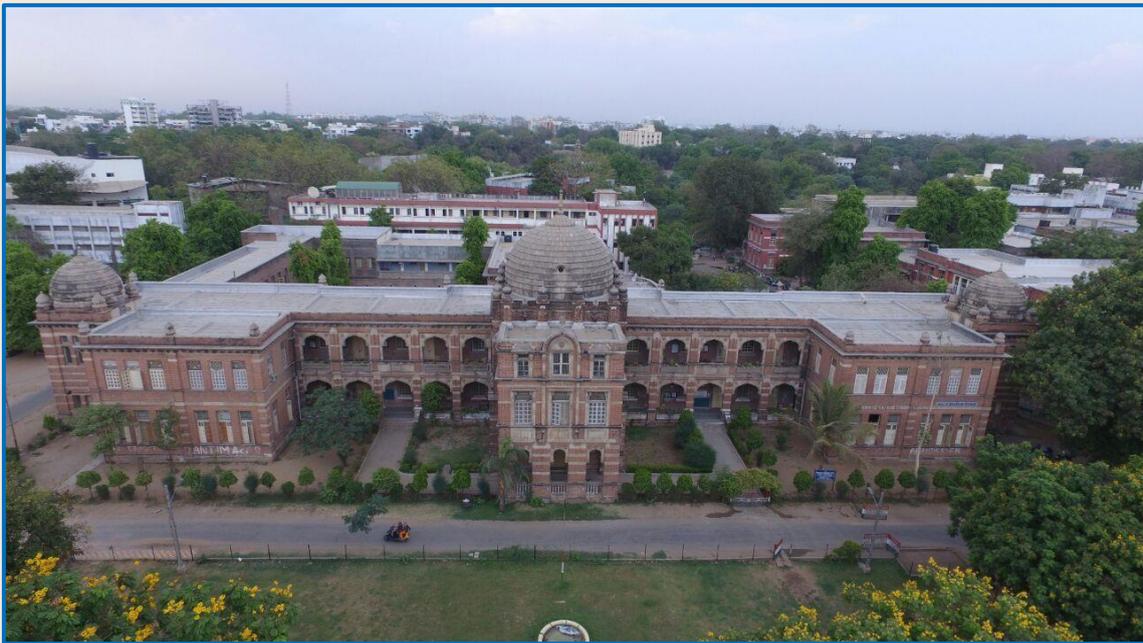


# FACULTY OF EDUCATION AND PSYCHOLOGY

## BACHELOR OF EDUCATION (B. Ed.) 2 YEAR PROSPECTUS

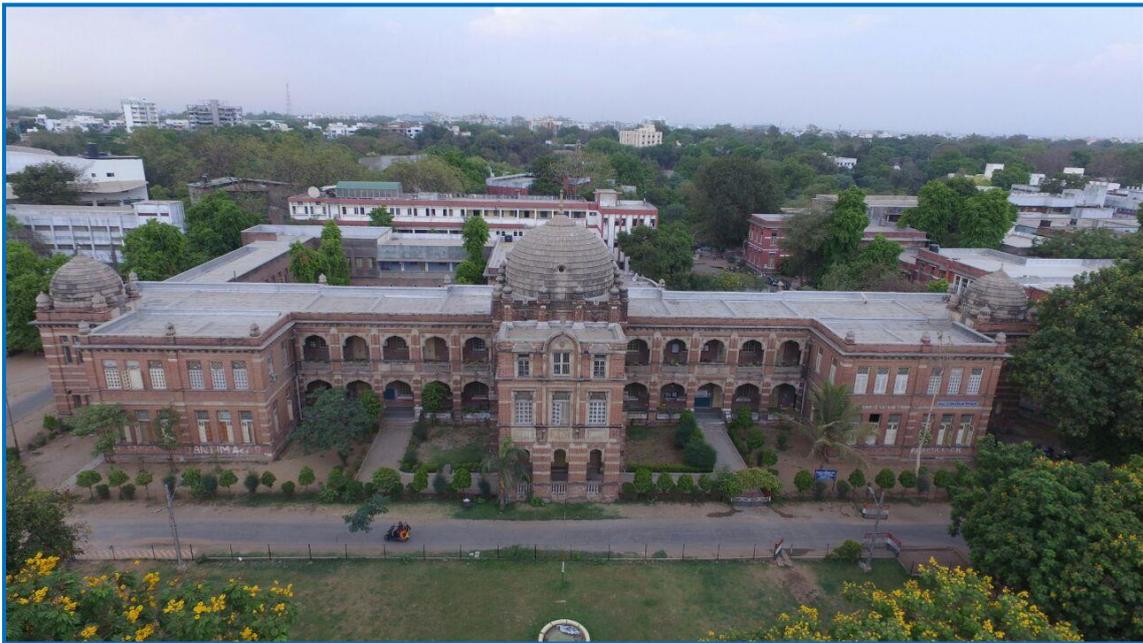


**Department of Education (CASE)**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara – 390 002



# FACULTY OF EDUCATION AND PSYCHOLOGY

## BACHELOR OF EDUCATION (B. Ed.) 2 YEARS PROSPECTUS



**DEPARTMENT OF EDUCATION (CASE)**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda  
Vadodara – 390 002





**“The full-blown lotus growing out of the lake  
Symbolizes the emergence of mind and its triumph  
Over matter. The flame rising from the centre  
of the lotus is the flame of knowledge,  
spreading light and learning for the coming  
generations. The motto inscribed below the lotus  
defines the purpose and existence of life which is  
love of beauty, goodness and intellectual curiosity.”**

## महाराजा सयाजीराव विश्वविद्यालय गीत

अमे वडोदराना विद्यापीठना सपना सारवनारा  
अमे ज्योत जलावी सृष्टी नवली सहसा सर्जनहारा.

अमे गगनकुसुम कर धरनारा  
अमे मगन मगन थई फरनारा  
अगन बाथ अमे भरनारा  
अमे दैन्यतिमिरने हरनारा.

श्री सयाजी विद्यापीठना ज्ञानदीपने धरनारा  
सत्यं शिवं सुन्दरम् नो मंत्र अनंतर भणनारा.

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## TABLE OF CONTENTS

I. The Maharaja Sayajirao University of Baroda .....	8
II. Faculty of Education and Psychology .....	8
i. Department of Education .....	8
ii. Department of Educational Administration .....	9
iii. Department of Psychology .....	9
iv. Department of Physical Education .....	9
III. Facilities and Services at the Department of Education .....	10
IV. List of faculty members of the Department of Education (CASE) .....	10
V. Degree of Bachelor of Education .....	11
A. Objectives of the Two-year Bachelor of Education Programme .....	11
B. Ordinance of Bachelor of Education Programme .....	12
VI. Outline of the Two-Year Bachelor of Education Program course-wise .....	15
VII. Semester Wise Course Distribution .....	16
<b>FIRST-YEAR SEMESTER - I .....</b>	<b>21</b>
1. HUMAN DEVELOPMENT AND LEARNING .....	21
Course Code EEA 1118 C01 .....	21
2. CONTEMPORARY INDIA AND EDUCATION .....	24
Course Code: EEA 1119 C02 .....	24
3. LANGUAGE ACROSS CURRICULUM .....	27
Course Code: EEA 1120 C03 .....	27
4. ASSESSMENT FOR LEARNING .....	29
Course Code: EEA 1121 C04 .....	29
5. UNDERSTANDING KNOWLEDGE AND DISCIPLINE .....	32
Course code: EEA 1122 C05 .....	32
6. CRITICAL UNDERSTANDING OF ICT .....	34
Course Code: EEA 1123 C06 .....	34
<b>FIRST YEAR: SEMESTER- II .....</b>	<b>37</b>
7. SCHOOL ORGANIZATION AND MANAGEMENT .....	37
Course Code: EEA 1230 C01 .....	37
8. KNOWLEDGE AND CURRICULUM - I .....	40
Course Code: EEA 1231 C02 .....	40
9. DRAMA AND ART IN EDUCATION .....	43
Course Code: EEA 1232 C03 .....	43
10. READING AND REFLECTING ON TEXT .....	45
Course Code: EEA 1233 C04 .....	45
11. TEACHING OF ENGLISH .....	47
Course Code: EEA 1016 E01 .....	47
12. TEACHING OF GUJARATI .....	50
Course Code: EEA 1017 E02 .....	50
13. TEACHING OF ACCOUNTANCY .....	54
Course Code: EEA 1018 E03 .....	54
14. TEACHING OF COMMERCE .....	56

<u>    </u> Course Code: EEA 1019 E04 .....	56
15. TEACHING OF PSYCHOLOGY .....	58
<u>    </u> Course Code: EEA 1020 E05 .....	58
16. TEACHING OF MATHEMATICS.....	60
<u>    </u> Course code: EEA 1021 E06 .....	60
17. TEACHING OF SCIENCE .....	63
<u>    </u> Course Code EEA 1022 E07.....	63
18. TEACHING OF PHYSICS.....	65
<u>    </u> Course code EEA 1023 E08 .....	65
19. TEACHING OF CHEMISTRY .....	68
<u>    </u> Course Code: EEA 1024 E09 .....	68
20. TEACHING OF BIOLOGY .....	71
<u>    </u> Course Code: EEA 1025 E10 .....	71
21. TEACHING OF HINDI.....	74
<u>    </u> Course Code: EEA 1026 E11 .....	74
22. TEACHING OF SOCIAL STUDIES .....	78
<u>    </u> Course code: EEA 1027 E12 .....	78
23. TEACHING OF ECONOMICS .....	81
<u>    </u> Course Code: EEA 1028 E13 .....	81
24. TEACHING OF SANSKRIT .....	83
<u>    </u> Course code: EEA 1029 E14 .....	83
<b>SECOND-YEAR SEMESTER - III .....</b>	<b>85</b>
25. GENDER, SCHOOL AND SOCIETY .....	85
<u>    </u> Course Code: EEA 1301 C01 .....	85
26. KNOWLEDGE AND CURRICULUM - II.....	88
<u>    </u> Course Code: EEA 1302 C02 .....	88
27. INCLUSIVE EDUCATION .....	91
<u>    </u> Course code: EEA 1303 C03 .....	91
28. YOGA EDUCATION.....	94
<u>    </u> Course Code: EEA 1304 C04 .....	94
<b>METHOD COURSES: SEMESTER - III .....</b>	<b>96</b>
29. TEACHING OF ENGLISH.....	96
<u>    </u> Course code: EEA 1301 E01 .....	96
30. TEACHING OF GUJARATI .....	99
<u>    </u> Course code: EEA 1302 E02 .....	99
30. TEACHING OF GUJARATI .....	101
<u>    </u> Course code: EEA 1302 E02 .....	101
31. TEACHING OF ACCOUNTANCY .....	103
<u>    </u> Course Code: EEA 1303 E03 .....	103
32. TEACHING OF COMMERCE .....	105
<u>    </u> Course Code: EEA 1304 E04 .....	105
33. TEACHING OF PSYCHOLOGY.....	107
<u>    </u> Course code: EEA 1305 E05 .....	107
34. TEACHING OF MATHEMATICS .....	109

_____	Course Code: EEA 1306 E06 .....	109
35.	TEACHING OF SCIENCE .....	113
_____	Course Code: EEA 1307 E07 .....	113
36.	TEACHING OF PHYSICS .....	115
_____	Course Code: EEA 1308 E08 .....	115
37.	TEACHING OF CHEMISTRY.....	118
_____	Course code: EEA 1309 E09 .....	118
38.	TEACHING OF BIOLOGY.....	121
_____	Course code: EEA 1310 E10 .....	121
39.	TEACHING OF HINDI.....	124
_____	Course Code: EEA 1311 E11 .....	124
39.	TEACHING OF HINDI.....	126
_____	Course Code: EEA 1311 E11 .....	126
40.	TEACHING OF SOCIAL STUDIES .....	128
_____	Course Code: EEA 1312 E12 .....	128
41.	TEACHING OF ECONOMICS .....	130
_____	Course code: EEA 1313 E13 .....	130
42.	TEACHING OF SANSKRIT .....	132
_____	Course code: EEA 1314 E14 .....	132
43.	ORIENTATION TO INTERNSHIP PROGRAM.....	134
_____	Course Code: EEA 1305 C05 .....	134
<b>Second Year Semester - IV.....</b>		<b>135</b>
44.	SCHOOL INTERNSHIP .....	135
_____	Course Code: EEA 1401 C01 .....	135
45.	ANNUAL TEST LESSON.....	137
_____	Course Code: EEA 1402 C02 .....	137
46.	ACTION RESEARCH.....	138
_____	Course Code: EEA 1403 C03 .....	138
47.	VIVA-VOCE .....	139
_____	Course Code: EEA 1404 C04 .....	139
<b>VIII. Some Special Features of the Two-Year B.Ed. Degree Course.....</b>		<b>140</b>

# **BACHELOR OF EDUCATION (B. Ed.)**

## **I. The Maharaja Sayajirao University of Baroda**

The Maharaja Sayajirao University of Baroda was the first teaching, residential and unitary university of Western India. It was established in 1949. The university has celebrated its 50<sup>th</sup> year of glorious existence in the year, 1998-99. It is in its 75<sup>th</sup> year in 2023.

## **II. Faculty of Education and Psychology**

The Faculty of Education and Psychology of the Maharaja Sayajirao University of Baroda was, prior to the establishment of the university in 1949, the Secondary Teachers' Training College, which was established in reign of the visionary Maharaja Sayajirao III of Baroda State in the year 1935. At the time, the college was one of the very few teachers' training colleges in the entire western India. It is situated in the heart of the spacious and attractive main campus of the university. The building in which the faculty is housed is one of the architectural treasures of the period. The Faculty of Education and Psychology has under its wing four departments and a school.

- i. Department of Education
- ii. Department of Educational Administration
- iii. Department of Psychology
- iv. Department of Physical Education
- v. A. University Experimental School – Gujarati Medium (Grant-in-Aid)  
B. University Experimental School – English Medium Higher Payment Programme (HPP)

### **i. Department of Education**

When the Maharaja Sayajirao University was established and the Faculty of Education and Psychology was started in 1949, the existing Department of Education was continued as the Secondary Teachers' Training College of Baroda. It continued to provide leadership to the entire field of Teacher Education in the country. In recognition of its excellent contributions in the area of teaching, research, and extension, the University Grants Commission raised it to the status of the Centre for Advanced Study in the Discipline of Education (CASE) in 1963-64. The department offers (i) Two Year full-time B.Ed., Two Year full-time M.Ed., Ph.D. in Education (accessible to Post Graduates in Education and in any allied discipline), and an HPP Course in Post Graduate Diploma in Guidance and Counselling. There is a provision for applying for University Research Fellowships to pursue their doctoral studies. The department also has the status of Institute of Advanced Studies in Education (IASE) and continues the legacy of being a pioneer in the area of education by contributing to research and extension services to the community. Ministry of Education, New Delhi has also identified the department as a monitoring institute to supervise the implementation.

## **ii. Department of Educational Administration**

The Department of Educational Administration was established in 1951. In 1994 the University Grants Commission provided financial assistance to the Department to conduct research and organize training programs for Educational Administrators under the Department of Research Support (DRS) Programme. It offers a Professional Diploma in Educational Management (PDEM) and Master of Management Studies (Education) for two years.

## **iii. Department of Psychology**

The Department of Psychology is a department under the Faculty of Education and Psychology. Recognizing the crucial importance of Psychology in Education and Teacher Preparation, the visionary founders of the faculty had started the Department which offers courses at the graduate, post-graduate and doctoral levels. Besides, it also offers three post-graduate and part-time diploma courses, viz. Human Resource Development (HRD) and Clinical and Community Psychology (CCP) and Clinical & Applied Hypnosis (CAH). The department also provides referral and counselling services to the community in the area of mental health and psychological testing.

## **iv Department of Physical Education**

Physical Education and Sports are an integral part of General Education. This department with one Director and seven Assistant Director (5 Men & 2 Women) and a Hockey Coach arose general consciousness of health among students and select and train capable to represent the University at state, national and international sports. Amongst them are Shri Ansuman Gaekwad, Shri Kiran More, Shri Atul Bedade, Shri Nayan Mongia represented the country in cricket, Shri Salim Ginwala and Kum. Lata George for the world university games in Football and Table Tennis. Kum. Trishla Singh and Shri Davinder Singh won gold medal in the All India Inter University Swimming and Athletics.

Beside this University Cricket, Kho-kho (women), Hockey and Football teams won the All India Inter University Championship.

This department also looks after the day-to-day maintenance of the swimming pool, gymnasium and other out and indoor facilities for the entire student community.

## **v. University Experimental School**

The Faculty of Education and Psychology has the University Experimental School attached to it and it runs classes from Grade I to XII. The School prepares students for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) Examinations of the Gujarat State Boards of Secondary and Higher Secondary Education respectively. The school was started in 1951 as a practicing school for the teacher trainees of the B.Ed. Course. University Experimental School (English Medium - HPP) was established in June 2005 with Std 1<sup>st</sup> to 4<sup>th</sup> having strength of 51 students. At present the school has classes from 1<sup>st</sup> to 10<sup>th</sup>

and 11<sup>th</sup> / 12<sup>th</sup> Commerce. Being part of Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, students are the subjects for many research works conducted by the Department. The spirit of The Experimental school has continued to soar high with its never-ending learning process. Students are given opportunities to showcase their varied skills and talents through different activities.

### III. Facilities and Services at the Department of Education

The Department of Education provides the following facilities and services to its students.

#### a. Departmental Library

The Departmental library has a rich collection of books and journals on Education. Additionally, the section on Education in the University Main Library (Smt. Hansa Mehta Library) and the INFLIBNET Centre is a very rich source of references on Education.

#### b. Departmental Computer Laboratory

In keeping pace with the developments in Educational Technology and Computer Aided Learning, the department maintains two computer laboratories which are accessible to both the staff and the students.

#### c. Hostel Facilities

Students who are admitted to different courses offered at the department are provided with on campus living in the University Halls of Residence.

### IV. List of faculty members of the Department of Education (CASE)

Sr. No.	Name	Qualifications
1.	Prof. Ashutosh Biswal	B.A., M.A. (Sociology), B.Ed., M.Ed. Ph.D. (Education)
2.	Prof. Sujata Srivastava	B.Sc., M.A. (English), B.Ed. M.Ed., Ph.D. (Education)
3.	Prof. Satish Pathak	M.Sc., (Maths), B.Ed., M.Ed., Ph.D. (Education)
4.	Dr. Jaishree Das	M.A., (Economics), B.Ed., M.Ed., Ph.D. (Education)
5.	Dr. Bhavin Chauhan	M.A., (English), B.Ed., M.Ed., Ph.D. (Education)
6.	Dr. R.L. Madhvi	M.Sc., (Botany), M.Phil., (Botany), B.Ed., M.Ed., Ph.D. (Education)
7.	Dr. A.V. Jayalakshmi	MSc., (Zoology), M.A. (Psychology), B.Ed., M.Ed., Ph.D. (Education)
8.	Dr. Pratiksha Modi	M.Com., B.Ed., M.Ed., M Phil (Education), Ph.D. (Education)
9.	Dr. Priti Saxena	M.Sc., (Chemistry), B.Ed., M.Ed., Ph.D. (Education)

10.	Dr. Lata Pandey	M.C.A., M.A. (Psychology), B.Ed., M.Ed., Ph.D. (Education)
11.	Dr. Deepika Rajawat	M.Sc., (Botany), M.A. (Psychology), B.Ed., M.Ed., Ph.D. (Education)
12.	Dr. Sonia Rajput	M.Sc., (Maths), B.Ed., M.Ed., Ph.D. (Education)
13.	Dr. Archana Tomar	M.Sc., (Botany), B.Ed., M.Ed., Ph.D. (Education)
14.	Dr. Rucha Desai	M.Sc., (Maths), B.Ed., M.Ed., Ph.D. (Education)
15.	Dr. Anshuman Das	B.Sc., (Maths), M.A., (Sociology), B.Ed., M.Ed., Ph.D. (Education)
16.	Dr. Hemal Brahmhatt	M.A., (Gujarati), B.Ed., M.Ed., MPhil (Education), Ph.D. (Gujarati)
17.	Ms. Neelam Badola	M.Sc., (Physics), B.Ed., M.Ed.,
18.	Ms. Jyoti Vasavada	M.Com., B.Ed., M.Ed., MPhil (Education)
19.	Ms. Pooja Shrivastava	MSc., (Biotech), B.Ed. M.Ed.,
20.	Dr. Swaleha Sindhi	M.Com., B.Ed., M.Ed., Ph.D. (Education)
21.	Mr. Satyajit Baral	M.A., (English), M.A., (History), B.Ed., M.Ed.
22.	Ms. Vaishnavi Priyadarshini	M.A., (Economics), M.Ed.,
23.	Ms. Damini Charate	M.A., (English), M.Ed., NET
24.	Ms. Medha	M.A., (English), M.Ed.,
25.	Dr. Shefali Dhimmar	M.Sc., M.Ed., Ph.D. (Education)
26.	Dr. Bharat Parmar	M.A.,(Hindi), B.Ed., M.Ed., M Phil (Education), Ph.D. (Education)

## V. Degree of Bachelor of Education

The B.Ed. program has been designed based on the approved structure under the NCTE Recognition Norms and Procedures, 2014. The curriculum is designed and approved as per NCTE guidelines. A National Workshop on “Developing B.Ed. Model Syllabus” was organized by NCTE, NEW Delhi, and CASE Baroda from 19 to 21 May 2015 to finalize the syllabus.

### A. Objectives of the Two-year Bachelor of Education Programme

The Bachelor of Education Degree program aims at enabling the student teachers:

- To develop competencies and skills needed for becoming effective teachers.
- To develop the knowledge of the subject, clarify its objectives, evolve a suitable methodology of instruction, and sharpen the communication skills.
- To develop an understanding of the psychology of school students.
- To develop an understanding of the principles of pedagogy, curriculum development, its transaction, and evaluation.

- ❑ To develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving the goals of building up a democratic, secular, and socialist society.
- ❑ To develop such capabilities as may be necessary for the realization of national values and goals as stated in the Constitution of India.
- ❑ To cultivate rational thinking and scientific temper.
- ❑ To develop the managerial and organizational skills required in the contemporary Indian educational contexts.
- ❑ To develop a critical awareness regarding the realities of Indian life.
- ❑ To become aware of the environmental and ecological problems and to find out their suitable solutions.

## **B. Ordinance of Bachelor of Education Programme**

### **O. B. Ed. I: Eligibility**

- a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Science/Social Science/Humanities/Commerce or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- b) He / She must be a graduate from The M. S. University of Baroda or from any other University recognized as an equivalent for the purpose. He / She must have taken the Bachelor's Degree in the 10+2+3 or 11+4 pattern.  
He / She must have offered English as one of the subjects at the higher Secondary/ College or University Level.
- c) Reservation and relaxation for SC/ST/OBC/PWD/EWS and other applicable categories will be as per the rules of the State Government.

### **O. B.Ed. 2: Admission Procedure**

Admission will be based on Entrance test conducted by the Department of Education, and the percentage of marks obtained by the candidate at the graduation level examination and/ or post-graduation level examination. A minimum of 50 percentage marks are required at the graduation level as per NCTE norms.

Candidates belonging to scheduled caste/scheduled tribe would be given a concession of five percent marks in the minimum of marks required for admission.

### **O. B.Ed. 3: Intake**

- There shall be 110 students admitted. (Two basic units having 50 students in each).
- 10 students will be given admission based on the EWS category.
- Bifurcation of seats:

Science Stream	21+21	= 42
Arts and Humanities	21+21	= 42
Commerce	8 + 8	= 16

Of the total 110 seats, 70 % seats are reserved for students who have cleared the qualifying examination (Graduation / Post Graduation) from the Maharaja Sayajirao University of Baroda, 20% seats are reserved for the students who have cleared the qualifying examination (Graduation / Post Graduation) from the universities of Gujarat other than M. S. University of Baroda and 10% seats are reserved students who have cleared the qualifying examination from universities outside the Gujarat State. The reservations for SC/ST/OBC/EWS and other categories are as per the Government of Gujarat rules.

**O. B.Ed. 4: Structure and Duration**

The B.Ed. programme shall be of two years’ duration; that is four semesters which can be completed in a maximum of four years from the date of admission to the programme. The structure is presented in proceeding lines in tabular form:

B.Ed. First Year	Semester I
	Semester II
B.Ed. Second Year	Semester III
	Semester IV

**O. B.Ed. 5: Working Days**

- There shall be at least two hundred (200) working days each year, exclusive of the period of admission and examination.
- The institution shall work for a minimum of thirty-six Hours a week during which the physical presence of all the teachers and B.Ed. student is necessary to ensure their availability for advice, guidance, dialogue, and consultation as and when needed.

**O. B.Ed. 6: Attendance**

Every candidate must have a minimum of 80% attendance in Theory Courses and Practicum and 90% attendance in school Internships.

**O. B.Ed. 7: Medium of Instruction**

The medium of instruction shall be primarily English. However, students are permitted to write the examinations in English, Gujarati, and Hindi.

**O. B.Ed. 8: Examination Fees**

As per the rules of The Maharaja Sayajirao University of Baroda, Vadodara.

**O. B.Ed. 9: Declaration of Results**

As per the rules of The Maharaja Sayajirao University of Baroda, Vadodara.

**O. B.Ed. 10: Scheme of Evaluation**

Indirect grading which is followed in The Maharaja Sayajirao University will be adopted in

evaluating students. For practicum purpose, 100% internal will be followed as per M. S. University rules.

The theory examination will have 50% Internal Assessment (IA) and 50% University Assessment (UA) in which the examiners shall be appointed by the university. The Viva-voce examination and Test lesson examination will have both internal and external examiners.

- For 4 credit courses the assessment will be 50% Internal comprising 25 marks theory mid-semester examination. 25 marks internal practical examination. 50 marks will be the University assessment.
- For 3-credit courses the assessment will be 15 marks mid-semester, 25 marks for practical exam, and 35 marks for university assessment.
- For the School Internship Program that carries 23 credits and 575 marks. Its distribution is as follows:
  1. Skill Orientation and small group teaching will be of 3 credits which is 75 marks.
  2. School internship 16 credits which is 400 marks.
  3. Annual test lessons 4 credits that are 100 marks.
  4. Action research to be done during school internship carries 3 credits that is 75 marks.

### Grading Scheme

Letter Grade	Grade Points	Description	% of marks	Range of Grade Point
<b>O</b>	10	Outstanding	90.1 to 100.0	9.01 – 10.0
<b>A</b>	9	Excellent	80.1 to 90.0	8.01- 9.00
<b>B</b>	8	Very Good	70.1 to 80.0	7.01- 8.00
<b>C</b>	7	Good	60.1 to 70.0	6.01 –7.00
<b>D</b>	6	Fair	50.1 to 60.0	5.01 – 6.00
<b>E</b>	5	Average	40.0 to 50.0	4.01 – 5.00
<b>F</b>	4	Dropped	Less than 40	Less than 4.00

#### **O. B. Ed. 11: Annual Test Lessons**

The Panel Consisting of External Examiners shall be appointed by the University to examine the final test lessons which will be conducted in the fourth semester.

#### **O. B.Ed. 12: Viva-voce Test**

The board of examiners consisting of three internal and three external (at least two members) shall be appointed by the vice-chancellor to hold a viva-voce test of each candidate at the end of the Fourth Semester.

#### **O. B.Ed. 13: Standard of Passing**

To qualify to appear in the annual test lessons, the candidate must fulfill the following requirements:

- (a) Give and observe the fixed number of lessons to the satisfaction of the Head (Dept. of Education) and the Dean (Faculty of Education and Psychology).

- (b) Submit the journal and the observation note-book duly completed to the School Internship Program Unit.
- (c) Obtain a minimum passing grade in the Internship.

To qualify for the degree of Bachelor of Education, he/she shall have to obtain a minimum passing grade in each course as per the University rules.

#### **O. B.Ed. 14: Upward Movement**

As per rules of The Maharaja Sayajirao University of Baroda, Vadodara.

#### **VI. Outline of the Two-Year Bachelor of Education Program course-wise**

<b>Course No. &amp; Course Code</b>	<b>Name of the Course</b>	<b>Credit</b>
EEA1118 C01	Human Development and Learning	4
EEA1119 C02	Contemporary India and Education	4
EEA1120 C03	Language across Curriculum	3
EEA1121 C04	Assessment for Learning	4
EEA1122 C05	Understanding Knowledge and Discipline	3
EEA1123 C06	Critical Understanding of ICT	3
EEA1230 C01	School Organization and Management	4
EEA1231 C02	Knowledge and Curriculum - I	3
EEA1232 C03	Drama and Art in Education	3
EEA1233 C04	Reading and Reflecting on Text	3
EEA 1301 C01	Gender, School and Society	3
EEA 1302 C02	Knowledge and Curriculum – II	3
EEA 1303 C03	Inclusive Education	3
EEA 1304 C04	Yoga Education	3
EEA1016 E01 to EEA1029 E14	Pedagogy of School Subject (I): Method - I	4
EEA1016 E01 to EEA1029 E14	Pedagogy of School Subject (I): Method - II	4
EEA 1301 E01 to EEA 1314 E014	Pedagogy of School Subject (II): Method - I	4
EEA 1301 E01 to	Pedagogy of School Subject (II): Method - II	4

EEA 1314 E14		
EEA 1305 C05	Orientation to Internship Programme	3
EEA 1401 C01	School Internship	16
EEA 1402 C02	Annual Test Lessons	4
EEA 1403 C03	Action Research	3
EEA 1404 C04	Viva -Voce	2
	<b>Total</b>	<b>90</b>

## VII. Semester Wise Course Distribution

### **SEMESTER - I (F. S. B.Ed. I)**

<b>Course Code</b>	<b>Course Name</b>	<b>Marks</b>	<b>Credits</b>
EEA1118 C01	Human Development and Learning	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1119 C02	Contemporary India and Education	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1120 C03	Language across Curriculum	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA1121 C04	Assessment for Learning	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1122 C05	Understanding Knowledge and Discipline	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA1123 C06	Critical Understanding of ICT	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
Total Marks =375 (Theory)+ 150(Practical)=525			
(15+6) Total Credits= 21			

**SEMESTER-II (S. S. B. Ed. I)**

Course No.	Course Name	Marks	Credits
EEA1230 C01	School Organization & Management	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1231 C02	Knowledge & Curriculum - I	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA1232 C03	Drama and Art in Education	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA1233 C04	Reading and Reflecting on Text	75 Marks	3
EEA1016 E01 to EEA1029 E14	Teaching of School Subject Part - I (Method - I)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1016 E01 to EEA1029 E14	Teaching of School Subject Part - I (Method - II)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
Total Marks = 325 (Theory) + 200 (Practical) = 525			
(13+8) Total Credits = 21			

**First - Year Semester - II Method Courses**

Sr. No.	Course Code	Course Name	Credits
1.	EEA1016 E01	Teaching of English	3+1
2.	EEA1017 E02	Teaching of Gujarati	3+1
3.	EEA1018 E03	Teaching of Accountancy	3+1
4.	EEA1019 E04	Teaching of Commerce	3+1
5.	EEA1020 E05	Teaching of Psychology	3+1
6.	EEA1021 E06	Teaching of Mathematics	3+1
7.	EEA1022 E07	Teaching of Science	3+1
8.	EEA1023 E08	Teaching of Physics	3+1

9.	EEA1024 E09	Teaching of Chemistry	3+1
10.	EEA1025 E10	Teaching of Biology	3+1
11.	EEA1026 E11	Teaching of Hindi	3+1
12.	EEA1027 E12	Teaching of Social Studies	3+1
13.	EEA1028 E13	Teaching of Economics	3+1
14.	EEA1029 E14	Teaching of Sanskrit	3+1

**SEMESTER-III (SECOND YEAR SEMESTER – I)**

Course Code	Course Name	Marks	Credits
EEA 1301 E01 to EEA 1314 E14	Teaching of School Subject Part - II (Method - I)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA 1301 E01 to EEA 1314 E14	Teaching of School Subject Part - II (Method - II)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA 1301 C01	Gender, School, and Society	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA 1302 C02	Knowledge and Curriculum Part - II	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA 1303 C03	Inclusive Education	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
EEA 1304 C04	Yoga Education	75 Marks	3
EEA 1305 C05	Orientation to Internship Program	75 Marks	3
Total Marks=300 (Theory) + 275 (Practical)=575 Marks			
(12+11) Total Credits=23 Credits			

Sr. No.	Course Code	Course Name	Credits
1.	EEA1301 E01	Teaching of English	3+1
2.	EEA 1302 E02	Teaching of Gujarati	3+1
3.	EEA 1303 E03	Teaching of Accountancy	3+1
4.	EEA 1304 E04	Teaching of Commerce	3+1

5.	EEA 1305 E05	Teaching of Psychology	3+1
6.	EEA 1306 E06	Teaching of Mathematics	3+1
7.	EEA 1307 E07	Teaching of Science	3+1
8.	EEA 1308 E08	Teaching of Physics	3+1
9.	EEA 1309 E09	Teaching of Chemistry	3+1
10.	EEA 1310 E10	Teaching of Biology	3+1
11.	EEA 1311 E11	Teaching of Hindi	3+1
12.	EEA 1312 E12	Teaching of Social Studies	3+1
13.	EEA 1313 E13	Teaching of Economics	3+1
14.	EEA 1314 E14	Teaching of Sanskrit	3+1

**SEMESTER – IV (S. S. B. Ed. II)**

Course Code	Course Name	Marks	Credits
EEA 1401 C01	School Internship	400	16
EEA 1402 C02	Annual Test Lessons	100	4
EEA 1403 C03	Action Research	75	3
EEA 1404 C04	Viva-Voce	50	2
Total = 625 Marks			
Total Credits = 25			

**Summary of Marks**

		Marks		Total	Credits		Total
		Theory	Practicum		Theory	Practicum	
<b>B.Ed. First Year</b>	F. S. B.Ed. I	375	150	<b>525</b>	15	6	<b>21</b>
	S. S. B.Ed. I	325	200	<b>525</b>	13	8	<b>21</b>
<b>B.Ed. Second Year</b>	F. S. B.Ed. II	300	275	<b>575</b>	12	11	<b>23</b>
	S. S. B.Ed. II		625	<b>625</b>		25	<b>25</b>
<b>Total</b>		<b>1000</b>	<b>1250</b>	<b>2250</b>	<b>40</b>	<b>50</b>	<b>90</b>



# FIRST-YEAR SEMESTER - I

<b>YEAR</b>	<b>I</b>	<b>1. HUMAN DEVELOPMENT AND LEARNING</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>1</b>	<b>Course Code EEA 1118 C01</b>	<b>HOURS</b>	<b>45+30</b>

**OBJECTIVES:**

**Student Teachers will be able to;**

- Appreciate the role of educational psychology in teaching and learning.
- Understand the salient features and problems of growth and development during childhood to adolescence.
- Understand the process of learning and factors influencing learning.
- Understand the dynamics of personality development to facilitate student trainees’ and their students’ personal growth.
- Understand the learning process to organize teaching for effective learning.
- Acquaint with educational needs of special groups of pupils.
- Understand the concept of personality, mental health, and role of the school in protecting mental health of pupils.
- Develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

### COURSE CONTENT

**UNIT I: Significance of Human Development and Learning 3 Hours**

- Meaning of Human Development and Learning
- The scope and contribution of Human Development and Learning
- Concept of Human Development Index (HDI)

**UNIT II: Growth and Development 12 Hours**

- Meaning of Growth and Development. Differences between growth and development
- Theoretical viewpoints to understand the human development process and concept of individual differences.
- Biological (b) Learning (c) Psycho-analytical (d) Cognitive (e) Role theory.
- Characteristics of development with educational implications.
- Early Childhood (b) Later Childhood (c) Adolescence
- Children with special needs.
- Importance of studying ‘Growth and Development’ for a teacher

**UNIT III: Adolescence Education 10 Hours**

- Need and Meaning of Adolescence Education
- Importance of Adolescence Education
- Significance of Life Skill Education for Adolescence

**UNIT IV: Learning****15 Hours**

- Meaning and definitions of learning
- Learning as a process and product
- Different viewpoints of learning and their educational implications
  - Learning by Trial and Error (Thorndike)
  - Classical conditioning
  - Operant conditioning
  - Gestalt theory- Learning by insight and its implications
  - Cognitive theory (Ausubel and Piaget)
  - Social cognitive theory - Vygotsky
- Factors affecting learning and learning problems.
- Learners' individual differences
- Ways to enhance learning skills and minimize learning problems.
- Transfer of learning

**UNIT V: Classroom Implications of Learning Strategies****5 Hours**

- Concept of Learning Strategies
- Information processing strategies
  - Recall strategies
  - Strategies that integrate and organize information
  - Organisational strategies
  - Elaboration strategies
- Active study strategies, study tactics

**MODE OF TRANSACTION:**

- Lecture, Discussion, Case Study, Experiments, Problem-solving, Film Show

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Observe the various age groups children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, and siblings, and list down the characteristics of in physical, social, emotional and intellectual domains.
2. List down different maladjusted behaviors of adolescents that you could identify from the classroom and outside the classroom. Take interviews of a few and try to understand the factors that may be responsible for their behavior.
3. Visit a school (Practice Teaching) and find out the different measures/activities taken by schools or teachers for the healthy mental health of the children by interviewing school teachers.
4. Development of Question Box activities (can be carried out by student trainees during practice teaching).
  - (i) To provide authentic information on physical, physiological, and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.

- (ii) To list down the instances of peer pressure that may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavorable situations. (Smoking, injecting drugs etc.,)
2. Find out the plug-in points from your school subjects and link them with the components of Adolescence Education. Also, plan out supplementary co-curricular activities for the same.
  3. Observe some successful individuals and list down the behavioral characteristics that impress you.
  4. Take interviews with five low achievers and five high achievers and find out their ways of learning.
  5. List down a few (classroom) learning situations involving insightful learning.

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<b>YEAR</b>	<b>I</b>	<b>2. CONTEMPORARY INDIA AND EDUCATION</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>I</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course Code: EEA 1119 C02</b>				

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Develop an understanding of the concepts of Education and Aims of Education
- Learn about the social realities of Indian society and its implication on education.
- Learn and understand about social stratification, social change, and education.
- Develop an understanding of educational thinkers and their implications in education
- Develop an understanding of the policy framework of public education in India

### **COURSE CONTENT**

#### **UNIT I: Concept and Aims of Education 7 Hours**

- Meaning of Education – Broader and Narrow
- Formal, Non-Formal, and Informal education
- Various Agencies of Education
- Aims of Education in Contemporary Indian society
- Determinants of Aims of Education

#### **UNIT II: Social Realities of Indian Society and Education 10 Hours**

- Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization
- Schisms in terms of Caste, Religion, Language, Region, and their demands on Education
- Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities.
- Value Education
- Environmental Education

#### **UNIT III: Education, Social Stratification and Social Change 10 Hours**

- Social Stratification: Meaning, Forms and Bases
- Impact of Social Stratification on Education and Vice versa
- Concept of social change
- Factors Affecting Social Change Process
- Role of education in the process of social change

#### **UNIT IV: Indian Thinkers and their Contribution to Education 10 Hours**

- Mahatma Gandhi
- Swami Vivekananda
- Shree Aurobindo
- Rabindranath Tagore

**UNIT V: Policy Framework for Public Education in India****8 Hours**

- Education in Pre-Independent India – significant recommendations of commissions and committees
- Education in Post-Independent India – Significant recommendations of Commissions and Committees
- National Policy on Education – 1986, 1992, 2020
- Samagra Shiksha Abhiyan
- RTE ACT 2009

**MODE OF TRANSACTION:**

- Lectures, discussions, assignments, films on educational thinkers

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Study the impact of the Right to Education Act on schools.
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities –
5. Eco-Club,
6. Instructional material to inculcate values,
7. Field visit to vocational institutes to make reports,
8. Awareness development about population explosion in rural / slum areas,
9. Creating awareness among SC/ST students about various schemes and scholarships available to them,
10. Survey of schools to see the implementation of various incentives of government to equalize educational opportunities.
11. Preparing a presentation on rich cultural heritage of India.
12. Preparing a presentation on Current challenges faced by India.

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<b>YEAR</b>	<b>I</b>	<b>3. LANGUAGE ACROSS CURRICULUM</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>I</b>		<b>HOURS</b>	<b>30+30</b>
		<b>Course Code: EEA 1120 C03</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Enable students to understand the nature, function, and role of language across the curriculum.
- Sensitize students about the obstacles in language usage while using the language and ways to overcome them.
- Enable students to understand the importance of first and second language.
- Acquaint students about Multilingualism and the Impact of Culture.
- Develop LSRW skills for effective communication
- Understand various dimensions of classroom discourse
- Acquire knowledge about the communication process with an understanding of nonverbal communication

### **COURSE CONTENT**

#### **UNIT I: Understanding Language across Curriculum 5 Hours**

- Language: Meaning, Concept
- Functions of Language
  - Significance of Language for Learning
- Importance of Language across the Curriculum
- Language Barriers and Strategies to overcome barriers

#### **UNIT II: Language Acquisition and Diversity 5 Hours**

- First and Second Language Acquisition
- Discipline-based Language
- Types of Registers: Everyday Registers and Academic Registers
- Multilingualism: Meaning, Concept and Importance
- Language and Culture

#### **UNIT III: Developing LSRW Skills 10 Hours**

- Listening Skill: Importance, Kinds and Strategies
- Speaking Skill: Functions and Activities
- Reading Skill: Importance, Types and Developing Reading Ability
- Writing Skill: Significance for Content across Disciplines & Discipline-based Writing

#### **UNIT IV: Classroom Discourse 5 Hours**

- Classroom Discourse: Meaning and Concept
- Features of Classroom Discourse
- Questioning: Nature and Types
- Classroom Discourse: Role of Teacher

**UNIT V: Communicating Language in Classrooms****5 Hours**

- Communication: Meaning and Concept
- Importance of Communication for Teachers across the Curriculum
- Communication Process
- Nonverbal Communication for Teachers: Functions and Types

**MODE OF TRANSACTION:**

- Lecture, discussion, exercises, assignments, language games

**PRACTICAL WORK:****(Credit-1: 30 Hours)**

1. School Visits/ College Visits to find out Communication Problems of Teachers/Student-teachers
2. Designing Games and Exercises for Developing Listening, Speaking, Writing & Reading Skills
3. Assignments on Developing Writing Skills – Summary, Letter, Paragraph, Essay, Speech
4. Assignments on Developing Speaking Skills – Oral Presentation, Debate, Elocution, Discussion, Brainstorming.
5. Assignments on Developing Listening Skills- Listening to Speech, Audio Books, Lectures, speed dictation.
6. Quiz on Classroom Discourse
7. Assignments on Using Different types of Questions in different educational contexts.

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<b>YEAR</b>	<b>I</b>	<b>4. ASSESSMENT FOR LEARNING</b>  <b>Course Code: EEA 1121 C04</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>I</b>		<b>HOURS</b>	<b>45+30</b>

## **OBJECTIVES:**

**Student Teachers will be able to;**

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and its uses.
- Write educational objectives.
- Know different techniques of evaluation, tools of evaluation, and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher-made tests and will construct them.
- Compute simple statistics to assess the learning.

## **COURSE CONTENT**

### **UNIT I: Educational Evaluation 10 Hours**

- Educational Evaluation in Education – meaning, steps, characteristics, uses
- Educational Objectives- Writing educational objectives of different levels like knowledge, understanding, application, skill, etc.,
- Learning outcomes- measurable and non-measurable
- Major techniques of evaluation: testing, observation, and self-reporting
- Report card

### **UNIT II: Assessment for Learning 10 Hours**

- Meaning and type of assessment- Formative and summative evaluation
- Importance of assessment for learning
- Self-assessment and peer assessment
- Constructing portfolios
- Rubric-based assessment
- Feedback in assessment – Importance of feedback in learning, types of feedback

### **UNIT III: Tools and Characteristics of Instruments of Evaluation 10 Hours**

- Essential characteristics of instruments of evaluation- validity, reliability, objectivity, and usability
- Tools of Evaluation -Paper pencil tests, Oral tests, and Performance tests
  - Achievement tests- standardized and teacher-made tests
  - Diagnostic tests
  - Intelligence tests and aptitude tests
  - Rating scale
  - Checklist
  - Anecdotal records
  - Socio-metric technique
  - Interview, Questionnaire, and Inventory

- Norm reference & criterion reference tests

**UNIT IV: Teacher-Made Achievement Tests**

**5 Hours**

- Essay and Objective type tests
- Improving essay-type questions
- Different types of objective tests, their characteristics, advantages and disadvantages.
- Preparation of blueprint
- Characteristics of a good test

**UNIT V: Interpreting test scores**

**10 Hours**

- Raw scores
- Frequency distribution
- Graphical representations of grouped data
- Measures of central tendency
- Measures of variability
- Fundamental idea of Standard Scores

**MODE OF TRANSACTION:**

- Lecture, Team Teaching, Practical Work, Group Discussion, Presentation by Students, Unit Test

**PRACTICUM:**

**(Credit-1: 30 Hours)**

**The following practical work can be given to student-teacher.**

1. Writing educational objectives, learning experience, and corresponding evaluation techniques, General and specific objectives
2. Framing measurable and non-measurable learning outcomes
3. Preparing report cards and evaluating the existing report cards of any school.
4. Preparing Portfolio and Rubric for assessment of Student.
5. Simulated exercise for providing feedback.
6. Determining the objectivity of a tool
7. Framing Different types of questions
8. Finding out the content validity of the given question paper
9. Designing a Rating scale, Questionnaire, and Interview Schedule on a given topic
10. Preparation of a Blueprint and a question paper
11. Prepare graphs and use statistics for analysis of test results.

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<b>YEAR</b>	<b>I</b>	<b>5. UNDERSTANDING KNOWLEDGE AND DISCIPLINE</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>I</b>		<b>HOURS</b>	<b>30+30</b>
<b>Course code: EEA 1122 C05</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the basis of knowledge and branches of emerging knowledge.
- Understand the emergence of various disciplines.
- Develop an understanding of science as a discipline.
- Understand nature of Mathematics as a discipline.
- Develop an understanding of language as a discipline.
- Develop an understanding of social science as a discipline.

**COURSE CONTENT**

**UNIT I: Discipline and Subject** **5 Hours**

- Education as an Inter-Disciplinary Field of Study
- Nature and Characteristics of a Discipline
- Emergence of Various Disciplines from Education
- Convergence of Various Disciplines into Education
- Interrelation and Interdependence amongst Various School Subjects

**UNIT II: Science as a Subject and Discipline** **5 Hours**

- Nature and history of science
- Scientific method; a critical view
- Knowledge, understanding and science
- The socio-cultural perspective and the ethical consideration
- Science as a discipline, place of scientific knowledge in the schema of school curriculum
- Curriculum syllabus and textbooks; the paradigm shifts in the discipline, the changing notion of scientific knowledge and the need to redefine school science

**UNIT III: Language as a Subject and Discipline** **6 Hours**

- Centrality of language in education
- Role of language in children's intellectual development and learning
- Language in the school curriculum; aims issues and debates
- Policy issues and language at school
- Language as a Medium of Communication
- Phases of Language Development

**UNIT IV: Mathematics as a Subject and Discipline** **7 Hours**

- Nature and History of Mathematics
- Place of Mathematics in School Curriculum

- Mathematics in Day-to-day life
- Relationship of Mathematics with Other Subjects

**UNIT V: Social Science as a Subject and Discipline**

**7 Hours**

- Nature and Philosophy of Social Science
- Social Science as an Area of Study
- Need of Studying Social Science through Interdisciplinary Perspectives
- Place and Relevance of Social Science in School Curriculum

**MODE OF TRANSACTION:**

- Group discussion, Lecture-cum –discussion, pair and share, group work, Panel discussion, Symposium, assignments, field visits, and sharing of experiences

**PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Policy analysis National curriculum framework
2. Identification of core, hidden, null, and latent curriculum in textbooks.
3. Review of the books ‘Diva Swapna’ and ‘Totto-Chan’ for constructing an activity curriculum.

**REFERENCES:**

- Binning A.C., & Binning A.H. (1968) *Teaching Social Studies in Secondary Schools*. McGraw Hill & Co.
- Hollis, M. (1994). *The Philosophy of Social Science: An Introduction*. Cambridge University Press.
- Position papers published by NCERT (2006) in respective subjects
- Sharma, R. C. (2006) *Modern Science Teaching*. Dhanpat Rai Publishing Comp.
- Sidhu, K. B. (1974) *The Teaching of Mathematics*. Sterling Pub. Ltd.
- Silver, H. (1983). *‘Education as history’* British library. Methuen
- Winch, P. (1958). *The Idea of a Social Science and its Relation to Philosophy*. Routledge and Kegan Paul.
- Dr. Bharati Chand (2017) *‘Language Across Curriculum’* Neelkamal Publications Pvt. Ltd.

<b>YEAR</b>	<b>I</b>	<b>6. CRITICAL UNDERSTANDING OF ICT</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>I</b>		<b>HOURS</b>	<b>30+30</b>
		<b>Course Code: EEA 1123 C06</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Create awareness about the use of Information and Communication Technologies (ICT) in Education.
- Familiarize with the fundamentals of ICT.
- Acquire knowledge of computer languages and software packages for education.
- Develop programming skills in computer languages for education.
- Develop skills in the utilization of different software packages in education.
- Develop skills in utilizing the Internet and its applications.
- Use ICT in the teaching-learning process.
- Utilize ICT for solving educational problems.
- Utilize ICT for enhancing the quality of teaching and learning.
- Develop skills to use free educational resources through the Internet.

### **COURSE CONTENT**

#### **UNIT I: Concept of ICT**

**6 Hours**

- Concept of ICT: Evolution, Meaning, Definition and Nature
- How ICT is different from ET, Computer Education, Communication Technology and Information Technology
- Importance and Scope of ICT in Education
- Different Forms of ICT
- Managing ICT for Education
- Info-savvy Skills

#### **UNIT II: Introduction to Computers**

**6 Hours**

- Computer System: Meaning, Characteristics, Hardware, Software, Peripherals, Generations and Development of Computers, Classification of Computers
- Computer Software: System software; Translating Programmes-Compiler, Interpreter, and Assembler; Computer Languages; Generation of Computer Language Application Software, Computer Virus, Algorithm, Flow-charts and Programming languages.
- Working with Computer: Use of Windows, Creating Folders, File Management, and Windows Explorer. Navigating to different software

#### **UNIT III: Application Software**

**6 Hours**

- Word Processors - Starting the word processor, creating and saving a document, opening an existing file, Word Art, Mail Merge, and Printing documents.
- Spreadsheets - Creating and saving spreadsheets, opening an existing sheet, editing, formatting numbers, using formulae and functions, preparing charts, formatting the worksheets, and printing of sheets and charts.

- Presentation - Preparing slides through PowerPoint, creating and saving a presentation, opening an existing presentation, editing, formatting, preparation of tables, inserting files, importing and exporting files, Word Art, and displaying the presentation.

#### **UNIT IV: Computers for Teaching Learning**

**6 Hours**

- Different Usages of Computers: Computer Assisted Instruction (CAI), Computer Managed Learning/ Instruction (CML) (CMI), Computer Based Education (CBE), Computer Assisted Learning (CAL), Computer Based Testing (CBT), Intelligent Tutoring System (ITS), Virtual Reality, Multimedia.
- Familiarizing with existing social learning and educational software, steps in the Development of Educational software, and developing digital lesson plan.

#### **UNIT V: Internet**

**6 Hours**

- Internet: Meaning, Usage, Different Topologies.
- 2. Internet Tools: World Wide Web (www), HTML, Search Engines, e-mail, Chat,
- Video Conferencing, Cloud Technology, file transfer protocol (FTP), Mobile
- Learning, Virtual Classroom, concept of Web Design, social networking tools- Face book, Blog, Twitter, Webinars, C-maps, Classroom 2.0, Introduction to AI tools.

#### **MODE OF TRANSACTION:**

- Lecture, Lecture cum Demonstration, Discussion, Practical, Assignments

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Preparation of PPT, text files, and spreadsheets for different purposes.
2. Working with spreadsheets for preparing graphs, tables, statistical analysis, and administrative functions.
3. Internet Surfing: Collection of materials for assignments, using different search engines,
4. Using email, chat, video conferencing, using social networking for educational purposes.
5. Preparing and delivering Practical Assignment Presentations.
6. Fundamentals of Programming, demonstration of digital lesson plan.
7. Demonstration of the use of social networking tools in Education.
8. Collecting open learning resources in terms of websites, videos, and e-field trips.

#### **REFERENCES:**

- CASE. (2000) *Emerging Technologies in Education*. The M. S. University of Baroda Press.
- Comer D.E. (1997) *The Internet Book*. Prentice Hall of India.
- Goel, D. R., & Joshi, P. (1999) *A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.
- Khirwadkar, A. (2005) *Information & Communication Technology in Education*. Sarup & Sons.

- Khirwadkar, A. (2010) *E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms*. Sarup Book Publication Ltd.
- Mahapatra, B.C. (2006) *Education in Cybernetic Age*. Sarup Sons.
- Mansfield, R. (1993) *The Compact Guide to Windows, Word and Excel*. BPB Publishing.
- Saxena, S. (1999) *A first course in computers*. Vikas Publishing House.
- Tanenbaum, A. S. (1996) *Computer Networks*. Prentice Hall of India.
- Walkenbach, J. (1997) *Excel 97 Bible*. Comdex Computer Publishing.

# FIRST YEAR: SEMESTER- II

<b>YEAR</b>	<b>I</b>	<b>7. SCHOOL ORGANIZATION AND MANAGEMENT</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course Code: EEA 1230 C01</b>				

## OBJECTIVES:

### Student Teachers will be able;

- Understand the concepts of Organization Management and Administration in Education
- Become familiar with different types of school boards in India.
- Know about the need for and importance of school supervision.
- Understanding the meaning and characteristics of classroom
- Understanding the concepts of classroom management
- Become familiar with the educational structure in India.
- Developing an understanding of School Leadership and Management.

## COURSE CONTENT

### **UNIT I: School Organisation, Management and Administration** **8 Hours**

- School as an Organisation
- Concept of Management and Administration
- Types of School Boards (CBSE, ICSE, IB, and State Board)
- Institutional Planning: Meaning, need & importance, steps.
- Supervision: Meaning, Types, Needs and issues

### **UNIT II: Concept of Classroom** **7 Hours**

- Meaning and concepts of classroom
- Characteristics of Classroom
- Multicultural classrooms
- Components of classroom:
  - Teachers (Role of Teacher as the transmitter of knowledge, initiator, and leader)
  - Pupils- learning needs

### **UNIT III: Concept of Classroom Management** **10 Hours**

- Meaning and concept of classroom management
- Objectives of classroom management
- Principles of classroom management
- Indiscipline in classroom - Concept, Types, Reasons
- Techniques of classroom management: Verbal and Non-verbal
- Contemporary classroom issues: bullying, interpersonal attraction, social media, corporal punishment

**UNIT IV: Educational Structures and Apex Bodies in India****10 Hours**

- The structure and function at different levels – centre, state, district, institutional and university level.
- Functions of apex bodies at centre and state level like, CIBE, NCERT, NIEPA, NCTE, KVS, NVS, SCERT, NIOS, GSOS.
- Decentralization of education with reference to the role and functions of Panchayati raj institutions.

**UNIT V: Leadership and School Management****10 Hours**

- Management process: Planning, organizing, directing, controlling
- Managerial skills, technical skills, conceptual skills, human skills
- Concept of leadership
- Leadership styles
- Leadership and decision making
- Leadership in the context of innovation and change

**MODE OF TRANSACTION:**

- Lecture, Lecture cum Demonstration, Discussion, Practical, Assignments

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Visit different types of schools following different boards and do a comparative study concerning various variables.
2. Analyze the process of recognition to different boards.
3. Prepare a list of various records prepared by schools and write a report on their importance.
4. Study the various co-curricular activities undertaken by schools.
5. Organize any co-curricular activity in school and prepare a report on its management and problems faced.
6. Prepare a school timetable and the points you kept in mind while doing so.
7. Visit schools and prepare a list of various indiscipline problems faced by principals and teachers and the strategies they adopted to solve them.
8. Prepare an awareness program on various indiscipline problems faced in schools.
9. Study the techniques adopted by teachers for classroom management,
10. Visit schools and study the leadership style of principals through observations.
11. Study the innovations and changes introduced in school and the role of the leader therein.

**REFERENCES:**

- Desai, D. M. (1964) *Outline of Educational Administration in India*. A. R. Sheth & Co.
- Desai, D. M. (1964) *Shaikshanik Prakashan*. University Granth Nirman.
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- Naik, J. P. (1969) *Institutional Planning*. Asian Institute of Planning and
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- Safeya, R., & Shaida, B. D. (1964) *School Administration and Organisation*. Dhanpatrai  
& Sons.

<b>YEAR</b>	<b>I</b>	<b>8. KNOWLEDGE AND CURRICULUM - I</b>	<b>Credit</b>	<b>2+1</b>
<b>Semester</b>	<b>II</b>		<b>Hours</b>	<b>30+30</b>
<b>Course Code: EEA 1231 C02</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Learn about epistemological bases of knowledge
- Understand the various concepts and maxims of education.
- Understand the concepts and approaches of curriculum development.
- Understand the bases and determinants of curriculum.
- Acquaint with the curriculum reforms in the Indian context.

**COURSE CONTENT**

**UNIT I: Epistemological bases of knowledge** **6 Hours**

- Concept of Knowledge
- Structures and Forms of Knowledge
- Ways of acquiring knowledge
- Types of Knowledge

**UNIT II: Knowledge and Education** **5 Hours**

- Understanding Data, Information, Knowledge and Wisdom
- Knowledge through different perspectives: Scientific and Socio-cultural
- Implications of Knowledge for curriculum construction

**UNIT III: Concept of Curriculum** **4 Hours**

- Meaning and concept of curriculum
- Meaning of Curriculum framework, syllabus, textbook
- Types of curriculum: Core, Hidden, Null and Latent curriculum

**UNIT IV: Curriculum Development Basics** **7 Hours**

- Need and Importance of Curriculum development
- Principles of curriculum development
- Foundations of curriculum
- Philosophical foundations
- Sociological foundations
- Psychological foundations
- Historical foundations

**UNIT V: Dynamics of Curriculum Development** **8 Hours**

- Determinants of curriculum development
- Theories of curriculum development
- Stage Specific Curriculum-Pre-primary, Primary, Secondary, Higher Secondary

- Curriculum reforms in India; National Curriculum Frameworks

**MODE OF TRANSACTION:**

- Group discussion, Lecture-cum –discussion, pair and share, group work, panel discussion, symposium, assignments, school visits, and sharing of experiences

**PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Policy analysis. National Curriculum Framework.
2. Identification of core, hidden, null, and latent curriculum in textbooks.
3. Designing an activity-based curriculum.
4. Analysis of School Curriculum at different stages

**REFERENCES:**

- Aggarwal, J. C., & Gupta, S. (2005) *Curriculum Development*. Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966) *Curriculum Planning for Modern Schools*. Holt, Rinehart and Winston Inc.
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- Jhompson, K., & White, J. C. (1975) *Curriculum Development*. Pitman Publishing.
- Khan. M. I., & Nigam, B. K. (2007) *Curriculum Reform Change And Continuity*. New Delhi: Kanishka Publication.
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- Nigam, B. K., & Khan, I. M. (1993) *Evaluation and Research in Curriculum Construction*. Kaniska Publishers.
- Ornstein, A. C., & Hunkins, F.P. (1988) *Curriculum Foundations, Principles And Issues*. Prentice Hall.
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- Satyanarayan, P.V. (2004) *Curriculum Development and Management*. DPH.
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- Sockett, H. (1976) *Designing the Curriculum*. Pitman Press.
- Srivastava, H. S. (2006) *Curriculum and Methods of Teaching*. Shipra Publishers.
- Tata, H. (1962) *Curriculum Development Theory & Practice*. Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006) *Fundamentals of Curriculum Design*. Shri Sai Printographers.

<b>YEAR</b>	<b>I</b>	<b>9. DRAMA AND ART IN EDUCATION</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>30+30</b>
<b>Course Code: EEA 1232 C03</b>				

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the use of ‘Drama’ as a Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various ‘Dance forms’ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

### **COURSE CONTENT**

#### **UNIT I: Drama and its Fundamentals 6 Hours**

- Drama as a tool of learning.
- Different Forms of Drama.
- Use of Drama for Educational and Social Change (Street play Radio Play, Dramatization of a lesson).
- Use of Drama Techniques in the Classroom: voice throw and speech, mime, and movements, improvisation, skills of observation, imitation, and presentation.

#### **UNIT II: Music (*Gayan and Vaadan*) 6 Hours**

- *Sur, Taal and Laya (Sargam)*
- Vocal - Folk songs, Poems, Prayers
- Singing along with “*Karaoke*”
- Composition of Songs, Poems, Prayers
- Integration of *Gayan* and *Vaadan* in Educational Practices

#### **UNIT III: The Art of Dance 6 Hours**

- Various Dance Forms - Bharat Natyam, Kathakali, Odissi, Manipuri,
- Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.
- Bhav, Bhangima and Mudra along with Taal and Laya
- Integration of Dance in educational practices. (Action songs, *Nritya Natika*)

#### **UNIT IV: Drawing and Painting 6 Hours**

- Color’s, Strokes and Sketching- understanding of various means and perspectives
- Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting
- Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms

## UNIT V: Creative Art

6 Hours

- Creative writing -Story writing, Poetry writing
- Model making - Clay modeling, Origami, Puppet making
- Decorative Art - Rangoli, Ekebana, Wall painting (Mural)
- Designing - Computer graphics, CD Cover, Book cover, Collage work
- The use of different art forms in Education

### MODE OF TRANSACTION

- Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation

### PRACTICUM

(Credit-1: 30 Hours)

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s Education and Women Empowerment”.
3. Prepare a script of *Bhavai* based on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dances of Gujarat”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
8. Prepare some useful, productive, and decorative models out of the waste materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship program and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship program and prepare a report on it.
12. Develop a creative design based on your choice for a CD Cover or a Book cover.
13. Develop a design or picture based on collage work.

### REFERENCES:

- Bhatkhande, V. N. (1979) *Hindustani Sangeet Paddhati*. Sakhi Prakashan,.
- Deva, B.C. (1981) *An Introduction to Indian Music*. Publication Division, Ministry of Information and Broadcasting, Government of India.
- Nakrani, H. (1988) Gamta Gaa Geet. Pravin Prakashan,*
- NCERT, (2006) Position Paper by National Focus Group on: *Arts, Music, Dance and Theatre*. NCERT.
- NCERT, (2006) Position Paper by National Focus Group on: *Heritage Craft*. NCERT,
- NCERT, (2011) *Graphic Design ek Kahani*. (Textbook for Std. XI). NCERT
- NCERT, (2011) *Living Craft Traditions*. (Textbook for Std. XI). NCERT
- Nicoll, A. (1931) *Theory of Drama*. Thomas Y. Crowell Company.
- Patel, K. (1996) *Cultural Heritage of Gujarat*. Goods Companions.

<b>YEAR</b>	<b>I</b>	<b>10. READING AND REFLECTING ON TEXT</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>30+30</b>
<b>Course Code: EEA 1233 C04</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the meaning, process, importance, and characteristics of reading.
- Understand and apply different levels, types, techniques, and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and metacognition
- Learn the skills of reading comprehension to enhance vocabulary.
- Acquaint about the problems of reading across the curriculum

**COURSE CONTENT**

**UNIT I: Introduction to Reading** **5 Hours**

- Reading – Meaning and Process
- Importance of Reading across Curriculum
- Characteristics of Reading

**UNIT II: Reading Skills** **6 Hours**

- Levels of Reading- literal, interpretative, critical and creative
- Types of Reading – intensive and extensive reading, Oral & Silent Reading
- Reading Techniques – Skimming and Scanning.
- Methodology of Reading

**UNIT III: Reading the Text** **7 Hours**

- Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes
- Importance of Different Texts in Curriculum

**UNIT IV: Developing Reading Skills** **6 Hours**

- Developing Critical Reading Skills
- Developing Reflective Skill
- Activities for Developing Reading Skills
- Developing Meta-cognition for Reading

**UNIT V: Reading Comprehension** **6 Hours**

- Developing Reading Comprehension
- Developing Vocabulary for Reading
- Problems of Reading

## MODE OF TRANSACTION:

- Lecture, Discussion, Exercises, Games

## PRACTICAL WORK:

(Credit-1: 30 Hours)

1. Divide the class into small groups provide different kinds of texts and instruct them to read and reflect according to the nature of the text.
2. Divide the group provide one text and suggest students make different interpretations.
3. Design vocabulary games to enhance your vocabulary.
4. Read the text and provide a five-word summary of each paragraph.
5. Reading and comprehension exercises
6. Skim through the text and give a suitable title to the text.
7. Complete the given text in the stipulated time and summarize it in 6/7 lines with a suitable title.

## REFERENCES:

- Bright, J. A., & McGregor, G. P. (1970) *Teaching English as a Second Language*. ELBS: Longman.
- Doff, A. (1988) *Teach English: Training Course for Teachers*. Cambridge University Press.
- Hill, L. A., & Dobbyn, M. A. (1979) *Training Course Trainer's Book*. Cassell.
- Hubbard, P., & Hywel et al. (1983) *A Training Course for TEFL*. Oxford University Press.
- Joseph, K. S. (2004) *Self-Instruction in English Grammar and Figures of Speech*. Gold Rock Publications.
- Mukalel, J. C. (1998) *Approaches to English Language Teaching*. Discovery Publishing house.
- Mukalel, J. C. (1998) *Creative Approaches to Classroom Teaching*. Discovery Publishing house.
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- Mukalel, J. C., & Ahmed, S. B. (1984) *Teaching English in India*. Arya Book Depot.
- Nagaraj, G. (1996) *English Language Teaching Approaches, Methods and Techniques*. Orient Longman.
- Recognizing Different Types of Text  
<http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text>
- Models of Reading Process, <http://people.ucalgary.ca/~mpeglar/models.html>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>
- <http://www.tarleton.edu/Faculty/gentry/reading%20models.html>
- Reflective Skills, <http://www.skillsyouneed.com/ips/reflecting.html>,  
<http://www.skillsyouneed.com/ps/reflective-practice.html>
- Venkateswaran, S. (1995) *Principles of Teaching English*. Vikas Publishing House.
- Wilkins, D. A. (1982) *Linguistics in Language Teaching*. Edward Arnold.
- Willis, J. (1981) *Teaching English through English ELBS*. Longman Ltd.
- Yule, G. (1985) *The Study of Language*. Cambridge University Press.

## METHOD COURSES: SEMESTER-II

<b>YEAR</b>	<b>I</b>	<b>11. TEACHING OF ENGLISH</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>	<b>Course Code: EEA 1016 E01</b>	<b>HOURS</b>	<b>45+30</b>

### OBJECTIVES:

#### Student Teachers will be able to;

- Acquire knowledge about the need, importance, and objectives of English Language Teaching
- Develop planning skills for formulating lesson plans.
- Understand techniques and methods of teaching English.
- Develop familiarity with the various textual items like prose, poetry, short stories, etc.
- Develop study skills in English.

### COURSE CONTENT

#### UNIT I: Nature and Importance of English 6 Hours

- Need and Importance of English
- Objectives of English Teaching
- Principles of English Learning
- English Language Development: Policy Perspectives
- Status of English Teaching in Schools: Issues and Challenges

#### UNIT II: Planning for Teaching of English 6 Hours

- Meaning of planning, importance of planning
- Content Analysis
- Formulation of General and Specific Objectives
- Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan.
- Innovative Lesson Plan

#### UNIT III: Methodology of Teaching English 11 Hours

- Grammar Translation method
- Direct Method
- Michael West's New Method
- Structural Approach
- Communicative Approach
- Eclectic Approach
- Innovative Pedagogy

#### UNIT IV: Teaching the Text 15 Hours

- Teaching pronunciation (phonetics)
  - Objectives of teaching pronunciation
  - Phonetics symbols, organs of speech and mechanism of sounds

- Different types of sounds
- Activities to teach pronunciation
- Teaching Vocabulary
  - Objectives of teaching vocabulary
  - Concept of knowing the word
  - Types of Vocabulary
  - Vocabulary building practices
- Teaching Grammar
  - Objectives of teaching grammar
  - Types of grammar
  - Methods of teaching grammar
- Formal/traditional method
- Informal method
- Correlation/Reference method
- Inductive-Deductive method
- Teaching Prose
  - Objectives of teaching prose
  - Procedure of teaching prose
- Teaching Poetry
- Objectives of teaching poetry
- Procedure for teaching poetry
- Teaching Composition, Paragraphs, Essays, Letters, etc.
- Guidelines of teaching paragraphs, essays and letters
- Teaching language through literature
- Need and importance of using literature for teaching English
- Different models of using literature for teaching English
- Procedure for teaching English through literature

#### **UNIT V: Study Skills**

**7 Hours**

- Need and Importance of Study Skills
- Managing Yourself for Study
- Categorization of Study Skills
- Locating information and use of reference books
- Gathering information
- Storing information,
- Retrieving and interpreting information

#### **MODE OF TRANSACTION:**

- Lecture, discussion, language games, assignments, oral presentation

#### **PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

1. School Visits/ College Visits to find out Language Problems of Students
2. Gamification for Teaching Grammar Skills

3. Designing Innovative Yearly, Unit and Lesson Plans
4. Designing Lessons based on Communicative Approach
5. Playing Words and Language Games
6. Demonstrating Study Skills in English

#### **REFERENCES:**

- Bright, J. A., & McGregor, G. P. (1970) *Teaching English as a Second Language*. ELBS: Longman.
- Chaudhari, M. (2012) *Methodology of Teaching English*. Dorling Kindersley (India) Pvt. Ltd:
- Dey, S. K. (2013) *Teaching of English*. Dorling Kindersley (India) Pvt. Ltd:
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<b>YEAR</b>	<b>I</b>	<b>12. TEACHING OF GUJARATI</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1017 E02</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Develop an understanding the importance of teaching of Gujarati as mother tongue
- Develop the ability to plan different aspects of the Lesson plan in Teaching of Gujarati
- Develop an understanding and application of methods, techniques, and approaches of teaching of Gujarati
- Construction and Application of Teaching aids and use of ICT in Teaching of Gujarati
- Develop understanding and application of different forms of Gujarati language teaching

### **COURSE CONTENT**

#### **UNIT I: Importance of Teaching Gujarati as Mother Tongue 9 Hours**

- Mother Tongue
- Mother tongue as a medium of instruction
- Mother tongue for free and clear expression
- As a key to social and cultural Heritage
- Mother tongue for effective communication
- Negligence of Mother tongue as a subject- remedy to it

#### **UNIT II: Planning for Teaching in Gujarati 9 Hours**

- Content Analysis
- General and Specific objectives of teaching of Gujarati
- Lesson Plan
- Unit Plan
- Annual Plan

#### **UNIT III: Methods and Approaches of Teaching Gujarati 11 Hours**

- Main Principles and important aspects of Teaching Gujarati Language
- Teaching Methods, Techniques, and approaches of teaching Gujarati
- Lecture Method
- Discussion Method
- Project Method
- Nirdeshan Prayog Method
- Nirikshit Abhyas Paddhati
- Analytical Synthesis Method
- Questioning Technique
- Simulation Technique
- Inductive Approach

- Deductive Approach

**UNIT IV: Construction and Application of Teaching aids and use of ICT in Teaching of Gujarati** **7 Hours**

- Importance of Audio-Visual Aids
- Use of Audio-Visual Aids
- Use, Structure, and function of language laboratory
- ICT in Teaching of Gujarati

**UNIT V: Different Forms of Teaching Gujarati** **9 Hours**

- Prose Teaching
- Poetry Teaching
- Grammar
- Composition

**MODE OF TRANSACTION:**

- Lecture, discussion, workshop, practical work

**PRACTICAL WORK:** **(Credit-1: 30 Hours)**

1. Group work on Content analysis in Teaching of Gujarati
2. Group work on Writing Specific and General Objectives based on content selected
3. Preparation and Planning of Teaching Aids from textbook-related content
4. Group work on the preparation of lesson and unit plans in Gujarati
5. Collection and presentation of newspapers, and articles related to the Gujarati language and literature and prepare a critical report.

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YEAR	I	12. ગુજરાતી શિક્ષણ	CREDIT	3+1
Semester	II	Course Code: EEA 1017 E02	HOURS	45+30

**OBJECTIVES:**

**વિદ્યાર્થીઓ .....**

- માતૃભાષા તરીકે ગુજરાતી શિક્ષણનું મહત્વ સમજી શકશે.
- ગુજરાતી શિક્ષણનાં પાઠ આયોજનના વિવિધ પાસાઓનું આયોજન કરવાની ક્ષમતા વિકસાવી શકશે.
- ગુજરાતી શિક્ષણની પદ્ધતિઓ, તકનીકો અને અભિગમોની સમજણ અને ઉપયોગ કરવાની ક્ષમતા વિકસાવી શકશે.
- શૈક્ષણિક સાધનોનું નિર્માણ તેમજ ઉપયોગ અને ગુજરાતીના શિક્ષણમાં ICT નો ઉપયોગ કરવાની ક્ષમતા વિકસાવી શકશે.
- ગુજરાતી ભાષાના શિક્ષણના વિવિધ સ્વરૂપોની સમજ અને તેનો ઉપયોગ કરવાની ક્ષમતા વિકસાવી શકશે.

**અભ્યાસક્રમ સામગ્રી / પાઠ્યક્રમ**

**એકમ-૧ : માતૃભાષા તરીકે ગુજરાતી શિક્ષણનું મહત્વ**

**9 કલાક.**

૧. માતૃભાષા

- શિક્ષણના માધ્યમ તરીકે માતૃભાષા
- મુક્ત અને સ્પષ્ટ અભિવ્યક્તિ માટે માતૃભાષા
- સામાજિક અને સાંસ્કૃતિક વારસાની યાવી તરીકે
- અસરકારક પ્રત્યાયન માટે માતૃભાષા
- એક વિષય તરીકે માતૃભાષા ની ઉપેક્ષા - તેના ઉપાય

**એકમ-૨ : ગુજરાતી શિક્ષણનું આયોજન**

**9 કલાક.**

- વિષયવસ્તુ વિશ્લેષણ
- ગુજરાતી શિક્ષણનાં સામાન્ય અને વિશિષ્ટ ઉદ્દેશ્યો
- પાઠ યોજના
- એકમ યોજના

**એકમ-૩ : ગુજરાતી શિક્ષણની પદ્ધતિઓ અને અભિગમો**

**11 કલાક**

- ૧. ગુજરાતી ભાષા શીખવવાના મુખ્ય સિદ્ધાંતો અને મહત્વના પાસાઓ
- ૨. ગુજરાતી શીખવવાની પદ્ધતિઓ , પ્રયુક્તિઓ અને અભિગમો
  - વ્યાખ્યાન પદ્ધતિ
  - ચર્ચા પદ્ધતિ
  - પ્રોજેક્ટ પદ્ધતિ
  - નિર્દેશન પ્રયોગ પદ્ધતિ

- નિરીક્ષિત અભ્યાસ/સ્વાધ્યાય પદ્ધતિ
- વિશ્લેષણાત્મક - સંશ્લેષણ પદ્ધતિ
- પ્રશ્નોત્તરી પ્રયુક્તિ
- સિમ્યુલેશન પ્રયુક્તિ
- આગમન અભિગમ
- નિગમન અભિગમ

**એકમ ૪ : અધ્યાપન સામગ્રીનું નિર્માણ અને ઉપયોગ અને ગુજરાતીના અધ્યાપનમાં ICT નો ઉપયોગ** **7 કલાક.**

- દ્રશ્ય શ્રાવ્ય સાધનોનું મહત્વ
- દ્રશ્ય શ્રાવ્ય સાધનોનો ઉપયોગ
- ભાષા પ્રયોગશાળાનો ઉપયોગ, માળખું અને કાર્ય
- ગુજરાતીના શિક્ષણમાં ICT

**એકમ ૫: ગુજરાતી શિક્ષણનાં વિવિધ સ્વરૂપો જેમ કે....** **9 કલાક.**

- ગદ્ય શિક્ષણ
- પદ્ય શિક્ષણ
- વ્યાકરણ
- રચના

**MODE OF TRANSACTION:**

- વ્યાખ્યાન, ચર્ચા, વર્કશોપ, પ્રાયોગિક કાર્ય

**પ્રાયોગિક કાર્ય:**

1. ગુજરાતીના અધ્યાપન માટે વિષયવસ્તુ વિશ્લેષણ પર જૂથ કાર્ય
2. પસંદ કરેલ વિષયવસ્તુના આધારે સામાન્ય અને વિશેષ ઉદ્દેશ્યોની રચના પર જૂથ કાર્ય
3. પાઠ્યપુસ્તકનાં વિષયવસ્તુમાંથી શૈક્ષણિક સાધનોનાં નિર્માણની તૈયારી અને આયોજન
4. ગુજરાતીમાં પાઠ અને એકમ યોજનાઓ તૈયાર કરવા પર જૂથ કાર્ય
5. ગુજરાતી ભાષા અને સાહિત્યને લગતા અખબારો, લેખો પર સંગ્રહ અને રજૂઆત અને વિવેચનાત્મક અહેવાલ તૈયાર કરવો.

<b>YEAR</b>	<b>I</b>	<b>13. TEACHING OF ACCOUNTANCY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>COURSE CODE: EEA 1018 E03</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the nature of Accountancy as a discipline and the objectives of teaching Accountancy at the higher secondary stage.
- Prepare the instructional objectives with respect to Bloom's taxonomy.
- Understand accountancy subjects and its correlation with other subjects.
- Understand the importance of different types of planning for teaching.
- Analyze the content properly.
- Prepare the lesson plan in proper format.
- Understand the alternative approach, methods, and techniques for teaching of Accountancy at the higher secondary stage.
- Use appropriate teaching methods for the teaching of accountancy.
- Understand different teaching aids & develop skills for the proper use and maintenance of teaching aids.

### **COURSE CONTENT**

#### **UNIT I: Accountancy Subject & its Correlation with Other Subjects** **10 Hours**

- Meaning, Nature, and Importance of Accountancy as a subject
- Scope of accountancy in School Curriculum
- Objectives of teaching accountancy at the higher secondary stage.
- Bloom's taxonomy of objectives
- Correlation - Concept, Importance & Types
- Correlation of accountancy subject with other school subjects.

#### **UNIT II: Planning of Teaching and Content Analysis** **7 Hours**

- Need and Importance of Planning
- Types of Planning: Lesson plan, Unit Plan, Annual Plan
- Content analysis: Meaning and Importance, Preparation of Content Analysis (with flow chart by taking any topic from the textbook of Accountancy)

#### **UNIT III: Methods of teaching Accountancy** **10 Hours**

- Lecture method
- Team Teaching
- Project method
- Seminar method
- Assignment Method
- Field Trip Method
- Discussion Method
- Maxims of Teaching

#### **UNIT IV: Techniques/Approaches of Teaching Accountancy** **10 Hours**

- Question-answer technique
- Inductive and Deductive Approach
- Simulation Technique

- Exploratory Approach
- Collaborating Teaching

**UNIT V: Preparation of teaching aids in Accountancy**

**8 Hours**

- Importance of Teaching Aids in Accountancy Teaching
- Types of Teaching Aids in Accountancy
- Care to be taken while preparing Teaching Aids

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum discussion, workshop, and visits.

**PRACTICUM:**

**(Credit-1: 30 Hours)**

**The following practical work can be given to student teacher**

1. Group work on the preparation of lesson plans in various topics of Accountancy
2. Visits school and teach a lesson using different teaching methods
3. Group work on content Analysis in accountancy.
4. Conducting Seminars in accountancy Class.
5. Prepare suitable teaching aids and implement them in schools.

**REFERENCES:**

- Aggarwal, J.C. (2010) *Teaching of Commerce*. Vikas Publications House Pvt. Ltd
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- Segwalkar, P.C., & Sarlekar. (2000) *The structure of Commerce*. Kitab Mahal.
- Gupta, R. (2012) *Teaching of commerce*. Shipra Publications.
- Mangal, S.K. (1986) *Fundamental of Educational Technology*.: Prakash Brothers.
- Singh, Y.K. (2013) *Teaching of commerce*. A.P.H. Publishing Corporation.
- Muthuja, B. & et al. (2009) *Teaching of Commerce and Accountancy Education- I*. Centrum Press.

<b>YEAR</b>	<b>I</b>	<b>14. TEACHING OF COMMERCE</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code: EEA 1019 E04</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the aims and objectives of teaching commerce.
- Prepare the instructional objectives with respect to Bloom's taxonomy.
- Understand commerce subject and its correlation with other subjects.
- Understand the importance of different types of planning for teaching.
- Analyze the content properly.
- Prepare the lesson plan in proper format.
- Understand the different methods and techniques for teaching Commerce.
- Use different teaching methods in the teaching of commerce.
- Understand & Prepare different teaching aids for teaching of commerce.

### **COURSE CONTENT**

#### **UNIT I: Commerce Subject & its Correlation with other subjects** **10 Hours**

- Meaning, Nature and Importance of Commerce as a subject
- Scope of Commerce in School Curriculum.
- Objectives of teaching Commerce at the higher secondary stage.
- Bloom's taxonomy of objectives
- Correlation - Concept, Importance & Types
- Correlation of Commerce subject with other school subjects.

#### **UNIT II: Planning of Teaching and Content Analysis** **7 Hours**

- Need and Importance of Lesson Planning
- Types of Planning: Lesson Plan, Unit Plan, Annual Plan
- Content analysis: Meaning and Importance, Preparation of Content Analysis with flow chart by taking any topic from the textbook of Commerce)

#### **UNIT III: Methods of Teaching Commerce** **10 Hours**

- Lecture Method
- Team Teaching
- Project Method
- Seminar Method
- Assignment Method
- Field Trip Method
- Discussion Method
- Maxims of Teaching

#### **UNIT IV: Techniques /Approaches of Teaching Commerce II** **10 Hours**

- Question - answer technique
- Inductive and Deductive Approach
- Simulation Technique
- Exploratory Approach
- Collaborative Approach

**UNIT V: Preparation of teaching aids in Commerce****8 Hours**

- Importance of Teaching Aids in Commerce Teaching
- Types of Teaching Aids in Commerce
- Care to be taken while preparing Teaching Aids

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop and visits

**PRACTICUM:****(Credit-1: 30 Hours)****The following practical work can be given to student teacher**

1. Group work on the preparation of lesson plans in various topics of Commerce
2. Visits school and teach a lesson using different teaching methods
3. Group work on content Analysis.
4. Conducting Seminars in commerce Class.
5. Conducting sample surveys
6. Prepare suitable teaching aids and implement them in schools.

**REFERENCES:**

- Aggarwal, J.C. (2010) *Teaching of Commerce*. New Delhi: Vikas Publications House Pvt. Ltd
- Rao, B. & Digumarti (2004) *Method of Teaching Commerce*. Discovery Publishing House.
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- Rao, S. (2004) *Teaching of Commerce*. Anmol Publications Pvt. Ltd.
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- Gupta, R. (2012) *Teaching of commerce*. Shipra Publications.
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- Singh, Y.K. (2013) *Teaching of commerce.*: A.P.H. Publishing Corporation.
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<b>YEAR</b>	<b>I</b>	<b>15. TEACHING OF PSYCHOLOGY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code: EEA 1020 E05</b>	<b>HOURS</b>

### OBJECTIVES:

**Student Teachers will be able to;**

- Develop knowledge of teaching Psychology.
- Enable the understanding of the significance of Psychology in the curriculum at +2 level.
- Analyze the content of Standard XI and XII and critically evaluate the same.
- Identify the different teaching and evaluation techniques appropriate for the topics included in the course.
- Develop lesson plan, unit plan and the use of Psychology laboratory.
- Develop appropriate skills and desirable traits for the teaching of Psychology.
- Identify the use of Community Resources.

### COURSE CONTENT

#### **UNIT I: Nature of Psychology** **7 Hours**

- The discipline of *Psychology* - Its nature and structure and scope.
- The application of Psychology in daily life.
- Place of *Psychology* in higher secondary School Curriculum.
- Psychology in relation to other social, natural and physical sciences.

#### **UNIT II: Objectives of Teaching Psychology** **8 Hours**

- General Objectives of teaching *Psychology* at Secondary/ Higher Secondary Level
- Instructional Objectives

#### **UNIT III: Planning of Teaching Psychology** **12 Hours**

- Content analysis and content Organization
- Planning of unit plans in teaching of Psychology
- Planning of lesson plans in teaching of Psychology.

#### **UNIT IV: Methods/Techniques and their applications to Psychology Teaching** **14 Hours**

- Lecture cum discussion method
- Project or Assignment Method
- Psychological Methods
  - Experimental Method
  - Case Study Method
  - Observation Method Techniques: Counselling, Interview

## **UNIT V: Educational Technology in Psychology Education**

**4 Hours**

- Use of teaching aids and other media in teaching of Psychology such as audio tapes, videotapes, cases, episodes in print (e.g. psycho-drama, socio-psychological model), films, etc.
- Lessons in Psychology, CAI, Computer animation, and Preparation of Teaching Aids - Emphasis on Improvisation (by coordinating with Practical Work).

### **MODE OF TRANSACTION:**

- Lecture, Discussion, Case Study, Field Visits, Problem-solving, Film Show, Action Research

### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Note down some instances of daily life, where some principles of psychology are applied.
2. Select one or two situations in school & identify the principles of psychology seen in these situations.
3. To make a case study of a few students at the higher secondary level or write a case.
4. Conduct a psychological experiment and write a report.
5. Write an observation report on adolescent characteristics.
6. Develop an interview schedule and take an interview of a psychology teacher for teaching psychology.
7. Study any one of the psychological tests or inventory and write the specific features of the test.
8. Identify the Educational or Psychological attributes/variables from the given Story/Episode.
9. List down psychological services that could be provided to the community (for personality development, how to prepare for an interview, and detail out its important features)
10. Visits to Counselling Centers like 'MARG', etc.
11. Visits to different institutions dealing with different disabilities and their Classroom Observation.

### **REFERENCES:**

- Breakwell, G., Hammond S., & Fife-Schaw, C. (1995) *Research Methods in Psychology*. SAGE Publication.
- Fontana, D. (1995) *Psychology for Teachers (3rd ed)*. The British Psychological Society.
- Mohan, J. (1993) *Educational Psychology*. Wiley Eastern Limited.
- UGC. (2003) Psychology in the Indian University. In *Report of UGC Review Committee*. UGC.

<b>YEAR</b>	<b>I</b>	<b>16. TEACHING OF MATHEMATICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course code: EEA 1021 E06</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the nature of Mathematics as a discipline.
- Develop Mathematical skills.
- Appreciate the contribution of great Indian Mathematicians.
- Understand the general and specific objectives of teaching Mathematics.
- Formulate specific objectives in terms of behavioral outcomes.
- Analyze the content and sequence them logically.
- Select and organize learning experiences according to the content and level of students.
- Design lesson plan and unit plan.
- Design appropriate teaching - learning strategy/approach/method.
- Understand the process of evaluation.
- Construct different types of test items for evaluation in Mathematics.

### **COURSE CONTENT**

#### **UNIT I: Nature and Scope of Mathematics**

**10 Hours**

- The discipline of Mathematics –
- Concept
- Nature
- Structure
- Values of Mathematics: Cultural value, Disciplinary value and Utilitarian value
- Development of Mathematical Skills
- Contribution of Indian Mathematicians

#### **UNIT II: Aims and Objectives of Teaching Mathematics**

**6 Hours**

- Meaning and difference - Goals, Aims and Objectives
- Objectives of teaching Mathematics - General and Specific
- Framing General Objectives at different levels [ Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation]
- Framing Specific Objectives at different levels [Knowledge, Understanding, Application, Skills]

#### **UNIT III: Planning of Instruction in Teaching of Mathematics**

**11 Hours**

- Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalizations etc.]
- Content Analysis and logical sequencing
- Designing of learning experiences in Mathematics

- Lesson planning with its specific steps
- Unit plan with its specific steps

**UNIT IV: Various Methods/Approaches for Teaching of Mathematics** **10 Hours**

- Inductive-deductive
  - Analysis Synthesis
  - Problem solving
  - Constructivist Approach
- {With specific illustrations for their use in teaching of Mathematics}

**UNIT V: Evaluation in Mathematics** **8 Hours**

- Various types of questions useful for evaluation
- Preparation of Blueprint
- Achievement test
- Diagnosis and Remediation in Mathematics
- Diagnostic test
- Prognostic evaluation

**MODE OF TRANSACTION:**

- Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation

**PRACTICAL WORK:** **(Credit-1: 30 Hours)**

1. The following practical work can be given to the student teachers:
2. Write an essay on the nature of Mathematics
3. Prepare a project on “Contribution of Indian Mathematicians”.
4. Preparation of Blueprint.
5. Preparation of Achievement and diagnostic tests in Mathematics.
6. Development of a Question bank based on various types of test- items.
7. Preparation of a Lesson Plan and a Unit Plan.
8. Visit to Mathematics Laboratory.
9. Practical Demonstration of various Mathematics Models / Teaching Aids.
10. Development of Mathematics laboratory.
11. Prepare Mathematical activities in the context of socio-cultural aspects.
12. Organizing Mathematics Club activities.

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<b>YEAR</b>	<b>1</b>	<b>17. TEACHING OF SCIENCE</b>	<b>Credit</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code EEA 1022 E07</b>	<b>Hours</b>

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Develop an understanding of nature and structure of science as a discipline.
- Understand the importance of teaching science in school.
- Understand the history and philosophy of Science
- Understand the status of Science education in India and relate it to the local context
- Understand the aims and broad objectives of teaching science at secondary school level and relate them at National and International levels.
- Develop awareness of the alternatives in organizing the system of science instruction
- Analyze and apply the suitable method for science teaching at secondary level.
- Prepare and use different teaching-learning aids while planning and implementing the instruction.

### **COURSE CONTENT**

#### **UNIT I: Nature of Science**

**13 Hours**

- Nature of Science:
- Meaning and nature of science:
- Process and products of science,
- Science Process Skills: Basic and Integrated process skills,
- Relationship of science with other subjects,
- Importance of Science in society,
- Value development: intellectual, utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

#### **UNIT II: Science Education in India**

**6 Hours**

- Science Education in India: Historical development of science Education in India.
- Recommendations of various commissions and committees on science teaching.
- Position paper on “Teaching of science” by NCERT (2006).
- Status of science education in India.

#### **UNIT III: Objectives of Teaching Science**

**5 Hours**

- Objectives of Teaching Science:
- Objectives of science teaching at Secondary school level.
- Formation of General and specific objectives based on Bloom’s taxonomy.
- Mastery and Developmental levels of objectives.

#### **UNIT IV: Methods and Approaches of Teaching Science**

**15 Hours**

- Methods and Approaches of Teaching Science:
- Teacher-centered methods,

- Student-centered/group-centered methods,
- Innovative Methods: i. Role Play ii. Play way,
- Approaches of science teaching:
  - Integrated, Ecological, Inductive, Deductive, Problem Solving, Constructivist
- Criteria for selecting a method of teaching,

#### **UNIT V: Planning of Instruction**

**6 Hours**

- Lesson Planning and Unit Planning,
- Teaching learning aids and Interactive Aids in planning the Instructions:
- Importance of teaching-learning aids in science teaching,
- Preparation of Various types of teaching-learning aids and Interactive Aids,
- Use of teaching-learning aids in science instruction.

#### **MODE OF TRANSACTION:**

- Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Preparation of different types of lesson plans by following different methods of teaching,
2. Scriptwriting for Radio/TV/Video on science topics,
3. Demonstration of Science Experiments,
4. Practical Session of use of science kit,
5. Preparation of Working models on various Science Concept.

#### **REFERENCES:**

- Amin, J. A. (2011) *Training Science Teachers through Activities; Towards Constructivism*. Lap Lambert Publishing House.
- Harlen, W., & Elstgeest, J. (1992) *UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. UNESCO.
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<b>YEAR</b>	<b>I</b>	<b>18. TEACHING OF PHYSICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>COURSE CODE EEA 1023 E08</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to:**

- Understand the aims and broad objectives of teaching science in general and physics in particular at the Higher Secondary School level and relate them to the aims and broad objectives of Education in general at National and International levels.
- Understand the history and philosophy of Science in general and Physics in particular to understand the nature and structure of the discipline.
- Understand the nature and structure of Higher Secondary School curriculum for Science (and other subjects) in general and Physics in particular with special reference to the State, National, and a few International Physics Curricula.
- Begin practice-teaching (Internship) exercise in Physics at Higher Secondary School stage by coordinating the curriculum of Principles and Techniques of Teaching with special reference to teaching Physics.

### **COURSE CONTENT**

#### **UNIT I: Nature and Structure of the Discipline**

**12 Hours**

- History and Philosophy of Science in general and Physics in particular in India
- Product and process aspects of Science/Physics
- Processes of scientific enquiry/ scientific method, scientific attitude
- Basic and Integrated Science process skills
- Explanation of certain Physical terms viz. constants, variables, prediction, assumption, hypothesis, theory, principles, laws and universal laws in Physics
- Relation between Physics and other branches of Science, Social Sciences, Arts/Humanities. Sci/Phys.

#### **UNIT II: Science/Physics at Higher Secondary School Stage**

**12 Hours**

- Significance of Higher Secondary School Stage
- Psychological peculiarities of teaching-learning process at Higher Secondary School Stage
- Aims and broad objectives of teaching Science in general and Physics in particular at Higher Secondary School Stage and their relation to the aims and broad objectives of Education in general at National and \*International levels.
- Justification for the inclusion of Science/Physics in the higher Secondary School curriculum

#### **UNIT III: Physics Curriculum**

**6 Hours**

- Recommendations of various Committees and Commissions at State/National levels
- Characteristics of an ideal higher secondary school Physics Textbook, Teachers

handbook, workbooks and sourcebooks

- Recent trends in Physics/Science curriculum Development
- Role of Physics teacher in curriculum development
- Trends in Physics Education/Science Education at the International level
- Creativity in Science/Physics - NTS Examination

#### **UNIT IV: Methods of teaching Physics/Science**

**7 Hours**

- Teaching skills in Physics teaching.
- Writing of general and specific behavioral objectives in Physics.
- Identifying and organizing teaching points (major and minor concepts) and learning experiences/activities for chapter/s/unit/s (content analysis) by referring several resource materials including prescribed textbooks.
- Various methods of teaching & learning Physics:
  - Lecture Method
  - Historical Method
  - Lecture-cum-demonstration Method
  - Heuristic Method
  - Laboratory Method
  - Discussion Method
  - Project Method
  - Assignment Method

#### **UNIT V: Approaches and Models of Teaching Physics**

**8 Hours**

- Inductive and deductive approaches
- Individualized Instruction: PLM
- Preparation of Unit Plan and Lesson Plan (for Theory as well as Practical Classes at Higher Secondary School Level).
- Models of teaching Science/Physics Inquiry Training Model and Concept Attainment Model
- Discovery and inquiry in Physics Teaching-Learning Process.
- Investigatory Vs Confirmatory approach of teaching Physics
- Constructivist approach 5 E and 7 E model

#### **MODE OF TRANSACTION:**

- Team Teaching, Lecture, Discussion, Demonstration, Fieldtrip and Power Point Presentation by students

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Analysis of Physics Textbook

2. Preparation of Instructional materials -PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
3. Survey the Status of Higher Secondary School Physics Education at a Taluka/District Level.
4. Action Research - Case Studies in Physics Education.
5. Collection of Newspaper cuttings/clippings and journal Articles related to Physics/Physics Education.
6. Program Development for 'Night Sky Watching' for Higher Secondary School Students

#### REFERENCES:

- Carin, A. A., & Sund, R. B. (1970) *Teaching Science Through Discovery* (2nd ed.). Ohio: E. Merrill Publishing Co.
- Edger, M., & Rao, B. (1996) *Science Curriculum*. Discovery Publishing House.
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<b>YEAR</b>	<b>I</b>	<b>19. TEACHING OF CHEMISTRY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course Code: EEA 1024 E09</b>				

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the objectives of teaching chemistry at higher secondary level.
- Develop lesson plans and unit plans in chemistry.
- Learn various methods and approaches of teaching Chemistry.
- Develop teaching aids and activities using various technologies.
- Students learn the use of different models of teaching.
- Create Inclusive Chemistry Laboratory facilities.

### **COURSE CONTENT**

#### **UNIT I: Objectives of Teaching Chemistry 10 Hours**

- Objectives of teaching chemistry in schools
- Specification of objectives –general and specific
- IUPAC Nomenclature
- Science and Technology policy in relation to school education

#### **UNIT II: Planning for Teaching Chemistry 8 Hours**

- Preparation of annual plan, unit plan, lesson plan, models of lesson planning
- Factors affecting lesson plan (class size, laboratory facilities, time, resources)
- Lesson planning: activity-based lessons, laboratory based lessons, 5 E lesson plan, STS Lesson Plan

#### **UNIT III: Methods and Approaches in Teaching of Chemistry 10 Hours**

- Content-cum-methodology
- Methods of Teaching Chemistry
  - Lecture method
  - Lecture cum Demonstration
  - Laboratory
  - Project method
  - Heuristic method
  - Assignment method
  - Activity method
  - Problem solving in small group
- Approaches of Teaching Chemistry
  - Inductive approach
  - Deductive approach
  - Integrated approach
  - Ecological approach

- Mastery learning approach
- Science-Technology-Society (STS) approach
- Systems Approach

**UNIT IV: Educational Technology Aids in Teaching of Chemistry** **12 Hours**

- Objectives, Principles, Classification, and use of teaching aids.
- Use of Virtual medium, and Satellite communication
- Development of PowerPoint presentation for teaching, websites in chemistry and its use.

**UNIT V: Models of Teaching** **5 Hours**

- Concept Attainment Model
- Inquiry Training Model

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop, and visits.

**PRACTICUM:** **(Credit-1: 30 Hours)**

1. Planning innovative lesson plans in chemistry
2. Conducting chemistry laboratory practical
3. Planning a lesson in chemistry based on models of teaching
4. Developing and implementing teaching aids in chemistry
5. Developing projects in chemistry
6. Developing activities, assignments, and experiments in chemistry

**REFERENCES:**

- Gupta, V. K. (1995) *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Inc.
- Joyce, B., West, M. & Colhoun, E. (2011) *Models of Teaching*, 8<sup>th</sup> ed. New Delhi: PHI Learning Pvt. Ltd.
- Kalra, R. M. (1976) *Innovations in Science Teaching*. Bombay: Oxford Publishing.
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- Newbold, B. T., & Holbrook, J. (1992) *New Trends in Chemistry Teaching. Text Books of Chemistry*. UNESCO, New Delhi, Sterling Publishers Inc., (First Indian reprint, 1993).
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- Waddington, D. J. (1987) *Teaching School Chemistry*. Sterling Publishers Inc.
- Yadav, M. S. (1993) *Teaching of Chemistry*, Anmol Publications.

<b>YEAR</b>	<b>I</b>	<b>20. TEACHING OF BIOLOGY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1025 E10</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the basic concepts of Biology and their applicability.
- Understand the correlation of Biology with the other School Subjects.
- Understand the objectives of Teaching Biology.
- Develop Lesson Plans & Unit Plans
- Develop Digital Lessons
- Use Various Methods and Techniques of Teaching of Biology.
- Develop Scientific Attitude.
- Develop Experimentation Skills.
- Employ Various Models of Teaching.
- Develop Teaching Aids.

### **COURSE CONTENT**

#### **UNIT I: Biology & its Correlation**

**8 Hours**

- Nature & Scope of Biology as a discipline
- Importance of Biology in daily life: Intellectual, cultural, moral & vocational
- Biology: Process & Product
- Correlation of Biology with other School Subjects: Science, Maths, Technology, Social Sciences, Languages, Fine Arts, and other emerging disciplines.

#### **UNIT II: Planning for Biology Teaching**

**9 Hours**

- Content Analysis
- Taxonomy of Objectives of Biology Teaching
- Objectives of Biology Teaching: General & Specific
- Writing Objectives in Behavioral Terms
- Lesson Plan & Unit Plan: Designing & Implementation
- Digital Lesson Plan: Designing and Implementation

#### **UNIT III: Modes of Transaction**

**12 Hours**

- Techniques, Skills & Competencies
- Approaches: Inductive, Deductive, Integrated, Ecological, Teleological, Problem Solving, Systems Approach, Exploratory Approach
- Methods: Lecture, Lecture-cum-demonstration, Project, Laboratory, Assignment, 5E & 7E Constructivist method & Innovative Methods (Concept mapping, Activity based, collaborative Learning methods)

**UNIT IV: Teaching Aids****8 Hours**

- Importance of Teaching Aids
- Types of Teaching Aids
- Selection & Construction of Teaching Aids
- Use of Teaching Aids
- Use of ICT in Biology (OER, web 2.0, google classroom, MOODLE, MOOC, Social media)

**UNIT V: Models of Teaching****8 Hours**

- Social interaction teaching model
- Information process teaching model: Objectives, Syntax, Social System, Support System, Main & Nurturant Effects, Designing & Implementation of
- Inquiry Training Model by Richard Suchmann
- Concept Attainment Model by J.M. Bruner
- Biological science inquiry model

**MODE OF TRANSACTION:**

- Lecture, Group Discussion, Seminar, Project Work, Team Teaching, Peer Teaching

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Lesson Planning
2. Unit Planning
3. Exploring Correlation of Biology with other Subjects
4. Content Analysis
5. Writing Objectives in Behavioural Terms
6. Applying various Techniques, Skills, and Competencies in Biology Teaching
7. Applying various Methods & Models of Teaching
8. Technology Integrated Biology Teaching
9. Digital Lesson Designing
10. Preparation of Teaching Aids

**REFERENCES:**

- Biology Teacher's Handbook, *BSCS/Biological Sciences Curriculum Study*, 1971.
- Dave, R. H., & Mehta, C. H. *Vignan Nu Abhinav Adhyapan*. A. R. Sheth & Co.
- Gupta, S.K (1983) *Technology of Science Education*. Vikas Publishing House.
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- Marsha, W., & Joyce, B. (1985) *Models of Teaching*. Prentice Hall of India Private Ltd.
- Mathur, R.C. (1992) *A Source Book of Science Projects*. Arya Book Depot.

NCERT *Textbook in Biology for Higher Secondary Schools*. NCERT.  
Sharma, R.C. (1982) *Modern Science Today*. Dhanpat Rai and Sons.  
Tomar, A. (2005) *Teaching of Biology*. Kalpaz Publication.  
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Vaidya, N. (1971) *The Impact Science Teaching*. IBH Publishing Company.  
Yadav, K. (1999) *Teaching of Life Sciences*. Anmol Publications Pvt. Ltd.

<b>YEAR</b>	<b>I</b>	<b>21. TEACHING OF HINDI</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code: EEA 1026 E11</b>	<b>HOURS</b>

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Realize the importance of Hindi as National Language.
- Acquaint with the teaching of Hindi in non-Hindi speaking areas.
- Understand the different types of Planning and the Importance of Content Analysis.
- Familiarize with the methods of teaching Hindi.
- Develop skills to teach Hindi prose and poetry at secondary stage.

### **COURSE CONTENT**

#### **UNIT I: Importance of Hindi as National Language 8 Hours**

- Reasons for selecting Hindi as National language
- Efforts needed to spread Hindi in entire nation.
- Objectives of Teaching Hindi.
- Main Principles of Teaching Hindi
- Teaching of Hindi in non-Hindi speaking states.
- Issues related to teaching of Hindi in schools

#### **UNIT II: Planning for Teaching Hindi 9 Hours**

- Meaning of Planning
- Need and importance of Planning
- Content Analysis
- Writing of Instructional Objectives
- Types of Planning
- Annual planning
- Unit planning
- Lesson planning
- Main considerations while planning

#### **UNIT III: Methods of Teaching Language 9 Hours**

- Indirect Method
- Direct Method
- West's Method or New Method
- Structure Method
- Communicative Approach

#### **UNIT IV: Prose Teaching 10 Hours**

- Objectives of Teaching Prose
- Steps of teaching prose
- Story teaching

- Dramatics

**UNIT V: Teaching of Poetry****9 Hours**

- Objectives of Teaching Poetry
- Steps of Teaching Poetry
- Methods of teaching poetry

**MODE OF TRANSACTION:**

- Lecture Method, Discussion, Seminar, Group Activities, Language Laboratory visit

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Annual Planning
2. Workshop on Content Analysis and Writing Instructional Objectives
3. Conducting co-curricular activities like, antyakshari, Drama and kavi sammelan

**REFERENCES:**

- Mukerjee, S.N. (1965) *Rashtra Bhasha ki Shiksha*. Acharya Book Depot.  
Sharma, B.N. (1968) *Hindi Shikshan*. Harihar Press.  
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<b>YEAR</b>	<b>I</b>	<b>21. हिन्दी शिक्षा</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code: EEA 1026 E11</b>	<b>HOURS</b>

## उद्देश्य

### विधार्थी.....

- राष्ट्रभाषा के रूप में हिंदी के महत्व को समझ सकेंगे
- अहिंदी भाषी क्षेत्रों में हिंदी के शिक्षण से परिचित हो सकेंगे
- विभिन्न प्रकार की योजना और विषयवस्तु विश्लेषण के महत्व को समझ सकेंगे
- हिन्दी भाषा के पढ़ाने की पद्धतियों से परिचित हो सकेंगे
- माध्यमिक स्तर पर गद्य और पद्य पढ़ाने के कौशल को विकसित कर सकेंगे।

### पाठ्यक्रम सामग्री

#### इकाई I: राष्ट्रभाषा के रूप में हिंदी का महत्व

8 घंटे

1. हिंदी को राष्ट्रभाषा के रूप में चुनने के कारण
2. हिन्दी के प्रचार-प्रसार के लिए पूरे देश में प्रयास करने की आवश्यकता
3. हिन्दी शिक्षा के उद्देश्य
4. हिंदी शिक्षा के मुख्य सिद्धांत
5. अहिन्दी भाषी राज्यों में हिन्दी की शिक्षा
6. विधालयों में हिन्दी पढ़ाने के संबंधित मुद्दे/प्रश्न

#### इकाई II: हिंदी शिक्षा की योजना

9 घंटे

1. योजना का अर्थ
2. योजना की आवश्यकता और महत्व
3. विषयवस्तु विश्लेषण
4. शैक्षिक उद्देश्यों का लेखन
5. योजना के प्रकार
  - (ए) वार्षिक योजना
  - (बी) इकाई योजना
  - (सी) पाठ योजना
५. योजना बनाते समय ध्यान रखने योग्य बातें / विचार

#### इकाई III: हिन्दी शिक्षा की पद्धतियाँ / विधियाँ

9 घंटे

1. अप्रत्यक्ष विधि
2. प्रत्यक्ष विधि
3. वेस्ट विधि या नई पद्धति
4. संरचना विधि
5. Sampreshan padhati (Communicative Approach)

#### इकाई IV: गद्य शिक्षा

10 घंटे

1. गद्य शिक्षा के उद्देश्य
2. गद्य शिक्षा के सोपान
3. कहानी शिक्षा

#### 4. नाटय शिक्षा

#### इकाई V: काव्य शिक्षा

9 घंटे

1. काव्य शिक्षा के उद्देश्य
2. काव्य शिक्षा के सोपान
3. कविता सिखाने के तरीके

#### MODE OF TRANSACTION:

- व्याख्यान विधि, चर्चा, संगोष्ठी, समूह गतिविधियां, भाषा प्रयोगशाला की मुलाकात

#### प्रायोगिक कार्य :

1. वार्षिक योजना
2. विषयवस्तु विश्लेषण और अध्यापन उद्देश्यों की रचना पर कार्यशाला
3. अंत्याक्षरी, नाटक और कवि सम्मेलन जैसी सह-अभ्यासिक प्रवृत्तियों का संचालन करना

#### संदर्भ :

- मुखर्जी, एस.एन. (1965)। राष्ट्रभाषा की शिक्षा। बड़ौदा: आचार्य बुक डिपो.  
शर्मा, बी.एन. (1968)। हिंदी शिक्षण। आगरा: हरिहर प्रेस  
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रस्तोगी एवं अन्य., (1998)। मातृभाषा हिंदी शिक्षण। नई दिल्ली: एनसीईआरटी  
वी.टी. भम्बरी एवं अन्य., (2005) हिंदी का आदर्श अध्ययन। अहमदाबाद: वारिषेण प्रकाशन

<b>YEAR</b>	<b>I</b>	<b>22. TEACHING OF SOCIAL STUDIES</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course code: EEA 1027 E12</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the nature and structure of Social Studies.
- Understand the objectives of teaching social studies at Secondary schools.
- Know the importance of teaching social studies at the secondary school level.
- Know the methods, and approaches for organizing Social Studies curriculum.
- Develop skills to organize social studies curriculum.
- Understand the need for different types of planning needed in the social studies instruction.
- Understand the role of teachers in doing different activities related to social studies instruction.

**COURSE CONTENT**

**UNIT I: Social Studies as an Area of Study 10 Hours**

- Meaning, Nature and Importance of Social Studies
- Interdisciplinary/Integrated life perspectives
- Study of human life in time and space dimension.
  - Objectives of Teaching Social Studies in secondary school.
- Long range developmental and higher cognitive objectives
- Short range cognitive objectives
- Affective objectives and Skills.
  - Content Organization in Social Studies
- Content Structure - different views
- Identifying and defining concepts, facts, principles, and generalizations in Social Studies instruction.

**UNIT II: Curricular Organization in Social Studies Instruction 10 Hours**

- Content analysis and sequencing in terms of
- Delineating the content to be taught
- Arranging them into meaningful Gestalts
- Writing Objectives in Social Studies Content
- General Objectives
- Specific Objectives

**UNIT III: Approaches, Methods and Skills in Social Studies Instruction 10 Hours**

- Approaches for curricula organization
- Inductive

- Deductive
- Problem solving/project
- Methods for social studies instruction
- Teacher Centered methods.
- Learner Centered methods.
- Special skills necessary for Social Studies instruction in terms of questioning, narrating and explaining.

**UNIT IV: Planning for Social Studies Instruction**

**10 Hours**

- Lesson Planning
- Meaning, significance and components
- Planning single lesson
- Unit Planning
- Annual Planning.
- Cognitive Lesson Planning.
- Constructivist Lesson Planning
- Innovative Lesson Planning
- Any Other types of Planning

**UNIT V: Activities in SS Instruction and Teachers' Role**

**5 Hours**

- Fieldtrips, Organizing exhibitions in school, Display and Bulletin Boards
- Social Studies Laboratory, Social Studies Club
- Academic and Professional Competencies of SS teachers, In-service training

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum discussion, workshop and visits.

**PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Students will develop long range and short range objectives related to Social Studies teaching learning.
2. Students will analyze the content organization in the social studies curriculum.
3. Students will identify concepts, facts, principles and generalizations in Social Studies text books.
4. Students will do the content analysis and write the general and specific objectives for different contents.
5. Students will prepare lesson plans using different approaches and methods of teaching.
6. Students will prepare different plans like unit plan, annual plan, innovative lesson plan etc.
7. Students will prepare plans for Social Studies laboratory, field trips and other activities.

**REFERENCES:**

- Agrawal, J. C. (1995) *Teaching of Social Studies*. Vikas Publishing House.
- George, A. M., and Madan, A. (1990) *Teaching Social Science in School. NCERT's new textbook initiative*. NSage Publications India Pvt. Ltd.
- Haroon, S. (Edt.) (2012) *Teaching Social Science*. Pearson.
- Joshi, D. (Edt.) (2012) *Methodology of Teaching Social Sciences*. Pearson.
- Konli, A. S. (1996) *Teaching of Social Studies*. Anmol Publications Pvt. Ltd.
- Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. Discovery Publishing House.
- Mathias, P. (1973) *The Teacher's Handbooks for Social Studies*. Blandford Press.
- Mehlinger. H. D. (ed.) (1981) *Handbook for the Teaching of Social Studies*. Gareem Helm, UNESCO.

<b>YEAR</b>	<b>1</b>	<b>23. TEACHING OF ECONOMICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>II</b>		<b>Course Code: EEA 1028 E13</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Acquaint with the nature of Economics as a discipline and the objectives of teaching Economics at higher secondary stage.
- Develop understanding about the correlation of Economics with other subjects.
- Develop understanding about different types of planning and importance of content analysis.
- Develop understanding of the alternative methods and approaches for teaching Economics at higher secondary stage.

### **COURSE CONTENT**

#### **UNIT I: Nature, Scope, Aims and Objectives of Teaching Economics**

##### **at Higher Secondary level**

**9 Hours**

- Nature and scope of Economics subject
- Importance of Economics as a discipline at secondary and Higher secondary level
- Objectives of Teaching Economics.

#### **UNIT II: Correlation of Economics with other subjects**

**8 Hours**

- Meaning of Co-relation
- Importance of Co-relation
- Types of Co-relation
- Co-relation of Economics with other subjects

#### **UNIT III: Planning of Teaching and Content Analysis**

**8 Hours**

- Planning of teaching: need and importance
- Types of Planning: Day plan, Lesson Plan, Unit Plan, Annual Plan
- Content Analysis
- Need and importance of Content Analysis
- Preparation of Content Analysis

#### **UNIT IV: Methods/Techniques and approaches of Teaching Economics - I**

**10 Hours**

- Lecture Method
- Seminar Method
- Discussion Method
- Assignment Method
- Project Method

**UNIT V: Methods/Techniques and approaches of Teaching Economics – II    10 Hours**

- Problem Solving Method
- Team Teaching Method
- Use of Sample Surveys in Economics
- Inductive and Deductive Approach

**MODE OF TRANSACTION:**

- Lecture, Problem Solving, Discussion

**PRACTICAL WORK**

**(Credit-1: 30 Hours)**

1. Group work on the preparation of lesson plans in Economics
2. Group work on content Analysis
3. Preparation for different types of Assignment in Economics
4. Conducting Seminars in Economics Class.
5. Preparing a list of different projects which can be given to students.
6. Conducting some small surveys in schools
7. Implementation of Team teaching and different teaching methods in schools

**REFERENCES:**

- Binning, A.C. & Binning, A.H. *Teaching Social Studies in Secondary Schools*. McGraw Hill & Co.
- Chakravarty., & Sukhamong. (1987) *Teaching of Economics in India*. Himalaya Publisher.
- Das, R.C. (1984) *Curriculum and Evaluation*. NCERT.
- Dhand. (1990) *Techniques of Teaching*. Ashish Publishing House.
- Kanwar, B.S. (1970) *Teaching of Economics*. Prakash Brothers Educational Publishers.
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- Rudramambe, B. (2004) *Methods of Teaching Economics*. Discovery Publishers.
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- NCERT. (1975) *The Curriculum for the Ten-Year School - A Framework*. NCERT.
- Yadav, A. *Teaching of Economics*. Anmol Publications Pvt. Ltd.

<b>YEAR</b>	<b>I</b>	<b>24. TEACHING OF SANSKRIT</b>	<b>CREDIT</b>	<b>3</b>
<b>Semester</b>	<b>II</b>		<b>Course code: EEA 1029 E14</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the importance of Sanskrit in Indian Society and the contribution of Sanskrit to various sciences.
- Appreciate the socio-cultural values through the study of Sanskrit which will be helpful in the process of value-inculcation among pupils.
- Understand and apply various techniques of teaching Sanskrit in secondary schools.
- Realize the importance of Sanskrit as a Nation building language.
- Qualities of a good Sanskrit teacher.
- Understand the Aims and Objectives of Teaching Sanskrit and state them in the form of specific behavioral changes.
- Prepare objective base lesson plans and implement them.
- Understand the different methods of Teaching Sanskrit and use them in their School Internship.
- Understand the importance of Language Laboratory.
- Understand the importance of Evaluation, Prepare and use different tools of evaluation in language learning.
- Imbibe the special qualities of Sanskrit Teacher.
- Be familiar with the new methods and techniques of teaching and evaluation.

### **COURSE CONTENT**

#### **UNIT I: Place of Sanskrit**

**10 Hours**

- Importance of Sanskrit language from the point of its utility, aesthetics, literary & Linguistic views.
- Sanskrit as a language of National Integration.
- Contribution of Sanskrit language to the various fields of learning.
- Qualities of a good Sanskrit teacher.
- Causes of the downfall of Sanskrit language and ways of spreading and popularizing Sanskrit language.

#### **UNIT II: History of Sanskrit Literature**

**10 Hours**

- A Biographic sketch of Sanskrit Poets & Dramatists (selected ones) with reference to History of Sanskrit Classical literature in brief.
- Value Education through Sanskrit.
- Devnagari Lipi and its characteristics.

#### **UNIT III: Aims and Objectives of Teaching Sanskrit**

**10 Hours**

- Aims and importance of teaching Sanskrit

- Objectives of teaching different forms of literature, such as prose, poetry, Subhashitas, dramas & Vedic Literary pieces and Upanishads.
- Content Analysis and Writing instructional Objectives in Sanskrit.
- Planning in Sanskrit – Annual Plan, Unit Plan and Lesson Plan.

#### **UNIT IV: Methods of Teaching Sanskrit - I**

**10 Hours**

- Traditional Methods - Ancient Education System as referred to in Vedic and post Vedic period. (Pandit- Pathshala Method)
- Adult's Method i.e. Dr. Bhandarkar Method.
- Translation Method
- Direct Method.

#### **UNIT V: Methods of Teaching Sanskrit - II**

**5 Hours**

- Group discussion Method.
- Memorization in Sanskrit.
- Innovative Methods / Approaches of teaching Sanskrit

#### **MODE OF TRANSACTION:**

- Lecture Method, Discussion, Seminar, Group Activities, Language Laboratory visit

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Annual Planning
2. Preparation of Blue Print
3. Conducting co-curricular activities like antakshari, debate, story writing, Kavi sammelan, Competition of verse singing, etc.
4. Identifying mistakes related to language learning and providing remedies.
5. Assignment and Project

#### **REFERENCES:**

- Apte, D.G., & Dongre, P.K. *Teaching of Sanskrit in Secondary Schools*.
- Bokil, V.P., *A New approach to Sanskrit*. Publishers
- Deota, N.P. (2012) *Linguistic Analysis Of Sanskrit Selections—XIth Std of Gujarat State*. Lap Lambert Academic Publishing.
- Deota, N.P. (2012) *An Insight Into Educational Philosophy*. In *An Indian Perspective*, Lap Lambert Academic Publishing.
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# SECOND-YEAR SEMESTER III

<b>YEAR</b>	<b>II</b>	<b>25. GENDER, SCHOOL AND SOCIETY</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>III</b>	<b>Course Code: EEA 1301 C01</b>	<b>HOURS</b>	<b>30+30</b>

## OBJECTIVES:

**Student Teachers will be able to;**

- Develop gender sensitivity among the student teachers.
- Develop clarity among the concepts of Gender and sexuality.
- Make students understand about the gender issues faced in school.
- Make students aware of the role of education in relation to gender issues.
- Understand the gender issues faced in society and their educational implications.
- Make them aware of constitutional provisions of human rights and women's rights.

## COURSE CONTENT

### **UNIT I: Introduction to Gender, Gender Roles and Development 7 Hours**

- Definition of Gender
- Difference between Gender and Sex
- The Concept of Gender, sexuality and Development.
- Gender Dynamics and Development, Social Construction of Gender.
- Gender Roles, Types and Relationship Matrix.
- Gender-based Division and Valuation of Work, Exploring Attitudes towards Gender

### **UNIT II: Gender and School 7 Hours**

- Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl's education, the value accorded to women's education
- Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home, and beyond.
- Adult education and non-formal education for women's development
- Importance of vocational training and income generation for women
- Representation of gendered roles, relationships and ideas in textbooks and curricula
- How schools nurture or challenge creation of young people as masculine and feminine selves
- Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity

### **UNIT III: Gender and Education 4 Hours**

- Gender issues integrated in course.
- Teaching Strategies to develop gender sensitivity.
- Critical evaluation of textbook with respect to gender

#### **UNIT IV: Gender and Society**

**6 Hours**

- History and current scenario of Indian Women
- Concept of Patriarchy and Matriarchy and issues related to Indian Women
- Gender roles in society through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state
- Stereotypes in society
- Issues related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at the workplace, honor killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization, combating the societal outlook of objectification of the female body.

#### **UNIT V: Gender and Law**

**6 Hours**

- Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- Women's reservation bill – history and current status
- The Indian constitution and provisions according to women
- Human rights and women's rights
- [Legal aspects related to women, Declining sex ratio, PNDT (Pre-Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at workplace, indecent representation of women (prohibition act), Cybercrime]

#### **MODE OF TRANSACTION**

- Lecture, Discussion, Case Study, Field Visits, Problem-solving, Film Show

#### **PRACTICUM**

**(Credit-1: 30 Hours)**

1. Visit schools and study the sexual abuse and sexual harassment cases.
2. Textbook analysis for identifying gender issues, gender biases reflected in it.
3. To undertake study of sex ratio and analysis of it state wise.
4. Develop an awareness program for female infanticide and foeticide, child marriages, dowry, sexual abuse, workplace harassment in terms of drama, street play, poster, documentary, Power Point Presentations
5. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
6. Debate on women reservation bill.
7. Group Activities on Domestic violence and other personal issues and its remedies.
8. Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

#### **REFERENCES:**

Agrawal, N. (2002) *Women and law in India*. New Century Pub.

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- Goonesekere, S. (Ed) (2004) *Violence, law and women's rights in South Asia*. Sage
- Jaising, I (Ed.). (2005) *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. Women Unlimited, 2005. 81 88965 07 3 - (305.4 J20M E07819)
- Kapur, R. (1992) *From theory to practice: Reflections on legal literacy work with women in India*. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal Literacy: A tool for women's empowerment* (pp. 93-115). UNIFEM.
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<b>YEAR</b>	<b>II</b>	<b>26. KNOWLEDGE AND CURRICULUM - II</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>30+30</b>
		<b>Course Code: EEA 1302 C02</b>		

## **OBJECTIVES:**

**Student Teachers will be able to;**

- Understand various concepts, maxims, modes, media of Education and models of teaching.
- Acquaint with the changing paradigms of education.
- Understand models and process of curriculum development.
- Understand the strategies of curriculum implementation.
- Understand the ways of curriculum evaluation.
- Examine issues in curriculum development.

## **COURSE CONTENT**

### **UNIT I: Transacting Knowledge 7 Hours**

- Meaning of Approach, Method, Model, Skills and Technique
- Modes and Media; Print, audio-visual, electronic media, human interaction, realia
- Models of teaching
  - Inquiry training model
  - Concept attainment model
  - Advance organizer model

### **UNIT II: Curriculum Perspectives 6 Hours**

- Changing paradigms in education; cognitivism, behaviorism, constructivism connective
- Activity-based curriculum: Gijubhai Badheka
- Discovery and Dialogue Approach about Gandhiji and Tagore's philosophy

### **UNIT III: Curriculum Development; Models and Processes 6 Hours**

- Models of curriculum development
- Process of curriculum development
  - Curriculum planning
  - Curriculum designing
  - Curriculum implementation

### **UNIT IV: Curriculum Evaluation 6 Hours**

- Purpose of curriculum evaluation
- Formative and Summative Evaluation
- Criteria for evaluating the curriculum
- Curriculum evaluation model

**UNIT V: Curriculum development: Issues and Challenges****5 Hours**

- Value Conflicts
- Curriculum Overload
- Influence of stakeholders

**MODE OF TRANSACTION:**

- Group discussion, Lecture-cum –discussion, pair and share, group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Designing an activity-based curriculum
2. Visit to different schools to identify curriculum issues.
3. Evaluation and preparation of a report of existing GSHSEB, IB, and CBSC curriculum at different levels

**REFERENCES:**

- Aggrawal, J. C., & Gupta, S. (2005) *Curriculum Development*. Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966) *Curriculum Planning for Modern Schools*. Holt, Rinehart and Winston Inc.
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- Yadav, Y.P. (2006). *Fundamentals of Curriculum Design*. Shri Sai Printographers.

<b>YEAR</b>	<b>II</b>	<b>27. INCLUSIVE EDUCATION</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>III</b>		<b>COURSE CODE: EEA 1303 C03</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Get sensitized to and be able to appreciate the special needs of Individuals with disability
- Be familiar with the concept of Special Education with special reference to Indian Context
- Understand the nature and needs of different categories of disabled children.
- Understand the National Policy, program and acts concerning the disabled and analyze it critically.
- Understand the concept of mainstreaming, Special Education, and Inclusion.
- Examine the status of inclusive Education in India critically.
- Analyze the role of parents, teachers (Special Schools and Regular / General Schools), community, Peers, Principals, etc.
- Comprehend and apply the special techniques of teaching the disabled and evaluating.
- Critically think on issues of Special Education and Inclusive Education.

### **COURSE CONTENT**

#### **UNIT I: Concept of Special School, Mainstreaming, and Inclusion 6 Hours**

- Special Education: Concept and History
- Different Ways of Main Streaming
- Inclusive Education: Concept and Definition
- Difference Between Integrated and Inclusive Education
- Factors Affecting Inclusion

#### **UNIT II: National policies, programs, and Acts for Inclusive Education 9 Hours**

- NPE-1986, Policies guidelines on Inclusive Education, UNESCO- 2009
- UN Convention on Rights of the Child, UNESCO-1989
- UN Convention on Rights of the Persons with Disability, UNESCO-2006, Acts- RCI Act 1992, PWD Act- 1995, National Trust Act 1999, RTE Act—2009, RPWD Act- 2016

#### **UNIT III: Nature and Needs of the Individuals Having Disabilities 10 Hours**

- Hearing impaired
- Visual impaired
- Orthopedic impaired (Physical Disability)
- Mentally impaired (Intellectual Disability)
- Learning disability.
- Autism

- Cerebral Palsy
- The disabilities added by RPWD Act-2016

**UNIT IV: Inclusion in Operation**

**15 Hours**

- Parameters of Inclusive Education
- Challenges of Inclusive Education
- Issues in Special Education and Inclusive Education
- Early detection of disability
- Parental attitude
- Community Awareness
- Special School versus integrated school, Inclusive School
- Rehabilitation of learners with disabilities
- Inclusive Education in the context of EFA
- Models of Inclusive Education
- Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, headmaster, and teacher

**UNIT V: Inclusive Schools**

**5 Hours**

- Sustainable Practice
- Characteristics of Inclusive School

**MODE OF TRANSACTION:**

- Lecture, Discussion, Case Study, Field Visits, Problem-Solving, Film Show

**PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Collection of data regarding children with special needs from Municipal records.
2. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.
3. Identifying one/two pupils with special needs in the primary schools and preparing a profile of these pupils.
4. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
5. Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.
6. Developing list of teaching activities of CWSN in the school.
7. Case study of one main streamed (Inclusive) student w.r.to
  - a. Role of a parent
  - b. Role of a teacher: Special School Teacher, General School Teacher
  - c. Role of Counsellor
8. Visits to different institutions dealing with different disabilities and their Classroom Observation.

## REFERENCES:

- Fimian, M. J., Fafard, M., & Howell, K. W. (1984) *A Teacher's guide to Human Resources in Special Education: Para Professionals, Volunteers, and Peer Tutors*. Boston: Allyn and Bacon, Inc.
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<b>YEAR</b>	<b>II</b>	<b>28. YOGA EDUCATION</b>	<b>CREDIT</b>	<b>2+1</b>
<b>Semester</b>	<b>III</b>		<b>Course Code: EEA 1304 C04</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the concept and principles of Yoga.
- Understand the ancient system of yoga.
- Develop awareness about the historical aspects of Yoga.
- Learn some meditation practices and techniques.
- Learn to maintain a healthy condition of body and mind
- Know about various innovative forms of yoga
- Learn the utility of yoga in modern life

### **COURSE CONTENT**

<b>UNIT I: Concept of Yoga</b>	<b>5 Hours</b>
<ul style="list-style-type: none"> <li>• Meaning and definition of Yoga</li> <li>• Concept of Yoga with reference Bhagwat Gita</li> <li>• Concept of Yoga with reference to Ramdev, Vivekananda and Aurobindo</li> <li>• Guidelines for Yoga</li> </ul>	
<b>UNIT II: Yogic Practices</b>	<b>8 Hours</b>
<ul style="list-style-type: none"> <li>• Ashtanga Yog</li> <li>• Meditation- meaning, definition and its types</li> <li>• 3 SRB (3 Steps Rhythmic Breathing)</li> <li>• Mudras and adi mudra</li> </ul>	
<b>UNIT III: Yoga and Health</b>	<b>7 Hours</b>
<ul style="list-style-type: none"> <li>• Need of yoga for a positive health for the modern man</li> <li>• Concept of health and disease: medical &amp; Yogic perspectives</li> <li>• Concept of Pancha Kosa for an integrated &amp; positive health.</li> </ul>	
<b>UNIT IV: Yoga Education</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• History and Development of Yoga Education</li> <li>• Yoga Education in Schools</li> <li>• Yoga Education in Teacher Education</li> <li>• Yoga Education (Formal / Non-Formal / Informal)</li> </ul>	
<b>UNIT V: Modern Trends in Yoga</b>	<b>4 Hours</b>
<ul style="list-style-type: none"> <li>• Chair Yoga</li> <li>• Musical Yoga</li> <li>• Laughter Yoga</li> <li>• Aqua Yoga</li> <li>• Vipasana</li> </ul>	

- Fusion of Yoga
- Art of living

**MODE OF TRANSACTION:**

- Lecture, discussion, workshop, practical work, exhibition, assignments, visit to institutions, extra mural lectures

**PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

1. Practice of Asanas and Pranayama
2. Alternative healing therapies
3. Visit to various institutions related to yoga practices
4. Visit to Yog- Niketan of The Maharaja Sayajirao University of Baroda
5. Visit to Yoga Ashramas and centres
6. Presentations on Meditational Processes in Patanjali yoga sutras
7. Exposure to Hathayogi practices: a List of selected Asana, Pranayama, Bandha, Mudra from Hathayogi texts for practical yoga sessions for advanced yoga practitioners
8. Exhibit the charts and models for creating knowledge of yoga

**REFERENCES:**

- Carrico, M. (1997) *Yoga Journal's Yoga Basics: The Essential Beginner's Guide to Yoga for a Lifetime of Health and Fitness*. Holt Paperbacks Publication.
- Gore, M.M. (2003) *Anatomy and Physiology of Yogic practices*. Kanchan Prakashan.
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- Das, A.K. (1998) (Ed.). *Medicine Update*. Association of Physicians of India.
- Deota, N. P. (2012) *An Insight into Educational Philosophy- An Indian Perspective*. Lambert Academic Publishing.
- Deota, N. P. (2014) *Essence of Yoga Education*. Lambert Academic Publishing.
- Vyasa, S. P. (2002) *Kriya-Yoga*. Swami Vivekananda Yoga Prakashan

# METHOD COURSES: SEMESTER - III

<b>YEAR</b>	<b>II</b>	<b>29. TEACHING OF ENGLISH</b>  <b>Course code: EEA 1301 E01</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>

## OBJECTIVES:

**Student Teachers will be able to;**

- Develop listening and reading skills in learners.
- Develop speaking and writing skills in learners.
- Acquire knowledge of preparing and using teaching aids for teaching English
- Understand the fundamentals of language testing.
- Develop evaluation skill.
- Develop and utilize ICT skills in teaching of English.

## COURSE CONTENT

### UNIT I: Teaching Receptive Skills

**10 Hours**

#### ○ Listening Skills

- Difference between hearing and listening
- Sub-skills of listening
- Phases in teaching listening
- Kinds of listening
- Listening activities
- Guidelines for effective listening

#### ○ Reading Skills

- The characteristics of reading
- The sub-skills of reading
- The process of reading
- Types of reading: skimming, scanning, intensive, extensive, silent and loud
- Methods of Teaching Reading: Phonic, Word and Story
- Different exercises to develop reading skills

### UNIT II: Teaching of Productive Skills

**10 Hours**

#### **Speaking Skills**

- Characteristics of speaking
- Sub-skills of speaking
- Features of effective oral skill lesson
- Speaking activities

#### **Writing Skills**

- Purpose and process of writing
- Sub-skills of writing
- Elements of effective writing

- Writing fundamentals: spelling, punctuation, word choice, grammar
- Factors affecting writing skills in second language
- Writing activities

**UNIT III: Construction and use of Teaching Aids**

**8 Hours**

- Importance of teaching aids
- Preparation and use of teaching aids
- Use of mass media in the teaching of English
- Use of Dictionary
- Use of Language Lab

**UNIT IV: Testing and Evaluation**

**8 Hours**

- Importance of testing and evaluation
- Fundamentals of language testing
- Formative and summative tests
- Testing Listening and Speaking skills, Reading and Writing skills

**UNIT V: ICT Skills in Teaching of English**

**9 Hours**

- Need and Importance of ICT in Teaching of English
- Different Software for teaching of English
- CALL (Computer-assisted Language Learning) in Teaching and Learning Process
- Problems in the Use of ICT in teaching of English

**MODE OF TRANSACTION:**

- Lecture, Discussion, Language games, assignments, oral presentation

**PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

1. Using different software for teaching English in its lab.
2. Designing Listening, Reading, Writing and speaking activities
3. Visit to a language laboratory
4. Preparing tests to evaluate LSRW skills

**REFERENCES:**

- Bright, J. A., & McGregor, G. P. (1970) *Teaching English as a Second Language*. ELBS Longman.
- Doff, A. (1988) *Teach English: Training Course for Teachers*. Cambridge University Press.
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- Wilkins, D. A. (1982) *Linguistics in Language Teaching*. Edward Arnold.
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- Chaudhari, M. (2012) *Methodology of Teaching English* Dorling Kindersley (India) Pvt. Ltd.

<b>YEAR</b>	<b>II</b>	<b>30. TEACHING OF GUJARATI</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>Course code: EEA 1302 E02</b>	<b>HOURS</b>

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Understanding the qualities of Teachers of mother tongue
- Application of various language skills to improve communication in Language Learning
- Comprehend the testing and evaluation of language skill
- Comprehend and analysis of syllabus of Gujarati subject in secondary schools
- Analysis of different issues in Teaching of Gujarati

### **COURSE CONTENT**

**UNIT I: Qualities of Mother tongue teacher** **5 Hours**

**UNIT II: Language Skills and their Development** **9 Hours**

- Education and Teachers for language skills and development with perspectives of Comprehension and Expression of Gujarati as Mother tongue
- Use of Co-curricular Activities in the development of language skills

**UNIT III: Testing and Evaluation of Language Skills** **12 Hours**

- Testing and evaluation of language skills
- Preparation of objective items in Gujarati
- Preparation of a rating scale for evaluating the language skills

**UNIT IV: A Study of Syllabus of Gujarati Subject of Secondary School** **10 Hours**

- Strengths and Weaknesses of Syllabus of Secondary Schools of Gujarati Subject
- Critical Review of Textbooks of Gujarati of secondary schools

**UNIT V: Recent Trends in Teaching of Gujarati and Related Issues** **9 Hours**

- Teaching of Pronunciation
- Common errors in Writing and their remedies (like anushwara, Viram chinha, Harshva, Dirgha jodani)
- Ittar, Vishesh and Shishtha Vanchan
- Introducing new words
- Language games

### **MODE OF TRANSACTION:**

- Lecture, Discussion, Assignments, Workshop, Presentation, Guest Lecture, Activities

### **PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

1. Value based script writing related to four major skills
2. Planning and preparation of co-curricular activities
3. Planning and organization of Kavi Sammelan
4. Analysis of Secondary level textbook of Gujarati Subject
5. Analysis of School Test papers based on Blueprint
6. Visit to Language laboratory and prepare a report

**REFERENCES:**

- Desai, D. M. (1961) *Gujarati Adhyapan Na Navin Pravaho*. Ahmedabad: A. R. Sheth Company.
- Desai, D. M., & Joshi, H. R. (1971) *Gujarati Na Shikshan Ma Navin Drashti*. A. R. Sheth Company.
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YEAR	II	30. TEACHING OF GUJARATI	CREDIT	3+1
Semester	III		HOURS	45+30
Course code: EEA 1302 E02				

**OBJECTIVES:**

વિદ્યાર્થીઓ .....

- માતૃભાષાના શિક્ષકનાં ગુણો સમજી શકશે
- ભાષા શિક્ષણમાં પ્રત્યાયન સુધારવા માટે વિવિધ ભાષા કૌશલ્યોનો ઉપયોગની ક્ષમતા વિકસાવી શકશે.
- ભાષા કૌશલ્યના પરીક્ષણ અને મૂલ્યાંકનની સમજ વિકસાવી શકશે.
- માધ્યમિક શાળાઓમાં ગુજરાતી વિષયના અભ્યાસક્રમનું સમજણ અને વિશ્લેષણની સમજ કેળવી શકશે.
- ગુજરાતીના શિક્ષણનાં વિવિધ મુદ્દાઓનું વિશ્લેષણ કરી શકશે

**અભ્યાસક્રમ સામગ્રી**

- એકમ-૧: માતૃભાષા શિક્ષકના ગુણો** 5 કલાક.
- એકમ-૨ : ભાષા કૌશલ્યો અને તેનો વિકાસ** 9 કલાક.
૧. શિક્ષણ અને શિક્ષક માટે ભાષા કૌશલ્યો નો વિકાસ.
  ૨. માતૃભાષા તરીકે ગુજરાતી ભાષાનાં અર્થગ્રહણ અને અભિવ્યક્તિના સંદર્ભમાં કૌશલ્યોનો વિકાસ
  ૩. ભાષા કૌશલ્યોના વિકાસમાં સહ-અભ્યાસિક પ્રવૃત્તિઓનો ઉપયોગ
- એકમ-૩: ભાષા કૌશલ્યનું પરીક્ષણ અને મૂલ્યાંકન** 12 કલાક.
૧. ભાષા કૌશલ્યોનું પરીક્ષણ અને મૂલ્યાંકન
  ૨. ગુજરાતી શિક્ષણના હેતુઓની રચના
  ૩. ભાષા કૌશલ્યોના મૂલ્યાંકન માટે ક્રમ માપદંડની (Rating Scale) રચના
- એકમ-૪: માધ્યમિક શાળાના ગુજરાતી વિષયના અભ્યાસક્રમનો અભ્યાસ** 10 કલાક.
૧. માધ્યમિક શાળાઓના ગુજરાતી વિષયનાં અભ્યાસક્રમની મજબુતાઈ અને નબળાઈઓ
  ૨. માધ્યમિક શાળાઓના ગુજરાતીના પાઠ્યપુસ્તકોની વિવેચનાત્મક સમીક્ષા
- એકમ-૫: ગુજરાતીના શિક્ષણનાં પ્રવર્તમાન પ્રવાહો અને સંબંધિત મુદ્દાઓ** 9 કલાક.
૧. ઉચ્ચારણનું શિક્ષણ
  ૨. લેખનની સામાન્ય ભૂલો અને તેના ઉપાયો (જેમ કે અનુસ્વાર , વિરામ ચિહ્ન , હર્સ્વ , દીર્ઘ ,જોડણી )
  ૩. ઈત્તર , વિશેષ અને શિષ્ટ વાંચન
  ૪. નવા શબ્દોનો પરિચય
  ૫. ભાષાની રમતો

## MODE OF TRANSACTION:

વ્યાખ્યાન, ચર્ચા, સ્વાધ્યાય , કાર્યશાળા, પ્રસ્તુતિ, વક્તાઓનું વ્યાખ્યાન, પ્રવૃત્તિઓ

## પ્રાયોગિક કાર્ય

1. ચાર મુખ્ય કૌશલ્યોને ધ્યાને રાખી મૂલ્ય આધારિત સ્ક્રિપ્ટ લેખન
2. સહ-અભ્યાસિક પ્રવૃત્તિઓનું આયોજન અને તૈયારી
3. કવિ સમેલનનું આયોજન અને વ્યવસ્થાપન
4. ગુજરાતી વિષયના માધ્યમિક કક્ષાના પાઠ્યપુસ્તકનું વિશ્લેષણ
5. બ્લુ પ્રિન્ટના આધારે શાળાના ટેસ્ટ પેપરનું વિશ્લેષણ
6. ભાષા પ્રયોગશાળાની મુલાકાત લો અને રિપોર્ટ તૈયાર કરો

## સંદર્ભ :

- દેસાઈ, ડી.એમ. (1961). ગુજરાતી અધ્યાપન ના નવીન પ્રવાહો. અમદાવાદ: એ.આર.શેઠ કંપની.
- દેસાઈ, ડી.એમ., અને જોશી, એચ.આર. (1971). ગુજરાતી ના શિક્ષણમાં નવીન દ્રષ્ટિ. અમદાવાદ: એ.આર. શેઠ કંપની.
- જોશી, કે. (1972). ગુજરાતી અધ્યાપનનાં સાંપ્રત પ્રવાહ. અમદાવાદ: બાલગોવિંદ પ્રકાશન.
- કોઠારી, આર. જી. અને મહેતા, એ. (2012). ભાષા શિક્ષણનો અન્વેષણાત્મક અભ્યાસ. જર્મની: લેમ્બર્ટ એકેડેમિક પબ્લિશર.
- પટેલ, એમ.એમ., દવે, જે.કે. અને ભોગાયતા, સી. (2007). ગુજરાતી અધ્યાપન નુ પરિશીલન. (7મી આવૃત્તિ). અમદાવાદ: બી.એસ.શાહ પ્રકાશન.
- પટેલ, એ., વી., શાહ, પી. અને ગોસાઈ. (2005). ગુજરાતી નુ આદર્શ અધ્યાપન. અમદાવાદ: વારિષેણ પ્રકાશન.

<b>YEAR</b>	<b>II</b>	<b>31. TEACHING OF ACCOUNTANCY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1303 E03</b>		

## **OBJECTIVES:**

**Student Teachers will be able to;**

- Aware about the evaluation techniques in teaching of accountancy.
- Prepare the blue print base test paper of accountancy.
- Understand the need and importance of text book in accountancy.
- Evaluate the present text books accountancy subject at high secondary level.
- Understand the concept of community resources and its usage in teaching of accountancy.
- Conduct various co-curricular activities in schools.
- Understand the importance of accountancy club and start accountancy club in the school.
- Understand the role of the accountancy teacher.
- Aware of the professional development of teachers.

## **COURSE CONTENT**

### **UNIT I: Evaluation in Accountancy Teaching 10 Hours**

- Meaning, Need, and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Tests: Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type tests, Objective type tests, Observation
- Preparation of Unit Test along with Blueprint
- Reforms in examination

### **UNIT II: Textbook and supplementary material in Accountancy 7 Hours**

- Meaning of Textbook
- Characteristics of Textbook
- Need and Importance of Textbook
- Qualities of a Good Textbook
- Supplementary material: Meaning, importance, different types of supplementary material.

### **UNIT III: Community Resources 8 Hours**

- Meaning of Community Resources
- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Accountancy
- Importance of Community Resources in the teaching and learning of Accountancy

### **UNIT IV: Co-Curricular Activities in Accountancy 13 Hours**

- Need and Importance of Co-curricular Activities

- Principles underlying Co-curricular Activities
- Types of Co-curricular activities and role of teacher
- Account Club
- Need and Importance of Account Club
- Activities under Account Club
- Role of teacher in Account Club

#### **UNIT V: Accountancy Teacher**

**7 Hours**

- Role of Account teacher
- Personality of an Account teacher
- Professional Traits of Account Teacher.
- Professional Development of Accountancy teacher

#### **MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop and visits.

#### **PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

#### **The following practical work can be given to student teacher**

1. Preparation of Blueprint and Question Paper in accountancy subject.
2. Critical Analysis of accountancy Textbook of XI and XII standard.
3. Visit school and conduct various co-curricular activities and prepare a report on it.
4. Organize a field trip for accountancy teacher in consultation with schoolteacher.
5. Prepare a list of activities to be undertaken in accountancy club.
6. Create a accountancy club in school and implement some activities under it.
7. Organize some commercial activities in schools or in your department and prepare a report on the same.

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- Rao, S. (2004) *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
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<b>YEAR</b>	<b>II</b>	<b>32. TEACHING OF COMMERCE</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>COURSE CODE: EEA 1304 E04</b>	<b>HOURS</b>

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Aware about the evaluation techniques in teaching of commerce.
- Prepare the blueprint base test paper of commerce.
- Understand the need and importance of text book in commerce.
- Evaluate the present textbooks commerce subject at high secondary level.
- Understand the concept of community resources and its usage in teaching of commerce.
- Conduct various co-curricular activities in schools.
- Understand the importance of commerce club and start commerce club in the school.
- Understand the role of commerce teacher.
- Aware about the professional development of teacher.

### **COURSE CONTENT**

#### **UNIT I: Evaluation in Commerce Teaching 10 Hours**

- Meaning, Need, and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Tests: Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records
- Preparation of Unit Test along with Blueprint
- Reforms in examination

#### **UNIT II: Textbook and supplementary material in Commerce 7 Hours**

- Meaning of Textbook
- Characteristics of Textbook
- Need and Importance of Textbook
- Qualities of a Good Textbook
- Supplementary material: Meaning, importance, different types of supplementary material

#### **UNIT III: Community Resources 8 Hours**

- Meaning of Community Resources
- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Commerce
- Importance of Community Resources in the teaching and learning of Commerce

#### **UNIT IV: Co-Curricular Activities in Commerce 13 Hours**

- Need and Importance of Co-Curricular Activities
- Principles underlying Co-curricular activities

- Types of Co-curricular activities and role of teacher
- Commercial Activities
- Meaning of Commercial Activities
- Types of Commercial Activities in teaching of Commerce
- Importance of Commercial Activities in teaching of Commerce
- Commerce Club
- Need and Importance of Commerce Club
- Activities under Commerce Club
- Role of teacher in Commerce Club

#### **UNIT V: Commerce Teacher**

**7 Hours**

- Role of Commerce teacher
- Personality of a Commerce teacher
- Professional Traits of a Commerce Teacher
- Professional Development of Commerce teacher

#### **MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop, and visits.

#### **PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

**The following practical work can be given to student teacher**

1. Preparation of Blueprint and Question Paper in commerce subject.
2. Critical Analysis of Commerce Textbook of XI and XII standard.
3. Visit the school conduct various co-curricular activities and prepare a report on it.
4. Organize a field trip for the commerce teacher in consultation with a school teacher.
5. Prepare a list of activities to be undertaken in commerce club.
6. Create a commerce club in school and implement some activities under it.
7. Organize some commercial activities in schools or in your department and prepare a report on the same.

#### **REFERENCES:**

- Lulla, B.P. (1990) *Teaching Commerce in Secondary Schools*. M.S.U.
- Rao, S. (2004) *Teaching of Commerce*. Anmol Publications Pvt. Ltd
- Rao, B., & Digumarti. (2004) *Methods of Teaching Commerce*. Discovery Publishing House.
- Aggarwal, J.C. (2010) *Teaching of Commerce*. Vikas Publications house Pvt. Ltd.
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<b>YEAR</b>	<b>II</b>	<b>33. TEACHING OF PSYCHOLOGY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course code: EEA 1305 E05</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the importance of Testing/Practical work in Psychology and be able to do planning, organizing and maintenance of Psychology laboratory.
- Understand the significance of Psychology in the curriculum at +2 level and role of Psychology teacher.
- Analyze the content of standard 11th and 12th and critically evaluate the same.
- Conduct various psychological games and activities.
- Develop research skills and conduct action research
- Develop appropriate skills and desirable traits for the teaching of Psychology.
- Identify the use of Community Resources.

**COURSE CONTENT**

**UNIT I: Importance of Testing/Practical work in Psychology** **8 Hours**

- Planning, organizing and maintenance of Psychology laboratory

**UNIT II: Role of Psychology teacher as** **4 Hours**

- a teacher,
- a counsellor
- a consultant
- a liaison person

**UNIT III: Psychology textbook** **10 Hours**

- Critical reviews of the existing syllabus and textbook of Psychology for higher secondary.
- Modern trends and approaches in Psychology curriculum planning.

**UNIT IV: Psychology Activities** **15 Hours**

- Importance of psychology activities
- Planning & Organization of fieldwork, project work, Career talk, Career conference, Career week, Expert talk, field trips (e.g. Employment Guidance Bureau, Remand Homes, etc.)
- Use of community resources
- Life skill activities

**UNIT V: Research and its Implications for Teaching of Psychology** **8 Hours**

- Concept and application of Action Research (by coordinating with practice teaching)

**MODE OF TRANSACTION:**

- Lecture, Discussion, Case Study, Field Visits, Problem-solving, Film Show, Action Research

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Conduct a psychological experiment and write a report.
2. Write an observation report on adolescent characteristics.
3. Develop interview schedule and take interview of a psychology teacher for teaching psychology.
4. Study any one of the psychological tests or inventory and write the specific features of the test.
5. Identify the Educational or Psychological attributes/variables from the given Story/Episode.
6. List down psychological services which could be provided to community (for personality development, How to prepare for an interview and detail out its important features)
7. Visits to Counselling Centers like 'MARG', etc. Visits to different institutions dealing with different disabilities and their Classroom Observation.

**REFERENCES:**

- Breakwell G., Hammond S., & Fife-Schaw, C. (1995) *Research Methods in Psychology*. SAGE Publication.
- Fontana, D. (1995) *Psychology for Teachers*. (3rd ed.). The British Psychological Society, MacMillan in Association with BPS Books.
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- UGC. (2003) *Psychology in the Indian University*. Retrieved from <http://www.ugc.ac.in/oldpdf/eCreportdu/iिता.PDF>.

<b>YEAR</b>	<b>II</b>	<b>34. TEACHING OF MATHEMATICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1306 E06</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Use various methods/approaches for teaching Mathematics.
- Use ICT in the teaching of Mathematics.
- Evaluate Mathematics textbooks for their physical and academic aspects.
- Carryout Action research in the field of Mathematics Education.
- Employ innovations in the teaching of Mathematics
- Design recreational activities in the teaching of Mathematics.

### **COURSE CONTENT**

#### **UNIT I: Various Methods/Approaches for Teaching of Mathematics** **8 Hours**

- Laboratory Method
- Discovery Method
- Project Method
- Demonstration Method
- {With specific illustrations for their use in teaching of Mathematics }

#### **UNIT II: Use of ICT in teaching of Mathematics** **10 Hours**

- Concept of ICT and use of ICT in teaching of Mathematics
- Pedagogical issues in teaching of Mathematics
- Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics
- Use of various Audio-Visual aids in teaching of Mathematics - Charts, models, overhead projector, films with their specific use and limitations

#### **UNIT III: Curriculum and Textbook of Mathematics** **10 Hours**

- Curriculum at upper primary, secondary and higher secondary level: [A critical review with respect to Principles of Curriculum Development.]
- Functions of Mathematics Textbook
- Characteristics of a good textbook
- Evaluation of Mathematics Textbook: [ Physical aspects, academic aspects]

#### **UNIT IV: Research in Mathematics Education** **9 Hours**

- Meaning of Research with respect to Mathematics Education
- Action Research in Mathematics
- Implications of research in the field of Mathematics Education

#### **UNIT V: Innovations in the teaching of Mathematics** **8 Hours**

- Teaching of Mathematics in the context of socio-cultural aspect
- Recreation in Mathematics (Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics)
- Mathematics Laboratory
- Mastery Learning Strategy

#### **MODE OF TRANSACTION:**

- Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation

#### **PRACTICAL WORK:**

**(Credit-1: 30 Hours)**

The following practical work can be given to the student teachers:

1. Preparation of various teaching aids.
2. Preparation of programmed learning material for selected Units in Mathematics.
3. Evaluation of Mathematics textbook.
4. Construction of various types of test items.
5. Construction of achievement and diagnostic tests.
6. Identify the slow learners, low achievers, and high achievers in Mathematics from the classroom during practice teaching. (Case study)
7. Conducting Action Research for selected problems related with teaching- learning of Mathematics.
8. Development and try-out of Teaching-learning strategy for teaching of particular Mathematical concepts.
9. Use of Computer in Teaching of Mathematics.
10. Designing and using of Mathematics activities for recreation.
11. Development and use of Mathematics laboratory.
12. Prepare mathematical activities in the context of socio-cultural aspects.
13. Identify the slow learners, low achievers and high achievers in Mathematics from the classroom for deciding the appropriate teaching learning strategy.
14. Visit of Mathematics laboratory.
15. Use of GeoGebra application for teaching of Mathematics.
16. Use of different software's for teaching of Mathematics.
17. Designing innovative lessons for teaching of Mathematics.

#### **REFERENCES:**

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- (Hindi)**
- Ravat, M. S., & Agrawal, M. (1986) *Ganit Shikshan*. Vinod Pustak Amandir.
- (Gujarati)**
- Joshi, H. O. (1997) *Ganit Shashtra Adhyapan Padhdhati*. BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., & Patel, N. B. (1988) *Ganit Na Adhyapan Nu Parishilan*. B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., & Patel, V.G. (1996) *Ganit Adhyapan Padhdhati* Anand Book Depot.

Mahant, G. V., Trivedi, M. D., Patel, J. A., & Dave (1981) *Ganit Shikshan Padhdhati*. A. R. Sheth & Co.  
Patel J. Z., & Jani, P. N. (1996) *Hand-Book for Mathematics Teachers*. Manisha Prakashan.

<b>YEAR</b>	<b>II</b>	<b>35. TEACHING OF SCIENCE</b>  <b>Course Code: EEA 1307 E07</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Develop competencies to implement the model of teaching Science in Science instruction.
- Learn to integrate the various resources of Science Teaching in Science instruction.
- Develop awareness for the management of General Science laboratory activities at secondary school level.
- Plan and organize various science activities to enhance scientific attitude.
- Develop in them the necessary understanding and skills to organize, evaluate and improve the system of science education.
- Develop awareness of the professional organizations for science teachers and students.
- Develop awareness about the recent trends in science education.
- Develop awareness about the innovative practices in science teaching.

### **COURSE CONTENT**

**UNIT I: Models of Teaching Science** **4 Hours**

- Concept Attainment Model, Inquiry Training Model

**UNIT II: Resources for Teaching Science** **10 Hours**

- General Science Laboratory: Designing, management and safety measures,
- Qualities of a good science textbook, teacher's handbook, journals, magazines,
- Qualities expected of the science teacher,
- Concept of mobile Science Laboratory & Science express,
- Science Kit, Science Library

**UNIT III: Innovative practices in Science teaching** **9 Hours**

- Recent trends in curriculum development,
- Professional organization for science teachers,
- Use of concept maps in science teaching
- Current research trends in science education,
- ICT enabled Science Teaching;
- Mobile Applications for Science teachers – QR code, Sahi Lab, etc.
- Learning Management Systems – Google Classroom, Edmodo, Moodle, etc.
- Web Resources – e-Pathshala, Open Educational Resources

**UNIT IV: Science Activities****12 Hours**

- Importance of science activities - science quiz, excursion, science exhibition, science fair, bird watching and star gaze.
- Preparation and Maintenance of aquarium.
- Establishing and Maintaining Science club activities in school.
- Planning & Organization of field trip, project work,

**UNIT V: Evaluation in Science****10 Hours**

- Assessment of cognitive aspects of science learning,
- Assessment of non-cognitive aspects of science learning,
- Assessment of science process skills and experimental skills,
- National talent search examinations, Science Olympiad

**MODE OF TRANSACTION:**

- Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Analysis of Science Textbook.
2. Survey of Science Laboratory in a school.
3. Evolving suitable technique(s) to evaluate laboratory work.
4. Visit to Community Science Centre, Nature Park and Science City.
5. Preparation of materials & programmes to inculcate scientific attitude.
6. Preparation of digital lesson contents to teach at school level

**REFERENCES:**

- Amin, J. A. (2011) *Training Science Teachers through Activities; Towards Constructivism*. Lap Lambert Publishing House.
- Chunavala, S. (2006) *Science Education: A Trend Report*. In NCERT (Eds.). Sixth Survey of Educational Research (1993-2000). NCERT. <http://www.exploratorium.edu/ifi/resources/researches/constructivism.html>
- Harlen, W., & Elstgeest, J. (1992) *UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. UNESCO.
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- Position Paper National Focus Group on Teaching of Science (2006) Retrieved from <http://epathshala.nic.in/wp-content/doc/NCF/Pdf/science.pdf>
- Sharma, R. C. (2006) *Modern Science Teaching*. Dhanpat Rai.

<b>YEAR</b>	<b>II</b>	<b>36. TEACHING OF PHYSICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1308 E08</b>		

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the aims and broad objectives of teaching physics at Higher Secondary School level and to relate them to the aims and broad objectives of Education in general at National and International levels.
- Understand the history and philosophy of Science in general and Physics in particular in order to understand the nature and structure of the discipline.
- Understand the nature and structure of Higher Secondary School curriculum for Science (and other subjects) in general and Physics in particular with special reference to the State, National and a few International Physics Curricula.
- Prepare professionals to begin practice-teaching (Internship) exercise in Physics at Higher Secondary School stage by coordinating the curriculum of Principles and Techniques of Teaching with special reference to teaching of Physics.
- Develop competence for the management of (i) Physics laboratory activities (ii) preparation of teaching aids by using Modern Educational Technology and (iii) Co-curricular activities in Physics teaching-learning process.
- Develop competence to evaluate learning outcomes in Physics by relating to what has already been covered in Educational Evaluation Curriculum.
- Develop academic and professional interest in the field of Physics and Physics education at Higher Secondary School stage as well as at higher education stage.
- Develop a broader outlook regarding Physics Education with special references to Environmental Education, value Education and 'International understanding and Peace' through Physics Education.

### **COURSE CONTENT**

#### **UNIT I: Physics Laboratory Management**

**9 Hours**

- Importance of Laboratory Planning - Blueprint/Design for a new Physics Laboratory
- Objectives to be achieved at psychomotor domain level in Physics Teaching-Learning Process.
- Lecture room cum laboratory
- Equipment: Supply, storage and maintenance, Safety Precautions, Registers to be maintained, rules and Regulations

#### **UNIT II: Educational Technology in Physics Education**

**10 Hours**

- Audio-Visual Aids
- OHP

- Epidiascope
- Film Strip Projector
- Film Projector, Video/ Film Lessons in Physics
- CAI, Computer animation
- Preparation of Teaching Aids with emphasis on Improvisation Low-Cost Materials, Physics Kits, etc.

**UNIT III: Evaluation in Physics Teaching-Learning Process** **9 Hours**

- Importance of Evaluation in Physics
- Evaluation depending on the domains Cognitive, Affective and Psychomotor
- Preparation of Blue-Print-Question Paper
- Emphasis on crucial nature of evaluation of scientific attitude and process skills in Physics
- Tools and Techniques of Evaluation: Achievement test, Diagnostic test, Rating Scale, Rubrics, Question Bank in Physics

**UNIT IV: Co-curricular Activities in Physics Education** **7 Hours**

- Importance of Co-curricular activities in Physics Education
- Science club/physics Society
- Physics exhibition
- Field trips/Excursion
- Project Work
- Science Quiz
- Science Fair
- Sky Watching
- Visit to Planetarium
- Science fictions and Imagination - Rhymes, hykus, Dramas in Physics Curriculum

**UNIT V: Academic and Professional Development for Physics Teachers** **10 Hours**

- Roles and Responsibilities of Physics teachers.
- Physics/Science/Teachers' Association at National and International levels.
- Journals and Research Institutes in Physics/Physics Education and Science/Science Education
- Role of NCERT and HBCSE in Physics/Science Education Programme
- Physics Teacher as a researcher - Action Research and case studies in Physics Education Relevant research findings for implementation in Physics classrooms at Higher Secondary level.
- Vocational Guidance for Physics Students after Standard XII.

**MODE OF TRANSACTION:**

- Team Teaching, Lecture, Discussion, Demonstration, Fieldtrip and Power Point Presentation by students

**PRACTICAL WORK:****(Credit-1: 30 Hours)**

1. Analysis of Physics Textbook
2. Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
3. Planning and Organization of Physics Laboratory/Physics Exhibition
4. Survey of Physics Laboratory in the Schools
5. Preparation of question Bank
6. Survey Status of Higher Secondary School Physics Education at a Taluka/District Level.
7. Action Research - Case Studies in Physics Education
8. Collection of Newspaper cuttings/clippings,
9. Journal Articles related to Physics/Physics Education.
10. Programme Development for 'Night Sky Watching' for Higher Secondary School Students

**REFERENCES:**

- Carin, A. A., & Sund, R. B. (1970) *Teaching Science through Discovery* (2nd ed.). E. Merrill Publishing Co.
- Edger, M., & Rao, B. (1996) *Science Curriculum*, Discovery Publishing House.
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<b>YEAR</b>	<b>II</b>	<b>37. TEACHING OF CHEMISTRY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>Course code: EEA 1309 E09</b>	<b>HOURS</b>

### OBJECTIVES:

**Student Teachers will be able to;**

- Understand the correlation of chemistry with other cognate disciplines and branches of emerging knowledge.
- understanding of the nature and structure of chemistry curriculum at higher secondary level with reference to Gujarat state in the national context and international developments
- Provide an understanding of the role and responsibilities of chemistry teacher.
- Develop interest in activities of chemistry.
- Develop techniques of evaluation in chemistry.
- Appreciate the application of chemistry in daily life.

### COURSE CONTENT

#### UNIT-I: Activities and Resource Centers

**18 Hours**

- Chemistry club
- Fair and Exhibition
- Chemistry Museum
- Development and use of Chemistry library, use of software in Chemistry.
- Role of Sarabhai Community Science Centre
- Homi-Bhabha Centre for Science Education, Mumbai; NCERT, New Delhi; IUPAC and UNESCO in Chemical Education; Nehru Science Centre, Mumbai; Professional Activities-Indian Science Congress; CASTME, RSC, London.

#### UNIT-II: Chemistry Laboratory

**6 Hours**

- Need, types, planning and organization, equipment's and their maintenance, safety measures in chemical laboratory, manual and guidelines for practical's at higher secondary level.
- Quantitative and Qualitative analysis in Chemistry as per higher secondary syllabus.

#### UNIT-III: Correlation of Chemistry

**6 Hours**

- Chemistry and its sub disciplines, Correlation of chemistry with its cognate disciplines.
- Correlation of chemistry with other branches of science, application of chemistry in various fields and life.

#### UNIT IV: Chemistry in Schools

**8 Hours**

- Approaches of curriculum organization, content analysis of higher secondary level chemistry, textbooks, manuals, journals, experiments, workbook.
- Research trends in chemical education, roles and responsibilities of chemistry teacher.

- Mobile chemistry laboratory-kits, Micro scale experiments, field experiments.

#### **UNIT V: Evaluation in Chemistry**

**7 Hours**

- Purpose of Evaluation
- Testing for process, techniques, skills, knowledge, understanding and application
- Examination: Question paper preparation of different types of items, scoring and evaluation
- Developing a small question bank
- Assessment of practical work and viva-voce (Oral Examination)

#### **MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop and visits.

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Set up an experiment and demonstrate for a chosen content at secondary or higher secondary level Chemistry.
2. Prepare Teaching Aids in Chemistry, Charts, Models, Tests, Experiments, and Manuals etc.
3. Prepare an inventory of experiments in Chemistry other than textbook illustration.
4. Develop remedial instructional material in Chemistry for the chosen topic.
5. Report on Chemistry Laboratory at higher Secondary level
6. Develop a Chemistry kit for field experiments in the chosen area

#### **REFERENCES:**

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<b>YEAR</b>	<b>II</b>	<b>38. TEACHING OF BIOLOGY</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course code: EEA 1310 E10</b>		

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Develop understanding of Biology Curriculum.
- Acquaint the teacher trainees with modern trends in Biology curriculum.
- Develop critical analysis ability to review Biology Curriculum, Syllabus & Text Book.
- Develop interest in various Activities of Biology.
- Develop Laboratory Skills.
- Develop the abilities to undertake various Scientific Activities.
- Acquaint with the various tools & techniques of evaluation.
- Develop the abilities for formative and Summative Evaluation.

### **COURSE CONTENT**

#### **UNIT I: Concept of Curriculum 9 Hours**

- Concept of Curriculum
- Principles of Curriculum Development
- Types of Curriculum
- Modern Trends in Biology Curriculum

#### **UNIT II: Critical Examination of Biology Curriculum 9 Hours**

- Study of BSCS
- Comparative study of biology curriculum of different countries
- Review of Biology Syllabus & Textbooks
- Organization and Weightage of Theory and Practical

#### **UNIT III: Activities in Biology 9 Hours**

- Importance of Activities in Teaching of Biology
- Herbarium, Aquarium, Vivarium, Botanical Garden, Eco System, Biology Cub, Science Fair, Museum Field Visit and Excursions
- Planning & Organization of Activities

#### **UNIT IV: Laboratory Experience 9 Hours**

- Learning Outcome
- Types of Laboratories
- Preparing students for laboratory experience
- Pre-Lab discussion,
- giving directions
- Post-Lab discussion.
- Safety measures in the Labs

- Planning, Organization and Maintenance of Biology Labs
- Assessment of Laboratory Work: Manipulative Tests, Observation of Process Skills, Assessment of Affect Level
- Virtual laboratory

#### **UNIT V: Evaluation**

**9 Hours**

- Importance of Testing & Evaluation
- Formative & Summative Evaluation
- Process & Product Evaluation
- Assessment of Practical Work
- Oral Examination
- Construction of Blueprint
- Various Types of Evaluation Items: Scope & Limitation

#### **MODE OF TRANSACTION:**

- Lecture, group discussion, seminar, project work, team teaching, peer teaching

#### **PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Review of School Curriculum
2. Textbook analysis
3. Interviews with Teachers on Theory & Practical weightage
4. Interviews with Teachers on Internal & External Evaluation
5. Development of aquarium
6. Surfing of food web
7. Educational trip to biological garden cum zoo
8. Study of Eco system
9. Study of symbiosis and commensalism
10. Development of biological club
11. Development of Green House
12. Survey of a School Biology Lab
13. Test Construction: Objective, Essay Type, Digital
14. Evaluation: Theory Practical, External Internal, & Process Product
15. Development of Question Bank
16. Planning & Organization of Quiz & Debate

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<b>YEAR</b>	<b>II</b>	<b>39. TEACHING OF HINDI</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1311 E11</b>		

### **OBJECTIVES:**

#### **Student Teachers will be able to;**

- Understand the importance of pronunciation in teaching of Hindi.
- Develop the ability to communicate.
- Develop skills ability to teach grammar.
- Develop awareness about use of various media, visual aids in Hindi.
- Develop good qualities of a Hindi teacher.
- Develop skills to evaluate listening, speaking, reading and writing skills with new methods and techniques of evaluation.

### **COURSE CONTENT**

#### **UNIT I: Teaching of Pronunciation 7 Hours**

- Importance of Pronunciation in Hindi
- Reasons of Faulty Pronunciation
- Means to improve the Pronunciation.

#### **UNIT II: Language Skills Development 10 Hours**

- Listening
- Speaking
- Reading
- Writing
  - (Meaning, Definition, Barriers and Activities to develop skills)
- Devnagari Lipi – development, characteristics and criticism

#### **UNIT III: Teaching of Grammar 9 Hours**

- Objectives of teaching grammar
- Need and Importance of Teaching Grammar
- Mistakes which are usually committed in Teaching Grammar
- Main Methods of teaching grammar in Hindi
- Issues in grammar teaching in schools

#### **UNIT IV: Textbooks and other Materials 10 Hours**

- Meaning and Definition of Textbooks
- Need and Importance of Text Books
- Characteristics of Good Textbooks
- Evaluation of textbooks
- Different Teaching Aids for teaching Hindi
- Qualities of a good Hindi Teacher

**UNIT V: Evaluation Procedures in Hindi****9 Hours**

- Meaning and concept of Evaluation in Hindi
- Need and Importance of Hindi
- Different considerations for evaluation in Hindi
- Evaluation of different skills

**MODE OF TRANSACTION:**

- Lecture Method, Discussion, Seminar, Group Activities, Language Laboratory visit

**PRACTICUM:****(Credit-1: 30 Hours)**

1. Preparation of Blueprint
2. Conducting co-curricular activities like, debate, Extempore, story / Drama writing, Writing and Presentation of an Advertisement
3. Action Research related to the problems of language teaching learning.

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<b>YEAR</b>	<b>II</b>	<b>39. TEACHING OF HINDI</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
<b>Course Code: EEA 1311 E11</b>				

## उद्देश्य

### विधार्थी.....

- हिन्दी पढ़ाने में उच्चारण के महत्व को समझ सकेंगे
- संवाद करने की क्षमता विकसित कर सकेंगे
- व्याकरण पढ़ाने की कौशलता विकसित कर सकेंगे
- हिन्दी में विभिन्न मीडिया, द्रश्य साधनों के उपयोग के बारे में जागरूकता विकसित कर सकेंगे
- एक हिंदी शिक्षक के अच्छे गुणों का विकास कर सकेंगे
- मूल्यांकन के नए तरीकों और तकनीकों के साथ श्रवण, कथन, वाचन और लेखन के कौशल का मूल्यांकन करने के लिए कौशल विकसित करें।

## पाठ्यक्रम सामग्री

### इकाई I: उच्चारण शिक्षण

7 घंटे

1. हिंदी में उच्चारण का महत्व
2. उच्चारण दोष के कारण
3. उच्चारण सुधार के साधन

### इकाई II: भाषा कौशल विकास

10 घंटे

1. श्रवण
2. कथन
3. वाचन
4. लेखन
- (अर्थ, परिभाषा, और कौशल विकास की प्रवृत्तियों एवं बाधाएँ)
5. देवनागरी लिपि - विकास, लक्षण और आलोचना

### इकाई III: व्याकरण शिक्षण

9 घंटे

1. व्याकरण शिक्षण के उद्देश्य
2. व्याकरण शिक्षण की आवश्यकता और महत्व
3. व्याकरण शिक्षण में होनेवाली सामान्य भूलें
4. हिंदी में व्याकरण पढ़ाने की मुख्य विधियाँ
5. विधालय में व्याकरण पढ़ाने के मुद्दे / प्रश्न

### इकाई VI: पाठ्य पुस्तकें और अन्य सामग्री

10 घंटे

1. पाठ्यपुस्तकों का अर्थ और परिभाषा
2. पाठ्य पुस्तकों की आवश्यकता और महत्व

3. अच्छी पाठ्यपुस्तकों की विशेषताएँ
4. पाठ्य-पुस्तकों का मूल्यांकन
5. हिंदी पढ़ाने के लिए विभिन्न शैक्षिक साधन-सामग्री
6. एक अच्छे हिंदी शिक्षक के गुण

### **इकाई V: हिंदी शिक्षा में मूल्यांकन प्रक्रिया**

**9 घंटे**

1. हिन्दी में -मूल्यांकन का अर्थ और अवधारणा
2. हिंदी शिक्षा में मूल्यांकन की आवश्यकता और महत्व
3. हिंदी में मूल्यांकन के लिए अलग-अलग विचार
4. विभिन्न कौशलों का मूल्यांकन

#### **MODE OF TRANSACTION**

- व्याख्यान विधि, चर्चा, संगोष्ठी, समूह गतिविधियाँ, भाषा प्रयोगशाला की मुलाकात

#### **प्रायोगिक कार्य**

1. ब्लू प्रिंट तैयार करना
2. वाद-विवाद, Extempore, कहानी/नाटक लेखन, विज्ञापन का लेखन और प्रस्तुतिकरण जैसी सह-अभ्यासिक प्रवृत्तियों का संचालन करना
3. भाषा शिक्षा व अध्ययन की समस्याओं से संबंधित क्रियात्मक शोध

#### **संदर्भ :**

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रस्तोगी एवं अन्य., (1998)। मातृभाषा हिंदी शिक्षण। नई दिल्ली: एनसीईआरटी

वी.टी. भम्वरी एवं अन्य., (2005) हिंदी का आदर्श अध्ययन। अहमदाबाद: वारिषेण प्रकाशन

<b>YEAR</b>	<b>II</b>	<b>40. TEACHING OF SOCIAL STUDIES</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course Code: EEA 1312 E12</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the use of A.V. aid and Media during social studies instruction.
- Develop skills to evaluate students in Social Studies using different techniques.
- Equip with the skills of diagnostic and remedial teaching in social studies.
- Equip with the skills for teaching gifted and under average students.
- Critically examine the Social Studies texts books and develop skills to periodically modify and update the textbooks.
- Understand different issues and problems related to teaching, learning and evaluation of social studies.

### **COURSE CONTENT**

**UNIT I: Media in Social Studies Instruction** **8 Hours**

- A.V. Aid in SS Instruction
- Learning experiences and Media
- Selecting the most appropriate learning experience
- Potential of each medium with reference to objectives and other criteria.
- Needed combination and alternatives.

**UNIT II: Evaluation in Social Studies** **11 Hours**

- Different techniques of testing
- Paper pencil test
- Quizzes, debates, discussion & observation
- Diagnostic and Remedial Teaching
- Meaning, significance and steps

**UNIT III: Managing special students in Social Studies Instruction** **11 Hours**

- Handling gifted students - Teaching for creative thinking.
- Handling Below average students - Role of remedial teaching

**UNIT IV: Critical Evaluation of Textbooks of SS** **10 Hours**

- Need and Importance of text book analysis
- Methodology of textbook Evaluation, Criteria for textbook evaluation.
- Characteristics of good Social Studies textbook.
- Evaluation of Social Studies textbooks of different boards.

**UNIT V: Issues and Problems in Social Studies Instruction** **5 Hours**

- Timetable
- Facilities

- Professional Preparation of Teachers
- Communities' apathy towards the subject
- Recent developments and obsolescence of curriculum
- Transmission of values and needed interpersonal representation

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop, and visits.

**PRACTICUM:**

**(Credit-1: 30 Hours)**

1. Preparing A.V. Aids for different social studies instructions.
2. Preparing of Evaluation Items
3. Preparing teaching-learning activities for gifted and below-average students.
4. Analyzing SS textbooks of different boards like GSHSEB and CBSE boards.
5. Preparing plans to tackle different issues and problems related to SS.

**REFERENCES:**

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- George, A. M., & Madan, A. (1990) *Teaching Social Science in School: NCERT's new textbook Initiative*. Sage Publications India Pvt. Ltd.
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<b>YEAR</b>	<b>II</b>	<b>41. TEACHING OF ECONOMICS</b>	<b>CREDIT</b>	<b>3+1</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45+30</b>
		<b>Course code: EEA 1313 E13</b>		

### **OBJECTIVES:**

**Student Teachers will be able to;**

- Acquaint with different Audio-Visual Aids and develop in them the skills for the proper use of teaching aids.
- Conduct various co-curricular activities in Economics.
- Develop critical awareness of the features of existing higher secondary Economics Curricula and Textbooks.
- Develop good qualities of Economics Teacher.
- Understand the evaluation component and be familiar with the use of various tools and techniques of evaluation.

### **COURSE CONTENT**

#### **UNIT I: Audio-Visual Aids in Teaching of Economics 8 Hours**

- Meaning and Definition of A.V Aid
- Need and importance of A.V Aids
- Types of A.V Aids
- Points to be considered while preparing and using A.V Aid

#### **UNIT II: Co-Curricular Activities in Teaching of Economics 10 Hours**

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip: Importance, procedure & Role of Teacher

#### **UNIT III: Economics Textbooks 10 Hours**

- Meaning of Textbook
- Characteristics of Textbook
- Need and Importance of Textbook
- Qualities of a Good Textbook
- Defects of Existing Textbook
- Criteria for evaluation of Textbook

#### **UNIT IV: Economics Teacher 8 Hours**

- Economics Teacher
- Qualities
- Role in the present society with special reference to India
- Professional Growth of Economics Teacher- Possibilities and problems.

**UNIT V: Evaluation in Economics****9 Hours**

- Meaning, Need and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Test: Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records)
- Preparation of Unit Test along with Blueprint

**MODE OF TRANSACTION:**

- Lecture, discussion, lecture cum Discussion, workshop and visits.

**PRACTICAL WORK:****(Credit-1: 30 Hours)**

1. Group work on the preparation of lesson plans in Economics
2. Group work on Content Analysis
3. Preparation on different types of Assignment in Economics
4. Conducting Seminar in Economics Class.
5. Preparation of different list of Community Resources which can be used for teaching of Economics
6. Critical Analysis of Economics Textbook.
7. Conducting sample surveys
8. Preparation of Blueprint and Question Paper in Economics subject

**REFERENCES:**

- Binning, A.C., & Binning, A.H. *Teaching Social Studies in Secondary Schools*. McGraw Hill & Co.
- Chakravarty, S. (1987) *Teaching of Economics in India*. Himalaya Publ.
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<b>YEAR</b>	<b>II</b>	<b>42. TEACHING OF SANSKRIT</b>	<b>CREDIT</b>	<b>3</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45</b>
<b>Course code: EEA 1314 E14</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Use Sanskrit in their day-to-day class teaching and communications.
- Acquaint with the cultural heritage of our country.
- Appreciate the literature and learn to differentiate the various forms of literature.
- Prepare Instruction material in Sanskrit.
- Understand the importance of unity through language.
- Understand the basic skills of language learning.

**COURSE CONTENT**

**Unit I: Teaching of Pronunciation** **8 Hours**

- Importance of Pronunciation in Sanskrit
- Reasons of Faulty pronunciation
- Means to improve the pronunciation.

**Unit II: Composition** **12 Hours**

- Components of Listening and activities to develop listening skill.
- Characteristics, types, activities to develop reading abilities and different aspects to be considered while reading
- Components of speaking and activities to develop speaking skills.
- Importance of writing and means of developing writing ability of the children.
- Different aspects to be considered while teaching Sanskrit by integrating various teaching Skills.

**Unit III: Teaching of Grammar** **11 Hours**

- Need and Importance of Teaching Grammar
- Mistakes which are usually committed in Teaching Grammar
- Main Methods of teaching grammar.
- Samas and Sandhis in Sanskrit, form of tenses & nouns.
- Sanskrit Nyayas

**Unit IV: Textbooks and other Materials** **8 Hours**

- Meaning and Definition of Textbooks
- Need and Importance of Text Books
- Characteristics of Good Textbooks
- Evaluation of textbooks
- Teaching Aids in Sanskrit.
- The Sanskrit Room.

**UNIT V: Evaluation in Sanskrit****6 Hours**

- Meaning and Concept of Evaluation in Sanskrit.
- Different Techniques for evaluation in Sanskrit; Developing appropriate evaluation devices/items according to the different objectives.
- Different points to be kept in mind while developing evaluation tools in Sanskrit

**MODE OF TRANSACTION:**

- Lecture Method, Discussion, Seminar, Group Activities, Language Laboratory visit

**PRACTICAL WORK:****(Credit-1: 30 Hours)**

1. Conducting co-curricular activities like debate, Extempore speech, story / drama writing, Writing and Presentation of an Advertisement
2. Action Research related to the problems of language teaching learning.
3. Textbook analysis of standard 8 to 12.
4. Assignment and Project.

**REFERENCES**

- Apte, D.G. & Dongre, P.K., *Teaching of Sanskrit in Secondary Schools*.
- Bokil, V.P., *A New approach to Sanskrit*.
- Deota, N.P, (2012) *Linguistic Analysis Of Sanskrit Selections—XIth Std of Gujarat State*. Lap, Lambert Academic Publishing – (ISBN NO.978-3-659-25713-1 )
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<b>YEAR</b>	<b>II</b>	<b>43. ORIENTATION TO INTERNSHIP PROGRAM</b>	<b>CREDIT</b>	<b>3</b>
<b>Semester</b>	<b>III</b>		<b>HOURS</b>	<b>45</b>
<b>Course Code: EEA 1305 C05</b>				

**OBJECTIVES:**

**Student Teachers will be able to;**

- Know the practical nature of teaching-learning.
- Get familiar with the way of planning simulation lessons.
- Understand different skills of teaching.
- Understand different phases of teaching-learning.
- Formulate short-spanning lessons in dialogue form.
- Carry on teaching learning as per the written plan.

**COURSE CONTENT**

**Concept Note:**

Orientation to the Internship is giving student teachers an idea about teaching in technical terms. Student teachers observe demo lessons from teachers; discuss them with the team to understand the dos and don'ts of teaching process. Then orientation to actual teaching skills is given individually. Students now understand the importance of use of skills in teaching to make it a comprehensible process. They practice the skills according to the requirement of content in small groups. In the group one student teacher teaches and co students acts as students of that particular standard and interact with student teacher while teaching is going on. This process will help student teachers to reduce tension of facing group in schools and develop proper use of skills according to the need of content.

**Methodology**

The programme starts with demonstration lessons by teachers for observation of student teachers. Student teachers observe the small lessons given by a teacher and note down their observations. Then these observations are discussed under headings of desirable, not desirable and facilitating. Students will then be oriented about instructional skills of teaching. Each skill is oriented by one teacher during a span of four days. At the end of orientation videos of demo lessons by former students will be shown and the process of pre internship preparation for one week is oriented to the student teachers. A group of 6 to 8 students will be allotted for one supervisor for evaluation and feedback of lessons.

**Assessment Scheme:**

Evaluation	Credit	Marks
Internal	3	75

## Second Year Semester - IV

<b>YEAR</b>	<b>II</b>	<b>44. SCHOOL INTERNSHIP</b>	<b>CREDIT</b>	<b>16</b>
<b>Semester</b>	<b>IV</b>		<b>Course Code: EEA 1401 C01</b>	<b>HOURS</b>

### **OBJECTIVES:**

#### **Student Teachers will be able to**

- Understand the school climate.
- Understand the administrative aspects of school.
- Implement the different methods and techniques of teaching.
- Learn the process of evaluation.
- Apply different theory of education in practical school situations.
- Use different techniques of evaluation.
- Organize different co-curricular activities in the school.
- Sensitize towards community and carry out different activities for the betterment of community.

### **COURSE CONTENT**

#### **Concept Note:**

In order to enhance the connection of teacher education programme with the practicing schools internship programme is proposed in the new two year B. Ed. Curriculum by NCTE. Here student is connected with the practicing school with all aspects of its working. But internship is introduced with a view to expose student teachers to working conditions of schools. Not only teaching learning but students teachers are connected with all working activities of school, like, administration, Co-Curricular Activities, Extracurricular activities, conducting Assembly, conducting exams, preparing results, sports and celebrations of school. This will provide a broad outlook for students about their future employment requirements and make them adjust well with the working pressure in a new setup.

#### **Methodology:**

School internship programme is of 16 weeks duration in schools. Two to three teachers from schools selected for internship act as mentors to guide students all through the internship. Students visit the schools in groups and are associated with school teachers/mentors working in the schools. School teachers or mentors will organize activities for students according to their subject and standard and involve them in different levels of school working environment. From department one supervisor will visit the school in allotted time to supervise the activities of students. Students will conduct activities according to the school plan and submit the reports at the end of internship to mentors and supervisors for evaluation.

#### **Evaluation:**

Students prepare reports on various activities conducted by them in the school during the internship. Proper orientation about teaching learning and other activities to be conducted is provided by School Internship team before allotting the schools. All the required files and

journals are provided from Department for writing and preparing reports for final submission. At the end of semester viva is also conducted to understand the extent of success of internship and also to understand the practical problems of students while visiting the schools. This will help to further fine tune the programe.

Students prepare simulation lessons in their selected teaching methods as per required number given to them. They prepare 10-minute lessons in dialogue form following the format given to them. Then they teach the lesson before the group. One student teaches and remaining students act as students of class/grade for which lesson is prepared. Students are also required to maintain observations of teaching practice of peers in the observation book provided. After lesson teaching supervisor provides feedback on the appropriate use of skills, lack of use of skills and scope of using skills. Students who noted down observations also provide feedback on the lesson.

**Scheme of Evaluation:**

Each lesson given in the respective methods of teaching selected by student will be evaluated by supervisor and marks are provided according to the decided pattern and marks sheet is submitted to School Internship Programme Unit for scoring.

**Assessment Scheme:**

<b>Evaluation</b>	<b>Credit</b>	<b>Marks</b>
Internal	16	400

<b>YEAR</b>	<b>II</b>	<b>45. ANNUAL TEST LESSON</b>  <b>Course Code: EEA 1402 C02</b>	<b>CREDIT</b>	<b>4</b>
<b>Semester</b>	<b>IV</b>		<b>HOURS</b>	<b>60</b>

**OBJECTIVES:**

**Student Teachers will be able to;**

- Integrate the different skills of teaching and deliver lessons in the schools.
- Manage the real classroom situation effectively.

**Concept Note:**

Orientation regarding annual test lessons will be given to the student teachers by the team of School Internship Programme Unit. Student teachers will have to give two lessons in their selected pedagogy subjects, integrating all pedagogical aspects and skill of teaching. Their lessons will be assessed by both external and internal examiners.

**Assessment Scheme:**

<b>Evaluation</b>	<b>Credit</b>	<b>Marks</b>
Internal and External	4	100

<b>YEAR</b>	<b>II</b>	<b>46. ACTION RESEARCH</b>  <b>Course Code: EEA 1403 C03</b>	<b>CREDIT</b>	<b>3</b>
<b>Semester</b>	<b>IV</b>		<b>HOURS</b>	<b>45</b>

**OBJECTIVES:**

**Student Teachers will be able to;**

- Understand the nature of action research.
- Understand the different areas existing for action research in school.
- Understand the different phases of action research.
- Prepare a proposal for action research.
- Conduct action research in school.
- Write the action research report following a scientific pattern

**COURSE CONTENT**

**Concept Note:**

Action research helps educational practitioners to take control of their working conditions. It encompasses all areas of working in a school environment. It helps teachers to understand problems about their work and find ways to solve them.

**Methodology:**

Action research for the present B. Ed. program will be conducted when student teachers visit their schools for internship programs. Before the internship student teachers will be oriented about action research by the action research team members. They will be given orientation on different aspects of action research, from problem identification to report writing. Student teachers identify the problem from their internship schools and formulate a plan to conduct research. They will conduct research with the help of a supervisor as per their plan and submit the report in the given format during the fourth semester for evaluation.

**Scheme of Evaluation:**

Student teachers discuss the problem identified with their supervisor and prepare a proposal for submission. This proposal explains the problem, its causes, plan of action and plan of implementation through research design. This proposal is evaluated, and changes suggested are incorporated and final format of proposal is made.

Student teachers then start implementation of their plan and conduct the research within the specified time. Then they prepare the final report with explanation of implementation of plan to solve problem, findings with discussion and conclusion. The final report is presented to the respective internship supervisor for evaluation.

**Assessment Scheme:**

<b>Evaluation</b>	<b>Credit</b>	<b>Marks</b>
Internal	3	75

<b>YEAR</b>	<b>II</b>	<b>47. VIVA-VOCE</b>  <b>Course Code: EEA 1404 C04</b>	<b>CREDIT</b>	<b>2</b>
<b>Semester</b>	<b>IV</b>		<b>HOURS</b>	<b>30</b>

**OBJECTIVES:**

**Student Teachers will be able to;**

- To test the overall comprehension of student teachers about the B. Ed. Programme

**Concept Note:**

Selected panel of external and internal examiners test the understanding of the student teacher about the entire B. Ed. Programme through oral questions.

**Assessment Scheme:**

<b>Evaluation</b>	<b>Credit</b>	<b>Marks</b>
Internal and External	2	50

## **VIII. Some Special Features of the Two-Year B.Ed. Degree Course**

In addition to the semester system, a blend of Internal and external Assessments the Centre has been following, some essential features of the B.Ed. course are mentioned below:

### **i. School Internship**

Since the B.Ed. course is the professional preparation of those aspiring to be teachers at the Secondary and Higher Secondary levels, there is a lot of emphasis given to the practice aspects of the teacher's role. Care is taken to initiate the neophytes to the technicalities of the profession. They are introduced to the Art and Science of teaching in a sequenced set of stages, viz. skill-based Based Teaching, small group teaching, Internship teaching and school-based activities, and community-based teaching ending up with Test Lessons. At all stages, the student-teachers are monitored and given feedback by both the supervising teachers and peer groups and are supported to master the art of teaching.

### **ii. Tutorials**

Student trainees in small groups are allotted to a teacher educator. This group forms the primary affiliation group for the students and opportunities are offered to discuss and solve any difficulties the members may have, personal, academic or social, which the group members may want to bring up. The group remains with the teacher throughout the year: Each group is free to chalk out and carry out pertinent activities.

### **iii. General Assembly**

The day at the center begins with the General Assembly which is attended by the entire staff and students. A group of students is assigned the task of conducting assembly each day, which may have a mix of items like prayers, devotional songs, talks, News briefings, Sharing information, etc. It is primarily intended to be a training ground for our students and is managed by the students themselves.

### **iv. Co-curricular Activities (CCA)**

Co-curricular activities are a regular feature of the B.Ed. course. Students organize several kinds of programs under CCA, like, Singing Competitions, dance competitions, elocutions, debates, quiz competitions, celebrations of certain important days like, Teachers' Day, Navratri, etc. Like other curricular and co-curricular components of the B.Ed. program, it is also intended to train our students to conduct similar programs in schools.

### **v. Remedial Teaching**

Our student trainees come from a multitude of backgrounds, represent a plethora of language groups, and have different subject specializations, experiences and interests. Some of them even join the B.Ed. course after a gap of several years on completion of their studies. Invariably some of them find it difficult to cope with the fast-paced and activity-oriented curriculum and continuous evaluation of the B.Ed. course. To help them catch up with especially the theory courses, the center runs a remedial teaching program. In this program, peer teachers are identified, and they help students through peer tutoring (with their studies). This is a

programme that is very much appreciated by both remedial tutors and tutees (it helps students in coping with English instruction at University). The service of peer teachers is acknowledged by awarding them with certificate of appreciation at Faculty Annual Day. Besides, it is an experience in Co-operative learning and win-win relationships.