SEMESTER-I

SEMESTER-1

A-01:CHILDHOOD AND GROWING UP

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To understand the child psychology.
- To get the knowledge about different teaching methods based on psychology.
- To understand the stages of child development and their characteristics.
- To understand the learning theories.
- To understand the different psychological theories like IQ, Personality, Motivation, Defense mechanism, Adjustment, .etc.

Unit-1 Educational Psychology

Psychology & Educational Psychology: Meaning, Definitions, Nature, Characteristics, Importance.

Scope of Educational Psychology - Its usefulness for a teacher.

Different methods of Educational psychology: Case Study, Observation, Experiment.

Classroom problems and its solutions with the help of educational psychology.

Unit-2 Stages of Child development

Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development. Role of Home, School and Society in cognitive and affective development.

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

Stages of child development - its characteristics, Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.

Adolescence in Indian Context, Various types of development, physical, emotional ,intellectual, social and moral during adolescence.

Unit-3 Intelligence, Personality and Motivation

Intelligence:-Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence

Personality:-Concept and Theories of Personality (Kretschmer, Jung, Eysenck),Factors responsible for shaping and Assessment of Personality

Motivation: - Meaning, Affecting factors, Importance.

Defense Mechanism:Meaning, Various defense mechanism techniques Like: - Multiple personality disorder, Regression, Denial, Projection, Displacement, Sublimation.

Unit-4 Creativity and Mental health

Concept of creativity, difference between creativity and intelligence, Identification of Creative Child

Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz etc.

Concept and Dimensions of Well Being and Factors affecting Well Being

Mental health: Meaning, Affecting factors, Conflict, Adjustment and Mal adjustment,

Suggested Activity

Administration, scoring and interpretation of the following psychological tests.

1. Intelligence test (individual /group test)
2. Personality test
3. Creativity Test(verbal /nonverbal test of creative thinking)
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission of report.

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour &Development Wiley International Editor
- Thompson , George G : Child Psychology Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication Vikas Marg Shakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- SiddiquiMujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand BOOK of RESEARCH on School ,Schooling And Human development New York , Routledge

- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company New York
- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.1968 The Genetic Determination Of Intelligence Bull hological Society 21,11_18

A01 Conti..

- Garbarino ,J,(1982)Chidren and Families in the social Environment Aldine de Gruyter:New York TERMAN ,LEWIS M.,and MERRILL MAUD A "the Stanford-Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,Theory and Problem of Child Development,New York :Grune&Stratlon Inc.,1958
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt – Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects.New York :Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997 Development And Leaning
- Sharma,N(2003) Understanding Adolescence; N B T India
- ËMkkR f.S. yLk yLÞ, (1981). {Lkkð¿kkrLkf Ìkrh¼k»kk yLk rð¼kðLkk, y{ËkðkË; økshkîk ÞrLkðŠMkxe økúk rLk{ký çkkz,økshkîk hkßÞ.
- þkn, s.y[. yLk yLÞ, (1984). þûkr ekf Ìkrh¼k»kk yLk rð¼kðLkk, y{ËkðkË; økshkîk ÞrLkðŠMkxe økúk rLk{ký çkkz,økshkîk hkßÞ
- Mðk{e, ykí{kLkË yLk yLÞ, (1995). rnlË {Lkkrð¿kkLk, y{ËkðkË : ÞrLkðŠMkxe økúk rLk{ký çkkz, økshkîk hkßÞ.

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B.Ed. SEMESTER-1

A-02: CONTEMPORARY INDIA AND EDUCATION

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the course:

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

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

Unit-1 Educational and Philosophy

Education:Meaning , Definitions of Indian and Western Educationalist, Importanceof education

Types of Education: Lifelong learning, formal education, nor formal education, Aimsof Education.

Philosophy and Educational Philosophy; Meaning, Scope of educational philosophy, Interrelation between education and philosophy.

Present Indian Education System (brief summary)

Unit-2 Constitutional provision for Education

Indian constitution: Introduction, Preamble, Main features of Indian constitution.

Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.

Concept of Social; diversity at level of individual, caste, religion, minorities,languages tribes etc.

Democracy: Meaning, Definitions, main features, co-curricular activities at school level.

Unit-3 Education Commissions and Recommendations

Salient features of Education in British period Macaulay's Minutes (1835), Woods's Despatch(1854).

Rahdakrishnan Commission (1948 -49), SecondaryEducation Commission (1952-52), Kothari Commission (1964-66).

Educational Policies- NPE 1986, Program of action-1992, Knowledge commission.

SSA, RMAS and RUSA : Introduction and functions

Unit-4 Emerging Trends at Global level

Driving forces of Indian society-Social, Economical, Political, Historicaland Geographical; The Unified anddiversified forces promoting national integration.

Impact of Liberalization, Privatization, Globalization and stratification on Educationin India.

Globalization: Meaning, Importance, Global curriculum, Impact on Indian education, Challenges

National Integration and International understanding for Globalization of Education.

Suggested Activity

Each Pupil teacher will conduct any two of the following activities:

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

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical 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.
- 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)
- *òþe yLk ¼køkkÞíkk, rðfkMkþe÷ ¼khíkeÞ Mk{ks{k rþûk tyLk rþûkf, y{ËkðkË; yLkzk çkf zeÃkk*
- *Ëð sÞLÿ yLk yLÞ, rþûkfLke íkkíðf yLk Mk{kspk†eÞ ykÄkhþe÷kyk, y{ËkðkË; çke.yMk.þkn «fkþLk*
- *Ëð sÞLÿ, ¼khíkeÞ ð[íkfkLk rþûk tð[íkLk, y{ËkðkË; ÞrLk. økÚk rLk{ký çkkz, øksHkík hkßÞ*
- *ËMkkR ÄLkðík yLk þkn økýðík, rþûk tLke ðík{kLk rV÷MkVeyk, y{ËkðkË; yLkzk «fkþLk*
- *{þYðk÷k rfþkh÷k÷ Ä., f¤ð teLkk ÅkkÞk, y{ËkðkË; LkðSðLk «fkþLk*
- *hkð÷ Lkx¼kR yLk yLÞ, (1993).* rðfkMk{kLk ¼khíkeÞ Mk{ks{k rþûk tyLk rþûkf, *y{ËkðkË; Lkehð«fkþLk*
- *ÔÞkMk f.Mke.,* f¤ð teLkk Mkk{krsf ÅkkÞk, *y{ËkðkË; ÞrLk. økÚk rLk{ký çkkz, øksHkík hkßÞþk†e sÞLÿ,* f¤ð tLkk íkkíðf ykÄkhk, *y{ËkðkË; ÞrLk. økÚk rLk{ký çkkz,øksHkík hkßÞ*
- *þkn çkrşþ[ÿ yLk þkn fkþÔÞk, økýðík,* rþûk tLk Mk{kspkMºk, *y{ËkðkË; øksHkíkÞrLkðŠMkxe økÚk rLk{ký çkkz, øksHkík hkßÞ.*

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B.Ed. SEMESTER-1

C-01: LANGUAGE ACROSS THE CURRICULUM

Total Credit- 4 **Internal - 30**

External - 70

Objectives of the Course:

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

- To promote an understanding of language characteristics of learners, language usage,socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

UNIT-1 Language And Learning

Language as a means of construction of reality, Language and experience

Relationship of Language and Society: Identity, Power and Discrimination.

Nature of Multilingualism: Differential Status of Indian Classroom Language.

Home Language and School Language ;Deficit Theory and Discontinuity Theory.

UNIT-2 Language At School

Distinction between language as a school-subject and language as a means oflearning and communication

The concept of register and style, concept formation, Theories of language development

Language as medium, conflicts between home language and medium of language

Language learning approaches : Philosophical approach, Psychological approach and sociological approach.

UNIT-3 Basic Language Competencies Required At School

Oracy, listening, reading and writing

Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;

Languages as an aspect of teacher-child relationship

Language of textbooks in different subjects.

Unit-4 Listening and Speaking,Reading, Writing,

Intonation and situational conversation, II.Materials and recourses for developingthe listening and speaking skills(Storytelling, Dialogues, Simulations, Games&contexts) language laboratories.

Reading:Importance and development of Reading Skill, Type of Reading Skill (Loudand Silent), Skill for using Thesauruses, Dictionary and Encyclopedia.

Writing :Stages and process of Writing, Formal and informal writing - (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement).

Role of Language: In Multi-lingual Society, Uses of Multiple Intelligence inLanguage Teaching.

Suggested Activities: **C01 Conti..**

1. Developing a reading comprehension test and administering it.

2. Analysis of text books languages and other materials used in different subjects
3. Project on Language environment of school
4. Presentation for Language use for notice, co-curricular activities and Anchoring.

Suggested Readings:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, South Africa 9pp. 3-&).Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reading Teacher, 670-674.
- Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. Journal of children's Mathematical Behavior, 1(2), 7-26
- Grellet, f. (1981). Developing reading skills: A practical Guide to reading comprehension exercises. Cambridge University Press.
- Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
- NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
- Sankhla, Arjun Singh, (2013) Hindi Bhasha Shikshan aur Praveenta, Arihant Shiksha Prakashan Jaipur.
- Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Takes help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1)38.

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B.Ed. SEMESTER-1

EPC-1: READING AND REFLECTION ON TEXT

Total Credit- 2 **Internal - 50**

External - 00

Objectives of the Course:

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

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their Understanding of a text.
- To enable to read & reflect on variety of texts in different ways.
- To develop metacognitive awareness to become conscious about thinking processes.
- To learn to analyze various text structures to see how they contribute to the comprehension of text.

Unit 1 The Scope & Nature Of Reading

Concept & meaning of Reading.

Types of Reading, Informative Reading, Critical Reading & Creative Reading.

Importance of Teaching Reading.

Factors affecting reading

Unit-2 Reading Comprehension

Reading comprehension: its components & rate of reading levels ofreading comprehension.

Reading comprehension test

Components of Reading comprehension

Study habit : Meaning, concept and Components

Unit-3 Reflecting On Text Of School Subjects

Reading autobiography of Gandhi and try to writefraction part of ownbiography.

Discuss and Debate on education

Report writing: Various types of report writing.

Reflective writing on any one social or educational problem.

Unit-4 Content Analysis And Source Of Reading Materials

Content analysis: Meaning, Concept and Steps

All Sources of reading materials

Library: Importance, Various Library resources

E-book: Meaning, Concept and Importance

Suggested Activities:

1. Content analysis on any reading source.
2. Prepare a summary report on any Educational Commission

Suggested Readings:

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

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B.Ed. SEMESTER-1
B-101: GUJARATI

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

níkyk :

- íkk÷e{kÚkeyk økshkíke rð»kÞðMík Ãkh «¼íð {¤ð.
- {kík¼k»kkLkk rþûkýLk {níð yLk íkLkk níkykÚke {krníkøkkh ÚkkÞ.
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- {kík¼k»kk rþûkýLke ÃkØrík yk yLk «ÞÂõík ykÚke {krníkøkkh ÚkkÞ.
- {kík¼k»kkLkk rþûký fkÞ {kx sYhe yðe MkkÄLkMkk{økeLke h[Lkk , ÃkMkËøke yLk íkLkk WÃkÞkøk fhðk yøkLkk fkþÕÞk f¤ð.
- {kík¼k»kk rþûkýLkk fkþÕÞkLke {krníke {¤ð.

yf{ -1økshkíke {kík¼k»kk : yf Åkrh[Þ

rðrðÄ rðãkþk¾kykLkk xf{k Ãkrh[Þ, rðLkÞLk yf rðãkþk¾k íkhef, rðLkÞLk rðãkþk¾kLkk yÚk, {níð yLk íkLkkÚke f¤ðkík fkþÕÞk, rðLkÞLk rðãkþk¾kLke ðík{kLk ÂMÚkrík

¼k»kk yLk {kík¼k»kk : yÚk yLk MðYÃk : (¼k»kkLke Ãkrh¼k»kk, MÃküík, ÷kûkrýfík, ¼k»kkLkk ½xfk, {kík¼k»kkLke Ãkrh¼k»kk, ¼k»kkLkk rðrðÄ MðYÃkk)

{kík¼k»kk rþûkýLk {níð (rþûkýLkk {kæÞ{ íkhef, Mkk{kSfhý, ðkhMkk, «íÞkÞLkLkk ðknLk íkhef, yLÞ rð»kÞkLkk ÃkkÞk, ÔÞrfíkíð ½zíkh)

{kík¼k»kk rþûkýLke «ðík{kLk-ÂMÚkrík yLk WÃkkÞk({kík¼k»kk rþûkýLke WÃkûkk yLk ík Ëh fhðkLkk WÃkkÞk)

yf{ -2Mkû{ yæÞkÅkLk

Mkû{ yæÞkÃkLk : MkfÕÃkLkk, {níð , MkkÃkkLkk

fkþÕÞ : rð»kÞkr¼{¾, «&™«ðkrníkk, fk.Ãkk. fkþÕÞ, MÃküefhý, W¥ksLkk Ãkrhðík Lk yLk WËknhý

rMkBÞ÷þLk : MkfÕÃkLkk, {níð , MkkÃkkLkk , ykÞksLk

Mx÷þLk :MkfÕÃkLkk, {níð , MkkÃkkLkk, ykÞksLk

yf{-3 ÔÞkfhɷt-1

Mðh yLk ÔÞsLk, Mk¿kk yLk íkLkk «fkh

rðhk{ r[ök(Ãký rðhk{, yÕÃkrðhk{, yÄ rðhk{, «&™kÚk, WËøkkh, yðíkhý, ÷kÃk r[ö, fkfÅkËr[ö)

ðkõÞ y™ íkLkk «fkh (rðÄkLk, rLk»kÄ, yk¿kkÚk, «&™kÚk, WËøkkh)

MkÞksfk yLk íkLkk «fkh, MkðLkk{ yLk íkLkk «fkh

yf{ -4ÔÞkfhɷt-2

rLkÃkkík yLk íkLkk «fkh

YrZ«Þkøkk(ðkõÞ«Þkøk) y™ fnðíkk íkÚkk íkVkðík

òzýe yLk íkLkk rLkÞ{k, þçËLkk ¢{, MkrÄ, yLk íkLkk «fkhk

Mk{kMk yLk íkLkk «fkhk (ÿî, íkíÃkÁ»k, {æÞ{ÄkË÷kÃke, f{ÄkhkÞ, WÃkÃkË, çknðene, rîøk)

«ðr¥kyk:

1. økshkíke Mkkrníþfkhlke frík ykLke LkkÄ íkÞkh fhk.
2. økshkíke ÔÞkfhýLkk yf{k {kx ðf fkzLke h[Lkk fhk.

MkË¼k :

- 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™.
- rºkðËe yLk økýðík. ¼kþk rþûký™e «r¢Þk, y{ËkðkË, hkßÞ rþûký ¼ðLk.
- 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-1
B-102: HINDI

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

उद्देश्य

अधिगम के लिए

1. भाषा शिक्षण का महत्व एवं विशेषताएं समझ।
2. शिक्षा समितियों के प्रतिवेदनों के विषय में ज्ञान प्राप्त करें।
3. कक्षा 8-9 के गद्य-पद्य के विषय में ज्ञान प्राप्त करें।
4. कक्षा 8-9 के व्याकरण विषयक ज्ञान प्राप्त करें।
5. हिन्दी भाषा के उद्देश्यों को जानें।
6. हिन्दी भाषा की विधियों के विषय में जानें।

इकाई-1 भाषा का महत्व, विशेषताएं एवं उद्देश्य

1.1 भाषा शिक्षण की संकल्पना, विशेषताएं एवं महत्व

1.2 त्रिभाषा का शिक्षण और महत्व

1.3 संविधान और शिक्षा समितियों के प्रतिवेदनों में भाषा की विधि

1.4 हिन्दी भाषा शिक्षण के उद्देश्य (सामान्य – विशेष) **इकाई-2**

पाठ आयोजन

2.1 मनोवैज्ञानिक कौशल, अर्थ, आयोजन के सोपान विषयाभिमुख, उद्देश्यनिहित, संश्लेषण, व्यवस्थापन कार्य

2.2 सिम्युलेशन, अर्थ, आयोजन के सोपान – प्रस्तावना, निदर्शन

2.3 ब्रेनस्टॉर्मिंग, अर्थ, आयोजन के सोपान

2.4 पाठ आयोजन, अर्थ, महत्व और आयोजन के उद्देश्य **इकाई-3**

विषयवस्तु

3.1 कक्षा 8 पाठ – 2 ईदगाह

3.2 कक्षा 8 कविता – 4 ऊंचे धरन के अमर सपूत

3.3 कक्षा 9 पाठ – 2 नर हो न निराश करो मन को

3.4 कक्षा 9 कविता – 9 सूरदास के पद

इकाई-4 विषयवस्तु व्याकरण

, आगमन–निगमन

4.1 वण पृभाषा, भेद, उ$ारण 3थान के आधार पर वण का वगीकरण

4.2 श&द रचना ौकितक आधार पर श&द के ौकार (यौिगक, यौगढ और सकर श&द)

4.3 सरचना के आधार पर श&द के ौकार (सFा, सवनाम, िवशषण और &Dया िवशषण)

4.4 पद रचना िवकारी, अिवकारी और िनपात

ौवेित

1. िह:दी भाषा के कविओ एव सािह:यकारो का नाम व कृितओ का चाट बनाए।

2. िह:दी भाषा के कठिन श&द के Pलश कड का िनमाण कर।

„Î|¢ x¢f

1. Ïtè.»Ý.àt}t¢, çãÎè çàte¢‡¢, „¢çãč² ÐÜ tàtÝ, ¥¢x¢Út.

2. Ðè.Ü .¥¢Û¢¢, çãÎè çàte¢‡¢, ¥Ý}¢¢f ÐçÏHÜ àtÝ, 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}¢Î¢Ï¢¢Î.

5 . Ú¢}¢™Î à¢vH. çã‹Îè „¢çã¢² Ü ¢ §ç¼ã¢„.

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B.Ed. SEMESTER-1
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 acquire knowledge of the nature, structure and components of English language.
- To get acquainted with the objectives of teaching English at secondary school level.
- To formulate instructional objectives in term of observable behaviour of learners.
- To acquire mastery over instructional skills.
- To have a formal and functional knowledge of some elements of English grammar
- To acquire command over sentence constructions in English.
- To acquire competence in both spoken and written English.

Unit-1 Introduction to English Language

The role of English in India and its place in school curriculum.

English as second/foreign language in school of India with specific reference to school education in Gujarat.

Importance of English teaching

Psychology of language learning and problems faced by Gujarati speaking learners in learning English, Difficulties faced byteacher in teaching English.

Unit-2 Lesson Planning in English

Classification of objectives and their importanceGeneralandspecific objectives of teaching English as Second/Foreign language.

Micro Teaching: Meaning, concept, importance, steps, limitations, micro lesson planning.

Simulation: Meaning, importance, steps, limitations, simulation, lesson planning.

- Skill of set-induction, Skill of fluency in questioning, skill of reinforcement, skill of black board work, skill of explanation.

Lesson Plan: Meaning, importance, various types of lesson planning

Unit-3 Grammar and Usage -1

Parts of speech: Meaning and illustrationsFundamentals of grammar: Noun, adjective, pronoun, verb, adverb (their different kinds &illustrations)

Word formation: Synonyms, antonyms, nouns, pronouns, adjectives.

Speech Sound: Consonants and Vowel, stress and intonation.

Sentence patterns: Subject, verb, object, complement, S.V.,SVO,SVC,SVOC patterns.

Unit-4 Grammar and Usage -2

Kinds of sentences (according to function and structure): Meaning an Examples

Model Auxiliaries: can, may, should, must, could, might, will, would.

The Tenses: (Simple present/past/future), (Progressive present/past/future), (Perfect present/past/future) and change the voice.

Degree of Comparison: (Positive, comparative, superlative) andreported speech.

Suggested Activty :

- Prepare report on difficulties in english speaking.

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-1
B-104: SANSKRIT

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

હTઓ:

™િશëણાથડઓ:

1. સ૨ કૃત ભાષાA મહcc૱ સમ૰.
2. ભારતમા સ૨ કૃત ભાષાનો ઇથ૰ત ૰ણ.
3. ધોરણ-8-9ના ગn-પnનો મહતોથ૰ પરચત બન.
4. ધોરણ-8-9 ના 'યાકરણ ૰ષયક બાબતો પર ™Qcc૱ મળ૱.
5. સ૨ કૃત ભાષાશ્ર ધો નીતઓથ૰ પરચત બન.
6. સ૨ કૃત ભાષાશ્ર ધો ૱વધ યોગ૰ ૰ષ 4ન મળ૱.
7. ભારતીય ભાષાઓના ૰કાસમા સ૨ કૃતના ™દાન ૰શ ૰ણ.
8. સ૨ કૃત ૰શëણના સમaય અન ૰શટ હTઓ સમ૰.

એકમ-1 સ૨ં kૃત ભાષાનો ઇ૰તહાસ, હTઓ, અથ' અને વતમ ાન ૃથ૰ત

1.1 સ૨ કૃત ભાષાA મહcc૱, સર ચનાનો Gટએ, સ૨ કૃ૰તક Gટએ મહcc૱ અન લોક™યબનાવવાના ઉપાયો.

1.2 ભારતમા સ૨ કૃત ભાષાનો ૃથ૰ત

- ભાષા ૰શëણ સબ ધો સ૱ ૰ધાનક ™૱વધાન (ધારા - 343, 351, 350અ)

- સ૨ કૃત ભાષા સબધો નીતઓ - સ૨ કૃ૰ આયોગ (1956-57) કોઠાર૰ આયોગ (1964-66), રા૰ય ૰શëણ નીત (1986) hયaa'યન કાયhમ (POA) 1992.

1.3 સ૨ કૃત ભાષાના હTઓ (સમaય-૰શટ)

1.4 ભારતીય ભાષાઓમા ૰કાસમા સ૨ કૃત ભાષાA ™દાન.

એકમ-2 પાઠ આયોજન

2.1 માઇhોટ૰ચગ કૌશાય – અથ આયોજનના સોપાનો.

2.2 વિષયનો પરિચય , મહત્વ, RG ઢાંકણ, ક.પ. કોશગ્રંથ.

2.3 સંકલ્પના – અર્થ, આયોજનના સોપાનો – વ્યાખ્યાન પદ્ધતિ – નિદર્શન પદ્ધતિ, આગમન નિગમન પદ્ધતિ

2.4 પાઠ આયોજન: અર્થ, મહત્વ અને આયોજન પ્રકારો

એકમ-3 વિષયવસ્તુ

3.1 ધોરણ-8 ગ્રંથ વાંચનની કૃતિ – 4 એક સંધોરો

3.2 ધોરણ-8 અAવાદનો કૃ ત -6 વિનોદ પhાનિ

3.3 ધોરણ-9 ગnાથ ાહણનો કૃૃત -4 વલભો વિh3યાનમ

3.4 ધોરણ-9 અAવ ાદનો કૃૃત -5 મ ાષિતવભવ

3.5 વણ પારચય અનુ પદhમ

એકમ-4વિષયવાT ુ

4.1 અ, ઈ, ઉ, ઊ, કારાat Qાલગ , આ, ઈ, ઉ, ઊ કારાat ™ાલગના 3પો.

4.2 વતમાનકાળ, ઊતન Qતકાળ, સામાaય ભાવાયકાળ.

4.3 સાધ સઠ ાપના ™કારો (ાવર, 'યજ ન, વસગ) ઉદાહરણ સાહત સમjતી

4.4 કૃદત સ ાપના, ™કારો (સબ ધક, હtવથ, vanથ કૃદતનો ઉદાહરણ સાહત

સમjતી),સD યાવાચક અનુ સD યાQરકનો સઠ ાપના (1 થી 100 Rધી)

™KિૃÄ

ઓ:

1. રોજદ વપરાશમા આવતો યોજવાTઓ ષમા તમજ ™ણોઓ, પëઓોના નામ સાચt સાકૃત તયાર કરવા.

2. સાકૃત 'યકરણમા અGયાસhમ આધારત કોઇપણ એક ચાટ તયાર કરવો.

3. શાળાઓનો flલ ાકત લઇ સાકૃત ાશëક પાસથો સાકૃત અ'યાપનાહ્યો ૂણો યD તયાર કરવો.

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 yæÞkÃkLk, y{ËkðkË : ¼khík «fkþ™.
- ¼è ðe.y{. MkMfík ðkõÞ Mkh[Lkk.
- þþefkík yÇÞfh, MkMfík yæÞkÃkLk {rËh, y{ËkðkË : yLkzk çkf rzÃkk.

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B.Ed. SEMESTER-1

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

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

Social Science – Meaning & Definition

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

Aims of Social Science teaching.

General objectives and specific objectives of social science teaching.

Development of values through the teaching of social science.

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

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

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

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

Prepare a ideal stray lesson planning.

Unit-3 Content (1) Std-9.

Lesson-4	National movement in India.
Lesson-5	Movement towards independents
Lesson-6	World after 1945.
Lesson-10	Organs of government.

Unit-4 Content (1) Std-10.

Lesson-4	Indian cultural heritage.
Lesson-8	Natural resources
Lesson-15	Economic development
Lesson-21	Social change.

Suggested Activity:

1. Prepare a list of concepts of social science of std-9 and std-10.

2. Make one video recording of micro, Samuelsson and stray lesson plan given by you.

Suggested Reading :

- 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 Greenand 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-1
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:

- To enable the student trainees to understand the concept, scope & structure of Mathematics.
- To enable the student trainees to know the importance of need of teaching Mathematics at the secondary school level.
- Understand the aims & objectives of teaching Mathematics in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Mathematics.
- Explain the importance of micro, simulation & stray lesson to develop Mathematics teaching skill.
- Practice various microteaching skills in Mathematics teaching.

Unit-1 Modern S Mathematics, values and objective of teaching of Mathematics.

Introduction to Mathematics: Meaning, Definition & Concept of Mathematics,Scopeof Mathematics.

Importance of teaching of Mathematics,Need of Mathematics subject in Secondary School curriculum

Value of Mathematics in modern life,Utilitarian valueDisciplinary value Cultural value

Objectives of teaching Mathematics at secondary level ,Taxonomy of education objectives: general and specific objectives

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

Lesson Planning: Meaning, Characteristics of good lesson planning, importance,various types of lessonplan.

Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.

- Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
- Prepare a micro lesson planning on the basis of above skills.

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

Stray Lesson: Meaning, concept, importance. -Prepare a stray lesson planning,Maxims of Mathematics teaching

Unit-3 Content (1) Std-9.

Lessons-3 Polynomials (sem-1)

Lesson-5 Linear equation in two variables (sem-1)

Lesson-9 Triangle (sem-1)

Lesson-10 Quadrilaterals (sem-2)

Lesson-12 circle (sem-2)

Lesson-15 surface area and volume (sem-2)

Lesson-16 Statistics (sem-2)

Unit-4 Content (1) Std-10.

Lesson-4 Quadrics equation

Lesson-6 Similarity of triangle

Lessons-9 Trigonometry.

Lesson-11 Circle

Suggested Activity:

- Prepare a list of values of mathematics 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-1

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

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

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

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

Value of Science and technology in modern life

- Utilitarian value - Disciplinary value - Cultural value

Objectives of teaching Science and technology at secondary level

- Taxonomy of education objectives: general and specific objectives

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

Lesson Planning: Meaning, Characteristics of good lesson planning, importance,various types of lesson plan.

Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.

- Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
- Prepare a micro lesson planning on the basis of above skills.

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

- Prepare a simulation planning.

Stray Lesson: Meaning, concept, importance.

- Prepare a stray lesson planning.

Unit-3 : Content (1) Std-9.

Lesson-2	force and laws of motion (sem-1)
Lesson-5	Structure of atom (sem-1)

	Lesson-8	Animal tissues (sem-1)	
	Lesson-2	Wave, Motion and Sound (sem-2)	
	Lesson-6	Diversity in living organisms	**B107 Conti..**
Unit-4 :	**Content (1) Std-10.**		
	Lesson-4	Electricity	
	Lesson-5	Magnetic Effect of electric current	
	Lesson-9	Non Metals	
	Lesson-11	Organic Compounds	

Suggested Activity :

- Preparation of material and objective for teaching science and technology

Suggested Readings:

- ધોરણ : 9વ્યવહારુ અનેકલાલેSA પાઠN Qપ્રકરણ ૧ અને ૨) ગુણ નગર :

  ગુ.રા.શા.પા.Q મંડળ.

- ધોરણ : ૧૦.વ્યવહારુ અને કલાલેSA પાઠN Qપ્રકરણ ૧ અને ૨) ગુણ નગર :

Z, ર. શ. પ. Q મડળ.

- જોષી, હર™સદ ઓ,અનઅay. વ4ન અ³યપનન oo પારશીલન,બી. એસ. શહ ™કશન, અમદવદ.
- કૈદવ, શીવલ. શવ4ન અનટકનલSA અ³યપન, આ. : અ. વલ પ'લલકશન
- 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-1

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

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

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

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

Lesson Planning: Meaning, Importance, Merits/Advantages of good lessonplanning , Essential of a good Lesson Plan.

Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Uses, Limitations.

-Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.

-Prepare a micro lesson planning on the basis of micro skills.

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

-Prepare a simulation planning.

Stray Lesson : Meaning, concept, importance.

-Prepare a stray lesson planning.

Unit-3 : Content (1) Std-11.

Lesson-2 Fundamental concept & Terminologies
Lesson-3 Demand.
Lesson-4 Supply
Lesson-5 Cost of Production and Concepts of Revenue.

Unit-4 : Content (1) Std-12.

Lesson-2 Indicators of growth & development.
Lesson-3 Money & Inflation
Lesson-7 Population
Lesson-8 Agricultural Sector

Suggested Activity:

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

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumbsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
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- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- પટેલ ધનજીયમ બી. તથા અરવિંદ. અર્થશાસ્ત્રીઓ વિશારદ પ્રકાશિત, અમદાવાદ, નવદીપ ગ્રહ.
- દવે ભગવાન એન. અર્થશાસ્ત્રીઓ વિશારદ પ્રકાશિત. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ. સો. પટેલ, અર્થશાસ્ત્રીઓ પરિચય, સી. જમનાદાસ.
- આર. એમ. શર્મા, ધર્મેન્દ્રીય અર્થશાસ્ત્રીઓ, બી. એસ. શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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B.Ed. SEMESTER-1

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:

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

UNIT-1 UNDERSTANDING DISCIPLINE

Trade and Commerce : Meaning , concept, Ausilliary Activities of commerce, Difference between trade and commerce.

Scope of commerce, Aims of Commerce.

Objectives and Importance of Teaching of elements of Commerce at higher secondary level

General and Specific Objectives of O.C.M. and expected behavioral changes.

UNIT-2 LESSON PLANNING

Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.

Skill of Micro teaching: Meaning, Components and lesson planning

- Skill of Set induction - Skill of Black Board work
-Skill of Fluency in questioning - Skill of Illustration

Simulation: Meaning, Importance, merits and demerits, Components and lesson planning

- Comparative Method -Demonstration Method -Lecture Method

(Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)

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

UNIT -3 STD : 11

Chapter 1 – Nature, Purpose and Scope of Business

Chapter 2 – Business Services-1

Chapter 3 – Business Services-2

Chapter 4 – Communication, E-commerce and Outsourcing

UNIT – 4 STD : 12

Chapter 1 – Nature and Significance of Management

Chapter 2 – Principles of Management

Chapter 3 – Planning

Chapter 4 – Organizing

Suggested Activity

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

Suggested Readings :

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

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B.Ed. SEMESTER-1

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

UNIT-1 UNDERSTANDING DISCIPLINE

Accountancy : Meaning , Concept, History, Objectives
Scope of Accountancy, Aims of Accountancy
Objectives and Importance of teaching of elements of Accountancy at higher secondary level
General and Specific Objectives of Accountancy and expected behavior change

UNIT-2 LESSON PLANNING

Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.
Skill of Micro teaching: Meaning, merits and demerits, Components and lesson planning

- Skill of Set induction
- Skill of Black Board work
- Skill of Fluency in questioning
- Skill of Illustration

Simulation: Meaning, Importance, merits and demerits, Components and lesson planning

-Inductive- Deductive Method-Demonstration Method-Lecture Method (Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)

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

UNIT-3 STD : 11-Concept and Computation

(Part-1) Chapter 1 – Accounting and its terminology
(Part-1) Chapter 3 – Journal
(Part-2) Chapter 2 – Depreciation Accounts
(Part-2) Chapter 3 – Provisions and Reserves

UNIT – 4 STD: 12-Concept and Computation

4.1	(Part-1)	Chapter 2 – Final Accounts of Partner	**B111 Conti..**
4.2	(Part-1)	Chapter 3 – Valuation of Goodwill	
4.3	(Part-2)	Chapter 1 – Accounting for share capital	
4.4	(Part-2)	Chapter 2 - Accounting for Debenture	

Suggested Activity :

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

Suggested Readings :

- Lewis D., (1955), Methods of teaching Book-keeping , Cincinnati , south- western publishing.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching,Delhi; Doaba House
- Teaching of Commerce – A practical Approach, J.C. Aggarwal , Vikas publishing house pvt ltd, new Delhi.
- Mohd. sharifkhan, the teaching of commerce , new Delhi , streling publishers (P) ltd.
- Teaching of commerce education , Dr Umesh , Dr Ajay Rana , Tandon publications – Ludhiana.
- Teaching of commerce vinty monga, Twenty first century publications, Patiala.
- Malek Parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- પટેલ, ભગવાનભાઈ એસ. અને ™ãપાધ્યાય મોહનભાઇ એસ. , (૨૦૦૯-૧૦) નામના flળતcવોના અ³યાપનA પારશીલન, બી. એસ. શાહ. ™કાશન, અમદાવાદ.

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B.Ed. SEMESTER-1

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 Modern Concept of Psychology

Psychology : Meaning, Scope, Aims and Objectives.
Modern innovation in school biased on Psychology.
Scope and New Scientific views of the teaching Psychology at Higher Secondary Level.
Importance of Psychology in daily life

Unit-2 Lesson Planning and Methods and Techniques:

Micro teaching: Meaning, Concept, Importance, steps
Skill of Micro teaching: Meaning, Components and lesson planning

- Set induction
- Black board work
- Fluency in questioning
- Illustration

Simulation: Meaning, Importance, merits and demerits, Components and lesson planning

- Lecture Method
- Demonstration Method
- Inductive Method
- Deductive Method

[Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.]

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

Unit -3 STD-11

3.1	Chapter-1	Psychology- A science
3.2	Chapter-2	Teaching Methods
3.3	Chapter-3	Human Development
3.4	Chapter-4	Biological Factor of Behavior

Unit -4 STD-12

4.1	Chapter-1	Sensation, Attention and Perception
4.2	Chapter-2	Learning process
4.3	Chapter-3	Intelligence
4.4	Chapter-4	Attitude and Prejudice

Suggested Activity :

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

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-1
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 Introduction to English Language

English as a Discipline of Study: concept and nature

Importance of Teaching English and status of ELT in Gujarat and India.

Role of English language in cultivating values and life skills

Psychology of language learning and Problems faced by first language learners in Learning English

Unit 2: Planning teaching English as first language

Micro teaching (including bridge lesson) Concept, Importance, Steps, Limitations

Instruction Skills: Skill of Set-Induction, skill of Fluency in Questioning, Skill of Explanation, Skill of using Chalk Board, Skill of Stimulus Variation

2.3. Simulation: concept, importance, steps, limitations. Lecture method, inductive deductive method and demonstration method

2.4 Stray lessons steps, importance, limitations · General and specific objectives of teaching English as first language.

Unit:3 Grammar and usage -1

Parts of Speech: Meaning and Illustrations

Word Formation; synonyms, antonyms, nouns, verbs, adjectives

Sounds of English, Stress and Intonation

Punctuation mark: Full stop; Comma, Question mark and Exclamatory mark.

Unit: 4 Grammar and usage -2

Kinds of sentences: (Meaning and Examples) Declarative/assertive, Interrogative, Imperative and Exclamatory.

Modal Auxiliaries: Be, Do, Have, Need and Dare

Figures of speech: Contrast and Similarity

The Degree of Comparison (positive, comparative, superlative)

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:

1. Level of English teaching
2. 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. Chand

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SEMESTER-II