Understand the nature of assessment and its role in teaching learning process
- Critically analyze the role of assessment at different domains of learning
- Develop the skill of construction of testing tools
- Understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment
- To emerging trends of evaluation and suggest solutions for examination problems

Unit-1 Measurement and Evaluation

Measurement: Meaning, Definitions, importance and types
Evaluation: Meaning, definitions, characteristics and Importance
Steps of evaluation, Evaluation triangle
Principals and types of evaluation

Unit-2 Assessment trends

Present examination system, issues and suggestion.
Online evaluation : Meaning, Merits and Demerits
Open book Examination : Meaning, Merits and Demerits
Continues and Comprehensive evaluation and its importance.

Unit-3 Tools of Evaluation

Rating Scale, Check list, Observation
Blue Print: Importance, Steps, Merits, characteristics of ideal question paper.
Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practicalwork, Performance based activities, Seminars and Reports as assessment devices.

Unit-4 Analysis of Assessment

Measurement of central tendency: Mean, Median and Mode with computation
Measurement of variability: range, mean deviation, standard deviation and quartile deviation with computation and interpretation
Percentile and percentile rank with computation
Role of Feedback in Improving learning and learners' development.

Suggested Activity

1. Construction of an Achievement Test with the help of blue print
2. Interpret class result with the help of statistics and make graphical presentation of it.

Suggested Readings:

- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing.., 6th Ed. New York, The Macmillan Co. 6th Edition.

- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
- Ebel, L.R. and Fristrie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973): Statistics in Education and Pshychology, Bombay, Vakils Febber and Simons.
- GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf.
- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from http:// www. upe fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf.
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.
- Patel, R.S (2015) Statistical Methods in Education. Jay Publication, Ahmedabad.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychologyand Education. . New York., John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

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B.Ed. SEMESTER-2

EPC-2:Drama and Art in Education

Total Credit- 2 **Internal - 50**

External - 00

Objectives of the course :

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

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Unit – 1 Art Education

Art Education: Meaning, concept, importance and Scope.
Indian Rasa Theories (Bharat Muni's , NatyaShastra).
Role of Art (Visual arts, Literary Arts and performing Arts),
Music and Drama in Teaching and Learning-need and importance,

Unit – 2 Performing Arts Education

Theatre: Introduction, Importance and role of Drama in society, Role of Drama in Education
Forms and Styles, Comedy and Tragedy.
Components of Theatre: Role play, Space, Time, Audience and Performance.
Various forms of Music: Gayan, Vadan and Nartan.

Unit – 3 Dramas and Art in School

Meaning and concept of arts and its significance at school education
Difference between Arts in education and Education in arts
Identification of different performing arts.
Identification of differentforms and artists.

Unit-4 Activity in School

Theme based composition with action.
Drawing & Painting on different subjects.
Design: Floral and Geometrical (Rangoli).
Collage, Cutting and Pasting, Preparation of an Advertisement.

Suggested Activity:

1. Poster making
2. Collage making
3. Prepare advertise

Suggested Readings:

- A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
- Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
- Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
- Gupta S.P., (2002): Elements of Indian Art, Inderaprastha Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984): an Approach to Indian Art, Publication Bureau.
- Roy C. Craven, (1995): Indian Art A Concise History, Thames and Hudson Ltd, London.
- Sharma L. C., (2002): A Brief history of Indian Painting, Goel Publishing House, Meerut.
- Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
- Work Experience and Black Board Writing:Neeraj Publications, Rohtak**.**
- NatyaShastra by Bharat Muni.
- NCERT (2006). Position paper : National focus group on Arts, Music, Dance and theatre, new delhi: NCERT

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B.Ed. SEMESTER-2
B-101:Gujarati

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

níkyk :

- *íkk÷e{kÚkeyk øksshkíke rð»kÞðMík Ãkh «¼íð {¤ð.*
- *{kík¼k»kkLkk rþûkýLk {níð yLk íkLkk níkykÚke {krníkøkkh ÚkkÞ.*
- *{kík¼k»kk rþûkýLkk ÃkkX ykÞksLkLkk MkkÃkkLkkÚke {krníkøkkh ÚkkÞ.*
- *{kík¼k»kk rþûkýLke ÃkØríkyk yLk «ÞÅõíkykÚke {krníkøkkh ÚkkÞ.*
- *{kík¼k»kkLkk rþûký fkÞ {kx sYhe yðe MkkÄLkMkk{økeLke h[Lkk , ÃkMkËøke yLk íkLkk WÃkÞkøk fhðk ykøkLkk fkþõÞk f¤ð.*
- *{kík¼k»kk rþûkýLkk fkþõÞkLke {krníke {¤ð.*

એકમ-1 શૈક્ષણિક સાધનો, Y.T. ચાકન અને ભાષા શિક્ષકની સજ્જતા

1.1 શૈક્ષણિક સાધનો, મહત્વ, વર્ગીકરણ, ઉપયોગ અને ઔચિત્ય

1.2 શ્રવણ અથ ™કારો 'ણ¢™ટનો સમજ, રચના

1.3 અધ્યાપન પ્રક્રિયાઓ, અથ, મહત્વ પ્રક્રિયાના ™કાર, 'યોગ્યતા, ™ૂલ્યાંકન, ક્ષેત્ર ચયન

(અથ, વિશેષતાઓ, મયાદા, વિનયોગ)

1.4 નાટ્યીકરણ, રવાધ્યાય, ™યોગ પ્રક્રિયા અથ, વિશેષતાઓ, મયાદા, વિનયોગ).

એકમ-2 માTભાષાના કૌશલ્યો

2.1 શ્રવણ-કૌશલ્ય સક લપના, મહત્વ અને તેના વિકાસ માટેની ™K¢Äઓ લપના,

2.2 વાચન કૌશલ્ય સક મહત્વ અને તેના વિકાસ માટેની ™K¢Äઓ (મ વાચન

અને શ્રવણ)

2.3 કથન કૌશલ્ય સક લપના મહત્વ અને તેના વિકાસ માટેની ™K¢Äઓ

2.4 લેખન કૌશલ્ય સક લપના, મહત્વ અને તેના વિકાસ માટેની ™K¢Äઓ (લેખન

કૌશલ્યના આધારતત્વો)

એકમ-3 માTભાષા અધ્યાપનનું આયોજન

3.1 માTભાષા અનપનA આયોજન અથ અને મહત્વ

3.2 ગn શëણ: અથ, ફTઓો, સંપનો, પાઠ આયોજન, સમ:યાઓ, અસરકારક શëણ મા:ટનો Rચનો. ગn પnનો તફાવત.

3.3 ક'ાય શëણનો અથ, ફT, સમ:યાઓ, સ્ંજતા, પાઠ આયોજન

3.4 'યાકરણ શëણ: મતમતાતરો અનો શëણનો ઉપëો , ઉપાયો, પCીતએ પાઠ

આયોજન

એકમ-4 ÷¾LkLkk rðrðÄ MðYÀkk

B101 Conti..

Ãkºk÷¾Lk (yhS ÷¾Lk), ynðk÷ ÷¾Lk

Mkûkóeƒhý, Mkkh÷¾Lk, rð[kh-rðMíkkh

rLkçkÄ ÷¾Lk

yLkðkË

«ðrÞkyk:

1. કોઇ એક કુટુંબનો ચક્ષુ દાન

2. અંધ-અંધ ™કારનો પત્રલેખન

MkË¼k :

- ËMkkR, ½Lkðík, økshkíke yæÞkÃkLk, LkðeLk «ðknk, y{ËkðkË , y.ykh. ÞXLke fÃkLke.
- çkÄfk, økes¼kR.(1949). «kÚkr{f Þkækf{k ¼k»kk rÞûký, y{ËkðkË , y.ykh. ÞXLke fÃkLke.
- Ëð, Þkt+e sÞLÿ, økshkíke yæÞkÃkLkLk Ãkrhþe÷Lk, y{ËkðkË, çke.yMk.þkn «fkþ™.
- rºkðËe yLk økýðík. ¼kþk rÞûký™e «rçÞk, y{ËkðkË, hkßÞ rÞûký ¼ðLk.
- Ëð, Þkt+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-2

B-102 :Hindi

Total Credit- 4 **Internal - 30**

External - 70

उद्देय:

ेशिणाथI:

- ुकरण विषयक Fान ेा कर।
- गRय–पRय ुकरण और रचना शि ंा का महःव समज।
- गRय–पRय ुकरण और रचना शि ंा का पाठ आयोजन का निमाण कर।
- भाषा शि ंा क सैात सTो का Fान ेा कर।
- भाषा कौशःय ह3तगत कर।
- हि:दी भाषा का ेवतमान ि3थति को जान।
- हि:दी भाषा का पैतिओ का Fान ेा कर।
- हि:दी भाषा शि ंा क म:याक न को समज।
- &लेाट एव ेपचना सीख।
- इइइ:टनशीप क उद्देएकम– यो क विषयम जान।

1 विषयव3त

1.1 म: याकन का अथ, महःव एव विशष ताए

1.2 निदानाःमक परी ंण एव उपचाराःमक शि ंण

1.3 &लेाट का अथ, महःव, Tपरिमाण दशक कोक

1.4 ेपसचना, आदश ेपT क ल ंण, इ:टनशीप, अथ, आवेयN, महःव एव आयोजन।

एकम–2 उद्देश्य, सिद्धान्त एवं कौशल

2.1 गद्य–पद्य उच्चारण और रचना शिक्षण के उद्देश्य, महत्व, पद्धति और उसका पाठ आयोजन

2.2 भाषा शिक्षण के सिद्धान्त

2.3 भाषा कौशल: श्रवण, कथन, वाचन, लेखन, सकल्पना, महत्व और उसके विकास के उपाय

2.4 हिन्दी भाषा के वर्तमान विधि एवं सुधारकीय उपाय एकम–3

भाषा शिक्षण के विधियां

3.1 प्रत्यक्ष विधि – सकल्पना महत्व और मर्यादा

3.2 परोक्ष विधि – सकल्पना महत्व और मर्यादा

3.3 डॉक्टर3ट विधि (नवीन विधि) – सकल्पना महत्व और मर्यादा

3.4 अनुवाद विधि – सकल्पना महत्व और मर्यादा

एकम–4 ç±øa±S¼ **B102 Conti..**

4.1 उपसर्ग और प्रत्यय का परिभाषा एवं प्रकार

4.2 वाक्य रचना के प्रकार और वाक्य परिवर्तन (कर्तरी, कर्मणी और भाव प्रयोग)

4.3 सन्धि, अर्थ, परिभाषा और प्रकार

4.4 पT लखन (आवदन पT, शकायत पT)

उ्वीत

1. हि:द भाषा म आवदनपT एव अवकाशपT लिख।

„Î|¢ x¢f

- Ï¢è.»Ý.à¢}¢¢, çãÎè çà¢e¢‡¢, „¢çãč² ÐÜ ¢à¢Ý, ¥¢x¢Ú¢.
- Ðè.Ü .¥¢Û¢¢, çãÎè çà¢e¢‡¢, ¥Ý}¢¢f ÐçÏHÜ à¢Ý, Ý§ çÎŭãè.
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- ÐLø¢¼}¢ ÐÅH, çã‹Îè Ã²¢Ü Ú‡¢ ¥¢Ú Ú™Ý¢, …²¢ç¼ ÐÜ ¢à¢Ý, ¥ã}¢Î¢Ï¢¢Î.
- Ú¢}¢™Î à¢vH. çã‹Îè „¢çãč² Ü ¢ §ç¼ã¢„.

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B.Ed. SEMESTER-2

B-103:English (L.L.)

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

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

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

Blueprint : Concept, importance, three dimensional table of blue-print, preparation of blueprint and an ideal question paper, types of questions and test items, types of tests: Achievement test and diagnostic test.

Use of Modern Gadget like T.V. Tape recorder, VCD/DVD player, OHP, Episcope, Multimedia projector, slide projector, mobile, interactive white board, computer and internet.

Use of Non-projection devices like chalk boards, pictures, charts, maps, models, sketches, photographs, flannel board, print media and authentic materials.

Unit-2 : Teaching Language skills, prose, poetry, grammar and composition

Basic Language Skills:

Listening: Meaning, types of listening, importance, sub skills, techniquesand activities to develop listening skill of students.

Speaking: Meaning, sub-skills, importance of oral work, techniques oforal work.

Reading: Meaning, types of reading, methods of teaching reading, sub-skills.

Writing: Meaning, importance, sub-skills, characteristics of goodhandwriting, ways of improving handwriting.

B103 Conti..

Teaching of prose (including vocabulary) and poetry.

Teaching of Grammar

Teaching of Composition

Unit-3 : Methods, Approaches & Techniques in Teaching English

Methods : (Meaning, Characteristics, principles, merits and demerits): Grammar-translation direct bilingual.

Approaches (Meaning, Characteristics, principles, merits and demerits): Structural approach, situational approach.

Communicative Language Teaching: Concept, principles, advantages anddisadvantages.

Techniques: Questioning, pair work, group work, role play, dramatization,language games, storytelling, discussion.

Unit-4 : Comprehension, Composition and Internship.

Reading comprehension

Report writing.

Story writing and dialogue writing

Informal and formal letters (Application and Curriculum)

Suggested Activity:

- Write various types of report writting.
- Write infromal and formal letters.

Suggested Readings:

- Ghanchi D.A., Teaching of English in India, Ahmedabad; Sharda Prakashan.
- Lee, W.R., Coppen M., (1964), Simple Audio Video Aids to Foreign Language Teaching, London; Oxford University Press.
- Lee W.R., (ed.), English Language Games and Contents, Bombay; Oxford University Press.
- Pathak, K.H., Teaching English as Second/Foreign Language, Ahmedabad; Varishen.
- Christopher Bramfit: Communication methodology in language teaching, Cambridge University Press.

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B.Ed. SEMESTER-2

B-104 :Sanskrit

Total Credit- 4 **Internal - 30**

External - 70

હTઓ:

™ïશëણાથડઓ:

1. સ: કૃત 'યાકરણ ïવષયક બાબતો પર ™Qccવ મળવ.
2. સ: કૃત ભાષાન gn-પn અન 'યાકરણન પાઠ આયોજનA 4ન મળવ.
3. સ: કૃત ભાષા ïશëણન ïસCાતો સમj.
4. ભાષા ïશëણના ïસCાતોનો સ: કૃ ïશëણમા ïવનયોગ કરતા શીખ.
5. સ: કૃત ભાષા ïશëણન Rt સમj.
6. ભાષા ïશëણના કૌશાયો હ્રતગત કર.
7. સ: કૃત ïશëણની ïવïવધ પCતઓથી પરાચત બન.
8. સ: કૃત ïવષયની ïવïવધ flાયાકન ™hયા સમj.
9. ઇaટનશીપન હTઓ ïવશ સમજ કળવ.

એકમ-1 ïવષયવTુ

1.1 flાયાક નનો અથ, સક ાપના અન મહccવ

1.2 સ: કૃતમા ïનદાનાcમક, ઉપચારાcમક ïશëણ સકાપના મહccવ

1.3 ½™aટ - અથ, મહccવ, ™åસર ચના, ïtપરમાણ, દશક કોઠો અન આદશ ™åપtન લëણો.

1.4 ઇaટનશીપ, અથ, જ3ર□યાત મહccવ અન આયોજન.

એકમ-2 પાઠઆયોજન, ïસGાત Rtો અનો કૌશાયો

2.1 gn-પn-'યાકરણન પાઠA આયોજન.

2.2 ભાષા ïશëણના ïસCાતો અન સ: કૃ ïશëણમા ïવનયોગ

2.3 સહકૃત ભાષા શિક્ષણના Rtો

2.4 કૌશલ્યો - Rવણ, કથન, વાચ ન અને લેખન કૌશલ્યોA મહત્વ, ઉપયોગતા વિકાસવવાની રીતો.

એકમ-3 શિક્ષણની પGતિઓ

3.1 પાઠશાળા પCતિ - સકાપના, મહત્વ અને મયાદા

3.2 ™ત્યક્ષ પCતિ - સકાપના, મહત્વ અને મયાદા

.3 અથબોધ - સકાપના, મહત્વ અને મયાદાપના, મહત્વ

3.4 ૃવ્યાય - સક અને મયાદા

3.5 અAવ ૃદ - સક ૃપનો, મહcવ અન મયૃદ

એકમ-4 ૃવષયવ:T

4.1 ઉપસગ - સક ૃપનોન ™ક૫ર અન ઉદ૫હરણ સહત સમ૰તો. ૃપનો ™ક૫રો

4.2 સમ૫સ - સક ઉદ૫હરણ સહત સમ૰તો. (6a6, tcQ3 ષ, અ'યયીભ૫વ,

બ!™હ, કમધારય)

4.3 કતર-કમણો સક ૃપનો બ૰ વ³ચ તફ૫વત ઉદ૫હરણ સહત સમ૰તો.

4.4 સવનામનો 3પ૫યોનો -અ3મદ, યમદ, યત, તત, ૃકમ, Q૫લગ, ™લગ અન

નQસ કલગનો 3પો.

™K

Äઓઃ

1. રોજદ Sવનમો ઉપયોગમો આવતો શ'દોનો સ૨ કૃતમો વા૫Xોમો પ્રયોગ કરવો.
2. સ૨ કૃત R૫ ૃષતોનો ચા૫ટ બનાવવો.

Suggested Readings :

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

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B.Ed. SEMESTER-2

B 105:Social Science

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT- 1 Teaching – Learning Materials (aids) in Social Science

Teaching aids: Meaning, concept, importance, selection of teaching aids, precautions while using teaching aids

- Limitations of usefulness of aids
- Map – Meaning, concept, characteristics of ideal map, types of map, educational importance, use of map in classroom, Selection and conservation of map, map work related skills, different symbols of map.

1.2. Time Line: Meaning, construction, merits & demerits, use of time line in social science classroom teaching, importance, points to be considered while preparing time line.

Chart : Meaning, importance, types of chart, points to be considered while selecting and using chart

Globe: Importance, types, use.

Models, Stamps, coin, manuscript, T.V., Radio, film and film strips use in social science teaching.

News papers, magazines, reference books use in social science teaching.

Unit-2 Teaching method-1

Lecture method: Meaning, definition, merits and demerits, role of teacher for its effective use.

Source method**:** Meaning, definition, merits and demerits, role of teacher for its effective use.

Project method: Meaning, definition, merits and demerits, role of teacher for its effective use.

Tour method**:** Meaning, definition, merits and demerits, Stages of planning oftour.

Unit-3 Teaching method-2

Inductive-Deductive Method: Meaning, definition, st merits (**B105 Conti..** od, and demerits, role of teacher for its effective use.

Group discussion Method : Meaning, definition, steps of project method, meritsand demerits, role of teacher for its effective use.

Co operative learning method : Meaning, definition, steps of project method,merits and demerits, role of teacher for its effective use.

Natural region method**: Meaning**, definition, steps of project method, merits and demerits, role of teacher for its effective use.

Unit-4 Content Std-9 & Std-10

Std-9 Lesson -12 Indian Democracy
Std-9 Lesson -18 Wildlife
Std-10 Lesson- 13 Production Industry
Std-10 Lesson - Inflation and consumer awareness

Suggested Activities

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

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Science in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Science in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well,
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.

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B.Ed. SEMESTER-2

B 106:Mathematics

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

- After going through the course the teacher trainee will be able:
- Understand general principles & maxims of teaching of Mathematics.
- Trainee teachers differentiate lesson planning & unit planning in relation to Mathematics.
- To acquire knowledge of teaching Methods and Approachesof Mathematics.
- Develops the skill of using various methods of teaching of Mathematics.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Mathematics.
- Become familiar with internship programme.

Unit-1 Planning of Mathematics Teaching

Developing yearly planning
Developing monthly planning.
Developing unit lesson planning.
TheMathematicsteacher: Social and Professional Responsibility

Unit-2 Method of Mathematics

(Importance, usefulness, advantage and disadvantages of following methods)

Lecture method
Demonstration.
Inductive – deductive
Analytic and synthetic

Unit-3 Approaches of Teaching Mathematicsand Maxims

(Introduction,Importance,usefulness,advantage and disadvantages of following methods)

Oral work, Inductive – deductive, Inquiry
Assignment, Drill – Review work
Maxims of teaching
Evaluation of teaching of Mathematics: Concept and Impotence

- Continuous and Comprehensive evaluation of Mathematics
- test in Mathematics teaching : Teacher made , standardized, diagnostic , remedial test and construction of good question paper and blue print
- Internship: Meaning, Importance, layout, role of trainees in internship, and activities.

Unit-4 Content

Content (1)	**Std-9.**
Lesson-04	Coordinate Geometry (sem-1)
Lesson-07	Some primary concepts in geometry-I (sem-1)
Lesson-16	Statistics (sem-2)
Content (1)	**Std-10.**
Lesson-3	Pair of Liner Equation in Two Variables
Lesson-7	Similarity and the theory of Pythagoras

Lesson-10 Heights and Distances
Lesson-13 Areas Related to a Circle

Suggested Activity:

- Prepare list of activities for maths teaching.

Suggested Readings:

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

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B.Ed. SEMESTER-2

B 107:Science and Technology

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 General Principles & Maxims of Teaching Science and technology

Principle of teaching: Meaning, Concept, Scope.

General principles of teaching of Science and technology.

Maxims of Teaching: Meaning, Importance.

Maxims of Science and technologyteaching.

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

Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.

- Prepare a unit lesson plan.

Difference between unit lesson planning & stray lesson planning.

Blue print – Meaning, Importance, Advantages.

Draw out the question paper according to blue print in Science and technology method.

Unit-3 Method of Teaching of Science and technology

- Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.

-Demonstration method – Meaning, merits & demerits, use of demonstration method in classroom teaching of Science and technology.

Experimental method – Meaning, concept, importance, advantages, limitations,use of experimental method in classroom teaching of Science and technology.

- Problem solving method – Meaning, steps, importance, merits & demerits.

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

Inductive – deductive method – Meaning, merits & demerits, effective use of inductive – deductive method in classroom teaching of Science and technology.

Unit-4 Content

Content (2) Std-9.and Std.-10

Content (1) Std-9.

Lesson-3	gravitation (sem-1)
Lesson-7	plant tissues (sem-1)
Lesson-4	Chemical Bonding (sem-2)

Lesson-5 Chemical Reaction (sem-2)

Content (1) Std-10.

Lesson-2 Light, reflection and Refraction . **B107 Conti..**

Lesson-8 Metals.

Lesson-15 Reproduction in organisms

Lesson-16 Heredity and Evolution

Suggested Activity:

- Prepare a sample lesson plan with help of project method.

Suggested Readings:

- ધોરણ : 9વૈજ્ઞાનિક અભિગમોSA પાઠN પRo તક (સત ૧ અને ૨) ગુજરાત રાજ્ય પાઠ્યપુસ્તક મંડળ
- ધોરણ : 10વૈજ્ઞાનિક અભિગમોSA પાઠN પRo તક (સત ૧ અને ૨) ગુજરાત રાજ્ય પાઠ્યપુસ્તક મંડળ
- જોષી, હરિપ્રસાદ ઓ,અનઅay. વૈજ્ઞાનિક અધ્યાપનના ૦૦ પારશીલન,બી. એસ. શાહ પ્રકાશન, અમદાવાદ
- ભટ્ટ, એસ. અનઅay. વૈજ્ઞાનિક વિજ્ઞાન પંધ્વ,અનડા પ્રકાશન, અમદાવાદ
- પટેલ, એન. અનઅay. વૈજ્ઞાનિક અનુભવોલેજન ૦૦ અભિગમ અધ્યાપન, નવા પ્રકાશન, અમદાવાદ
- પટેલ, પી અનઅay. વૈજ્ઞાનિક ૦૦આદર્શ અધ્યાપન,વિદ્યા પ્રકાશન, અમદાવાદ
- કંદવ, શિવલ. વૈજ્ઞાનિક અનુભવોલેSA અધ્યાપન, આધુ : અંધવલ પાલલકશન
- 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-2

B 109:Economics

Total Credit- 4 **Internal - 30**

External – 70

Objectives of the course :

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

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

Unit-1 General Principles & Maxims of Teaching Economics

Principle of teaching : Meaning, Concept,Importance.

Principles of teaching of Economics.

(Activity,Motivation,Linking With Life, Definite Aim, Planning, Interest, Individual Differences, Revision)

Maxims of Teaching : Meaning, Importance.

Maxims of Economics teaching.

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

Unit Lesson Plan : Meaning, concept, importance, steps.

- Prepare a unit lesson plan.

Difference between unit lesson planning & stray lesson planning.

Blue print – Meaning, Importance, Advantages.

Draw out the question paper according to blue print in economics method.

Unit-3 : Method of Teaching of Economics

Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.

-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of economics.

Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching ofeconomics.

Problem solving method – Meaning, steps, importance, merits & demerits.

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

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

Unit-4 : Content

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

Suggested Activity:

- **Market Survey, Market Study**
- **Organizing Student "Bank" in the School (With Permission)**

Reference:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- xtÚ„ÚÝÎt„ č²txtè, ¥ƒàtSºt çàtetǂt Ü t Ð‡ttHè ç±¿ttÝ, ¥xt±tH ÐÏHèÜ àtÝ, ¥txtt–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 ધન9યામ બી. તથા અ<ય. અથશા\ઠ્ઠ શRણ પડ્યિત, અમદવાદ, નવદીપ ગ્રહ.
- દવ 5ભાકર એન. અથશા\ઠ્ઠ શRણ પડ્યિત. અમાદવાદ, ગજરાત યિનવાસટી.
- બ. સે. પટેલ, અથશા\ઠ્ઠ પfરચય, સી. જમનાદાસ.
- આર. એમ. શમા, ધ:ંધાકીય અથશા\ઠ્ઠ, બી. એસ. શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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B.Ed. SEMESTER-2

B-110: Organization of Commerce and Management

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

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

Maxims of Teaching: Meaning, Importance and Examples

-Easy to Difficult -Whole to Part

-Simple to Complex -Analysis to Synthesis

Educational Method:

-Project method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use

-Group Discussion Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use

Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning

Difference between unit plan and lesson plan

UNIT -2 EVALUATIONS

Evaluation:Meaning, Concept, objective, importance

Difference between measurement and evaluation

Evaluation Tools (Rating Scale, Check List, Questionair, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Writtenexam)

Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT -3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

Techniques: Review, Field work, Survey, Interview, Roll play, Observation, Illustration, Questionnaire

(Meaning, Importance, Merits, Demerits, Role of Teacher)

Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum
Internship: Meaning, concept, Structure, Importance, School Activities
Roll of a teacher-trainee in Internship programme

UNIT -4 STD-11 & 12 **B110 Conti..**

STD 11	Chapter – 5 Form of Business Organization-1
STD 11	Chapter – 6 Form of Business Organization-2
STD 12	Chapter – 5 Staffing
STD 12	Chapter – 6 Directing

Suggested Activity:

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

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Mohd. Sharifkhan, **The Teaching of Commerce,** Sterling Publication (P) Ltd.
- Khan, M.S., **Commerce Education,** Sterling Publication (P) Ltd., New Delhi
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ËMkkR yLk yLÞ, (1984). yÇÞkMkçÝ{ : rMkØkík yLk yÇÞkMkçÝ{ Mkh[Lkk, ÞrLkðŠMkxe økúk rLkfkýçkkzøkshkík hkßÞ.

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B.Ed. SEMESTER-2

B-111:Accountancy

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

UNIT – 1 METHOD OF ACCOUNTANCY AND UNIT PLAN

Maxims of Teaching: Meaning, Importance and Examples

-Easy to Difficult -Whole to Part

-Simple to Complex -Analysis to Synthesis

Educational Method:

-Project Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use

-Analysis-Synthesis Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use

-Group Discussion Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use

Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning

Difference between unit plan and lesson plan

UNIT -2 EVALUATIONS

Evaluation:Meaning, Concept, objective, importance

Difference between measurement and evaluation

Evaluation Tools (Rating Scale, Check List, Questionair, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Writtenexam)

Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT- 3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

Techniques: Review, Field work, Survey, Interview, Roll play, Observation, Illustration, Questionnaire

(Meaning, Importance, Merits, Demerits, Role of Teacher)

Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum

Internship: Meaning, concept, Structure, Importance, School Activities

Roll of a teacher-trainee in Internship programme

UNIT -4 STD-11& 12-Concept and Computation **B111 Conti..**

STD 11 (Part-1)	Chapter – 5 Subsidiary Books
STD 11 (Part-2)	Chapter – 4 Bills of Exchange
STD 12 (Part-1)	Chapter – 5 Admission of a partner
STD 12 (Part-2)	Chapter – 4 Analyses of Financial Statements

Suggested Activity:

1. Teach any one unit of Accountancy using teaching methodology.
2. Evaluate any one text book of std 11/12.
3. Prepare question paper on the basis of blue print in any one unit of accountancy.

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Forkner, Hamden L., The teaching of Book –keeping.
- Malek parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad.
- આર.કે. પડ્યા અને ભટ્ટવ્રજ એમ . શાહ (2009), નામાંકન પદ્ધતિ - વિષય પદ્ધતિ , અક્ષર પબ્લિકેશન, અમદાવાદ.
- પટેલ ભગવાનભાઈ એસ. અને ત્રિપાઠી મોહનભાઇ એસ. (2009-10), નામાંકન પદ્ધતિના અધ્યાપન અને પ્રશિક્ષણ, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.

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B.Ed. SEMESTER-2

B-112:Psychology

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

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

Maxims of Teaching (Meaning, Importance and Examples)

- Easy to Difficult
- Simple to Complex
- Whole to Part
- Psychological to Logical
- Analysis to Synthesis
- Empirical to Rational

Educational Methods : Meaning, Importance, Merits, Demerits, Role of Teacherfor its effective use.

[Project Method Group Discussion Method, Experimental Method, Exhibition Method]

Unit lesson plan: Meaning, Importance, Merits, Demerits

Difference between stray and unit lesson

Unit-2 Teaching Techniques, Syllabus & Curriculum and Internship

Techniques of Psychology Teaching:

Interview : Meaning, Importance, Types, Merits, Demerits
Field Work : Meaning, Importance, Merits, Demerits
Assignment : Meaning, Importance, Merits, Demerits
Illustration : Meaning, Importance, Types, Merits, Demerits
Observation : Meaning, Importance, Types, Merits, Demerits
Roll-Play : Meaning, Importance, Types, Merits, Demerits

Syllabus and Curriculum- Meaning and Difference, Steps of Curriculum Development, Evaluation of Curriculum

Internship: Meaning, Concept, Structure, Importance, School-Activity.

Role of a Teacher-Trainee in Internship Programme.

Unit-3 Evaluation

Evaluation**:**Meaning, Concept, Objective, Importance

Difference between Measurement and Evaluation.

Evaluation Tools: Rating Scale, Check List, Questioner, Sociometric.

- Techniques of Evaluation,
- Types of Examination (Oral, Practical and Written)

Blue-Print: Meaning, Concept, Structure, Characteristic of Ideal Question Paper.

Unit -4Content Std-11&12

Std-11 - Chapter-5 Cognitive Process

Std-11 - Chapter-6 Memory and Forgetting

Std-12 - Chapter-5 Stress and Health

Std-12 - Chapter-6 Psychological Disorders

Suggested Activity:

- Prepare Interview Schedule.

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 and
- Co.
- Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology,** New York; Harcourt
- Brace Hovanoboich Inc.
- Kendle, H. H. (1963).**Basic Psychology Application,** Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness,** New York; McGraw
- Hill Book Co.Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to a Behavioural**
- **Science,** (4th Edition), New York; John Wiley & Sons Inc.
- Morgan, C. T., (1975).**A Brief Introduction to Psychology,** New York; John Wiley
- Publication
- Sahakin, W. S. (1975).**History and Systems of Psychology,** New York; John Wiley and Sons

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B.Ed. SEMESTER-2
B-113 :ENGLISH (H.L.)

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

Objectives of the course:

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

- Get acquainted with the objectives of teaching English at secondary school level;
- Formulate instructional objectives in terms of observable behaviours of learners;
- Be acquainted with and to acquire the qualities of a good English teacher;
- Acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences;
- Teach various areas like prose, Poempoetry, grammar;
- Organize language activities and games in the classroom;
- Design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English;
- Get the knowledge of different types of tests;
- Develop capacity to prepare and use different evaluation techniques to evaluate pupils' learning.

Unit-1 Objectives of Teaching and the English Teacher

Classification of objectives and their importance
General and Specific objectives of teaching English as Second Language (EFL)
Teacher of English: qualities and competences
Difficulties faced by the teacher in teaching EFL

Unit: 2 Planning and Methodology of Teaching EFL

Unit Lesson plan: Importance, constituents and limitations
Approaches (meaning, principles and procedure): The Communicative Approach,The Structural Approach, The Situational Approach
Techniques: 1 questioning, pair work, group work, role play
Techniques 2: dramatation, language games, puzzles, storytelling, discussion

Unit 3 Teaching EFL

Development of language skills:

- Listening and Speaking: Sub skills, importance of listening in English, activities to develop aural–oral skill.
- Reading: Sub skills of reading, oral and silent reading, Intensive and extensive reading, methods of teaching reading, ways of developing reading skill.
- Writing: Components of writing, Characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.

Teaching of prose (including vocabulary) and poetry
3. 3 Teaching functional grammar
3.4 Teaching composition: guided and free composition

Unit:4 Use of ICT and Evaluation of Learning

Blue print: meaning, construction, importance
Types of Tests- achievement test, diagnostic test
Types of questions & tests items
4.4. Characteristics of an ideal question paper of English

Suggested Activities:

- Discussion on the topic "Mother tongue and Other tongue'
- Describe pictures /people/events.
- Organize and conduct quiz in English.
- Analyse of advertisements on Radio/television/social media on the basis of language and gender.
- Take any one topic on environment published in newspaper and review it.

Suggested Readings:

- Bandari C. S., **A Hand-book for Teachers of English,** Orient Longmans
- French, F. G., **Teaching of English Abroad- Parts 1, 2 and 3,** Delhi ; Oxford University Press
- George, H. V., **101 Substantial Tables for Students of English- Student's book and Teacher's Guide,** Bombay; Oxford University Press
- Ghanchi D. A., **Teaching of English in India,** Ahmedabad; Sharda Prakashan
- Gokak, V. K**., English in India,** Bombay; Asia Publishing House
- Hornby, A. B., (1962), **The Teaching of Structural Words and Sentence Patterns. Stages1, 2, 3 and 4,** Delhi; Oxford University Press
- Lee, W. R., Coppen M., (1964), **Simple Audio Video aids to Foreign Language Teaching,**London; Oxford University Press
- Lee. W. R., (ed.), **English Language Games and Contents,** Bombay; Oxford University Press
- Menon & Patel, **The Teaching of English as a Foreign Language,** Baroda; Acharya BookDepot
- Nasr R. T.,**Teaching and Learning English,** Longman
- Pathak P. D. & Others, **Teaching of English,** Ahmedabad; B. S. Shah Prakashan
- Pathak, K.H., **Teaching English as Second/foreign Language,** Ahmedabad ; Varishen
- Prakashan
- Lado Robert, **Language Teaching, a scientific approach**, New York, McGraw Hill Inc., 1964.
- Christopher Bramfit: **Communication methodology in language Teaching**, Cambridge University Press
- W.F. Makey: **Language Teaching Analysis**
- David P. Harris:Testing English as second language McGraw Hill.
- Gokak, V. K.: **English in India**.
- Jane Willis: **Teaching English through English** – ELBSHornby A.S.: **Teaching of English sentence patterns: Volume 1, 2, 3, 4** – ELBS

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