

FACULTY OF EDUCATION AND PSYCHOLOGY



Bachelor of Education (B.Ed.) PROSPECTUS

Department of Education (CASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara - 390 002
Phone No. 0265 2795516, 2792631



“The full-blown lotus growing out of the lake symbolizes the emergence of mind and its triumph over matter. The flame rising from the center 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 गगमकुसुम 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.

Table of Contents

No.	Content	Pg. No.
1	The Maharaja Sayajirao University of Baroda	1
2	Faculty of Education and Psychology	1
	2.1 Department of Education - CASE	1
	2.2 Department of Educational Administration	2
	2.3 Department of Psychology	2
	2.4 The University Experimental School	2
3	Facilities and Services at CASE	2
	3.1 CASE Library	2
	3.2 CASE Computer Laboratory	2
	3.3 Hostel Facilities	2
4	List of members of the Department of Education & CASE	3
5	Degree of Bachelor of Education	3
	5.1 Objectives of the Two-year B.Ed. Programme	4
	5.2 Ordinance of Bachelor of Education Programme	4
	5.2.1 O. B. Ed. 1: Eligibility	4
	5.2.2 O. B. Ed. 2: Admission Procedure	4
	5.2.3 O. B. Ed. 3: Intake	5
	5.2.4 O. B. Ed. 4: Structure and Duration of the Course	5
	5.2.5 O. B. Ed. 5: Working Days	5
	5.2.6 O. B. Ed. 6: Attendance	5
	5.2.7 O. B. Ed. 7: Medium of Instruction	5
	5.2.8 O. B. Ed. 8: Examination Fees	6
	5.2.9 O. B. Ed. 9: Declaration of Results	6
	5.2.10 O. B. Ed. 10: Scheme of Evaluation	6
	5.2.11 O. B. Ed. 11: Annual Test Lessons	6
	5.2.12 O. B. Ed. 12: Viva-Voce Test	6
	5.2.13 O. B. Ed. 13: Standard of Passing	6
	5.2.14 O. B. Ed. 14: Upward Movement	6
6	Outline of the Two-year Bachelor of Education Programme	7
7	Semester-wise Course Distribution	8-10
8	Summary of Marks	10
9	Syllabi of the Courses	11
10	Some Special Features of the B.Ed. Programme	106

Bachelor of Education (B.Ed.)

1. The Maharaja Sayajirao University of Baroda

The Maharaja Sayajirao University of Baroda is the first teaching, residential and unitary university of Western India. It was established in 1949.

2. 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, known as 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 housed is one of the architectural treasures of the period. The Faculty of Education and Psychology has under its wing three departments and a school:

1. Department of Education
2. Department of Educational Administration
3. Department of Psychology
4. A. University Experimental School – Gujarati Medium (Grant-in-Aid)
B. University Experimental School – English Medium Higher Payment Programme (HPP)

2.1 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 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 Two-Year full-time B.Ed., Two-Year full-time M.Ed., M.Phil. in Education, Ph.D. in Education (accessible to Postgraduates in Education and in any allied discipline), and a HPP Course in Post Graduate Diploma in Guidance and Counselling. There is 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 pioneer in the area of education by contributing in research and extension services to the community. MHRD, New Delhi has also identified the department as a monitoring institute to supervise the implementation of SSA, KGBV, NPEGEL and MDM in selected districts of Gujarat and UT of Daman Diu. In December 2019, the then MHRD now Ministry of Education has accepted our proposal of establishing Inter University Centre for Teachers Education (IUCTE) under the scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Training.

2.2 Department of Educational Administration

B.Ed. Prospectus

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 organizing training programmes for Educational Administrators under the Department of Research Support (DRS) Programme. It offers one-year Professional Diploma in Educational Management (PDEM) and two year Master of Management Studies (Education).

2.2 Department of Psychology

The Department of Psychology is the 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 postgraduate 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.

2.3 University Experimental School

The Faculty of Education and Psychology has the University Experimental School attached to it which 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. 1st to 4th having strength of 51 students. At present the school has classes from 1st to 10th and 11th / 12th Commerce. Being part of Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, the students of this school are the subjects for many research works conducted by the Department. The spirit of 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.

3. Facilities and Services at the Department of Education

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

3.1 Departmental Library

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

3.2 Departmental Computer Laboratory

B.Ed. Prospectus

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.

3.3 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.

4. List of members of the Department of Education & CASE

CASE

Prof. R. C. Patel M.Sc.(Physics), M.Ed., Ph.D. (Education)

Department of Education

Prof. S. C. Panigrahi M.A. (Education), M.Phil., Ph.D. (Education)
Prof. R. S. Mani B.Sc. (Nat. Sc.) M.A. (Psychology) M.Ed., Ph.D. (Education)
Prof. Ashutosh Biswal M.A.(Sociology), M.Ed., Ph.D. (Education)
Prof. Dipti Oza M.A. Psychology (Clinical) M.Ed., Ph.D., (Education),
MBA, P.G. Diploma in Higher Education, Registered RCI
Prof. Sujata Srivastava B.Sc., M.Ed., Dip in Advertising & Public Relations,
Certificate in French, Ph.D. (Education)
Prof. Satish Pathak M.Sc.(Mathematics), M.Ed., M. Phil., Ph.D. (Education)

Associate Professor

Dr. Jayshree Das M.A. (Economics), M.Ed. Ph.D.(Education)
Dr. Anjali Mehta M.A. (Gujarati), M.Ed., Ph.D.(Education)

Assistant Professor

Dr. Bhavin Chauhan M.A. (English.), M.Ed., Ph. D.(Education)
Dr. Bhumika Barot M. Com. (Financial Management), M.Ed., Ph. D. (Education)

Temporary Teaching Staff

Dr. Jyotsna Amin M.A. (Sociology), M. A. (Gujarati), M.Ed., Ph.D. (Education)
Dr. R. L. Madhavi M.Sc.(Botany), M. Phil. (Botany), M. Ed., Ph.D. (Education)
Dr. Deepika Rajawat M.Sc. (Botany), M.Ed., Ph.D. (Education)
Dr. Sonia Rajput M.Sc. (Statistics), M.Ed., Ph.D. (Education)
Dr. A.V. Jayalakshmi M. Sc. (Zoology), M. Ed., Ph.D. (Education)
Dr. Preeti Saxena M. Sc. (Chemistry), M. Ed., Ph.D. (Education)
Dr. Lata Pandey MCA, B.Sc.(Mathematics), M. Ed. Ph.D (Education)
Ms. Ruchi Dwivedi M. Sc. (Zoology), M.Ed., MBA
Ms. Neelam Badola M. Sc. (Physics), M.Ed.
Dr. Pratixa Modi M.Com., M.Ed., Ph.D. (Education)

5. Degree of Bachelor of Education

The B.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014. 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.

5.1 Objectives of the Two-Year Bachelor of Education Programme

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

- To develop a critical awareness regarding the realities of Indian life.
- To develop such capabilities as may be necessary for the realization of national values and goals as stated in the Constitution of India.
- 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 democratic, secular and socialist society.
- To develop an understanding of the psychology of students.
- To cultivate rational thinking and scientific temper.
- To develop competencies and skills needed for becoming effective teachers.
- To develop an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- To develop the knowledge of the subject, clarify its objectives, evolve a suitable methodology of instruction and sharpen the communication skills.
- To develop the managerial and organizational skills required in the contemporary Indian educational contexts.
- To become aware of the environmental and ecological problems and to find out their suitable solutions.

5.2 Ordinance of Bachelor of Education Programme

O. B. Ed. I: Eligibility

- a) Candidates with at least 50 % 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.
- c) He/she must have offered English as one of the subjects at the higher Secondary/College or University Level.

B.Ed. Prospectus

- d) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.
- e) A candidate admitted to the B.Ed. programme shall not do any other face to face mode course during the same academic year.

O. B.Ed. 2: Admission Procedure

Admission is only on the basis of merit, which is calculated by considering the percentage of marks obtained by the candidate at graduation level examination and/or post-graduation level examination.

Candidates belonging to scheduled caste/scheduled tribe would be given 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 55 students in each) Bifurcation of seats:

Science Stream	22+22	= 44
Arts and Humanities	22+22	= 44
Commerce	11+11	= 22

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 minimum of thirty-six hours in a week during which 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 minimum 80% attendance in Theory Courses and Practicum and 90% attendance in school Internship.

O. B.Ed. 7: Medium of Instruction

The medium of instruction shall be primarily in 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.

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 Fourth Semester.

O. B.Ed. 13: Standard of Passing

To qualify for appearing in the annual test lessons, the candidate must fulfil 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 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.

6. Outline of Two-Year Bachelor of Education Programme Course-wise

Course No. & Course Code	Name of the Course	Credit
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 Discipline and Subject	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 Texts	3
	Gender, School and Society	3
	Knowledge and Curriculum II	3
	Inclusive Education	3
	Yoga Education	3
EEA1016 E01 to EEA1030 E15	Pedagogy of School Subject (I): Method I	4
EEA1016 E01 to EEA1030 E15	Pedagogy of School Subject (I): Method II	4
	Pedagogy of School Subject (II): Method I	4
	Pedagogy of School Subject (II): Method II	4
	Orientation to Internship Programme	3
	School Internship	16
	Annual Test Lessons	4
	Action Research	3
	Viva Voce	2
	Total	90

7.Semester Wise Course Distribution

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

Course Code	Course Name	Marks	Credits
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 Disciplines and Subjects	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

B.Ed. Prospectus

EEA1233 C04	Reading and Reflecting on Texts	75 Marks	3
EEA1016 E01 to EEA1030 E15	Pedagogy of School Subject Part I (Method 1)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
EEA1016 E01 to EEA1030 E15	Pedagogy 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

SEMESTER-III (F. S. B.Ed. II)

Course Code	Course Name	Marks	Credits
	Pedagogy of School Subject Part II (Method 1)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
	Pedagogy of School Subject Part II (Method 2)	25 Mid Term + 50 End Term + 25 Practical Work = 100 Marks	3+1 1 is for practical work
	Gender, School and Society	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
	Knowledge and Curriculum Part II	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
	Inclusive Education	15 Mid Term + 35 End Term + 25 Practical Work = 75 Marks	2+1 1 is for practical work
	Yoga Education	75 Marks	3
	Orientation to Internship Program	75 Marks	3
Total Marks=300 (Theory) + 275 (Practical)=575 Marks			
			(12+11) Total Credits=23 credits

SEMESTER – IV (S. S. B. Ed. II)

Course Code	Course Name	Marks	Credits
	School Internship	400 Marks	16 credits
	Annual Test Lessons	100 Marks	4
	Action Research	75 Marks	3
	Viva Voce	50 Marks	2
			Total = 625 Marks
			Total Credits = 25

8. Summary of Marks

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

9. Syllabus of B.Ed. Programme

- Semester I
- Semester II
- Semester III
- Semester IV

First year Semester I

YEAR	I	HUMAN DEVELOPMENT AND LEARNING	CREDIT	3+1
Semester	1	Course Code EEA 1118 C01	HOURS	45+30

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 in order to facilitate student trainees' and their students' personal growth.
- Understand the learning process in order 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 / SYLLABUS

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

1. Meaning of Human Development and Learning
2. The scope and contribution of Human Development and Learning
3. Concept of Human Development Index (HDI)

UNIT-II: Growth and Development 12 Hours

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

B.Ed. Prospectus

5. Importance of studying 'Growth and Development' for a teacher

UNIT-III: Adolescence Education 10 Hours

1. Need and Meaning of Adolescence Education
2. Importance of Adolescence Education
3. Significance of Life skill Education for Adolescence

UNIT-IV: Learning 15 Hours

1. Meaning and definitions of learning
 - (a) Learning as a process and product
2. Different viewpoints of learning and their educational implications
 - (a) Learning by Trial and Error (Thorndike)
 - (b) Classical conditioning
 - (c) Operant conditioning
 - (d) Gestalt theory- Learning by insight and its implications
 - (e) Cognitive theory (Ausubel and Piaget)
 - (f) Social cognitive theory - Vygotsky
3. Factors affecting learning and learning problems
4. Learners' individual differences
5. Ways to enhance learning skills and minimizing learning problems.
6. Transfer of learning

UNIT-V: Classroom Implications of Learning Strategies 7 Hours

1. Concept of Learning Strategies
2. Information processing strategies
 - (a) Recall strategies
 - (b) Strategies that integrate and organise information
 - (c) Organisational strategies
 - (d) Elaboration strategies
3. Active study strategies, study tactics

MODE OF TRANSACTION

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

PRACTICUM

1. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
2. List down different maladjusted behaviour of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.

B.Ed. Prospectus

3. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing schoolteachers.
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 which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)
4. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
5. Observe some successful individuals and list down the behavioural characteristics which impress you.
6. Take interview of five low achievers and five high achievers and find out their ways of learning.
7. List down few (classroom) learning situations involving insightful learning.

REFERENCES

- Bhatia, H. R. (1973). *Elements of Educational Psychology* (5th ed.). Orient Longman.
- Bigge, M. L. (1982). *Learning Theories for Teachers* (4th ed.). New York: Harper and Row Publishers. pp. 89-90.
- Bolles, R. C. (1975). *Learning Theory*. New York: Holt, Rinehart and Winston. pp. 18-19.
- Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing house Pvt. Ltd.
- Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dunn, R. (1983). Can Students Identify Their Own Learning Styles? In *Educational Leadership* (Vol. 40). pp. 60-62.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
- Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, pp. 54-90.
- Duric, L. (1990). Educational Sciences: Essentials of Educational Psychology In International Bureau of Education, UNESCO. New Delhi: Sterling Publishers. pp. 81.
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
- Kundu C.L., & Tutoo D.N. (1993). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lindgren, H. C. (1967). *Educational Psychology in Classroom. (3rd edition)*. New York: John Wiley and sons.

B.Ed. Prospectus

- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers.
- Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching. In Mohan Jitendra (Ed.), *Educational Psychology*. New Delhi: Wiley Eastern Limited. pp. 146.
- Oza, D. J., & Ronak, R. P. (2011). *Management of Behavioral Problems of Children with Mental Retardation*. Germany: VDM publication.
- Papalia D. E., & Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company.
- Phens, J. M., & Evans, E. D. (1973). *Development and Classroom Learning: An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
- Tessmer, M., & Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun. (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc.
- Skinner, E. C. (1984). *Educational Psychology.(4th Edition)*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Spinthall, N., & Spinthall, R. C. (1990). *Educational Psychology. (5th ed)*. McGraw Hill Publishing Company.

YEAR	I	CONTEMPORARY INDIA AND EDUCATION	CREDIT	3+1
Semester	I	Course Code: EEA 1119 C02	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

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

COURSE CONTENT / SYLLABUS

UNIT-I: Concept and Aims of Education

7 Hours

1. Meaning of Education – Broader and Narrow
2. Formal, Non-Formal and Informal education
3. Various Agencies of Education
4. Aims of Education in Contemporary Indian society
5. Determinants of Aims of Education

UNIT-II: Social Realities of Indian Society and Education

10 Hours

1. Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization

B.Ed. Prospectus

2. Schisms in terms of Caste, Religion, Language, Region and their demands on Education
3. Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities
4. Value Education
5. Environmental Education

UNIT-III: Education, Social Stratification and Social Change 10 Hours

1. Social Stratification: Meaning, Forms and Bases
2. Impact of Social Stratification on Education and Vice versa
3. Concept of social change
4. Factors Affecting Social Change Process
5. Role of education in the process of social change

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

1. Mahatma Gandhi
2. Swami Vivekananda
3. Shree Aurobindo
4. Rabindranath Tagore

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

1. Education in Pre-Independent India – significant recommendations of commissions and committees
2. Education in Post-Independent India – Significant recommendations of Commissions and Committees
3. National Policy on Education – 1986, 1992
4. Universalization of Elementary Education – Sarva Shiksha Abhiyan
5. RTE ACT 2009, RMSA

MODE OF TRANSACTION

- Lectures, discussions, assignments, films on educational thinkers

PRACTICUM

1. Study the impact of 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 – (a)Eco-Club,
(b) instructional material to inculcate values,
(c) field visit to vocational institutes to make reports,
(d) awareness development about population explosion in rural / slum areas,
(e) creating awareness among SC/ST students about various schemes and scholarships available to them,
(f) survey of schools to see the implementation of various incentives of government to equalize educational opportunities

- (g) Preparing a presentation on rich cultural heritage of India

REFERENCES

- Bhatia, K. & Bhatia, B. (1983). *The Philosophical and Sociological Foundation of Education*. New Delhi: Doaba House.
- Bhattacharya, S. (2006). *Sociological Foundation Of Education*. New Delhi: Atlantic Publishers.
- Deota, N. P. (2012). *An Insight into Educational Philosophy- An Indian Perspective*. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2012). *Effective Leadership Qualities*. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2012). *Kaleidoscopic Views on Education*. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2014). *Essence of Yoga Education*. Germany: Lamberd Academic Publishing.
- Dhankar, N. (2010). *Education in Emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Dhiman, O. P. (1973). *Principles and Techniques of Education*. Ludhiana: Sharda Brothers.
- Fagerling, I., & Saha, L.J.O. (1989). *Education and National Development*. (2nd ed.). England: Pergamon Press.
- Kakkar, S. B. (1995). *Changing Perspectives in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mehta, D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications.
- Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication.
- Narulla, S., & Naik, J. P. (1964). *Student History of Education in India*. New Delhi: Mc Millian & Co. India Pvt. Ltd.
- MHRD. (1986). *National Policy of Education*. New Delhi: MHRD.
- Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
- Rao, D. B. (1996). *Globals Perception on Peace Education* (Vols. 1-3). New Delhi: Discovery Publishing House.
- Rassekh, S., & Vaideanu, G. (1987). *The Contents of Education*. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.
- Schultz, T. W. (1972). *Investment in Education*. London: The University of Chicago Press Ltd.
- Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. New Delhi: APH Publishing Corporation.
- Singh Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publication Corporation.

B.Ed. Prospectus

Singh, Y. K. (2005). *Education in Emerging Indian Society*. New Delhi: APH Publishing.

Thakur, A. S., & Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.

Toffler, A. (1971). *Future Shock*. London: Hazell Watron and Viney Ltd.

Books in Gujarati :

Dave J. K. (1989). *Shikshan ni Tatvik ane Samajik Adharshilao*. Ahmedabad: B. S. Shah Prakashan.

Kothari, R. G. (1997). *Bharat ma Madhyamik Shikshan na Vartman Prashno, Pravah ane Shikshan Mulyankano*. Ahmedabad: BAOU.

YEAR	I	LANGUAGE ACROSS CURRICULUM	CREDIT	2+1
Semester	I	Course Code : EEA 1120 C03	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

- Enabling students to understand nature, function and role of language across curriculum
- Sensitizing students about the obstacles in language usage while using the language and ways to overcome them.
- Enabling students to understand importance of first and second language.
- Acquainting students about Multilingualism and Impact of Culture
- Developing LSRW skills for effective communication
- Understanding various dimensions of classroom discourse
- Acquiring knowledge about the communication process with the understanding of nonverbal communication

COURSE CONTENT / SYLLABUS

UNIT-I: Understanding Language across Curriculum	5 Hours
1. Language: Meaning, Concept	
2. Functions of Language	
3. Significance of Language for Learning	
4. Importance of Language across the Curriculum	
5. Language Barriers and Strategies to Overcome	
UNIT-II: Language Acquisition and Diversity	5 Hours
1. First and Second Language Acquisition	
2. Discipline-based Language	
3. Types of Registers: Everyday Registers and Academic Registers	
4. Multilingualism: Meaning, Concept and Importance	
1. Language and Culture	
UNIT-III: Developing LSRW Skills	10 Hours

B.Ed. Prospectus

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

UNIT-IV: Classroom Discourse 5 Hours

1. Classroom Discourse: Meaning and Concept
2. Features of Classroom Discourse
3. Questioning: Nature and Types
4. Classroom Discourse: Role of Teacher

UNIT-V: Communicating Language in Classrooms 5 Hours

1. Communication: Meaning and Concept
2. Importance of Communication for Teachers across Curriculum
3. Communication Process
4. Nonverbal Communication for Teachers: Functions and Types
5. Classroom Discourse: Meaning and Features

MODE OF TRANSACTION

- Lecture, discussion, exercises, assignments, language games

PRACTICAL WORK

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, Brain-storming
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 context

REFERENCES

- Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Linguistics*. Cambridge: MIT Press.
- Fasold, R. W., & Connor-Linton, J. (2014). *An Introduction to Language and Linguistics*. Cambridge, England: Cambridge University Press.

B.Ed. Prospectus

Floyd, K. (2009). *Interpersonal Communication*. New York: McGrawHill Companies Inc.
 Fromkin, V., Rodman, R. & Hymes, N. (2011). *Introduction to Language*. Canada: Cengage Learning.
 Grenfell, M. (2004). *Modern Languages Across the Curriculum*. London, England: Routledge.
 Hall, C. J. (2005). *An Introduction to Language and Linguistics: Breaking the Language Spell*. London, United Kingdom: A&C Black.
 Harter, L., Titsworth, S., Pearson, J., & Nelson, P. (2010). *Human Communication*. New York, NY: McGraw-Hill Education.
 Nunn, R. (1999). 'The purpose of language teachers' questions'. *International Review of Applied Linguistics*, 37:23-42
 Walsh, S. (2011). *Exploring Classroom Discourse*. London and New York: Routledge.
 Walsh, S. (2006). *Investigating Classroom Discourse*. London and New York: Routledge

YEAR	I	ASSESSMENT FOR LEARNING	CREDIT	3+1
Semester	I	Course Code : EEA 1121 C04	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and it 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

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
 - Check list
 - 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 blue print
- Characteristics of a good test

UNIT-V: Interpreting test scores

10 hrs.

- 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

The following practical work can be given to student teacher

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
- Framing measurable and non-measurable learning outcomes
- Preparing report card and evaluate the existing report card of any school
- Preparing Portfolio and Rubric for assessment of Student.
- Simulated exercise for providing feedback

B.Ed. Prospectus

- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions

The following practical work can be given to student teacher

- Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
- Framing measurable and non-measurable learning outcomes
- Preparing report card and evaluate the existing report card of any school
- Preparing Portfolio and Rubric for assessment of Student.
- Simulated exercise for providing feedback
- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
- Framing Different types of questions
- Preparation of Blue Print and a question paper
- Prepare graphs and use statistics for analysis of test result

REFERENCES

- Boyle, B. & Charles, M. (2014). *Formative Assessment for Teaching and Learning*. SAGE Publication.
- Earl, L. (2003). *Assessment as learning using classroom assessment to maximize student learning*. California: SAGE Publication
- Ebel, R.L., & Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
- Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications
- Isaacs, T. & et al. (2013). *Key concepts in educational Assessment*. SAGE Publication ltd.
- Linn, R. & Miller, M. (2008). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Mehta, S. J., & Shah, I. K. (1982). *Educational Evaluation*. Ahmedabad: Anand Prakashan (Gujarati).
- Mohan R. (2016). *Measurement evaluation and Assessment in Education*. New Delhi: PHI Learning PVT. LTD.
- Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers
- Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. New Delhi: New Raj Book Depot.
- Reynolds, C.R., Livingston, R.B., & Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
- Rich, & et al. (1990). *Assessment & Examination in secondary school*.
- Tenbrink, T. D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co.

B.Ed. Prospectus

Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*.
New Delhi: PHI Learning PVT. LTD.

Yadav, M. S., & Govinda, R. (1977). *Educational Evaluation*. Ahmedabad: Sahitya
Mudranalaya.

YEAR	I	UNDERSTANDING DISCIPLINES AND SUBJECTS	CREDIT	2+1
Semester	I	Course code : EEA 1122 C05	HOURS	30+30

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 / SYLLABUS

UNIT-I: Discipline and Subject 6 hrs.

- Education as 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 6 hrs.

- 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 hrs.

- 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

B.Ed. Prospectus

- Language as a Medium of Communication
- Phases of Language Development

UNIT-IV: Mathematics as a Subject and Discipline 7 hrs.

- 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 hrs.

- 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

1. Policy analysis National curriculum frame works
2. Identification of core, hidden, null and latent curriculum in textbooks.
3. Review of the books ‘Diva swapn’ and ‘To To chan’ for constructing an activity curriculum.

REFERENCES

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

YEAR	I	CRITICAL UNDERSTANDING OF INFORMATION	CREDIT	2+1
Semester	I	AND COMMUNICATION TECHNOLOGIES	HOURS	30+30
		Course Code: EEA 1123 C06		

OBJECTIVES

Student Teachers will be able to

- Create awareness about the use of Information and Communication Technologies (ICT) in Education.
- Familiarize with fundamentals of ICT.
- Acquire knowledge of computer languages and software packages for education.
- Develop programming skills in computer languages for education.
- Develop skills in utilization of different software packages in education.
- Develop skills in utilizing 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 the free educational resources through internet.

COURSE CONTENT / SYLLABUS

UNIT-I: Concept of ICT

6 hrs.

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

UNIT-II: Introduction to Computers

6 hrs.

1. Computer System: Meaning, Characteristics, Hardware, software, Peripherals, Generations and Development of Computers, Classification of computers
2. 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.
3. Working with Computer: Use of Windows, Creating Folders, File Management, and Window Explorer. Navigating to different software

UNIT-III: Application Software

6 hrs.

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

B.Ed. Prospectus

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

UNIT-IV: Computers for Teaching Learning 6 hrs.

1. 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.
2. Familiarizing with existing social learning and Educational software, Steps in Development of Educational software, developing digital lesson plan.

UNIT- V: Internet 6 hrs.

1. 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

MODE OF TRANSACTION

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

PRACTICUM

1. Preparation of PPT, text files and spread sheet for different purposes.
2. Working with spreadsheet 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 websites, videos, e-field trips.

REFERENCES

- CASE. (2000). *Emerging Technologies in Education*. Vadodara: The M. S. University of Baroda Press.
- Comer D.E. (1997). *The Internet Book*. New Delhi: 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*. New Delhi:

Sarup & Sons.

Khirwadkar, A. (2010). *E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms*. New Delhi: Sarup Book Publication Ltd.

Mahapatra, B.C. (2006). *Education in Cybernetic Age*. New Delhi: Sarup Sons.

Mansfield, R. (1993). *The Compact Guide to Windows, Word and Excel*. New Delhi: BPB Publishing.

Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing House.

Tanenbaum, A. S. (1996). *Computer Networks*. New Delhi: Prentice Hall of India.

Walkenbach, J. (1997). *Excel 97 Bible*. New Delhi: Comdex Computer Publishing.

First Year: SEMESTER- II

YEAR	I	SCHOOL ORGANISATION AND MANAGEMENT	CREDIT	3+1
Semester	II	Course Code : EEA 1230 C01	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

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

COURSE CONTENT / SYLLABUS

UNIT-I: School Organisation, Management and Administration 7 hrs.

1. School as an Organisation
2. Concept of Management and Administration
3. Types of School Boards (CBSE, ICSE, IB and State Board)
4. Institutional Planning: Meaning, need & importance, steps
5. Supervision: Meaning, Types, Need and issues

UNIT-II: Concept of Classroom 10 hrs.

1. Meaning and concepts of classroom
2. Characteristics of Classroom
3. Multicultural classrooms
4. Components of classroom:

(a) Teachers (Role of Teacher as transmitter of knowledge, initiator and leader) (b) Pupils- learning needs

UNIT-III: Concept of Classroom Management 9 hrs.

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

UNIT-IV: Educational Structures and Apex Bodies in India 9 hrs.

1. The structure and function at different levels –center, state, district, institutional and university level.
2. Functions of apex bodies at center and state level like, CABE, NCERT, NIEPA, NCTE, KVS, NVS, SCERT, NIOS, GSOS.
3. Decentralization of education with reference to the role and functions of Panchayatiraj institutions.

UNIT-V: Leadership and School Management 10 hrs.

1. Management process: Planning, organizing, directing, controlling
2. Managerial skills, technical skills, conceptual skills, human skills
3. Concept of leadership
4. Leadership styles
5. Leadership and decision making
6. Leadership in the context of innovation and change

MODE OF TRANSACTION

•Lecture, Lecture cum Demonstration, Discussion, Practical, Assignments

PRACTICUM

1. Visit different types of schools following different boards and do a comparative study with respect to various variables.
2. Analyse the process of recognition to different boards.
3. Prepare list of various records prepared by schools and write a report on its importance.
4. Study the various co-curricular activities undertaken by schools.
5. Organise 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 principal and teachers and the strategies they adopted to solve them
8. Prepare an awareness programme on various indiscipline problems faced in schools.

B.Ed. Prospectus

9. Study the techniques adopted by teacher for classroom management,
10. Visit schools and study the leadership style of principals through observations.
11. Study the innovations and change introduced in school and role of leader therein.

REFERENCES

- Desai, D. M. (1964). *Outline of Educational Administration in India*. Ahmedabad: A. R. Sheth & Co.
- Desai, D. M. (1964). *Shaikshanik Prakashan*. Baroda: University Granth Nirman.
- Getzels et.al. (1968). *Educational Administration as a Social Process*. New York: Harper and Row.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1995). *Emotional Intelligence*: New York: Bantam Book.
- Halpin, A.W. (----). *Theory and Research in Educational Administration*. Collier Mac.
- Kochar, S. K. (1994). *Secondary School Administration*. Jullandhar: Jullandhar University Publications.
- Mukherji, S. N. (----). *Secondary School Administration*. Baroda: Acharya Book Depot.
- Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.
- Owenss, R. G. (1970). *Organizational Behaviour in Schools*. New Jersey: Prentice Hall.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Safeya, R., & Shaida, B. D. (1964). *School Administration and Organisation*. Delhi: Dhanpatrai & Sons.

YEAR	I	KNOWLEDGE AND CURRICULUM- I Course Code: EEA 1231 C02	Credit	2+1
Semester	II		Hours	30+30

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 / SYLLABUS

UNIT-I: Epistemological bases of knowledge	6 hrs.
1. Concept of Knowledge	
2. Structures and Forms of knowledge	

B.Ed. Prospectus

3. Ways of acquiring knowledge

UNIT- II: Knowledge and Education 5 hrs.

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

UNIT- III: Concept of Curriculum 4 hrs.

1. Meaning and concept of curriculum
2. Meaning of Curriculum framework, syllabus, textbook
3. Types of curriculums: Core, Hidden, Null and Latent curriculum

UNIT- IV: Curriculum Development Basics 7 hrs.

1. Need for and Importance of Curriculum development
2. Principles of curriculum development
3. Foundations of curriculum
 - Philosophical foundations
 - Sociological foundations
 - Psychological foundations
 - Historical foundations

UNIT- V: Dynamics of Curriculum Development 8 hrs.

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

1. Policy analysis. National Curriculum Frameworks.
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

Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.

Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.

B.Ed. Prospectus

- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum Development and Evaluation in Education*. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum Development in Secondary Schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L. (2007) *Concept Based Curriculum And Instruction for The Thinking Classroom*. California: Corwin Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- Herbert, J. W., & Geneva, D. H. (1990). *International Encyclopedia of Education Evaluation*. New York: Pergamon Press Oxford House.
- Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an Introduction*. London: Pitman Publishing House.
- Jhompson, K., & White, J. C. (1975). *Curriculum Development*. London: Pitman Publishing.
- Khan. M. I., & Nigam, B. K. (2007). *Curriculum Reform Change and Continuity*. New Delhi: Kanishka Publication.
- Kumari, S., & Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary Studies in the Curriculum*. Australia: Angus and Robertson Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and Research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Ornsttein, A. C., & Hunkins, F.P. (1988). *Curriculum Foundations, Principles and Issues*. New jersey: Prentice Hall.
- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi: Rajat publications.
- Rajput, J. S. (2004). *Encyclopaedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum Development and Management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern Methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Socket, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and Methods of Teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum Development Theory & Practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum Design*. New Delhi: Shri Sai Printographers.

YEAR	I	DRAMA AND ART IN EDUCATION	CREDIT	2+1
Semester	II	Course Code: EEA 1232 C03	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

1. Understand the use of 'Drama' as a Pedagogy.
2. Use 'Role play' technique in the teaching learning process.
3. Understand the importance of dramatic way of presentation.
4. Integrate singing method in teaching learning process.
5. Understand various 'Dance forms' and their integration in educational practices.
6. Use art of drawing and painting in teaching learning process.
7. Develop creativity through different creative art forms.
8. Understand the efficacy of different art forms in education.

COURSE CONTENT / SYLLABUS

UNIT-I: Drama and its Fundamentals 6 hrs.

1. Drama as a tool of learning.
2. Different Forms of Drama.
3. Use of Drama for Educational and social change (Street play, Dramatization of a lesson).
4. Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

UNIT-II: Music (*Gayan and Vadan*) 6 hrs.

1. *Sur, Taal and Laya (Sargam)*
2. Vocal - Folk songs, Poems, Prayers
3. Singing along with "Karaoke"
4. Composition of Songs, Poems, Prayers
5. Integration of *Gayan* and *Vadan* in Educational practices

UNIT-III: The Art of Dance 6 hrs.

1. Various Dance Forms - Bharat Natyam, Kathakali, Odisi, Manipuri
2. Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances.
3. Integration of Dance in educational practices. (Action songs, *Nritya Natika*)

UNIT-IV: Drawing and Painting 6 hrs.

1. Colours, Strokes and Sketching- understanding of various means and perspectives
2. Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting
3. Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms

UNIT-V: Creative Art

6 hrs.

1. Creative writing -Story writing, Poetry writing
2. Model making - Clay modeling, Origami, Puppet making
3. Decorative Art - Rangoli, Ekebana, Wall painting (Mural)
4. Designing - Computer graphics, CD Cover, Book cover, Collage work
5. 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

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 dance 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 programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.

REFERENCES:

- Bhatkhande, V. N. (1979). *Hindustani Sangeet Paddhati*. Sakhi Prakashan, Hathras.
- Deva, B.C. (1981). *An Introduction to Indian Music*. Publication Division, Ministry of Information and Broadcasting, Government of India.
- Nakrani, H. (1988). Gamta Gao Geet. Pravin Prakashan, Rajkot.*
- NCERT, (2006). Position Paper by National Focus Group on: *Arts, Music, Dance and Theatre*. NCERT, New Delhi.
- NCERT, (2006). Position Paper by National Focus Group on: *Heritage Craft*. NCERT, New Delhi.
- NCERT, (2011). *Graphi Design ek Kahani*. (Textbook for Std. XI). NCERT, New Delhi.

NCERT, (2011). *Living Craft Traditions*. (Textbook for Std. XI). NCERT, New Delhi.
 Nicoll, A. (1931). *Theory of Drama*. Thomas Y. Crowell Company, New York.
 Patel, K. (1996). *Cultural Heritage of Gujarat*. Good Companions, Ahmedabad.

YEAR	I	READING AND REFLECTING ON TEXT	CREDIT	2+1
Semester	II	Course Code : EEA 1233 C04	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

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

COURSE CONTENT / SYLLABUS

UNIT-I: Introduction to Reading 5 hrs.

1. Reading – Meaning and Process
2. Importance of Reading across Curriculum
3. Characteristics of Reading

UNIT-II: Reading Skills 6 hrs.

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

UNIT-III: Reading the Text 7 hrs.

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

UNIT-IV: Developing Reading Skills 6 hrs.

1. Developing Critical Reading Skill
2. Developing Reflective Skill
3. Activities for Developing Reading Skills
4. Developing Meta-cognition for Reading

UNIT-V: Reading Comprehension 6 hrs.

1. Developing Reading Comprehension
2. Developing Vocabulary for Reading

3. Problems of Reading

MODE OF TRANSACTION

- Lecture, Discussion, Exercises, Games

PRACTICAL WORK

1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in 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: Cambridge University Press.

Hill, L. A., & Dobbyn, M. A. (1979). *Training Course Trainer's Book*. London: 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*. Vadodara:

Gold Rock Publications.

Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.

Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.

Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.

Mukalel, J. C., & Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.

Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*.

Calcutta: Orient Longman.

Recognizing Different Types of Text

[http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-](http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text)

[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>

m.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>

Richard, J., Theodore, S., & Rodgers, T. S. (1968). *Approaches and Methods in Language*.

Cambridge University Press.

Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.

Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold.

Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.

Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

METHOD COURSES : SEMESTER-II

YEAR	I	TEACHING OF ENGLISH	CREDIT	3+1
Semester	II	Course Code: EEA 1016 E01	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Acquire knowledge about 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 / SYLLABUS

UNIT-I: 6 hrs.

1. Need for and Importance of English
2. Objectives of English Teaching
3. Principles of English Learning
4. English Language Development: Policy Perspectives
5. Status of English Teaching in Schools: Issues and Challenges

UNIT-II: Planning for Teaching of English 6 hrs.

1. Meaning of planning, importance of planning
2. Content Analysis
3. Formulation of General and Specific Objectives
4. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan.

5. Innovative Lesson Plan

UNIT-III: Methodology of Teaching English 11 hrs.

1. Grammar Translation method
2. Direct Method
3. Michael West's New Method
4. Structural Approach
5. Communicative Approach
6. Eclectic Approach
7. Innovative Pedagogy

UNIT-IV: Teaching the Text 15 hrs.

1. Teaching pronunciation (phonetics)
 - (a) Objectives of teaching pronunciation
 - (b) Phonetics symbols, organs of speech and mechanism of sounds
 - (c) Different types of sounds
 - (d) Activities to teach pronunciation
2. Teaching Vocabulary
 - (a) Objectives of teaching vocabulary
 - (b) Concept of knowing the word
 - (c) Types of Vocabulary
 - (d) Vocabulary building practices
3. Teaching Grammar
 - (a) Objectives of teaching grammar
 - (b) Types of grammar
 - (c) Methods of teaching grammar
 - i. Formal/traditional method
 - ii. Informal method
 - iii. Correlation/Reference method
 - iv. Inductive-Deductive method
4. Teaching Prose
 - (a) Objectives of teaching prose
 - (b) Procedure of teaching prose
5. Teaching Poetry
 - (a) Objectives of teaching poetry
 - (b) Procedure for teaching poetry
6. Teaching Composition, Paragraphs, Essays, Letters, etc.
Guidelines of teaching paragraphs, essays and letters
7. Teaching language through literature
 - (a) Need for and importance of using literature for teaching English
 - (b) Different models of using literature for teaching English
 - (c) Procedure for teaching English through literature

UNIT-V: Study Skills 7hrs.

B.Ed. Prospectus

- a) Need for and Importance of Study Skills
- b) Managing Yourself for Study
- c) Categorization of study skills
 - i. Locating information and use of reference books
 - ii. Gathering information
 - iii. Storing information,
 - iv. Retrieving and interpreting information

MODE OF TRANSACTION

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

PRACTICAL WORK

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: New Delhi
- Dey, S. K. (2013). *Teaching of English*. Dorling Kindersley (India) Pvt. Ltd: New Delhi
- Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambridge: Cambridge University Press.
- Hill, L. A., & Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
- Hubbard, P., & Hywel, J. (1983). *A Training Course for TEFL*. Oxford University Press.
- Joseph, K. S. (2004). *Self-Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
- Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.
- Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
- Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
- Mukalel, J. C., & Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.
- Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.

B.Ed. Prospectus

Richard, J., Theodore, S., & Rodgers, T. S. (1968). *Approaches and Methods in Language*. Cambridge University Press.

Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.

Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold.

Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.

Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

YEAR	I	TEACHING OF GUJARATI COURSE	CREDIT	3+1
Semester	II	CODE : EEA 1017 E02	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Understanding the importance of teaching of Gujarati as mother tongue
- Develop the ability of planning different aspects of Lesson plan in Teaching of Gujarati
- 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
- Understanding and application of different forms of Gujarati language teaching

COURSE CONTENT / SYLLABUS

UNIT-I: Importance of Teaching Gujarati as Mother Tongue 9 hrs.

1. Mother Tongue
 - (a) Mother tongue as a medium of instruction
 - (b) Mother tongue for free and clear expression (c) As a key to social and cultural Heritage
 - (d) Mother tongue for effective communication
2. Negligence of Mother tongue as a subject- remedy to it

UNIT-II: Planning for Teaching in Gujarati 9 hrs.

1. Content Analysis
2. General and Specific objectives of teaching of Gujarati
3. Lesson Plan
4. Unit Plan

UNIT-III: Methods and Approaches of Teaching Gujarati 11 hrs.

1. Main Principles and important aspects of Teaching Gujarati Language
2. Teaching Methods, Techniques, approaches of teaching Gujarati
 - (a) Lecture Method
 - (b) Discussion Method
 - (c) Project Method

B.Ed. Prospectus

- (d) Nirdeshan Prayog Method
- (e) Nirikshit Abhyas Paddhati
- (f) Analytical Synthesis Method
- (g) Questioning Technique
- (h) Simulation Technique
- (i) Inductive Approach
- (j) Deductive Approach

UNIT-IV: Construction and Application of Teaching aids and use of ICT in Teaching of Gujarati 7 hrs.

1. Importance of Audio Visual Aids
2. Use of Audio Visual Aids
3. Use, Structure and function of language laboratory
4. ICT in Teaching of Gujarati

UNIT-V: Different forms of Teaching Gujarati Such as 9 hrs.

1. Prose Teaching
2. Poetry Teaching
3. Grammar
4. Composition

MODE OF TRANSACTION:

- Lecture, discussion, workshop, practical work

PRACTICAL WORK

1. Group work on Content analysis in Teaching of Gujarati
2. Group work on Writing of Specific and General Objectives based on content selected
3. Preparation and Planning of Teaching Aids from textbook related content
4. Group work on preparation of lesson and unit plans in Gujarati
5. Collection and presentation on newspapers, articles related to Gujarati language and literature and prepare a critical 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*. Ahmedabad: A. R. Sheth Company.
- Joshi, K. (1972). *Gujarati Adhyapan Na Samprat Pravaha*. Ahmedabad: Balgovind Prakasashana.

B.Ed. Prospectus

Kothari, R. G., & Mehta, A. (2012). *An Exploratory Study of Language Teaching*. Germany: Lampert Academic Publisher.

Patel, M. M., Dave, J. K., & Bhogayata, C. (2008). *Gujarati Adhyapan nu Parishilan*. (7th ed.). Ahmedabad: B. S. Shah Prakashan.

Patel, A. V., Palavi, S., & Gosai. (2005). *Gujarati Nu Adarsh Adhyapan*. Ahmedabad: Varishen Prakashan.

YEAR	1	TEACHING OF ACCOUNTANCY	CREDIT	3+1
Semester	II	Course Code: EEA 1018 E03	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Understand the nature of Accountancy as a discipline and the objectives of teaching Accountancy at higher secondary stage.
- Prepare the instructional objectives with respect to Blooms' taxonomy.
- Understand accountancy 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 alternative approach, methods and technique for teaching of Accountancy at higher secondary stage.
- Use appropriate teaching method for teaching of accountancy.
- Understand different teaching aids & develop skills for the proper use and maintenance of teaching aids.

COURSE CONTENT/SYLLABUS

Unit I: Accountancy Subject & its Correlation with other subjects 10 hrs.

1. Meaning, Nature and Importance of accountancy as a subject
2. Scope of accountancy in School curriculum
3. Objectives of teaching accountancy at higher secondary stage.
4. Blooms' taxonomy of objectives
5. Correlation - Concept, Importance & Types
6. Correlation of accountancy subject with other school subjects.

Unit II: Planning of Teaching and Content Analysis 7 hrs.

1. Need and Importance of Planning
2. Types of Planning
3. Content Analysis : Meaning and Importance, Preparation of Content Analysis

B.Ed. Prospectus

- Unit III: Teaching Methods and Teaching Techniques I 10 hrs.
1. Lecture method
 2. Team Teaching
 3. Project method
 4. Seminar method
 5. Assignment Method
- Unit IV: Teaching Methods and Teaching Techniques II 10 hrs.
1. Discussion Method
 2. Question - answer technique
 3. Inductive and Deductive Approach
 4. Problem Solving
- Unit V: Preparation of teaching aids in Accountancy 8 hrs.
1. Importance of Teaching Aids in Accountancy Teaching
 2. Types of Teaching Aids in Accountancy
 3. Care to be taken while preparing Teaching Aids

MODE OF TRANSACTION

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

PRACTICUM

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 Seminar in accountancy Class.
5. 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. & Digmarti (2004). *Method of Teaching Commerce*. New Delhi: Discovery Publishing House.
- Lulla, B.P. (1990). *Teaching Commerce in Secondary Schools*: M.S.U., Baroda.
- Rana, U. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publications.
- Rao, B., & Digmarti. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.
- Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.
- Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

B.Ed. Prospectus

Segwalkar, P.C., & Sarlekar. (2000). *The structure of Commerce*. Allahabad: Kitab Mahal.

Gupta, R. (2012). *Teaching of commerce*. Delhi: Shipra Publications.

Mangal, S.K. (1986). *Fundamental of Educational Technology*. Ludhiyana: Prakash Brothers. Singh, Y.K. (2013). *Teaching of commerce*. New Delhi: A.P.H. Publishing Corporation.

Muthuja, B. & at el. (2009). *Teaching of Commerce and Accountancy Education- I*. New Delhi: Centrum Press.

YEAR	I	TEACHING OF COMMERCE	CREDIT	3+1
SEMESTER	II	Course Code: EEA 1019 E04	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Understand the aims and objectives of teaching commerce.
- Prepare the instructional objectives with respect to Blooms' 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 technique for teaching of Commerce.
- Use different teaching methods in teaching of commerce.
- Understand & Prepare different teaching aids for teaching of commerce.

COURSE CONTENT

Unit I: Commerce Subject & its Correlation with other subjects 10 hrs.

1. Meaning, Nature and Importance of Commerce as a subject
2. Scope of Commerce in School curriculum.
3. Objectives of teaching Commerce at higher secondary stage.
4. Blooms' taxonomy of objectives
5. Correlation - Concept, Importance & Types
6. Correlation of Commerce subject with other school subjects.

Unit II: Planning of Teaching and Content Analysis 7 hrs.

1. Need and Importance of Planning
2. Types of Planning
3. Content Analysis : Meaning and Importance, Preparation of Content Analysis

B.Ed. Prospectus

- Unit III: Teaching Methods and Teaching Techniques I 10 hrs.
1. Lecture
 2. Team Teaching
 3. Project
 4. Seminar
 5. Assignment Method
- Unit IV: Teaching Methods and Teaching Techniques II 10 hrs.
1. Discussion Method
 2. Question - answer technique
 3. Inductive and Deductive Approach
 4. Simulation Technique
 5. Problem Solving
- Unit V: Preparation of teaching aids in Commerce 8 hrs.
1. Importance of Teaching Aids in Commerce Teaching
 2. Types of Teaching Aids in Commerce
 3. Care to be taken while preparing Teaching Aids

MODE OF TRANSACTION

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

PRACTICUM

The following practical work can be given to student teacher

- Group work on the preparation of lesson plans in various topics of Commerce
 - Visits school and teach a lesson using different teaching methods
- Group work on content Analysis.
- Conducting Seminar in commerce Class.
- Conducting sample surveys
- 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. & Digmarti (2004). *Method of Teaching Commerce*. New Delhi: Discovery Publishing House.

Lulla, B.P. (1990). *Teaching Commerce in Secondary Schools*: M.S.U., Baroda.

Rana, U. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publications.

Rao, B., & Digumarti. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.

Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.

Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

B.Ed. Prospectus

Segwalkar, P.C., & Sarlekar. (2000). *The structure of Commerce*. Allahabad: Kitab Mahal.

Gupta, R. (2012). *Teaching of commerce*. Delhi: Shipra Publications.

Mangal, S.K. (1986). *Fundamental of Educational Technology*. Ludhiyana: Prakash Brothers. Singh, Y.K. (2013). *Teaching of commerce*. New Delhi: A.P.H. Publishing Corporation.

Muthuja, B. & at el. (2009). *Teaching of Commerce and Accountancy Education- I*. New Delhi: Centrum Press.

YEAR	I	TEACHING OF PSYCHOLOGY	CREDIT	3+1
Semester	II	Course Code : EEA 1020 E05	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

1. Develop knowledge of teaching Psychology.
2. Enable the understanding of the significance of Psychology in the curriculum at +2 level.
3. Analyze the content of standard 11th and 12th and critically evaluate the same.
4. Identify the different teaching and evaluation techniques appropriate for the topics included in the course.
5. Develop lesson plan, unit plan and the use of Psychology laboratory.
6. Develop appropriate skills and desirable traits for the teaching of Psychology.
7. Identify the use of Community Resources.

COURSE CONTENT / SYLLABUS

UNIT-I: Nature of Psychology 7 hrs.

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

UNIT-II: Objectives of Teaching Psychology 8 hrs.

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

UNIT-III: Planning of Teaching Psychology 12 hrs.

- i. Content analysis and content Organisation
- ii. Planning of unit plans in teaching of Psychology
- iii. Planning of lesson plans in teaching of Psychology.

UNIT-IV: Methods/Techniques and their applications to Psychology Teaching 14 hrs.

1. Lecture cum discussion method

B.Ed. Prospectus

2. Project or Assignment Method
3. Psychological Methods
 - (a) Experimental Method
 - (b) Case Study Method
 - (c) Observation Method Techniques: Counselling, Interview

UNIT-V: Educational Technology in Psychology Education 4 hrs

1. Use of teaching aids and other media in teaching of Psychology such as audio tapes, video tapes, cases, episodes in print (e.g. psycho-drama, socio-psychological model), films etc.
2. Lessons in Psychology, CAI, Computer animation, 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

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 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 interview schedule and take interview of a psychology teacher for teaching psychology.
7. Study any one of the psychological tests or inventories 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 which could be provided to community (for personality development, How to prepare for an interview and detail out its important features)
10. Visits to Counselling Centres 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*.

London: SAGE Publication.

Fontana, D. (1995). *Psychology for Teachers (3rd ed)*. London: The British Psychological Society.

Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
UGC. (2003). Psychology in the Indian University. In *Report of UGC Review Committee*. New Delhi: UGC.

YEAR	I	TEACHING OF MATHEMATICS Course code : EEA 1021 E06	CREDIT	3+1
Semester	II		HOURS	45+30

OBJECTIVES

Student Teacher will be able to

- Understand nature of Mathematics as a discipline.
- Develop Mathematical skills.
- Appreciate contribution of great Indian Mathematicians.
- Understand 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 / SYLLABUS

UNIT-I: Nature and Scope of Mathematics 10 hrs.

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

UNIT-II: Aims and Objectives of Teaching Mathematics 6 hrs.

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

B.Ed. Prospectus

Appreciation]

4. Framing Specific Objectives at different levels [Knowledge, Understanding, Application, Skills]

UNIT-III: Planning of Instruction in Teaching of Mathematics 11 hrs.

1. Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalization etc.]
2. Content Analysis and logical sequencing
3. Designing of learning experiences in Mathematics
4. Lesson planning with its specific steps
5. Unit plan with its specific steps

UNIT-IV: Various Methods/Approaches for Teaching of Mathematics 10 hrs.

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

UNIT-V: Evaluation in Mathematics 8 hrs.

1. Various types of questions useful for evaluation
2. Preparation of Blue Print
3. Achievement test
4. Diagnosis and Remediation in Mathematics
5. Diagnostic test
6. 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

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

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

REFERENCES

(English)

- Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.
- Butler, C. H., Wren F. L., & Banks, J. H. (1971). *The Teaching of Secondary Mathematics*. New York: McGraw Hill.
- Coney, T. J., Davis, G. J., & Henderson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton-Mifflin Co.
- Ediger, M., & Rao, B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- Kidd, P. K., Myers, S. S., & Cilley, D. M. (1970). *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates Inc.
- Kinney, L. B., & Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School*. New York: Holt, Rinehart and Winston.
- Koehler, M. J., & Mishra, P. (2008). Introducing Technological Pedagogical Content Knowledge. In AACTE Committee on Innovation and Technology (Eds). *Handbook of technological pedagogical content knowledge (TPACK) for educators*. New York: Routledge.
- Kolb, J. R., & Bassler, O. C. (1979). *Learning to Teach Secondary School Mathematics*. London: In text Educational Publication.
- Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the Students of Upper Primary Schools*. Germany: Lambert Academic Publishers.
- Kothari, R. G., and Shelat, P. H. (2011). *Mathematical Weaknesses among Secondary School Students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of Mathematical Discovery*. Oxford: Basil Black Wall.
- Nickson, M. (2006). *Teaching and Learning Mathematics: A Guide to Recent Research and its Application*. London: Continuum.
- Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach*. New Delhi: Doaba House.
- Pandya, B. (2007). *Teaching of Mathematics*. Agra: Radha Prakashan Mandir.
- Paul, C. (2008). *Teaching Mathematics: Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Ravat, M. S., & Agrawal, M. (1986). *Ganit Shikshan*. Agra: Vinod Pustak Mandir.
- Reeve, W. D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston Inc.
- Servais, W., & Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO and Penguin books.
- Shah, G. B. (1964). *New Dimensions in Teaching of Mathematics*. CASE: The Maharaja Sayajirao University of Baroda, Vadodara.

B.Ed. Prospectus

- Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Publications.
- Joshi, H. O. (1997). *Ganit Shashtra Adhyapan Padhdhati*. Ahmedabad: Babasaheb Ambedkar Open University.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., & Patel, N. B. (1988). *Ganit Na Adhyapan Nu Parishilan*. Ahmedabad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., & Patel, V.G. (1996). *Ganit Adhyapan Padhdhati*. Ahmedabad: Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., & Dave (1981). *Ganit Shikshan Padhdhati*. Ahmedabad: A. R. Sheth & Co.
- NCERT (2012) *Pedagogy of Mathematics- Textbook for Two- Year B.Ed.Course*. Published at publication Department by the Secretary, NCERT, Sri AurobindoMarg, New Delhi.

YEAR	I	TEACHING OF SCIENCE Course Code EEA 1022 E07	Credit	3+1
Semester	II		Hours	45+30

OBJECTIVES

Student Teachers will be able to

- Develop 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 / SYLLABUS

UNIT-I: Nature of Science 13 hrs.

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 hrs.

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 hrs.

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

UNIT-IV: Methods and Approaches of Teaching Science 15 hrs.

Methods and Approaches of Teaching Science: Criteria of selecting a method of teaching, 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

UNIT V: Planning of Instruction 6 hrs.

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

Practicum: Preparation of different types of lesson plans by following different methods of teaching, Script writing for Radio/TV/Video on science topics, Demonstration of Science Experiments, Practical Session of use of Science kit, Preparation of Working models on various Science Concept

REFERENCES

Amin, J. A. (2011). *Training Science Teachers through Activities; Towards Constructivism*.

Germany: Lap Lambert Publishing House.

Harlen, W., & Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School:

A Workshop Approach to Teacher Education. Paris: UNESCO.

Heiss, E. D. (1961). *Modern Science Teaching*. New York: Macmillan Company.

Prasad, J. (1999). *Practical Aspects in Teaching of Science*. New Delhi: Kanishka Publication.

Chunavala, S. (2006). *Science Education: A Trend Report*. In NCERT (Eds.). *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT.

<http://www.exploratorium.edu/ifi/resources/researches/constructivism.html>

Kumar, A. (2004). *Science Education on a Slippery Path*.

Retrieved

from:

<http://www.hbcse.org><http://insa.acpservers.com/html/home.asp>Met

hodology of Teaching Life Sciences The ICFAI University (2003)

Sharma, R. C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company.

YEAR	I	TEACHING OF PHYSICS	CREDIT	3+1
Semester	II	Course code EEA 1023 E08	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

1. Understand the aims and broad objectives of teaching science in general and physics in particular at Higher Secondary School level and to relate them to the aims and broad objectives of Education in general at National and International levels.
2. Understand the history and philosophy of Science in general and Physics in particular in order to understand the nature and structure of the discipline.
3. 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.
4. 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.

COURSE CONTENT / SYLLABUS

UNIT-I: Nature and Structure of the Discipline 12 hrs.

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

UNIT-II: Science/Physics at Higher Secondary School Stage 12 hrs.

1. Significance of Higher Secondary School Stage
2. Psychological peculiarities of teaching-learning process at Higher Secondary School Stage

B.Ed. Prospectus

3. 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.
4. Justification for the inclusion of Science/Physics in higher Secondary School curriculum

UNIT-III: Physics Curriculum

6 hrs.

1. Recommendations of various Committees and Commissions at State/National levels
2. Characteristics of an ideal higher secondary school Physics Textbook, Teachers handbook, workbooks and source books
3. Recent trends in Physics/Science curriculum Development
4. Role of Physics teacher in curriculum development
5. Trends in Physics Education/Science Education at International level
6. Creativity in Science/Physics - NTS Examination

UNIT-IV: Methods of teaching Physics/Science

7 hrs.

1. Teaching skills in Physics teaching.
2. Writing of general and specific behavioural objectives in Physics.
3. 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.
4. Various methods of teaching & learning Physics :
 - (a) Lecture Method
 - (b) historical Method
 - (c) Lecture-cum-demonstration Method
 - (d) Heuristic Method
 - (e) Laboratory Method
 - (f) Discussion Method
 - (g) Project Method
 - (h) Assignment Method

UNIT-V: Approaches and Models of teaching Physics

8 hrs.

1. Inductive and deductive approaches
2. Individualized Instruction : PLM
3. Preparation of Unit Plan and Lesson Plan (for Theory as well as Practical Classes at Higher Secondary School Level).
4. Models of teaching Science/Physics Inquiry Training Model and Concept Attainment Model
5. Discovery and inquiry in Physics Teaching-Learning Process.

B.Ed. Prospectus

6. Investigatory Vs Confirmatory approach of teaching Physics
7. Constructivist approach 5 E and 7 E model

MODE OF TRANSACTION

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

PRACTICUM

1. Analysis of Physics Textbook
2. Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
3. Survey 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, Journal Articles related to Physics/Physics Education.
6. 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.). Ohio: E. Merrill Publishing Co.
- Edger, M., & Rao, B. (1996). Science Curriculum. New Delhi: Discovery Publishing House.
- Gupta, S. K. (1992). Teaching of Physical Sciences. New Delhi: Sterling Publishing House.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology.
- Harlen, W., & Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. Paris : UNESCO
- Joshi, U. O., Shah, B. B., Patel, N. B., & Likhiya, K. (1990). Vigyanana Adhyapanano Parishilan. Ahmedabad: B. S. Shah Prakashan.
- Kalra, R. M. (1976). Innovations in Science Teaching, Bombay: Oxford Publishing Co.
- Mathur, R. C. (1992) A Source Book of Science Projects, New Delhi: Arya Book Depot.
- NCERT. (1982). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- NCERT. (2006). Position Paper Teaching of science. New Delhi:
- NCERT Rao, A. (1993). Teaching of Physics, New Delhi: Anmol Publications.
- Sharma, R.C. (1982). Modern Science Teaching, Delhi: Dhanpat Rai & Sons.
- Sund, R. B., & Trowbridge, L. N. (1973). Teaching Science by Inquiry in the Secondary School (2nd ed.). Columbia: Charles E. Merrill Publishing Co.
- Vaidya, N. (1996). Science Teaching for the Twenty-first Century, New Delhi: Deep and Deep Publications.

YEAR	I	TEACHING OF CHEMISTRY	CREDIT	3+1
Semester	II	Course Code: EEA 1024 E09	HOURS	45+30

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 / SYLLABUS

UNIT-I: Objectives of Teaching Chemistry 10 hrs.

1. Objectives of teaching chemistry in schools
2. Specification of objectives –general and specific
3. IUPAC Nomenclature
4. Science and Technology policy in relation to school education

UNIT-II: Planning for Teaching Chemistry 8 hrs.

1. Preparation of annual plan, unit plan, lesson plan, models of lesson planning
2. Factors affecting lesson plan (class size, laboratory facilities, time, resources)
3. Lesson planning: activity based lessons, laboratory based lessons, 5 E lesson plan

UNIT-III: Methods and Approaches in Teaching of Chemistry 10 hrs.

1. Content-cum-methodology
2. Methods of Teaching Chemistry
 - (a) Lecture method
 - (b) Lecture cum Demonstration
 - (c) Laboratory
 - (d) Project method
 - (e) Heuristic method
 - (f) Assignment method
 - (g) Activity method
 - (h) Problem solving in small group
3. Approaches of Teaching Chemistry
 - (a) Inductive approach
 - (b) Deductive approach
 - (c) Integrated approach

B.Ed. Prospectus

- (d) Ecological approach
- (e) Mastery learning approach
- (f) Science-Technology-Society(STS)approach
- (g) Systems approach

UNIT-IV: Educational Technology Aids in Teaching of Chemistry 12 hrs.

1. Objectives, Principles, Classification and use of teaching aids.
2. Use of Virtual medium, and Satellite communication
3. Development of Power point presentation for teaching, websites in chemistry and its use.

UNIT-V: Models of Teaching 5 hrs.

1. Concept Attainment Model
2. Inquiry Training Model

MODE OF TRANSACTION

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

PRACTICUM

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, 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*, 8th ed. New Delhi: PHI Learning Pvt. Ltd.
- Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). *Teaching of Chemistry Modern Method*. New Delhi: Sarup & Sons.
- Mani, R. S. (1998). *Model of Lesson Planning: Some Reflections*. *Recent Researches*. In *Education and Psychology* (Vol. 3(III-IV), pp. 87-90).
- Mani, R. S. (1998). *Objectives of Teaching Chemistry in Schools*. Unpublished mimeographed instructional material. CASE: The Maharaja Sayajirao University of Baroda, Vadodara.
- Mani, R. S. (2001). *New Approaches of Teaching Science*. *Recent Researches in Education Psychology*. Vol. 6(I-II), pp.1-6.
- Mani, R. S. (2012). *Mobile Science and Technology Development of Skills in Science and Technology*. *Education and Society*, Vol. 1.
- Mathur, R. C. (1992). *A Source Book of Science Projects*. New Delhi: Arya Book Depot.

B.Ed. Prospectus

NCERT (2013). *Pedagogy of Science: Text Book for B.Ed. Part I*. Retrieved from [http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_part I.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_part_I.pdf)

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).

UNESCO. (1964). *UNESCO Source Book for Science Teaching*. Paris: UNESCO.

Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*. New Delhi: Deep and Deep Publications.

Waddington, D. J. (1987). *Teaching School Chemistry*. New Delhi: Sterling Publishers Inc. Yadav, M. S. (1993). *Teaching of Chemistry*, New Delhi: Anmol Publications.

YEAR	I	TEACHING OF BIOLOGY	CREDIT	3+1
Semester	II	Course Code: EEA 1025 E10	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Understand the basic concepts of Science 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 / SYLLABUS

UNIT-I: Biology & its Correlation 8 hrs.

1. Nature & Scope of Biology as a discipline
2. Importance of Biology in daily life: Intellectual, cultural, moral & Vocational
3. Biology: Process & Product
4. 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 hrs.

1. Content Analysis
2. Taxonomy of Objectives of Biology Teaching
3. Objectives of Biology Teaching: General & Specific

B.Ed. Prospectus

4. Writing Objectives in Behavioural Terms
5. Lesson Plan & Unit Plan: Designing & Implementation
6. Digital Lesson Plan: Designing and Implementation

UNIT-III: Modes of Transaction

12 hrs.

1. Techniques, Skills & Competencies
2. Approaches: Inductive, Deductive, Integrated, Ecological, Teleological, Problem Solving, Systems Approach, Exploratory Approach
3. 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 hrs.

1. Importance of Teaching Aids
2. Types of Teaching Aids
3. Selection & Construction of Teaching Aids
4. Use of Teaching Aids
5. Use of ICT in Biology (OER, web 2.0, google classroom, MOODLE, MOOC, Social media)

UNIT-V: Models of Teaching

8 hrs.

1. Social interaction teaching model
2. Information process teaching model: Objectives, Syntax, Social System, Support System, Main & Nurturant Effects, Designing & Implementation of
 - (a) Inquiry Training Model by Richard Suchmann
 - (b) Concept Attainment Model by J.M. Bruner
 - (c) Biological science inquiry model
3. Personal sources teaching model

MODE OF TRANSACTION

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

PRACTICUM

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*. Ahmedabad: A. R. Sheth & Co.
 Gupta, S.K (1983). *Technology of Science Education*. New Delhi: Vikas Publishing House.
 Gupta, V.K. (1995). *Teaching & Learning of Science & Technology*. New Delhi: Vikas Publishing House.
 Jasim, A. (2009). *Teaching of Biological Sciences*: New Delhi: IPH Learning Private Ltd.
 Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing.
 Kohli, V. K. (1077). *Teaching of Science*. Krishna Brothers.
 Marsha, W., & Joyce, B. (1985). *Models of Teaching*. New Delhi: Prentice Hall of India Private Ltd.
 Mathur, R.C. (1992). *A Source Book of Science Projects*. New Delhi: Arya Book Depot.
 NCERT (-----). *Textbook in Biology for Higher Secondary Schools*. New Delhi: NCERT.
 Sharma, R.C. (1982). *Modern Science Today*. Delhi: Dhanpat Rai and Sons.
 Tomar, A. (2005). *Teaching of Biology*. New Delhi: Kalpaz Publication.
 UNESCO. (-----). *Teaching of Biology in Tropical Schools*. Paris: UNESCO.
 Vaidya, N. (1971). *The Impact Science Teaching*. IBH Publishing Company.
 Yadav, K. (1999). *Teaching of Life Sciences*. New Delhi. Anmol Publications Pvt. Ltd.

YEAR	I	TEACHING OF HINDI Course Code: EEA 1026 E11	CREDIT	3+1
Semester	II		HOURS	45+30

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 Importance of Content Analysis.
- Familiarize with the methods of teaching Hindi.
- Develop skills to teach prose and poetry at secondary stage.

COURSE CONTENT/SYLLABUS

Unit I: Importance of Hindi as National Language	8 hrs.
<ol style="list-style-type: none"> 1. Reasons for selecting Hindi as National language 2. Efforts needed to spread Hindi in entire nation. 3. Objectives of Teaching Hindi. 4. Main Principles of Teaching Hindi 5. Teaching of Hindi in non-Hindi speaking states. 6. Issues related to teaching of Hindi in schools 	

Unit II: Planning for Teaching Hindi	9 hrs.
1. Meaning of Planning	
2. Need and importance of Planning	
3. Content Analysis	
4. Writing of Instructional Objectives	
5. Types of Planning	
(a) Annual planning	
(b) Unit planning	
(c) Lesson planning	
(d) Main considerations while planning	

Unit III: Methods of Teaching Language	9 hrs.
1. Indirect Method	
2. Direct Method	
3. West's Method or New Method	
4. Structure Method	
5. Communicative Approach	

Unit IV: Prose Teaching	10 hrs.
1. Objectives of Teaching Prose	
2. Steps of teaching prose	
3. Story teaching	
4. Dramatics	

UNIT V: Teaching of Poetry	9 hrs.
1. Objectives of Teaching Poetry	
2. Steps of Teaching Poetry	
3. Methods of teaching poetry	

MODE OF TRANSACTION

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

PRACTICUM

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*. Baroda: Acharya Book Depot.
- Sharma, B.N. (1968). *Hindi Shikshan*. Agra: Harihar Press.
- Lahree, R. (1966). *Hindi Shikshan*. Agra: Raghunath Printing Press.
- Patel, P.A. (1965). *Hindi Bhasha Abhinav Adhyapan*. Ahmedabad: Bharat Prakashan.

B.Ed. Prospectus

Srivastava, V. (1967). *Bhasha Shikshan Vidhi*. Varanasi: Hindi Pracharak Pustakalaya.

Rastogi et.al. (1998). *Matru Bhasha Hindi Shikshan*. New Delhi: NCERT

V. T. Bambhari et. al., (2005) *Hindi ka aadarsh adhyapan*, Varishen Prakashan, Ahmedabad

YEAR	I	TEACHING OF SOCIAL STUDIES	CREDIT	3+1
Semester	II	Course code : EEA 1027 E12	HOURS	45+30

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 / SYLLABUS

UNIT-I: Social Studies as an Area of Study 10 hrs.

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

UNIT-II: Curricular Organization in Social Studies Instruction 10 hrs.

1. Content analysis and sequencing in terms of
 - (a) delineating the content to be taught
 - (b) arranging them into meaningful Gestalts
2. Writing Objectives in Social Studies Content
 - (a) General Objectives
 - (b) Specific Objectives

UNIT-III: Approaches, Methods and Skills in Social Studies Instruction 10 hrs.

1. Approaches for curricula organization
 - (a) Inductive
 - (b) Deductive
 - (c) Problem solving/project
2. Methods for social studies instruction (a)Teacher Centred methods
(b)Learner centred methods
3. Special skills necessary for Social Studies instruction in terms of questioning, narrating and explaining.

UNIT-IV: Planning for Social Studies Instruction 10 hrs.

1. Lesson Planning
2. Meaning, significance and components
3. Planning single lesson
4. Unit Planning
5. Annual Planning.
6. Cognitive Lesson Planning.
7. Constructivist Lesson Planning
8. Innovative Lesson Planning
9. Any Other types of Planning

UNIT-V: Activities in SS Instruction and Teachers' Role 5 hrs.

1. Field trips, Organizing exhibitions in school, Display and Bulletin Boards
2. Social Studies Laboratory, Social Studies Club
3. Academic and Professional Competencies of SS teachers, In-service training

MODE OF TRANSACTION

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

PRACTICUM

1. Students will develop long range and short-range objectives related to SS 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 textbooks.
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 SS laboratory, field trips and other activities.

REFERENCES

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

YEAR	1	TEACHING OF ECONOMICS	CREDIT	3+1
Semester	II	Course Code: EEA 1028 E13	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

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

COURSE CONTENT/SYLLABUS

Unit I: Nature, Scope, Aims and Objectives of Teaching Economics at Higher Secondary level

9 hrs.

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

Unit II: Correlation of economics with other subjects

8 hrs.

1. Meaning of Co-relation
2. Importance of Co-relation
3. Types of Co-relation
4. Co-relation of Economics with other subjects

Unit III: Planning of Teaching and Content Analysis

8 hrs.

1. Planning of teaching: need and importance

B.Ed. Prospectus

2. Types of Planning : Day plan, Lesson Plan, Unit Plan, Annual Plan
3. Content Analysis
 - (a) Need and importance of Content Analysis
 - (b) Preparation of Content Analysis

Unit IV: Methods/Techniques and approaches of Teaching Economics -110 hrs.

1. Lecture Method
2. Seminar Method
3. Discussion Method
4. Assignment Method
5. Project Method

UNIT V: Methods/Techniques and approaches of Teaching Economics – II 10 hrs.

1. Problem Solving Method
2. Team Teaching Method
3. Use of Sample Surveys in Economics
4. Inductive and Deductive Approach

MODE OF TRANSACTION

- Lecture ,Problem Solving, Discussion

PRACTICAL WORK

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. Preparing 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*. New York: McGraw Hill & Co.
- Chakravarty., & Sukhamong. (1987). *Teaching of Economics in India*. Bombay: Himalaya Publisher.
- Das, R.C. (1984). *Curriculum and Evaluation*. New Delhi: NCERT.
- Dhand. (1990). *Techniques of Teaching*. New Delhi: Ashish Publishing House.
- Kanwar, B.S. (1970). *Teaching of Economics*. Ludhiana: Prakash Brothers Educational Publishers.
- Norman, L. (Ed.). (1975). *Teaching Economics*.(2nd ed.).London: London Educational books.
- Rudramambe, B. (2004). *Methods of Teaching Economics*. New Delhi: Discovery Publishers.

B.Ed. Prospectus

NCERT. (1974). *Teaching Units in Economics for High and Higher Secondary Stage*.
New Delhi: NCERT

NCERT. (1975). *The Curriculum for the Ten Year School - A Framework*. New Delhi:
NCERT.

Yadhav, A. *Teaching of Economics*. New Delhi: Anmol Publications Pvt. Ltd.

YEAR	I	TEACHING OF SANSKRIT	CREDIT	3+1
Semester	II	Course Code EEA 1029 E14	HOURS	45+30

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 / SYLLABUS

UNIT-I: Place of Sanskrit 10 hrs.

1. Importance of Sanskrit language from the point of its utility, aesthetics, literary & Linguistic views.
2. Sanskrit as a language of National Integration.
3. Contribution of Sanskrit language to the various fields of learning.
4. Qualities of a good Sanskrit teacher.

UNIT-II: History of Sanskrit Literature 10 hrs.

1. Meaning and Concept of Evaluation in Sanskrit.

B.Ed. Prospectus

2. Different Techniques for evaluation in Sanskrit; Developing appropriate evaluation devices/items according to the different objectives.
3. Use of Audio-Visual aids in Teaching Sanskrit.
4. Causes of the downfall of Sanskrit language and ways of spreading and popularizing Sanskrit language.

UNIT-III: Aims and Objectives of Teaching Sanskrit 10 hrs.

1. Aims of teaching Sanskrit and development of teaching skills.
2. Concept of Basic Sanskrit.
3. Lesson planning in Sanskrit and its various forms.
4. Value Education through Sanskrit.
5. Objectives of teaching different forms of literature, such as prose, poetry, Subhashitas, dramas & Vedic Literary pieces and Upanishads.
6. Objectives of teaching different forms of literature, such as prose, poetry, Subhashitas, dramas & Vedic Literary pieces and Upanishads.

UNIT-IV: Methods of Teaching Sanskrit I 10 hrs.

1. Traditional Ancient Education System as referred to in Vedic and post Vedic period.
(Pandit- Pathashala Method).
2. Adult's Method i.e. Dr. Bhandarkar Method.
3. Direct Method.
4. New Psychological Method/Approach.

UNIT-V: Methods of Teaching Sanskrit I 5 hrs.

1. Group discussion Method.
2. Memorization in Sanskrit.
3. The Sanskrit Room.

MODE OF TRANSACTION

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

PRACTICUM

1. Annual Planning
2. Preparation of Blueprint
3. Conducting co-curricular activities like, antyakshari, 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.T teaching of Sanskrit in Secondary Schools.
Bokil, V.P.A *New approach to Sanskrit.*

B.Ed. Prospectus

Deota, N.P. (2012). *Linguistic Analysis of Sanskrit Selections—XIth Std of Gujarat State*. Lap Lambert Academic Publishing.

Deota, N.P. (2012). An Insight Intro Educational Philosophy. *In an Indian Perspective*, Germany: Lap Lambert Academic Publishing.

Deota, N.P. (2012). *Effective Leadership Qualities*, Germany: Lap Lambert Academic Publishing.

Deota, N.P. (2012). *Kaleidoscopic Views On Education*.

Germany: Lap Lambert Academic Publishing.

Ministry of Education. (1958). *Report of the Sanskrit Commission*. Government of India.

Dave, J. (1988). *Sanskrit Adhyapana Parishilana*. Ahmedabad: B. S. Prakashan.

Deota, N. P. (2016). *Edification of Sanskrit Language*. Germany: Lamberd Academic Publishing.

Second Year Semester III

YEAR	II	GENDER, SCHOOL AND SOCIETY	CREDIT	2+1
Semester	III	Course Code :	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

1. Develop gender sensitivity among the student teachers.
2. Develop clarity among the concept of Gender and sexuality
3. Make students understand about the gender issues faced in school
4. Make students aware about the role of education in relation to gender issues
5. Understand the gender issues faced in society and educational implications
6. Make them aware about constitutional provisions of human rights and women right

COURSE CONTENT / SYLLABUS

UNIT-I: Introduction to Gender, Gender roles and Development 7 hrs.

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

UNIT-II: Gender and School 7 hrs.

7. Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl's education, value accorded to women's education
8. Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.
9. Adult education and non-formal education for women's development

B.Ed. Prospectus

10. Importance of vocational training and income generation for women
11. Representation of gendered roles , relationships and ideas in textbooks and curricula
12. How schools nurture or challenge creation of young people as masculine and feminine selves
13. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity

UNIT-III: Gender and Education 4 hrs.

1. Gender issues integrated in course
2. Teaching Strategies to develop gender sensitivity
3. Critical evaluation of Textbook with respect to gender

UNIT-IV: Gender Society 6 hrs.

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

UNIT-V: Gender and Law 6 hrs.

1. Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
2. Women's reservation bill – history and current status
3. The Indian constitution and provisions according to women
4. 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

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

B.Ed. Prospectus

4. Develop an awareness programme for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place 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

- Aggrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press.
- Goonesekere, S. (Ed). (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage
- Jaising, I (Ed.). (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. New Delhi: 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). New York: UNIFEM.
- Maswood, S. (2004). *Laws relating to women*. New Delhi: Orient Law House.
- Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M. Schuler, & S. R. Kadirgamar (Eds.), *Legal literacy: A tool for women's empowerment* (pp. 21-70). New York: UNIFEM.
- Sen, S. (2013). *Women rights and empowerment*. New Delhi: Astha Publishers.
- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on Women and Human Rights*. New Delhi: Kanishka Publishers.
- Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), *Gender in Cross-Cultural Perspective* (5th ed., pp. 308-317). New Delhi: PHI Learning Private Limited.

YEAR	II	KNOWLEDGE AND CURRICULUM II	CREDIT	2+1
Semester	III	Course Code :	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

B.Ed. Prospectus

- 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 / SYLLABUS

- UNIT-I: Transacting Knowledge 7 hrs.
1. Meaning of Approach, Method, Model, Skills and Technique
 2. Modes and Media: Print, audio-visual , electronic media, human interaction, realia
 3. Models of teaching :
 - (a) Inquiry training model
 - (b) Concept attainment model
 - (c) Advance organizer model
- UNIT-II: Curriculum Perspectives 6 hrs.
1. Changing paradigms in education; cognitivism, behaviourism, constructivism connectivism
 2. Activity -based curriculum; Gijubhai Badheka
 3. Discovery Approach, Dialogue with reference to Gandhiji and Tagore's philosophy
- UNIT-III: Curriculum Development; Models and Processes 6 hrs.
1. Models of curriculum development
 2. Process of curriculum development
 - (a) Curriculum planning
 - (b) Curriculum designing
 - (c) Curriculum implementation
- UNIT-IV: Curriculum Evaluation 6 hrs.
1. Purpose of curriculum evaluation
 2. Formative and Summative Evaluation
 3. Criteria for evaluating the curriculum
 4. Curriculum evaluation model
- UNIT-V: Curriculum development: Issues and Challenges 5 hrs.
1. Value Conflicts
 2. Curriculum Overload
 3. 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

1. Designing 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*. New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for Modern Schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum Development in Secondary Schools of Baroda*. Baroda: Sadhana Press.
- Erickson, H.L. (2007). *Concept Based Curriculum and Instruction for the Thinking Classroom*. California: Corwin press.
- Hassrin, M. (2004). *Curriculum Planning for Elementary Education*. New Delhi: Anmol Publishers.
- Herbert, J. W. & Geneva, D. H. (1990). *International Encyclopaedia of Education Evaluation*. New York: Pergamon Press Oxford House.
- Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an Introduction*. London: Pitman Publishing House.
- Jhompson, K., & White, J. C. (1975). *Curriculum Development*. London: Pitman Publishing.
- Khan, M.I., & Nigam, B. K. (2007). *Curriculum Reform Change and Continuity*. New Delhi: kanishka publication.
- Kumari, S., & Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and Research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Ornststein, A. C. & Hunkins, F.P. (1988). *Curriculum Foundations, Principles and Issues*. New Jersey Prentice hall.

B.Ed. Prospectus

- Panday, M. (2007). *Principles of Curriculum Development*. New Delhi; Rajat publications.
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P. V. (2004). *Curriculum Development and Management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern Methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Sockett, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and Methods of Teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum Development Theory & Practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). *Fundamentals of Curriculum Design*. New Delhi; Shri Sai Printographers.

YEAR	II	INCLUSIVE EDUCATION	CREDIT	2+1
Semester	III	Course code :	HOURS	30+30

OBJECTIVES

Student Teachers will be able to

1. Get sensitized to and be able to appreciate the special needs of Individuals with disability
2. Be familiar with the concept of Special Education with special reference to Indian Context
3. Understand the nature and needs of different categories of disabled children.
4. Understand the National Policy, programme and acts with respect to the disabled and analyze it critically.
5. Understand the concept of main streaming, Special Education and Inclusion.
6. Examine the status of inclusive Education in India critically.
7. Analyze the role of parents, teachers (Special Schools and Regular / General Schools), community, Peers, Principals, etc.
8. Comprehend and apply the special techniques of teaching the disabled and evaluating.
9. Critically think on issues of special Education and inclusive Education.

COURSE CONTENT / SYLLABUS

UNIT-I: Concept of Special School, Main Streaming and Inclusion	6 hrs.
1. Special Education: Concept and History	
2. Different Ways of Main Streaming	
3. Inclusive Education : Concept And Definition	
4. Difference Between Integrated And Inclusive Education	

B.Ed. Prospectus

5. Factors Affecting Inclusion

UNIT-II: National policies, programmes and Acts for Inclusive Education 9 hrs.

1. NPE-1986, Policies guide lines on Inclusive Education, UNESCO- 2009
2. UN convention on Rights of the Child, UNESCO-1989
3. 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

UNIT-III: Nature and Needs of the Individuals Having Disabilities 10 hrs.

1. Hearing impaired
2. Visual impaired
3. Orthopaedic impaired (Physical Disability) 4. Mentally impaired (Intellectual Disability)
5. Learning disability.
6. Autism
7. Cerebral Palsy

UNIT-IV: Inclusion in Operation 15 hrs.

1. Parameters of Inclusive Education
2. Challenges of Inclusive Education
3. Issues in special Education and inclusive Education
 - (a) Early detection of disability
 - (b) Parental attitude
 - (c) Community awareness
 - (d) Special School versus integrated school, Inclusive School
 - (e) Rehabilitation of learners with disabilities
4. Inclusive Education in the context of EFA
5. Models of Inclusive Education
6. Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, headmaster and teacher

UNIT-V: Inclusive Schools 5 hrs.

1. Sustainable Practice
2. Characteristics of Inclusive School

MODE OF TRANSACTION

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

PRACTICUM

1. Collection of data regarding children with special needs from Municipal records.

B.Ed. Prospectus

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: Paraprofessionals, Volunteers, and Peer Tutors*. Boston: Allyn and Bacon, Inc.
- Furth, H. (1964). *Thinking without Language*. New York: Free Press.
- Hallahan, D. P., & Kauffman, J. K. (1988). *Exceptional Children: Introduction to Special Education*. N.J.: Englewood Cliffs.
- Jangira, N. K. (1986). *Special Education Scenario in Britain and India*. Gurgaon: The Academic Press.
- Kothari, R. G, and Mistry, H. S. (2011). *Problems of Students and Teachers of the Special Schools- A Study of Gujarat State*. Germany: VDM Publication.
- Meadow, K. P. (1980). *Deafness and child development*. Berkley, C.A.: University of California Press.
- Mithu, A., & Michael, B. (2005). *Inclusive Education: From rhetoric to Reality*, New Delhi: Viva Books Pvt. Ltd.
- Oza, D. & Pandit, R. (2011). *Management of Behavioural Problems of Children with Mental Retardation*. Germany: VDM publication.
- Premavathy, V., & Geetha, T. (2006): *Integrated and Inclusive Education DSE (VI) Manual*. New Delhi: Krishana Publication.
- Reed, M. (1984). *Educating Hearing Impaired Children*. Milton Keynes: Open University Press.
- Sharma, P. L. (1988). *A Teacher's Handbook on Integrated Education of the Disabled*. New Delhi: NCERT.
- Voluntary Health Association of India. *Disabled 'Village Children' - A Guide for Community Health Workers, Rehabilitation Workers, and Families*. Retrieved from <http://www.vhai.org/>.

YEAR	II	YOGA EDUCATION Course Code :	CREDIT	2+1
Semester	III		HOURS	30+30

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 / SYLLABUS

UNIT-I: Concept of Yoga 5 hrs.

5. Meaning and definition of Yoga
6. Concept of Yoga with reference Bhagawad Gita
7. Concept of Yoga with reference to Ramdev, Vivekananda and Aurobindo
8. Guidelines for Yoga

UNIT-II: Yogic Practices 8 hrs.

1. AstangYog
2. Meditation- meaning, definition and its types
3. 3 SRB (3 Steps Rhythmic Breathing)
4. Mudras and adi mudra

UNIT-III: Yoga and Health 7 hrs.

1. Need of yoga for a positive health for the modern man
2. Concept of health and disease: medical & Yogic perspectives
3. Concept of Panca Kosa for an Integrated & positive health.

UNIT-IV: Yoga Education 6 hrs.

1. History and Development of Yoga Education
2. Yoga Education in Schools
3. Yoga Education in Teacher Education
4. Yoga Education (Formal / Non Formal / Informal)

UNIT-V: Modern Trends in Yoga 4 hrs.

1. Chair Yoga
2. Musical Yoga
3. Laughter Yoga
4. Aqua Yoga
5. Vipasana

B.Ed. Prospectus

6. Fusion of Yoga
7. Art of living

MODE OF TRANSACTION:

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

PRACTICAL WORK

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 Patanjala yoga sutras
7. Exposure to Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi 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*. Lonavala: Kanchan Prakashan.
- Shirley, T. (1995). *A Glimpse of the Human body*. Bangalore: V K YOGAS.
- Sri Krishna (1988). *Notes on Structure and Functions of Human Body and Effects of Yogic practices on it*. Lonavala: Kaivalydhama S.M.Y.M Samiti.
- Guinnes, I. R. (1987). ABC's of the Human Body. In *Readers Digest*. USA.
- Nagarathna, R., & Nagendra, H.R. (2001). *Integrated Approach of Yoga Therapy for Positive Health*. Bangalore: Swami Vivekananda Yoga Prakashana.
- Das, A.K. (1998). (Ed.). *Medicine Update*. Bombay: Association of Physicians of India.
- Deota, N. P. (2012). *An Insight into Educational Philosophy- An Indian Perspective*. Germany: Lamberd Academic Publishing.
- Deota, N. P. (2014). *Essence of Yoga Education*. Germany: Lamberd Academic Publishing.
- Vyasa, S. P. (2002). *Kridya Yoga*. Bangalore: Swami Vivekananda Yoga Prakashana.

YEAR	II	Teaching of English Course code :	CREDIT	3+1
Semester	III		HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Develop listening and reading skills in learners
- Develop speaking and writing skills in learners

B.Ed. Prospectus

- 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 / SYLLABUS

UNIT-I: Teaching Receptive Skills 10 hrs.

1. Listening Skills
 - (a) Difference between hearing and listening
 - (b) Sub-skills of listening
 - (c) Phases in teaching listening
 - (d) Kinds of listening
 - (e) Listening activities
 - (f) Guidelines for effective listening
2. Reading Skills
 - (a) The characteristics of reading
 - (b) The sub-skills of reading
 - (c) The process of reading
 - (d) Types of reading: skimming, scanning, intensive, extensive, silent and loud
 - (e) Methods of Teaching Reading: Phonic, Word and Story (f) Different exercises to develop reading skills

UNIT-II: Teaching of Productive Skills 10 hrs.

1. Speaking Skills
 - (a) Characteristics of speaking
 - (b) Sub-skills of speaking
 - (c) Features of effective oral skill lesson
 - (d) Speaking activities
2. Writing Skills
 - (a) Purpose and process of writing
 - (b) Sub-skills of writing
 - (c) Elements of effective writing
 - (d) Writing fundamentals: spelling, punctuation, word choice, grammar
 - (e) Factors affecting writing skills in second language
 - (f) Writing activities

UNIT-III: Construction and use of Teaching Aids 8 hrs.

1. Importance of teaching aids
2. Preparation and use of teaching aids
3. Use of mass media in the teaching of English
4. Use of Dictionary
5. Use of Language Lab

UNIT-IV: Testing and Evaluation 8 hrs.

1. Importance of testing and evaluation
2. Fundamentals of language testing
3. Formative and summative tests
4. Testing aural-oral skills, reading and writing skills

UNIT-V: ICT Skills in Teaching of English 9 hrs.

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

MODE OF TRANSACTION

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

PRACTICAL WORK

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 London: Longman.
- Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambridge: Cambridge University Press.
- Hill, L. A., & Dobbyn, M. A. (1979). *Training Course Trainer's Book*. London: 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*. Vadodara: Gold Rock Publications.
- Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.
- Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.
- Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
- Mukalel, J. C., & Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.

B.Ed. Prospectus

Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.

Richard, J., Theodore, S., & Rodgers, T. S. (1968). *Approaches and Methods in Language*.

Cambridge University Press.

Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.

Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold.

Willis, J. (1981). *Teaching English through English*. ELBS England: Longman Ltd.

Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

Dey, S. K. (2013). *Teaching of English*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Chaudhari, M. (2012). *Methodology of Teaching English*: New Delhi: Dorling Kindersley (India) Pvt. Ltd.

YEAR	II	TEACHING OF GUJARATI	CREDIT	3+1
Semester	III	Course code :	HOURS	45+30

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 / SYLLABUS

UNIT-I: Qualities of Mother tongue teacher 3 hrs.

UNIT-II: Language Skills and their Development 9 hrs.

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

UNIT-III: Testing and Evaluation of Language Skills 12 hrs.

1. Testing and evaluation of language of language skills
2. Preparation of objective items in Gujarati
3. Preparation of rating scale for evaluating the language skills

UNIT-IV: A Study of Syllabus of Gujarati Subject of Secondary School 7 hrs.

1. Strength and Weaknesses of Syllabus of Secondary Schools of Gujarati Subject
2. Critical Review of Textbooks of Gujarati of secondary schools

UNIT-V: Recent Trends in Teaching of Gujarati and Related Issues 9 hrs.

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

MODE OF TRANSACTION

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

PRACTICAL WORK

1. Value based script writing related to four major skills
2. Planning and preparation of co-curricular activities
3. Planning and organization of Kavi Samelan
4. Analysis of Secondary level textbook of Gujarati Subject
5. Analysis of School Test papers based on Blue Print
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*. Ahmedabad: A. R. Sheth Company.
- Joshi, K. (1972). *Gujarati Adhyapan Na Samprat Pravaha*. Ahmedabad: Balgovind Prakashan.
- Kothari, R. G., & Mehta, A. (2012). *An Exploratory Study of Language Teaching*. Germany: Lampert Academic Publisher.
- Patel, M. M., Dave, J. K. & Bhogayata, C. (2007). *Gujarati Adhyapan Nu Parishilan*. (7th ed.). Ahmedabad: B. S. Shah Prakashan.
- Patel, A., V., Shah, P., & Gosai. (2005). *Gujarati Nu Adarsh Adhyapan*. Ahmedabad: Varishen Prakashan.

YEAR	II	TEACHING OF ACCOUNTANCY	CREDIT	3+1
Semester	III	Course Code :	HOURS	45+30

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.

B.Ed. Prospectus

- 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 accountancy teacher.
- Aware about the professional development of teacher.

COURSE CONTENT

- Unit I: Evaluation in Accountancy Teaching 10 hrs.
1. Meaning, Need and Importance of Evaluation
 2. Characteristics of Good Evaluation
 3. Types of Test : Achievement Test, Diagnostic test
 4. Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation
 5. Preparation of Unit Test along with Blue print
 6. Reforms in examination
- Unit II: Text Book and supplementary material in Accountancy 7 hrs.
1. Meaning of Text Book
 2. Characteristics of Text Book
 3. Need and Importance of Text Book
 4. Qualities of a Good Text Book
 5. Supplementary material: Meaning, importance, different types of supplementary material
- Unit III: Community Resources 8 hrs.
1. Meaning of Community Resources
 2. Types of Community Resources
 3. Uses of Community Resources in the teaching and learning of Accountancy
 4. Importance of Community Resources in the teaching and learning of Accountancy
- Unit IV: Co-Curricular Activities in Accountancy 13 hrs.
1. Need and Importance of Co-curricular Activities
 2. Principles underlying Co-curricular activities
 3. Types of Co-curricular activities and role of teacher
 4. Account Club
 - I. Need and Importance of Account Club
 - II. Activities under Account Club
 - III. Role of teacher in Account Club

UNIT V: Accountancy Teacher

7 hrs.

1. Role of a Account teacher
2. Personality of a Account teacher
3. Professional Traits of a Account Teacher.
4. Professional Development of Accountancy teacher

MODE OF TRANSACTION

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

PRACTICAL WORK

The following practical work can be given to student teacher

1. Preparation of Blue Print and Question Paper in accountancy subject.
2. Critical Analysis of accountancy Textbook of 11th and 12th 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 school teacher
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

REFERENCES

Lulla, B.P. (1990). *Teaching Commerce in Secondary Schools*. M.S.U., Baroda.

Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd

Rao, B., & Digumarti. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.

Aggarwal, J.C. (2010). *Teaching of Commerce*. New Delhi: Vikas Publications house Pvt. Ltd.

Segwalkar, P.C., & Sarlekar. (2000). *The Structure of Commerce*. Allahabad: Kitab Mahal.

Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.

Rana, U. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publications.

Gupta, R. (2012). *Teaching of commerce*. Delhi: Shipra Publications.

Mangal, S.K. (1986). *Fundamental of Educational Technology*. Ludhiyana: Prakash Brothers.

Singh, Y.K. (2013). *Teaching of commerce*. New Delhi: A.P.H. Publishing Corporation.

Muthuja, B. & at el. (2009). *Teaching of Commerce and Accountancy Education- I*. New Delhi: Centrum Press.

YEAR	II	TEACHING OF COMMERCE Course Code:	CREDIT	3+1
Semester	III		HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Aware about the evaluation techniques in teaching of commerce.
- Prepare the blue print base test paper of commerce.
- Understand the need and importance of text book in commerce.
- Evaluate the present text books 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 / SYLLABUS

- Unit I: Evaluation in Commerce Teaching 10 hrs.
1. Meaning, Need and Importance of Evaluation
 2. Characteristics of Good Evaluation
 3. Types of Tests : Achievement Test, Diagnostic test
 4. Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records
 5. Preparation of Unit Test along with Blueprint
 6. Reforms in examination
- Unit II: Textbook and supplementary material in Commerce 7 hrs.
1. Meaning of Textbook
 2. Characteristics of Textbook
 3. Need and Importance of Textbook
 4. Qualities of a Good Textbook
 5. Supplementary material: Meaning, importance, different types of supplementary material
- Unit III: Community Resources 8 hrs.
1. Meaning of Community Resources
 2. Types of Community Resources
 3. Uses of Community Resources in the teaching and learning of Commerce
 4. Importance of Community Resources in the teaching and learning of Commerce
- Unit IV: Co-Curricular Activities in Commerce 13 hrs.
1. Need and Importance of Co-Curricular activities
 2. Principles underlying Co-curricular activities
 3. Types of Co-curricular activities and role of teacher

B.Ed. Prospectus

4. Commercial Activities
 - (a) Meaning of Commercial Activities
 - (b) Types of Commercial Activities in teaching of Commerce
 - (c) Importance of Commercial Activities in teaching of Commerce
5. Commerce Club
 - i. Need and Importance of Commerce Club
 - ii. Activities under Commerce Club
 - iii. Role of teacher in Commerce Club

UNIT V: Commerce Teacher

7 hrs.

1. Role of a Commerce teacher
2. Personality of a Commerce teacher
3. Professional Traits of a Commerce Teacher.
4. Professional Development of Commerce teacher

MODE OF TRANSACTION

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

PRACTICAL WORK

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 11th and 12th standard.
3. Visit school and conduct various co-curricular activities and prepare a report on it.
4. Organize a field trip for commerce teacher in consultation with 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., Baroda.
- Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
- Rao, B., & Digumarti. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.
- Aggarwal, J.C. (2010). *Teaching of Commerce*. New Delhi: Vikas Publications house Pvt. Ltd.
- Segwalkar, P.C., & Sarlekar. (2000). *The Structure of Commerce*. Allahabad: Kitab Mahal.
- Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.
- Rana, U. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publications.
- Gupta, R. (2012). *Teaching of commerce*. Delhi: Shipra Publications.

B.Ed. Prospectus

Mangal, S.K. (1986). *Fundamental of Educational Technology*. Ludhiyana: Prakash Brothers. Singh, Y.K. (2013). *Teaching of commerce*. New Delhi: A.P.H. Publishing Corporation.

Muthuja, B. & at el. (2009). *Teaching of Commerce and Accountancy Education- I*. New Delhi: Centrum Press.

YEAR	II	TEACHING OF PSYCHOLOGY	CREDIT	3+1
Semester	III	Course code	HOURS	45+30

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 / SYLLABUS

UNIT-: I Importance of Testing/Practical work in Psychology 8 hrs.
1.Planning, organizing and maintenance of Psychology laboratory

UNIT-II: Role of Psychology teacher as 4 hrs.
1. a teacher,
2. a counsellor,
3. a consultant
4. a liaison person

UNIT-III: Psychology Textbook 10 hrs.
1. Critical reviews of the existing syllabus and textbook of Psychology for higher secondary.
2. Modern trends and approaches in Psychology curriculum planning.

UNIT-IV: Psychology Activities 15 hrs.
1. Importance of psychology activities

B.Ed. Prospectus

2. Planning & Organization of field work, project work, Career talk, Career conference, Career week, Expert talk, field trips (e.g. Employment Guidance Bureau, Remand Homes, etc.)
3. Use of community resources:
4. Life skill activities

UNIT-V: Research and its implications for Teaching of Psychology 8 hrs.

1. 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

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 inventories 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.
8. 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*. London: SAGE Publication.
- Fontana, D. (1995). *Psychology for Teachers. (3rd ed.)*. London: The British Psychological Society, MacMillan in Association with BPS Books.
- Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
- UGC. (2003). *Psychology in the Indian University*. Retrieved from <http://www.ugc.ac.in/oldpdf/eCreportdu/iita.PDF>.

YEAR	II	TEACHING OF MATHEMATICS	CREDIT	3+1
Semester	III	Course Code:	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

- Use various methods/approaches for teaching Mathematics.

B.Ed. Prospectus

- Use ICT in teaching of Mathematics.
- Evaluate Mathematics textbooks with respect to their physical and academic aspects.
- Carryout Action research in the field of Mathematics Education.
- Employ innovations in teaching of Mathematics
- Design recreational activities in teaching of Mathematics.

COURSE CONTENT / SYLLABUS

UNIT-I: Various Methods/Approaches for Teaching of Mathematics 8 hrs.

1. Laboratory Method
2. Discovery Method
3. Project Method
4. Demonstration Method

{With specific illustrations for their use in teaching of Mathematics}

UNIT-II: Use of ICT in teaching of Mathematics 10 hrs.

1. Concept of ICT and use of ICT in teaching of Mathematics
2. Pedagogical issues in teaching of Mathematics
3. Need of Technological Pedagogical Content Knowledge (TPACK) in Mathematics
4. 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 hrs.

1. Curriculum at upper primary, secondary and higher secondary level: [A critical review with respect to Principle of Curriculum Design.]
2. Functions of Mathematics textbook
3. Characteristics of a good textbook
4. Evaluation of Mathematics Textbook : [Physical aspects, academic aspects]

UNIT-IV: Research in Mathematics Education 9 hrs.

1. Meaning of Research with respect to Mathematics Education
2. Action Research in Mathematics
3. Implications of research in the field of Mathematics education

UNIT-V: Innovations in teaching of Mathematics 8 hrs.

1. Teaching of Mathematics in the context of socio-cultural aspects
2. Recreation in Mathematics (Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics)
3. Mathematics Laboratory
4. Mastery Learning Strategy

MODE OF TRANSACTION

B.Ed. Prospectus

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

PRACTICAL WORK

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 for teaching of Mathematics.
17. Designing innovative lessons for teaching of Mathematics.

REFERENCES

- (English)NCERT (2012) *Pedagogy of Mathematics- Textbook for Two- Year B.Ed. Course*. Published at publication Department by the Secretary, NCERT, Sri Aurobindo Marg, New Delhi.
- Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.
- Butler, C. H., Wren F. L., & Banks, J. H. (1971). *The Teaching of Secondary Mathematics*. New York: McGraw Hill.
- Coney, T. J., Davis, G. J., & Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton - Mifflin co.
- Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
- Kidd, P. K., Myers, S. S., & Cilley David, M. (1970). *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates Inc.
- Kinney, L. B., & Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School*. New York: Holt, Rinchart and Winston.

B.Ed. Prospectus

- Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds.), *Handbook of Technological Pedagogical Content Knowledge (TPACK) for educators*. New York: Routledge.
- Kolb, J. R., & Bassler, O. C. (1979). *Learning to Teach Secondary School Mathematics*. London: In text Educational Pub.
- Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A Study on the Students of Upper Primary Schools*. Germany: Lambert Academic Publishers.
- Kothari, R. G., and Shelat, P. H. (2011). *Mathematical Weaknesses among Secondary School Students*. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). *Sources of Mathematical Discovery*. Oxford: Basil black Wall.
- Nickson, M. (2006). *Teaching and Learning Mathematics: A Guide to Recent Research and its Application*. London: Continuum
- Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach*. New Delhi: Doaba House.
- Pandya, B. (2007). *Teaching of Mathematics*. Agra: Radha Prakashan Mandir.
- Chambers, P. (2008). *Teaching Mathematics: Developing as a Reflective Secondary Teacher*. New Delhi: Sage Publication.
- Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- Reeve, W. D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., & Varga, T. (1971). (Ed.). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books.
- Shah, G. B. (1964). *New Dimensions in Teaching of Mathematics*. CASE: The Maharaja Sayajirao University of Baroda, Vadodara.
- Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. Pvt. Ltd. (Hindi)
- Ravat, M. S., & Agrawal, M. (1986). *Ganit Shikshan*. Agra: Vinod Pustak Amandir. (Gujarati)
- Joshi, H. O. (1997). *Ganit Shashtra Adhyapan Padhdhati*. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., & Patel, N. B. (1988). *Ganit Na Adhyapan Nu Parishilan*. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., & Patel, V.G. (1996). *Ganit Adhyapan Padhdhati* Amdavad: Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., & Dave (1981). *Ganit Shikshan Padhdhati*. Amadavad: A. R. Sheth & Co.
- Patel J. Z., & Jani, P. N. (1996). *Hand-Book for Mathematics Teachers*. V. V. Nagar: Manisha Prakashan.

YEAR	II	Teaching of Science	CREDIT	3+1
------	----	---------------------	--------	-----

Semester	III	Course Code :	HOURS	45+30
----------	-----	---------------	-------	-------

OBJECTIVES

Student Teachers will be able to

- Develop competences 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 / SYLLABUS

UNIT-I: Models of Teaching Science 4 hrs.
 Concept Attainment Model, Inquiry Training Model

UNIT-II: Resources for Teaching Science 10 hrs.
 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 hrs.
 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-Pathsala, Open Educational Resources

UNIT-IV: Science Activities 12 hrs.
 Importance of science activities Planning & Organization of field trip, project work, 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.

B.Ed. Prospectus

UNIT V: Evaluation in Science 10 hrs.
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 :

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

REFERENCES

- Amin, J. A. (2011). Training Science Teachers through Activities; Towards Constructivism.
Germany: Lap Lambert Publishing House.
- Chunavala, S. (2006). Science Education: A Trend Report. In NCERT (Eds.). Sixth Survey of Educational Research (1993-2000). New Delhi: 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. Paris: UNESCO.
- Heiss, E. D. (1961). Modern Science Teaching. New York: Macmillan Company.
- Kumar, A.(2004). Science Education on a Slippery Path.
Retrieved from:
<http://www.hbcse.org><http://insa.acpservers.com/html/home.asp>
- Joyce, B., & Weil, M. (2009). Models of teaching. USA: Pearson Higher Education. Methodology of teaching Life sciences
- Prasad, J. (1999). Practical Aspects in Teaching of Science. New Delhi: Kanishka Publication.
- 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. New Delhi: Dhanpat Rai

YEAR	II	TEACHING OF PHYSICS Course Code:	CREDIT	3+1
Semester	III		HOURS	45+30

OBJECTIVES

B.Ed. Prospectus

Student Teachers will be able to

- Understand the aims and broad objectives of teaching science in general and physics in particular 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 / SYLLABUS

UNIT-I: Physics Laboratory Management

9 hrs.

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

UNIT-II: Educational Technology in Physics Education

10 hrs.

1. Audio-Visual Aids
2. OHP
3. Epidiascope
4. Film Strip Projector
5. Film Projector, Video/ Film Lessons in Physics
6. CAI, Computer animation

B.Ed. Prospectus

7. Preparation of Teaching Aids with emphasis on Improvisation Low-Cost Materials, Physics Kits, etc.

UNIT-III: Evaluation in Physics Teaching-Learning Process 9 hrs.

1. Importance of Evaluation in Physics
2. Evaluation depending on the domains Cognitive, Affective and Psychomotor
3. Preparation of blue-print-Question Paper
4. Emphasis on crucial nature of evaluation of scientific attitude and process skills in Physics
5. 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 hrs.

1. Importance of Co-curricular activities in Physics Education
2. Science club/physics Society
3. Physics exhibition
4. Field trips/Excursion
5. Project Work
6. Science Quiz
7. Science Fair
8. Sky Watching
9. Visit to Planetarium
10. Science fictions and Imagination - Rhymes, hykus, Dramas in Physics Curriculum

UNIT-V: Academic and Professional Development for Physics Teachers 10 hrs.

1. Roles and Responsibilities of Physics teachers.
2. Physics/Science/Teachers' Association at National and International levels.
3. Journals and Research Institutes in Physics/Physics Education and Science/Science Education
4. Role of NCERT and HBCSE in Physics/Science Education Programme
5. 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.
6. Vocational Guidance for Physics Students after Std. XII

MODE OF TRANSACTION

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

PRACTICAL WORK

B.Ed. Prospectus

- Analysis of Physics Textbook
- Preparation of Instructional materials-PLM, Modules, CAI, AV Aids, Improvised Apparatus etc.
- Planning and Organization of Physics Laboratory/Physics Exhibition
- Survey of Physics Laboratory in the Schools
- Preparation of question Bank
- Survey Status of Higher Secondary School Physics Education at a Taluka/District Level.
- Action Research - Case Studies in Physics Education
- . Collection of Newspaper cuttings/clippings,
- Journal Articles related to Physics/Physics Education.
- 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.). Ohio: E. Merrill Publishing Co.
- Edger, M., & Rao, B. (1996). *Science Curriculum*, New Delhi: Discovery Publishing House.
- Gupta, S. K. (1992). *Teaching of Physical Sciences*. New Delhi: Sterling Publishing House.
- Gupta, V. K. (1995). *Teaching and Learning of Science and Technology*.
- Harlen, W., & Elstgeest, J. (1992). *Unesco Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. UNESCO.
- Joshi, U. O., Shah, B. B., Patel, N. B., & Likhiya, K. (1990). *Vigyanana Adhyapanano Parishilan* (Gujarati). Ahmedabad: B. S. Shah Prakashan.
- Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing Co.
- Mathur, R. C. (1992) *A Source Book of Science Projects*. New Delhi: Arya Book Depot.
- NCERT (1982). *Teaching of Science in Secondary Schools*. New Delhi: NCERT.
- NCERT (2006). *Position Paper: Teaching of Science*. New Delhi: NCERT.
- Rao, A. (1993). *Teaching of Physics*. New Delhi: Anmol Publications.
- Sharma, R.C. (1982). *Modern Science Teaching*. Delhi: Dhanpat Rai & Sons.
- Sund, R. B., & Trowbridge, L. N. (1973). *Teaching Science by Inquiry in the Secondary School* (2nd ed.). Columbia: Charles E. Merrill Pub. Co.
- Vaidya, N. (1996). *Science Teaching for the 21st Century*. New Delhi: Deep and Deep Publications.

YEAR	II	TEACHING OF CHEMISTRY Course code :	CREDIT	3+1
Semester	III		HOURS	45+30

OBJECTIVES

Student Teachers will be able to

B.Ed. Prospectus

- 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 / SYLLABUS

UNIT-I: Activities and Resource Centres 18 hrs.

1. Chemistry club
2. Fair and Exhibition
3. Chemistry Museum
4. Development and use of Chemistry library, use of software in Chemistry.
5. Role of Sarabhai Community Science Centre
6. HomiBhabha 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 hrs.

1. Need, types, planning and organization, equipments and their maintenance, safety measures in chemical laboratory, manual and guidelines for practicals at higher secondary level
2. Quantitative and Qualitative analysis in Chemistry as per higher secondary syllabus.

UNIT-III: Correlation of Chemistry 6 hrs.

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

UNIT-IV: Chemistry in Schools 8 hrs.

1. Approaches of curriculum organization, content analysis of higher secondary level chemistry, textbooks, manuals, journals, experiments, work book.
2. 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 hrs.

1. Purpose of Evaluation

B.Ed. Prospectus

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

MODE OF TRANSACTION

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

PRACTICUM

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

- Agarkar, S. C. (2005). *An Introductory Course on School Science Education*. Mumbai: HBCSE, TIFR.
- 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*, 8th ed. New Delhi: PHI Learning Pvt. Ltd.
- Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). *Teaching of Chemistry Modern Method*. New Delhi: Sarup& Sons.
- Malhotra, V. (2006). *Methods of Teaching Chemistry*. New Delhi: Crescent Publishing Corporation.
- Mani, R. S. (1998). *Model of Lesson Planning: Some Reflections*. *Recent Researches*. In *Education and Psychology* (Vol. 3(III-IV), pp. 87-90).
- Mani, R. S. (1998). *Objectives of Teaching Chemistry in Schools*. Unpublished mimeographed instructional material. CASE: The Maharaja Sayajirao University of Baroda, Vadodara.
- Mani, R. S. (2001). *New Approaches of Teaching Science*. *Recent Researches in Education Psychology*. Vol. 6(I-II), pp.1-6.
- Mani, R. S. (2012). *Mobile Science and Technology Development of Skills in Science and Technology*. *Education and Society*, Vol. 1.
- Marlow, E., & Rao, B. (1996). *Science and Curriculum*. New Delhi: Discovery Publishing House.
- Mathur, R. C. (1992). *A Source Book of Science Projects*. New Delhi: Arya Book Depot.

B.Ed. Prospectus

NCERT (2013). *Pedagogy of Science: Textbook for B.Ed Part I*.

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).

UNESCO. (1964). *UNESCO Source Book for Science Teaching*. Paris: UNESCO.

Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*. New Delhi: Deep and Deep Publications.

Waddington, D. J. (1987). *Teaching School Chemistry*. New Delhi: Sterling Publishers Inc. Yadav, M. S. (1993). *Teaching of Chemistry*, New Delhi: Anmol Publications.

YEAR	II	Teaching of Biology Course code :	CREDIT	3+1
Semester	III		HOURS	45+30

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 & Textbook
- 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 / SYLLABUS

UNIT-I: Concept of Curriculum 9 hrs.

1. Concept of Curriculum
2. Principles of Curriculum Construction
3. Types of Curriculum
4. Modern Trends in Biology Curriculum

UNIT-II: Critical Examination of Biology Curriculum 9hrs.

1. Study of BSCS
2. Comparative study of biology curriculum of different countries
3. Review of Biology Syllabus & Textbooks
4. Organization and Weightage of Theory and Practical

UNIT-III: Activities in Biology 9 hrs.

1. Importance of Activities in Teaching of Biology
2. Excursions, Herbarium, Aquarium, Vivarium, Biology Club, Fair, and Museum

B.Ed. Prospectus

3. Planning & Organization of Activities

UNIT-IV: Laboratory Experience

9 hrs.

1. Learning Outcome
2. Types of Laboratories
3. Preparing students for laboratory experience
 - (a)Pre-Lab discussion,
 - (b)giving directions
 - (c)Post-Lab discussion.
4. Safety measures in the Labs
5. Planning, Organization and Maintenance of Biology Labs
6. Assessment of Laboratory Work: Manipulative Tests, Observation of Process Skills, Assessment of Affect Level
7. Virtual laboratory

UNIT-V: Evaluation

9 hrs.

1. Importance of Testing & Evaluation
2. Formative & Summative Evaluation
3. Process & Product Evaluation
4. Assessment of Practical Work
5. Oral Examination
6. Construction of Blueprint
7. Various Types of Evaluation Items: Scope & Limitation

MODE OF TRANSACTION

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

PRACTICUM

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

REFERENCES

Ahmad, J. (2009). *Teaching of Biological Sciences*. New Delhi: IPH Learning Private Ltd.

Biology Teacher’s Handbook, BSCS/Biological Sciences Curriculum Study, 1971.

Dave, R. H., and Mehta, C. H. *Vignan nu Abhinav Adhyapan*. Ahmedabad: A. R. Sheth & co. (Gujarati).

Gupta, S.K (1983). *Technology of Science Education*. Vikas Publishing House, New Delhi

Gupta, V.K. (1995). *Teaching & Learning of Science & Technology*. New Delhi: Vikas Publishing House.

Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing.

Kohli, V. K. (1977). *Teaching of Science*. Krishna Brothers.

Marsha, W., & Joyce, B. (1985). *Models of Teaching*. New Delhi: Prentice Hall of India Private Ltd.

Mathur R.C. (1992). *A Source Book of Science Projects*. New Delhi: Arya Book Depot.

N. *Textbook in Biology for Higher Secondary Schools*. New Delhi: NCERT

R.C. (1982). *Modern Science Teaching*. Delhi: Dhanpat Rai and Sons.

Tomar, A. (2005). *Teaching of Biology*. New Delhi: Kalpaz Publication.

UNESCO *Teaching of Biology in tropical schools*. Paris: UNESCO.

Vaidya, N. (1971). *The Impact Science teaching*. Oxford & IBH Publishing Company.

Yadav K. (1999). *Teaching of life Sciences*. New Delhi: Anmol Publications Pvt. Ltd.

YEAR	II	TEACHING OF HINDI	CREDIT	3+1
Semester	III	Course Code:	HOURS	45+30

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.

Unit I: Teaching of Pronunciation 7 hrs.

1. Importance of Pronunciation in Hindi
2. Reasons of Faulty Pronunciation
3. Means to improve the Pronunciation.

Unit II: Language Skills Development 10 hrs.

1. Listening

B.Ed. Prospectus

2. Speaking
3. Reading
4. Writing
(Meaning, Definition, Barriers and Activities to develop skills)
5. Devnagari Lipi – development, characteristics and criticism

Unit III: Teaching of Grammar 9 hrs.

1. Objectives of teaching grammar
2. Need and Importance of Teaching Grammar
3. Mistakes which are usually committed in Teaching Grammar
4. Main Methods of teaching grammar in Hindi
5. Issues in grammar teaching in schools

Unit VI: Textbooks and other Materials 10 hrs.

1. Meaning and Definition of Textbooks
2. Need and Importance of Textbooks
3. Characteristics of Good Textbooks
4. Evaluation of textbooks
5. Different Teaching Aids for teaching Hindi
6. Qualities of a good Hindi Teacher

UNIT V: Evaluation Procedures in Hindi 9 hrs.

1. Meaning and concept of Evaluation in Hindi
2. Need and Importance of Hindi
3. Different considerations for evaluation in Hindi
4. Evaluation of different skills

MODE OF TRANSACTION

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

PRACTICUM

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.

REFERENCES

- Mukerjee, S.N. (1965). *Rashtra Bhasha ki Shiksha*. Baroda: Acharya Book Depot.
- Sharma, B.N. (1968). *Hindi Shikshan*. Agra: Harihar Press.
- Lahree, R. (1966). *Hindi Shikshan*. Agra: Raghunath Printing Press.
- Patel, P.A. (1965). *Hindi Bhasha Abhinav Adhyapan*. Ahmedabad: Bharat Prakashan.
- Srivastava, V. (1967). *Bhasha Shikshan Vidhi*. Varanasi: Hindi Pracharak Pustakalaya.
- Rastogi et.al. (1998). *Matru Bhasha Hindi Shikshan*. New Delhi: NCERT
- V. T. Bambhari et. al., (2005) *Hindi ka aadarsh adhyapan*, Varishen Prakashan, Ahmedabad

YEAR	II	TEACHING OF SOCIAL STUDIES	CREDIT	3+1
Semester	III	Course Code:	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

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

COURSE CONTENT / SYLLABUS

UNIT-I: Media in Social Studies Instruction 8 hrs.

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

UNIT-II: Evaluation in Social Studies 11 hrs.

1. Different techniques of testing
 - (a) Paper pencil test
 - (b) Quizzes, debates, discussion & observation
2. Diagnostic and Remedial Teaching :Meaning, significance and steps

UNIT-III: Managing special students in Social Studies Instruction 11 hrs.

1. Handling gifted students, Teaching for creative thinking.
2. Handling Below average students, Role of remedial teaching

UNIT-IV: Critical Evaluation of Text Books of SS 10 hrs.

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

UNIT-V: Issues and Problems in Social Studies Instruction 5 hrs.

B.Ed. Prospectus

1. Time Table
2. Facilities
3. Professional Preparation of Teachers
4. Communities' apathy towards the subject
5. Recent developments and obsolescence of curriculum
6. Transmission of values and needed interpersonal representation

MODE OF TRANSACTION

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

PRACTICUM

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

- Agrawal, J. C. (1995) *Teaching of Social Studies*. New Delhi: Vikas Publishing House.
- George, A. M., & Madan, A. (1990) *Teaching Social Science in School: NCERT's new textbook Initiative*. New Delhi: Sage Publications India Pvt. Ltd.
- Greene, H. A., Jozgensen, A. N., & Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.
- Haroon, S. (Ed.). (2012). *Teaching Social Science*. New Delhi: Pearson.
- Joshi, D. (Ed.). (2012). *Methodology of Teaching Social Sciences*. New Delhi: Pearson.
- Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- Marlow, E., & Rao, D. B. (----). *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.
- Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.
- Mehlinger, H. D. (Ed.). (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm and UNESCO.

YEAR	II	TEACHING OF ECONOMICS	CREDIT	3+1
Semester	III	Course code :	HOURS	45+30

OBJECTIVES

Student Teachers will be able to

1. Acquaint with different Audio-Visual Aids and develop in them the skills for the proper use of teaching aids.

B.Ed. Prospectus

2. Conduct various co-curricular activities in Economics.
3. Develop critical awareness of the features of existing higher secondary Economics Curricula and Text books.
4. Develop good qualities of Economics Teacher.
5. 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 hrs.

1. Meaning and Definition of A.V Aid
2. Need and importance of A.V Aids
3. Types of A.V Aids
4. Points to be considered while preparing and using A.V Aid

Unit II: Co-Curricular Activities in Teaching of Economics 10 hrs.

1. Importance of conducting Co-curricular Activities
2. Types of Co-curricular Activities
3. Principles of organizing Co-curricular Activities
4. Need & Importance of Co-curricular Activities
5. Role of Teacher in organizing Co-curricular Activities
6. Field Trip : Importance , procedure & Role of Teacher

Unit III: Economics Textbooks 10 hrs.

1. Meaning of Text Book
2. Characteristics of Text Book
3. Need and Importance of Text Book
4. Qualities of a Good Text Book
5. Defects of Existing Text Book
6. Criteria for evaluation of Text book

Unit IV: Economics Teacher 8 hrs.

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

UNIT V: Evaluation in Economics 9 hrs.

1. Meaning, Need and Importance of Evaluation
2. Characteristics of Good Evaluation
3. Types of Test : Achievement Test, Diagnostic test
4. Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records)
5. Preparation of Unit Test along with Blue print

MODE OF TRANSACTION

B.Ed. Prospectus

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

PRACTICAL WORK

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*. New York: McGraw Hill & Co.
- Chakravarty, S. (1987). *Teaching of Economics in India*. Bombay: Himalaya Publ.
- Das, R.C. (1984). *Curriculum and Evaluation*. New Delhi: NCERT.
- Dhand. (1990). *Techniques of Teaching*. New Delhi: Ashish Publishing House.
- Kanwar, B.S. (1970). *Teaching of Economics*. Ludhiana: Prakash Brothers Educational Publishers.
- Lee, N. (1975). *Teaching Economics*. (2nd ed.). London: London Educational books.
- Rudramambe, B. (2004). *Methods of Teaching Economics*. Discovery Publishers.
- NCERT. (1974). *Teaching Units in Economics for High and Higher Secondary Stage*. New Delhi: NCERT.
- NCERT. (1975). *The Curriculum for the Ten Year School - A Framework*. New Delhi: NCERT.
- Amita, Y. *Teaching of Economics*. New Delhi: Anmol Publications Pvt. Ltd.

YEAR	II	TEACHING OF SANSKRIT Course code :	CREDIT	3
Semester	III		HOURS	45

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 hrs.

1. Importance of Pronunciation in Sanskrit
2. Reasons of Faulty pronunciation
3. Means to improve the pronunciation.

Unit II: Composition 12 hrs.

1. Different aspects to be considered while reading
2. Importance of loud reading and silent reading
3. Methods of developing reading interests of children
4. Means of developing speaking ability of the children.
5. Importance of writing - Devnagari Lipi and its characteristics.
6. Different aspects to be considered while teaching Sanskrit by integrating various teaching Skills.

Unit III: Teaching of Grammar 11 hrs.

1. Need and Importance of Teaching Grammar
2. Mistakes which are usually committed in Teaching Grammar
3. Main Methods of teaching grammar.
4. Samasas and Sandhis in Sanskrit, form of tenses & nouns.
5. Sanskrit Nyayas

Unit IV: Text Books and other Materials 8 hrs.

1. Meaning and Definition of Textbooks
2. Need and Importance of Text Books
3. Characteristics of Good Textbooks
4. Evaluation of text-books
5. Different Teaching Aids for teaching Sanskrit

UNIT V: History of Sanskrit Literature 6 hrs.

1. A Biographic sketch of Sanskrit Poets & Dramatists (selected ones) with reference to History of Sanskrit Classical literature in brief.
2. Position of Sanskrit in India and in the world briefly.
3. The Sanskrit Room.

MODE OF TRANSACTION

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

PRACTICAL WORK

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.

B.Ed. Prospectus

3. Text book 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, Linguistic Analysis of Sanskrit Selections—XIth Std of Gujarat State. Lap, Lambert Academic Publishing –2012 (ISBN NO.978-3-659-25713-1)

Deota, N.P., An Insight into Educational Philosophy--An Indian Perspective, Lap, Lambert Academic Publishing -2012, (ISBN No. 978 -3-659-17077-5)

Deota, N.P, Effective Leadership Qualities, Lap Lambert Academic Publishing – 2012, (Lap LAMBERT Academic Publishing –2012 (ISBN No. 978-3-659-135187)

Deota, N.P, Kaleidoscopic Views on Education, Lap, Lambert Academic Publishing –2012. (ISBN No.978-3-659-23958-8)

Deota,N.P. Edification of Sanskrit Language, Lambert Academic Publishing – Feb, 2016. (ISBN- 978-3-659-82721-1)

Deota,N.P., “FOOTPRINTS OF MODERN MANAGEMENT IN VALMIKI RAMAYANA” (LAP,LAMBERT ACADEMIC PUBLISHING--2013), (ISBN NO. 978-3-659-44791-4)

Deota,N.P. ESSENCE OF YOGA EDUCATION (LAP,LAMBERT ACADEMIC PUBLISHING--2014) (ISBN No. 978-3-659-59332-1)

Report of the Sanskrit Commission, Government of India, 1958

Jayendra Dave and et.al.(1988) Sanskrit Adhyapana Parishilana, B.S. Prakashan, Ahmedabad, Gujarat.

YEAR	II	ORIENTATION TO INTERNSHIP PROGRAM	CREDIT	3
Semester	III	Course Code :	HOURS	45
OBJECTIVES				
Student Teachers will be able to				
<ul style="list-style-type: none">- Know the practical nature of teaching learning- Get familiarize 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 written plan				
COURSE CONTENT / SYLLABUS				

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.

Students prepare simulation lessons in their selected teaching methods as per required number given to them. They prepare 10 minutes 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 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:

Evaluation	Credit	Marks
Internal	3	75

Second Year Semester- IV

YEAR	II	INTERNSHIP PROGRAMME IN SCHOOLS	CREDIT	16
Semester	IV	Course code :	HOURS	400

OBJECTIVES

Student teachers will be able to:

- Understand the school climate.

B.Ed. Prospectus

- 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 / SYLLABUS

Concept Note

In order to enhance the connection of teacher education programme with the practicing school 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 programme.

Evaluation	Credit	Marks
Internal	16	400

YEAR	II	ACTION RESEARCH Course code :	CREDIT	3
Semester	IV		HOURS	45

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 proposal for action research.
- Conduct action research in school.
- Write the action research report following a scientific pattern

COURSE CONTENT / SYLLABUS**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 pertaining to their work and finding ways to solve them.

Methodology

Action research for the present B. Ed. Programme will be conducted when student teachers visit their schools for internship programme. Prior to 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. Students teachers identify the problem from their internship schools and formulate a plan to conduct research. They will conduct research with the help of supervisor as per their plan and submit the report in the given format during 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:

Evaluation	Credit	Marks
Internal	2	75

10. Some Special Features of the Two-Year B.Ed. Degree Course

In addition to the semester system, blend of Internal and external Assessment the Centre has been following, some essential features of the B.Ed. course are mentioned below:

10.1 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 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.

10.2 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.

10.3 General Assembly

The day at the centre 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 briefing, Sharing information, etc. It is primarily intended to be a training ground for our students and is managed by the students themselves.

10.4 Co-curricular Activities (CCA)

Co-Curricular activities are a regular feature of the B.Ed. course. Students organize several kinds of programmes under CCA, like, Singing Competitions, dance competitions, elocutions, debates, quiz competitions, celebration of certain important days like, Teachers' Day, Nav Ratri, etc. Like other curricular and co-curricular components of the B.Ed. programme, it is also intended to train our students to conduct similar programmes in schools.

10.5 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

B.Ed. Prospectus

catch up with especially the theory courses, the centre runs a remedial teaching programme. In this programme, peer teachers are identified, and they help out students some extra help with their studies. This is a programme that is very much appreciated by those who have with understanding English as the medium of instruction the University is English. The peer teachers are acknowledged service by awarding them with certificate of appreciation Faculty Annual Day. Besides, it is an experience in Co-operative learning and win-win relationships.