

# **Shri Govind Guru University**

( Established by Government of Gujarat Vide Gujarat Act no 24/2015 )

*Towards Smart Quality Education*

## **Bachelor of Education**

### **Syllabus for B.Ed.**

### **Semester - 3 & 4**

**Effective from June-2019**

**Website: [www.sgggu.ac.in](http://www.sgggu.ac.in)**

In Force From – June:2019

# SEMESTER-III

### B.Ed. -Semester-III

(Semester-III pedagogy school subject and External viva based on Internship conducted by the university)

Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1C 301	Gender School and Society	2	2	2	15	35	50
BED1C 302	Creating Inclusive School	2	2	2	15	35	50
<b>Curriculum and Pedagogic Study</b>							
BED1C 303	Understanding Self	2	2	2	15	35	50
<b>Enhancing Professional Capacity (EPC)</b>							
* EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-3 exam.							
BED1C 304	Critical Understanding of ICT	2	2	2	50	-	50
<b>Pedagogy of School Subject (Any two from given group)</b>							
* Student will have to prepare themselves content course of main of second school subject selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT exam format related to subject content.							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1 M301	Gujarati	2	2	2	--	50	50
BED1 M302	Hindi	2	2	2	--	50	50
BED1 M303	English (LL)	2	2	2	--	50	50
BED1 M304	Sanskrit	2	2	2	--	50	50
BED1 M305	Social Science	2	2	2	--	50	50
BED1 M306	Mathematics	2	2	2	--	50	50
BED1 M307	Science and Technology	2	2	2	--	50	50
BED1 M308	Economics	2	2	2	--	50	50
BED1 M309	Org. of Com. & Management	2	2	2	--	50	50
BED1 M310	Accountancy	2	2	2	--	50	50
BED1 M311	Psychology	2	2	2	--	50	50

### B.Ed.-SEMESTR-III

#### Practical Work

Sr. No.	Practical Work	Credit	Internal	External	Total
1	Internship 11 Week ( Non plan Lessons and Observation, Maintain Log book)	10	250	--	250
2	TLM (Each School Method)	2	50	--	50
3	Computer practical (MS-Office, Internet)	2	50	--	50
4	PPT Submission (Each School Method)	2	50	--	50
5	Viva Examination based on Internship taken by university (on the basis of internship activities)	4	--	100	100
	Total	20	400	100	500

#### Guidelines for Practical Work

1. Internship: 11 week internship in recognized Upper primary school. Trainee has to perform following activities during internship and prepare detailed report with photograph.
  - Internship report must be verified and signed by the counsel or/ School Principal.
  - Non plan lessons and observations. Continuous and Comprehensive evaluation (Documentation), Innovative Practices in education., Syllabus related Project work
  - Detailed study of School document, like GR, Progress Report, Academic calendar.. etc (Any five)
  - Co-Scholastic, Intellectual and cultural activities. Experience of School Assessment.
  - Interaction and observation of student, Analysis of School results.
  - Study of Special programmes conducted in the upper primary school like SMC, Mid-day Meal, Gunotsav etc.
  - Submission of total report of Internship program. (Including School Organization Report)
2. TLM: Each Subject's TLM must be submitted at college (Two).
3. Computer Practical Exam (Based on EPC-3): Examination should be conducted by college, Working knowledge of MS-Word, MS-Excel, MS-power point and Internet browser.
4. Power Point: Prepare 2 power point presentation in each school subject (Submission of Two P.P.T.)
5. Viva examination: This Examination will be conducted by the university at the end of semester-III. Trainees have to present documentary evidence of his/her internship work for e.g. Internship School permission letter, Internship report with necessary photographs, Internship completion Certificate issued by school.
  - Question asked by the external examiner on the bases of internship work and theory papers.

## **B.Ed. SEMESTER-3**

### **BED1C301: Gender School and Society**

Total Credit- 2

Internal - 15

External - 35

Objectives of the course :

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

- Understand the concept of sex, gender, transgender and gender role development.
- To prepare student teachers for solving various sexual abuses and harassment issues in school and society.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

Unit-1 Gender : concept and perspectives

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.

Historical perspective and current scenario of the social role of an Indian woman. patriarchy and matriarchy social tradition

Portrayals of an Indian woman -In units like family, caste, religion and culture In media and popular culture; films, television, advertisement, film songs etc.

Unit-2 Gender bias

Gender sensitivity : meaning and concepts

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum.(Teacher attitudes, classroom interaction and peer culture).

Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

Gender related issues and their reasons

Child marriage, female feticide and femaleinfanticide

Sexual harassment and abuse, Dowry

Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

Constitutional provisions for gender parity

Legal provisions for women

Role of MHRD for women empowerment

Role of Ministry of women and child development in ensuring gender parity

#### **Suggested Activity**

1. Preparing analytical report on gender issues in print and electronic media.
2. Arrange a seminar and workshop on women empowerment and social justice.

#### **Suggested Readings:**

- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- UNESCO. (2004). EFA Global Monitoring Report: Education for All: The Quality

Imperative.

- UNESCO. (2003). EFA Global Monitoring Report: Gender and Education for All: The Leap to equality.
- Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17- B, Sri Aurobondo Marg, New Delhi – 110016
- NCERT ( National Council of Educational Research and Training). (2006): Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). Gender Equity in Education: A Review of Trends and Factors. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education: A Conceptual Overview. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). 'Contemporary Challenges to women's education: towards an elusive goal?' *Economical and political Weekly*, 38(43), 4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. B-arton, R. Meighan and S.Walker,(Eds.) *Schooling, Ideology and the curriculum*. Lewes, UK: The Falmer Press. 29-49.

## **B.Ed. SEMESTER-3**

### **BED1C302: CREATING AN INCLUSIVE SCHOOL**

Total Credit- 2

Internal - 15

External - 35

Objectives of the course:

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

- Understand the concept of inclusive school
- Understand Culture, policies and practices to create an inclusive school
- Understand Concept of integral humanism
- Understand the instructional strategies for inclusion of disabled child
- Understand the policies for promotion of inclusive school
- Understand evaluation tools of disabled children

Unit – 1 Inclusive School

Inclusive School: Concept, Need, Merits and its importance.

Difference between Special, Integrated and Inclusive Education.

Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion, 2000)

Introduction to Index for Inclusion

Indicators for Creating Inclusive Culture, Producing Inclusive Policies,

Evolving Inclusive Practices

Role of teacher in inclusive education

Unit – 2 Disability and disabled child

Disability: Meaning and concept

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Blindness or low vision

Deaf or Hard-of-Hearing

Physical disabilities

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Psychiatric disabilities

Dyslexia

Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

Speech and Language disability

Learning disabilities/Slow learners Unit –

3 Policies for promotion of inclusive school

UN Convention on Rights of Person with Disability (UNESCO, 2006)

Policy guidelines on inclusion in Education by (UNESCO, 2009)

National level policies for education of children with disabilities

Sarva Shiksha Abhiyan (SSA)

3.3.2 NCF, 2005

3.3.3 Right to Education Act -2009

Contribution of Social sectors, NGO and semi government bodies

Unit – 4	Teaching, Learning and Evaluation for Disabled Child Teaching Strategies for disabled child Counseling for disabled child and parents Interview and visit of parents and families Motivation and self-reliant Evaluation of disabled child Formal Evaluation Informal Evaluation Role of School, Teacher, Peer, Parents and society for disabled child
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**Suggested Activity:**

- Visit to one special school
- Write a brief report of Case study of special child

**Suggested Readings:**

- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming, Allyn and Bacon
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.



- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon
- Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Stow L. & Selfe, L. (1989) Understanding Children with Special Needs. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997) Struggles for Inclusive Education: An ethnographic study. Philadelphia, OpenUnive
- Westwood P. (2006) Commonsense Methods for Children with Special Educational Needs- Strategies for the Regular Classroom. 4th Edition, London RoutledgeFalmer- Taylor & Francis Group.

## B.Ed.SEMESTER-3

### BED1C303 - Understanding Self

Total Credit-2

Internal-15

External-35

#### Unit-1 Self and its Development

- 1.1 What is Self ? Meaning and Concept. The psychology and the philosophy of Self
- 1.2 Different Perspectives of Self: Self Concept, Self-awareness, Self-knowledge, Self-perception, Self-control and Self understanding
- 1.3 Development of Self Concept: Importance of developing positive self-concept Influencing factors in developing self-concept and its educational implementation
- 1.4 Self-Actualization: Meaning, Carl Rogers, Abraham Maslow and S. Radhakrishnan's theories on self-actualization

#### Unit-2 Self,Society and Sensitivity Harmony Training

- 2.1 Self, School and Society: The role of school and society in self-development Interactions with society and peer group
- 2.2 Sensitivity Training: Meaning and importance, IQ, EQ, SQ and EQ–meaning and importance
- 2.3 Personality: Meaning and Nature, Characteristics of Good Personality
- 2.4 Motivation: Meaning, The role of motivation in developing self

#### Unit-3 Self-Management

- 3.1 Adjustment: Meaning, Causes of maladjustment
- 3.2 Conflict Resolution: Meaning, Types and Conflict Resolution techniques
- 3.3 Self-Management: Meaning, strategies of self-management techniques
- 3.4 Peace and Harmony: Meaning and its cultivation in life

#### Unit-4 IdentitycrisisandTeachers'Role

- 4.1 Identity and Self Stereo types: Meaning and it self fectson life
- 4.2 Identity crisis: Meaning and its effects
- 4.3 Teachers' role: Role of teacher in developing positive Self-concept and Gender Equality while teaching
- 4.4 Meditation: Meditation and self-awareness program for developing self

#### ***SuggestedActivity***

- SWOT Analysis of Self and family
- WritingAttributesofmostlikeandunlikepersons

#### ***SuggestedReadings:***

- Dalal,A.S.(2001).Ourmanyselves.Pondicherry,India: SriAurobindoAshram.
- Frankl, V.(1946).Man's search for meaning.NewYork:Poketbooks.
- Joshi,K.(ed)(2005).TheAimof Life.Auroville, India: Saiier.
- Dr. V. K. Gelat (2018). Understanding of the Self, ASF Publication, V.V.Nagar
- Krishnamurti,J.(1953). Educationandthe significanceof life, Ojai,California,USA:Krishnamurtifoundationtrust.
- Walkwithme:Aguideforinspiringcitizenshipaction(2006),NewDelhi:Pravahpub.
- Wilson,T.D(2002)strangertoourselves:discoveringtheadaptivecoconsciousHarvarduniversitypre ss.
- Chatterjee,D.(1998).LeadingConsciously,MA,USA:Butterworth-Heinemann.

- Csikszentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: HarperCollins.
- Dalal, A. S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
- Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. *Contemporary Education Dialogue*. 3(2), 175-195.

## B.Ed. SEMESTER-3

### BED1C304: Critical Understanding of ICT

Total Credit- 2

Internal - 15

External - 35

Objectives of the course:

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

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

Unit-1	Use of ICT in Education
1.1	Concept of ICT, Need & Importance of ICT,
1.2	Scope of ICT in teaching-Learning Process, research and Administration. Integrating ICTs in Teacher Education
1.2	ICT for professional Development of teachers, ICT for improving organization and management of teacher education. Possible uses of audio-visual media and computer.
1.4	Tools of ICT
Unit-2	Basic part of Computer
2.1	Basic parts of computers
2.2	Storage devices: ROM, RAM, CD, DVD, Pen drive
2.3	Input devices, Output devices
2.4	Network, types of network, WAN, LAN, MAN
Unit-3	Current trends of ICT in education
3.1	E learning, M-learning- meaning, merits and demerits
3.2	Virtual classroom: meaning, merits and demerits
3.3	Smart class: meaning, merits and demerits
3.4	Online learning resources - MOOC
Unit-4	Application for teachers
4.1	MS-Office word its uses
4.2	MS-Excel
4.3	MS-power point and MS-Access
4.4	Internet surfing and Android application for teachers and students

#### Suggested Activity

1. Preparing PPT of main school subject.
2. Prepare ICT based learning module with the help of MS word and MS Power Point.

**Suggested Readings:**

- Intel Education, NCTE,(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Leao, A.M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
- Petzold, C. (1998). Programming windows. USA: Microsoft Press.
- Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGraw Hill Publication.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Stone, E. (1996). How to use Microsoft Access. California: Emeryville.
- Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
- Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). The internet: A user's guide. Prentice Hall of India Pvt. Ltd: New Delhi.
- Rosenberg, M.J.(2001) e-Learning , New York:McGrawhill.
- Peter Norton (2010) Virtual Learning, McGraw-Hill.

# Methodology

## B.Ed. Semester-III

**Note:** Pedagogy of School Subject (Any two from given group)

- Student will have to prepare themselves content course of main and second school subject selected by him/her and University exam will be conducted by the end of the term. The format of this exam will be as per TET/TAT(MCQ type)exam format related to subject content.

Method Code	Course	Syllabus
BED1M301	Gujarati	Std-6 to Std-10 Gujarat State School Textbook board
BED1M302	Hindi	Std-6 to Std-10Gujarat State School Textbook
BED1M303	English(LL)	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M304	Sanskrit	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M305	Social Science	Std-6to Std-10GujaratStateSchoolTextbookb
BED1M306	Mathematics	Std-6to Std-10 Gujarat State School Textbook
BED1M307	Science and Technology	Std-6to Std-10 Gujarat State School Textbook board
BED1M308	Economics	Std-11andStd-12GujaratStateSchoolTextbook
BED1M309	Org. of Com. &	Std-11andStd-12GujaratStateSchoolTextbook
BED1M310	Accountancy	Std-11andStd-12GujaratStateSchoolTextbook
BED1M311	Psychology	Std-11andStd-12GujaratStateSchoolTextbook

This examination will be taken by Shri Govind Guru University. Multiple choice type questions will be asked based on knowledge, understanding and application of subject.

**SEMESTER-IV**

**B.Ed.-Semester-IV**

<b>B.Ed.-Semester –IV (Core Paper)</b>							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1C401	Introduction to Educational Research	4	4	3	30	70	100
<b>Curriculum and Pedagogic Study (Any two from the following two groups one subject form each group)</b>							
<b>Group-1</b>							
BED1E401	Educational Statistics	4	4	3	30	70	100
BED1E402	Guidance and Counseling	4	4	3	30	70	100
BED1E403	Teacher Education	4	4	3	30	70	100
BED1E404	Child Psychology	4	4	3	30	70	100
BED1E405	Indian Education System	4	4	3	30	70	100
BED1E406	Entrepreneurship – Theory and Practice	4	4	3	30	70	100
<b>Group-2</b>							
BED1E407	Educational Technology	4	4	3	30	70	100
BED1E408	NCF- 2005 and RTE-2009	4	4	3	30	70	100
BED1E409	Environmental Education	4	4	3	30	70	100
BED1E410	Value Education	4	4	3	30	70	100
BED1E411	Education for Human Right	4	4	3	30	70	100
BED1E412	Women Entrepreneurship and Entrepreneurship as Career	4	4	3	30	70	100



**Enhancing Professional Capacity (EPC)**

\*EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-4exam

BED1C402	Yoga & Sports Educatio	2	2	2	50	--	50
Pedagogy of School Subject (Any two)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
BED1M401	Gujarati	4	4	3	30	70	100
BED1M402	Hindi	4	4	3	30	70	100
BED1M403	English(LL)	4	4	3	30	70	100
BED1M404	Sanskrit	4	4	3	30	70	100
BED1M405	Social Science	4	4	3	30	70	100
BED1M406	Mathematics	4	4	3	30	70	100
BED1M407	Science and Technology	4	4	3	30	70	100
BED1M408	Economics	4	4	3	30	70	100
BED1M409	Org. of Com. & Management	4	4	3	30	70	100
BED1M410	Accountancy	4	4	3	30	70	100
BED1M411	Psychology	4	4	3	30	70	100

**B.Ed.-SEMESTER-IV**  
**Practical Work**

Sr.No.	Practical Work	Credit	Internal	External	Total
1	Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book)	2	50	--	50
2	Digital lesson plan (Presentation) (Each method)	1	25	--	25
3	Institutional Visit (Any One)	1	25	--	25
4	Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem	1	25	--	25
5	Presentation of Trainees' Portfolio and Viva	1	25	--	25
6	Annual lesson (University Exam)	4	--	100	100
<b>Total</b>		<b>10</b>	<b>150</b>	<b>100</b>	<b>250</b>

**Guidelines for Practical Work:**

1. Internship: Four weeks Internship in Secondary/ Higher secondary School. Trainee has to perform following activities during internship and prepare brief report.
  - Internship report must be verified and signed by the counselor/School Principal.
  - Non plan 16 lessons and 10 observations.
  - Interaction and observation of student
2. Digital Lesson Plan: Trainees have to prepare digital lesson plan in each school subject with the help of ICT and he/she has to present digital lesson in classroom in relevant College.
3. Institutional Visit: Visit of any special school, Well-known Higher Education institutes, Library/Inflibnet, Govt. Institutes/Training Center (G.C.E.R.T., DIET, SPIPA, Text Book Board etc.) and detail report submission.
4. Map Filing (Five) /Analysis of Balance sheet / Budget Analysis / Science/Psychology Practical (Five) /Review of Prose and Poem.
5. Trainees' Portfolio: The activities perform by teacher trainee during two years should be presented in this portfolio with all description and photographs, duly signed by in-charge college method master. Portfolio should be present at the time of Viva at the end of semester-IV.
6. Annual Lesson: Two annual lessons (One of each school subject) conducted by the University at the end of semester-IV.

## B.Ed. Semester -4

### BED1C401 : Introduction of Educational Research

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT-1	Research in Education Meaning of Research & Educational Research Characteristic of Educational Research Types of Research (Basic, Applied and Action research.): Meaning, characteristic and Limitation for each types Importance of Educational Research for Teachers
Unit-2	Selection of Problem in Research, Review of related literature and Drafting the Proposal Criteria of selection of a good research problem Definition of key terms of research work Review of related literature, Sources of related literature Drafting a research proposal
Unit-3	Research Method, Variable, Hypothesis and Sampling Technique Research Method: Historical, Experimental and Survey Variable: meaning and its types Hypothesis: meaning and types, various techniques of testing hypothesis Sampling Technique: Meaning of Population and Sample, Importance of sampling, Characteristics of a good sample, sampling techniques (Probability, Judgment), Advantages and limitations of different types of sample, Data analysis techniques.
Unit-4	Steps in the research process Identifying the problem, Objectives and Hypothesis or Research Question Reviewing related Literature, Variables Methods of research, sampling procedure Tools to be used and preparation, Data collection, Statistical analysis and interpretations, writing a research report

#### Suggested Activity:

- Prepare research proposal

#### Suggested Readings:

- Arya, D. et al. Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- Best, J.W. Research in Education. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A. Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi

Granth Academy, Jaipur, 1972.

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

**Group :1**

**B.Ed. Semester -4**

**BED1E401 : Educational Statistics**

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

**UNIT – 1 INTRODUCTION OF STATISTICS, MEASUREMENT ANDEVALUATION**

Educational statistics :- Meaning , Need , Importance

Measurement and Evaluation: Meaning, Concept and need

Scale of measurement: Nominal scale or classification scale, Ordinal

Scale or Ranking Scale, Internal Scale, Ratio Scale

Different between Measurement and Evaluation

**UNIT – 2 BASIC STATISTICS**

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

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

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

Computation of Range, Quartile Deviation, Standard Deviation

**UNIT – 3 CORRELATIONS**

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

Methods of correlation and Properties of Correlation Coefficient

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

Rank Difference Method of Charles Spearman: Computation, Educational and statistical interpretation of correlation.

**UNIT – 4 PERCENTILE, PR, NPC, STANDARD SCORE**

Percentile: Meaning, Application, Computation

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

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

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

**Suggested Activity:**

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

### **Suggested Readings:**

- Aggarwal Y. P., (1990). Statistical Methods–Concept, Applications and Computation, New Delhi; Sterling Publishers Pvt. Ltd.
- Agrawal, R. N., (1991). Measurement and Evaluation in Psychology and Education, Agra; Vinod Pustak Mandir
- Ebel, Robert L. & Fristic, David A. (1991). Essentials of Educational Achievement, New Delhi; Pentice Hall of India
- Entanistte, N.J. and Neshat, P.D. Educational Research. Hodder Strongton, London,1972.
- Leonard A., Maras Called, (1980). Statistical Methods for Behavioral Science Research, New York; Mc-Graw Hill Book Co.
- Norman E. Gronlund, (1995). Measurement and Evaluation in Testing, (Third Edition), New York; Mc-Millan Publishing Co. Inc.
- Pal, H.R. Educational Research. Bhopal, M.P.Granth Academy, 2004.
- Patel, R. S., (2011). Statistical Methods for Educational Research, (1st Edition), Ahmedabad; Jay Publication
- Patel, R. S., (2011). Fundamental Concepts of Research (Research Handbook), (1st Edition), Ahmedabad; Jay Publication
- Popham, W. James, (1991). Modern Educational Measurement, USA; A Practitioners Perspective, Pentice Hall
- Rawat, D.S. Research in Classroom. NCERT, New Delhi, 1969.
- Sinha, H.C. Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.
- Sukhia, S.P. and Malhotra, R.N. Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.
- Sukhiya, S.P. Shaikshik Anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra,1979.

## B.Ed. Semester -4

### BED1E402: Guidance and Counselling

Total Credit- 4

Internal - 30

External – 70

#### Objectives:

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

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

#### UNIT-1 GUIDANCE, TYPES AND AGENCIES OF GUIDANCE

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

#### UNIT-2 PRINCIPLES OF GUIDANCE

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

#### UNIT-3 Vocational Guidance and its approaches

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

#### UNIT-4 Guidance of Children with special needs

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

#### Suggested Activity:

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

#### Suggested Readings:

- Anastassi A (1982). Psychological Testing, (5th Ed.) New York; Macmillan Publishing Co.
- Bennett M.E. (1963). Guidance and counseling in groups, New York; McGraw Hill Book
- Bernard H.W and Fulmer D.W. (1972). Principles of Guidance, A basic text, Bombay; Alied

- Publisher
- Crow I.D. and Grow. A. (1962). An Introduction to Guidance, New Delhi;
- Freeman F.S. (1972). Theory and Practice of Psychological Testing, New Delhi; Oxford and
- IBH Co.
- Nunnally J.C. (1972). Educational measurement and Evaluation , New York : McGraw Hill
- Super D.E. and Crites J. C. (1968). Appraising Vocational Fitness by Means of Psychological Tests, Delhi; Universal Book Stall.



**B.Ed. Semester -4**  
**BED1E403: Teacher Education**

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

- Unit-1            Teacher Education
- 1.1    Meaning of Teacher Training
  - 1.2    New concept of teacher education
  - 1.3    objectives of teacher education program
  - 1.4    Importance of teacher education program
- Unit-2            Various teacher education agencies
- 2.1    NCTE: Role and function
  - 2.2    NCERT: Role and function
  - 2.3    CTE: Role and function
  - 2.4    GCERT: Role and function
- Unit-3            Teacher education as a profession
- 3.1    Scope and characteristics of teaching as a profession
  - 3.2    Teachers status – Social, Economic and Professional Status.
  - 3.3    Teachers competencies – Kind of Competencies
  - 3.4    Teachers commitment areas – Kind of commitments
- Unit-4            In-Service and Pre-service Program
- 4.1    Meaning and Objectives
  - 4.2    Basic requirement and programmes for quality improvement
  - 4.3    Innovative practices – Classroom teaching method and use of latest technology
  - 4.4    New Horizons for teaching profession

Suggested Activity:

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

Suggested Readings:

- Buch, M. B., (1978). Second Survey of Research in Education, Baroda; Centre of Advanced Study in Education
- Chaurasia G., (1977). Innovations and Challenges in Teacher Education, New Delhi; Vikas Publications.

- Devgowda, A. C. (1973). *Teacher Education in India*, Bangalore; Bangalore Book Bureau
- Dutt, S. (1972). *The Teachers and His World*, Agra; Sukumar Dutt, Soamibagh
- Goodigs R. (1982). *Changing Priorities in Teacher Education*, New York; Nichols Publication Co.
- (1966). *Government of India Education and Development Report of Education Commission (1964-66)*, New Delhi; Govt. of India.
- Hilgased, F H (Ed.), (1971). *Teaching the Teachers: Trends in Teacher Education*, London; George Allen and Union Ltd.
- I.A.A.T.C. (1964). *Symposium on Teacher Education in India*, Ambala Cantt; The Indian Publications

## B.Ed. Semester -4

### BED1E404: Child Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Child Development

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

Unit-2 Social Development

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

Unit-3 Theories of Development

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

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

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

Suggested Activity:

- Visit of lower primary school and try to observe student's behaviour.

Suggested Readings:

- Barnes, Peter et al (Ed.), (1984). Personality Development and learning, A Reader Kent: Hodder and Stoughton
- Bernard, H. W., (1954). Psychology of Learning and Teaching, New York; McGraw Hill
- Bower, G. H., (1986). The Psychology of Learning and Motivation, Academic Press
- Chauhan S. S., (1983). Advanced Educational Psychology, (5th revised edition) New Delhi; Vikas Publishers
- Gagne R. M. and Briggs, L. J., (1979). Principles of Instructional Design, New York;

Halt, Rinehart and Winston

- Gange, R. M. and Briggs, L. J., (1979). The Conditions of Learning and Theory of Instruction, New York; Halt, Rinehart and Winston
- Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers.
- Kratochwill, Thomas R., (1983). Advances in School Psychology, New Jersey; Lawrence Erlbaum Associated Publishers.
- Kundu, C. L., and Tutoon, D. N. (1985). Educational Psychology, New Delhi; Sterling Publishers.

## B.Ed. Semester -4

### BED1E405: Indian Education System

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit-1 Education system

Vedic Education  
Islamic education  
Jainism education  
Buddhism education

Unit-2 Education commissions before independence -1

Micolety's recommendations  
Woods dispatch  
Hunter commission and its recommendations  
Lord Karjon Commission

Unit-3 Education commissions after independence -2

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

Unit-4 Apex bodies in Education

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

#### **Suggested Activity**

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

#### **Suggested Readings:**

- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5<sup>th</sup> rev. ed. Agra.
- Lakshmi, T.K.S. and M.S. Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10<sup>th</sup> Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21<sup>st</sup> century, Discovery Publishing House, New Delhi, 2004.

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

## B.Ed. Semester -4

### BED1E406: Entrepreneurship: Theory and Practice

Total Credit- 4

Internal - 30

External – 70

#### Unit 1: Entrepreneurship

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

#### Unit 2: Entrepreneurship and Related Factors

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

#### Unit 3: Entrepreneurship and Environment

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

#### Unit 4: Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

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

#### References

- Andersson, A. (1995). Creation, Innovation and diffusion of knowledge: General and specific economic impacts. In Technological change, economic development and space, eds. C. Bertuglia, M. Fisher, and G. Preto, 13-33, Springer, Berlin
- Batra G. (2002). Development of Entrepreneurship, Deep & Deep Publications Pvt Ltd, New Delhi, India
- Jones T., (2003). Innovating at the Edge – How organisations evolve and embed innovation capability, Butterworth Heinemann, Oxford.
- Mitra J., (2012). Entrepreneurship, Innovation and Regional Development- an introduction, Routledge, London
- Mullick N H., (2012). Entrepreneurship Development, ENKAY Publishing, New Delhi, India.
- Sweeney G., (1987). Innovation, Entrepreneurs and Regional Development, Frances Pinter (publishers), London
- Robert Ringer, (2013), Winning through Intimidation, Skyhorse Publishing, Inc., New York.
- David Ogilvy, (1976), My Life in Advertising & Scientific Advertising, McGraw Hill Publication, New York
- Rohit Prasad (2015), Start up Sutra, Management Development Institute, Gurgaon, Delhi.
- Rashmi Bansal (2015), Take Me Home, Rainbow Publication, New Delhi.
- Kashyap Deorah (2015), The Golden Tap – The Inside story of hyper-funded Indian Startups, Roli Books, New Delhi.

## B.Ed. Semester -4

### BED1E407: Educational Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

Unit 1 Educational Technology

Concept of Educational Technology

Meaning, Definitions, Nature, Characteristics, Scope and Significance of E.T.

Components of E.T.: Software, Hardware

Educational Technology and Instructional Technology

Unit 2 Communication, Teaching and Instruction and System Approach

Communication and Instruction

Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach in Educational Technology.

Effective Class room Communication: Concept, Criteria and hurdles

System Approach

Unit 3 Teaching Levels and Strategies

Teaching levels, Strategies & Models

Memory, Understanding and reflective levels of Teaching

Teaching strategies: Meaning, Nature, Function and Types (Psychological Models and Models of Teaching)

Modification of Teaching Behavior

Flanders's Interaction Analysis

Unit 4 Teaching Models and Computer Assisted Instruction

Models of Teaching: Meaning, nature, functions and types (Concept Attainment model and Advance Organization Model)

Application of computer in instruction, learning and testing.

Characteristics of Computer assisted instruction (CAI)

Concept related with Internet: World Wide Web (WWW), Intranet, search engine, browsing, e-mail and Tele-conferencing- Learning, E- Learning.

**Suggested Readings:**

- Ausubel D. P., & Rolinson F.G., (1969). School Learning, New York;
- Holt, Rinchert and Winston. Block, J.H. Mastery (1971). Learning: Theory and Practice,



New York;

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

## B.Ed. Semester -4

### BED1E408: NCF-2005 and RTE-2009

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

- Unit: 1 Right to education, responsibility and provision of physical and human resources  
need of right to education and constitutional provision  
Right to education and Responsibility of central, state and local level organisation  
physical resources and human resources  
The Teacher: Qualifications, appointment, duties and workload and Important  
provisions: admission, tuitions, donation, punishment
- Unit: 2 school management and learning and right to education  
constructions of school management committees and their duties and school  
development plan  
Inclusive school and Recognized school  
learning sequel and State level Right to Education Commission  
overall evaluation and school leaving certificate and state advisory council
- Unit 3 National Curriculum and Goal and Scope of the curriculum  
An outline of National curriculum Framework (NCF-2005) and Principle of  
guide  
Social reference of education and Goals of education  
Mother language, other language and Mathematics and natural science  
social sciences and art education, Physical education, work and education and  
education for piece
- Unit-4 Knowledge and learning process and educational environment and quality  
students' Activeness and educational experiences  
local and practical knowledge and selection of knowledge and knowledge and  
community  
Physical and competent environment and Learning resources  
Evaluation and quality and New implications in education

**Suggested Activity:**

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

**Suggested Readings:**

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

## B.Ed. Semester -4

### BED1E409: Environmental Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

#### Unit-1 ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

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

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

Environmental Education: Meaning, Objectives, its need & importance

Principles of Environmental Education.

#### Unit-2 ENVIRONMENTAL ISSUES

Pollution Monitoring and Control: Concept of Pollution

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

Natural Resource Conservation and Management: Definition and Classification of Natural Resources.

Natural resources Conservation and Management.

#### Unit-3 NATURAL RESOURCES MANAGEMENT

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

Wildlife Conservation especially Endangered Species.

Role of media and ecotourism in creating environmental awareness.

Role of local bodies in environmental management, Swachh Bharat Abhyaan

#### Unit-4 Approaches for environment education

Various approaches for Environment Education

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

Various environmental summits and resolutions

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

#### Suggested Activity

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

#### Suggested Readings:

- Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education. Ludhiana: Tandon

Publications. Khoshoo, T.N. (1999).

- Environmental Concerns and Strategies. New Delhi: Ashish Publication House. Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.

**B.Ed. Semester -4**  
**BED1E410: Value Education**

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

**COURSE CONTENTS:**

Unit-1 The Socio Moral and Cultural Context

Value: Meaning and Concept

Types of Value: Social, Ethical, Religious, Cultural

Indian Culture and Human Value

Pandit Dindyal's and Shyama Prasad Mukharjee Views on Value Education

Unit-2 Natural Concept of Morality and Moral Education

Concept of Value Education

Need of Value Education

Medium for Value Education

Approaches for Value Education

Unit-3 Moral Learning to Moral Education

Importance of Value Education

Moral learning out side the school, media and moral learning

NPE (1986): Values

Curriculum and Moral Education

Unit-4 Assessment of Moral Maturity

4.1 Value Classification Model

4.4 Value Analysis Model

Social Action Model

Value Education and Sanskar

**Suggested Activity**

- Prepare primary value list shown in Bhagavd Gita

**Suggested Readings:**

- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.

- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

## B.Ed. Semester -4

### BED1E411: Education for Human Right

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

UNIT-1	Conceptualizing Human Rights and Human Rights Education Introduction to Rights, Human Rights and Human rights Education Human rights education with reference to Philosophical, Psychological, Political, and Sociological Perspectives. Types of Human Rights- Natural, Positive, Negative, Legal. Understanding Human Rights from policy perspective
Unit-2	Emerging Concerns in Human Rights Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest Methods of Human Rights Research and Human Rights as pedagogy Critical review of Human rights in present time Role of teacher in the context of Human Right
Unit-3	School Education and Human Rights Perspective Human Rights perspective in curriculum Human Rights perspective in teaching-learning Processes Human Rights Perspectives in Assessment Human Right Perspective and school ethics and culture
UNIT- 4	Issues, Movements and Promotion of Human Rights Understanding Human Rights of Children, Women, Minorities, Deprived, Differently abled and Homosexuals. Role of Government in promotion of human rights. Non-Government Organizations, Education, family and self in promotion of Human Rights. Role of Mass media to promote human right awareness

#### Suggested Activity

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



### **Suggested Readings**

- Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) *The Right to be Human*, New Delhi: Lancer International
- Dennis Altman 2004, 'Sexuality and Globalization', *Agenda: Empowering Women for Gender Equity*, No. 62, *African Feminisms Volume 2,1: Sexuality in Africa* (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.
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- J. K. Patnaik, 2004, 'Human Rights : the concept and perspectives : a third world view', *The Indian Journal of Political Science*, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association
- Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', *The American Political Science Review*, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association
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## B.Ed. Semester -4

### BED1E412: Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4

Internal - 30

External – 70

#### Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

Women Entrepreneurship - Concept, need & Functions

Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship

Elements of Entrepreneurship- Motivation, Risk Taking, Innovation

Entrepreneurial Process, Charms of becoming an Entrepreneur

#### Unit 2: Entrepreneurship Motivation

Entrepreneur: motivates, Need for Achievement

Low n-Ach Vs High n-Ach

Self-efficacy, Motivation & Entrepreneurship

Drive&Independence of WomenEntrepreneur

#### Unit 3: Making of an Entrepreneur

Characteristics of Entrepreneur

Areas of self-knowledge, Personal Effectiveness

Emotional Intelligence (EI)

Team Building, Entrepreneurial Leader and Entrepreneurial Leadership

#### Unit 4: Success in Entrepreneurship and Case Studies

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

Steps in Planning

Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

Personal Assessment Worksheet, Self- Rating Questionnaire (SRQ)

Success Stories of Entrepreneurs in Education\

#### References

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3. Jones T., (2003).Innovating at the Edge – How organisations evolve and embed innovation capability, Butterworth Heinemann, Oxford.
4. Mitra J., (2012).Entrepreneurship, Innovation and Regional Development- an introduction, Routledge, London
5. Mulliick N H., (2012).Entrepreneurship Development, ENKAY Publishing, New Delhi, India.
6. Sweeney G., (1987).Innovation, Entrepreneurs and Regional Development, Frances Pinter (publishers),London

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

**B.Ed. Semester -4:**  
**BED1C402 :Yoga and Sports**

Total Credit- 2

Internal - 15

External - 35

Objectives of the course:

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

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

Unit-1 Concept of Yoga and Pranayam

Yoga: Meaning, concept and importance.

Eight disciplines of Yoga – Ashtang Yoga

Pranayam: Meaning, Nature and Relationship with mind.

Different types of pranayam : Kapalbhathi, Bhastrika Pranayam, Surya bhedan

Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,

Unit-2 Meiditation

Meditation: Nature, Procedure and importance

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

Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana,

Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana,

Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasana.

Unit-3 Yoga (Practical Work)

Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan

Pranayam, Anulomvilom pranayam

Unit-4 Sorts

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

**Suggested Activity:**

Practical work of Yoga and Sports

**Suggested Readings:**

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

### Structure of Question Paper

Unitwise question	Format of Question	Marks
Q-1 From Unit-1	Q.1(A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-1, Each question carries 8 Marks)	<b>08</b>
	Q.1 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-1)	<b>06</b>
Q-2 From Unit -2	Q.2 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-2, Each question carries 8 Marks)	<b>08</b>
	Q.2 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-2)	<b>06</b>
Q-3 From Unit-3	Q.3 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-3, Each question carries 8 Marks)	<b>08</b>
	Q.3(B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-3)	<b>06</b>
Q-4 From Unit-4	Q.4 (A) Answer any one question from the following two questions. Answer should be in about 500 words.(Any One essay type applied question is to be asked From Unit-4, Each question carries 8 Marks)	<b>08</b>
	Q.4 (B) Answer any two question from the following three questions. Answer should be in about 125 words.(Each question carries 03 Marks, Ask From Unit-4 )	<b>06</b>
Q-5 From Unit-1 to Unit-4	Q.5 Answer the following 14 question in short. Each question carries 01Mark.(There should be at least 3 questions should be asked from each unit, remaining 2 questions can be asked from any unit 1 to 4.)	<b>14</b>

**B.Ed. Semester -4**  
**BED0M401 - GUJARATI**

Total Credit: 4

Internal Marks: 30

External Marks: 70

**Total Marks: 100**

હેતુઓ:

- પ્રશિક્ષણાર્થી ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણના પાઠઆયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધન સામગ્રીની રચના, પસંદગી અને તેનો ઉપયોગ કરવા અંગેના કૌશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કૌશલ્યોની માહિતી મેળવે.

એકમ: ૧ સાહિત્ય સ્વરૂપો અને સાહિત્યકારો તથા કૃતિઓ (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)

- ૧.૧ સોનેટ, ખંડકાવ્ય, નવલકથા, નવલિકા.
- ૧.૨ પ્રાદેશિક બોલીઓ: સોરઠી, સુરતી, ચરોતરી, પટણી.
- ૧.૩ સાહિત્યકારોનો પરિચય (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)
- ૧.૪ સાહિત્યકૃતિઓનો અભ્યાસ (જ્ઞાનપીઠ એવોર્ડ પ્રાપ્ત)

એકમ: ૨ લેખનના સ્વરૂપો

- ૨.૧ પત્રલેખન , અરજીલેખન, અહેવાલ લેખન.
- ૨.૨ સંક્ષેપ્તીકરણ , સારલેખન, વિચારવિસ્તાર.
- ૨.૩ નિબંધ લેખન
- ૨.૪ અનુવાદ અને તેના પ્રકારો

એકમ:૩ પાઠ્યક્રમ અને પાઠ્યપુસ્તક

- ૩.૧ પાઠ્યક્રમ: અર્થ , પાઠ્યપુસ્તક રચનાના સિદ્ધાંતો અને આદર્શ પાઠ્યપુસ્તકનાં લક્ષણો.
- ૩.૨ ધોરણ: ૮ , ૯ અને ૧૦ના ગુજરાતી ભાષાના પાઠ્યપુસ્તકનું મૂલ્યાંકન.
- ૩.૩ ગુજરાતી ભાષા સાહિત્ય ક્ષેત્રે અપાતાં પુરસ્કારો.
- ૩.૪ ભાષામંડળ , ભાષા પ્રયોગશાળા અને ભાષાખંડ.

એકમ: ૪ ગુજરાતી ભાષા - સમીક્ષા

- ૪.૧ મૂલ્યઘડતરમાં ભાષાનું યોગદાન.
- ૪.૨ ગદ્ય સમીક્ષા અને પદ્ય સમીક્ષા
- ૪.૩ ગુજરાતી સમાચાર પત્રો કે સામાયિકોમાંથી સાહિત્ય લેખની સમીક્ષા.
- ૪.૪ છંદ: (શિખરિણી , પૃથ્વી, મંદાકાંતા, મનહર, અનુષ્ટુપ, ચોપાઈ, દોહરો, હરિગીત, હરિણી) , અલંકાર: (વર્ણાનુપ્રાસ, શબ્દાનુપ્રાસ, આંતરપ્રાસ, અંત્યાનુપ્રાસ, ઉપમા, ઉત્પ્રેક્ષા, અનન્વય , વ્યાજસ્તુતિ, સજીવારોપણ, શ્લેષ)

પ્રવૃત્તિ: કોઈએક ગદ્ય અને પદ્ય કૃતિની સમીક્ષા કરવી, ગુજરાતી વિષય ટેટ અને ટાટના નમૂનાના એક પ્રશ્નપત્રનો ઉકેલ સહિત અભ્યાસ કરવો.

સંદર્ભો:

- દેસાઈ, ધનવંત: ગુજરાતી અધ્યાપન: નવીન પ્રવાહો; આર. આર. શેઠ કંપની, અમદાવાદ.
- બઘેકા, ગિજુભાઈ: (૧૯૪૯) પ્રાથમિક શાળામાં ભાષાશિક્ષણ; આર. આર. શેઠ કંપની, અમદાવાદ.
- દવે, શાસ્ત્રી જયેન્દ્ર: ગુજરાતી અધ્યાપનનું પરિશીલન; બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ત્રિવેદી, ગુણવંત: ભાષા શિક્ષણની પ્રક્રિયા; રાજ્ય શિક્ષણ ભવન, અમદાવાદ.
- દવે, શાસ્ત્રી જયેન્દ્ર: કવિતાનું શિક્ષણ; સરદાર પટેલ યુનિવર્સિટી, વલ્લભવિદ્યાનગર.
- પટેલ, અશોક: ગુજરાતીનું આદર્શ અધ્યાપન; વારિષેણ પ્રકાશન, અમદાવાદ.

**B. Ed SEMESTER - 4**  
**BED1M402 - हिन्दी**

क्रेडिट ४ आंतरिक परीक्षा -३०

बाह्य परीक्षा -७०

उद्देश्य

प्र शक्षणार्थी :-

१. अभ्यासक्रम एवं पाठ्यक्रम के वषय में ज्ञान प्राप्त करे।
२. पाठ्यपुस्तक का मूल्यांकन करना सीखे।
३. हिन्दी शक्षक के गुणों एवं विशेषताओं को समझे।
४. भाषा प्रयोगशाला का उपयोग जाने।
५. हिन्दी शक्षण में दृश्य- श्रव्य साधनों का उपयोग करना सीखे।
६. हिन्दी भाषा की साहित्यिक वधाओं से परिचय हो।
७. हिन्दी पाठ्यपुस्तक की कृतियों की समीक्षा करे।

इकाई १. अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

१.१ अभ्यासक्रम: अर्थ एवं परिभाषा व महत्व

१.२ पाठ्यक्रम एवं अभ्यासक्रम में अंतर

१.३ अभ्यासक्रम मूल्यांकन : अर्थ एवं मूल्यांकन प्रवध

१.४ आदर्श पाठ्यपुस्तक का अर्थ एवं पाठ्यपुस्तक मूल्यांकन प्रवध, कक्षा ९ व १० के पाठ्यपुस्तक का मूल्यांकन

इकाई २ भाषा शक्षक, भाषा प्रयोगशाला, भाषा-कक्ष, दृश्य- श्रव्य साधन, सहायक सामग्री

२.१ हिन्दी भाषा का अन्य वषयों से सह-सम्बन्ध

२.२ हिन्दी भाषा शक्षक के गुण एवं विशेषताएँ

२.३ भाषा शक्षक की व्यावसायिक एवं नैतिक जिम्मेदारियाँ

२.४ भाषा प्रयोगशाला एवं भाषा कक्ष का महत्व एवं उपयोग

२.५ हिन्दी भाषा शक्षण में, दृश्य- श्रव्य साधनों का महत्व एवं उपयोग

इकाई ३. साहित्यिक वधाएँ एवं लेखन

३.१ उपन्यास, कहानी, नाटक, एकांकी, रेखाचित्र

३.२ खंडकाव्य और महाकाव्य

३.३ निबंध लेखन, अर्थवस्तु

३.४ पत्रलेखन ( शकायती पत्र, आवेदन पत्र )

इकाई ४. वषयवस्तु

४.१ कक्षा १०, पाठ २ बूढी काकी ( कहानी )

४.२ कक्षा १०, पाठ ७ जन्मभूमि ( कवता )

४.३ कक्षा १०, पाठ १० जीने की कला ( निबंध )

४.४ कक्षा १०, पाठ १८ रचना ( एकांकी )

प्रवृत्त :-

१. हिन्दी पाठ्यपुस्तक की समीक्षा करे।
२. हिन्दी नाटकों का मंचन करे।
३. हिंदी काव्य वाचन प्रतियोगिता का आयोजन करे।
४. हिन्दी पत्र-पत्रिकाओं का संग्रहण करे।
५. कसी एक वषय पर वाद-ववाद प्रतियोगिता का आयोजन करे।



संदर्भ साहित्य :-

१. पाण्डेय, रामसकल , हिन्दी शिक्षण , बनोद पुस्तक भंडार , आगरा ।
२. चतुर्वेदी , शखा , हिन्दी शिक्षण , आर एंड लाल , मेरठ ।
३. नगेन्द्र (सम्पादक ) हिन्दी साहित्य का इतिहास , के . एल . म लक एंड संस प्रायवेट ल.  
नईदिल्ली।
४. शुक्ल , रामचन्द्र , हिन्दी साहित्य का इतिहास प्रभात प्रकाशन , नईदिल्ली ।

**B.Ed. Semester -4**  
**BED1M403 - English (L.L.)**

**Total Credit-4**

**Internal – 30**  
**External - 70**

**Objectives of the Course:**

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

- To develop the skills to analyzed and evaluate English syllabus and textbook
- To have a formal and functional knowledge of some elements of English grammar
- To be acquainted and to develop the qualities of a good teacher
- To acquire knowledge and mastery over methods and approaches of teaching English as second/foreign language.
- To get the knowledge of Stress, Intonation and Rhythm in English language
- To make use of related literature in teaching English as second / foreign language
- To develop the skills to organize English curriculum

**Unit: 1 Evaluation of English Textbook and Grammar**

- 1.1 Criteria of textbook evaluation, Textbook as a resource: Evaluation of English textbook of standard - XI and X
- 1.2 Planning: Meaning and Importance of planning, Content analysis and Task analysis
- 1.3 Degree of Comparison (positive, comparative, superlative), Active and Passive voice
- 1.4 Articles, Question Tags, Remove 'too', Model auxiliaries (can, may, should, must )

**Unit: 2 Teachers of English, Methods & Approaches**

- 2.1 Qualities, Competency, Professional skills and Education qualification of an English teacher, Role of English teacher in the classroom
  - 2.2 Curriculum and Syllabus: Meaning, Concept, Importance Difference between curriculum and syllabus
  - 2.3 Methods & Approach: Bilingual method, Discussion cum Narration method, Question answer method, Project method and Communicative approach, An Eclectic approach
  - 2.4 Stress, Intonation and Rhythm in English language
- 

**Unit: 3 Related Literature, Language Laboratory, Language Room, English club**

- 3.1 Related literature: (Importance and use in teaching and learning English) : Dictionary, Encyclopedias, Newspaper, Magazines, Workbook
- 3.2 Language Laboratory : Meaning, Tools, Characteristics, Advantages and Limitations
- 3.3 Language Room : Importance, Teaching Aids, Arrangement, Use, Different Activities
- 3.4 English Club : Meaning, Importance, Activities of an English Club

**Unit: 4 Textual Lessons and Poems of English (SL) of Standard IX & X.**

- 4.1 Standard – IX Prose

- Unit- 5 Rani Ki Vaav
- Unit- 11 Valley of Flowers
- 4.2 Standard – IX Poems
  - Unit- 1 The River
  - Unit- 3 Be the Best
- 4.3 Standard – X Prose
  - Unit- 7 Kach & Devyani
  - Unit- 10 Test of True Love
- 4.4 Standard – X Poems
  - Unit- 1 My Song
  - Unit -4 Vanila Twilight

**Suggested Activity:**

- Make text book analysis
- Prepare scrap book of newspaper cuttings
- Organize and conduct quiz in English

**Suggested Readings:**

- Ghanchi D. A.(1984), **Teaching of English in India**, Ahmedabad; Sharda Prakashan
- Raval H.H. & Nakum G.G. (1996) **A Text-Book of English Language Teaching**, B.S.Shah Prakashan, Ahmedabad
- Purani T.J. & Kapdiya S.T., Sinde G.B. (1997), **English Language Teaching**, Anada Prakashan, Ahmedabad.
- Wren and Martin (1998), **English grammar and Composition**, S.Chand.
- Pathak P.D. (2001), **Teaching of English in India**, Vinod Pustak Mandir, Agra-2,
- Rawal N. & Pathak K. (2006) **Method of Teaching English**, Nirav Prakashan, Ahmedabad.
- Sharma M. (2007), **Teaching of English**, Akshar Publication, Ahmedabad
- Jadeja R. (2016), **English, Standard- IX**, Gujarat State Board of School Textbook, Gandhinagar.
- Jadeja R. (2017), **English, Standard- X**, Gujarat State Board of School Textbook, Gandhinagar.

**B.Ed. Semester -4**  
**BED1M404 - Sanskrit**

Total Credits -4

Internal- 30  
External- 70

હેતુઓ:

પ્રશિક્ષણાર્થીઓ :

1. . સંસ્કૃત શિક્ષણમાં વાંચન,લેખન,સુભાષિત સમજે
2. પાઠ્યપુસ્તક મંડળની કામગીરી જાણે
3. સંસ્કૃતભાષા શિક્ષણની પ્રયુક્તિઓ વિશે જાણે.
4. અભ્યાસક્રમ અને પાઠ્યક્રમ વિશે જ્ઞાન મેળવે.
5. સંસ્કૃત કવિઓ વિશે જાણે.
6. શૈક્ષણિક સાધનોનું મહત્વ સમજે .

એકમ- ૧ સંસ્કૃત અધ્યાપન

- ૧.૧ અભ્યાસક્રમ, અર્થ પરિભાષા અને મહત્વ
- ૧.૨ પાઠ્યક્રમ અને અભ્યાસક્રમ વચ્ચેનો તફાવત
- ૧.૩ સંસ્કૃત સાહિત્યકારો ( ભાસ, ભવભુતિ )
- ૧.૪ સંસ્કૃત શિક્ષણમાં મહત્વ :- વાંચન,લેખન,સુભાષિત

એકમ- ૨ સંસ્કૃત શિક્ષણમાં શૈક્ષણિક સાધનો અને સહાયક સામગ્રી

- ૨.૧ શૈક્ષણિક સાધનો : અગત્ય, ઉપયોગ અને ઉદાહરણ
- ૨.૨ દ્રશ્ય સાધનો : ચાર્ટ , પ્રતિકૃતિ, ફ્લેશ કાર્ડ અને મોડલ
- ૨.૩ પ્રક્ષેપિત સાધનો – OHP, ડેટા પ્રોજેક્ટર ( LCD)
- ૨.૪ દ્રશ્ય-શ્રાવ્ય સાધનો – ટી.વી, કોમ્પ્યુટર .

એકમ – ૩ પદ્ધતિ, પ્રયુક્તિઓ અને અભિગમ

- ૩.૧ વ્યાખ્યાન- જૂથ પદ્ધતિ અર્થ , પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૨ આગમન-નિગમન અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૩ મૌખિક અભિગમ અર્થ , પરિભાષા, ફાયદા અને મર્યાદા
- ૩.૪ ગાન અને નાટ્યીકરણ પ્રયુક્તિઓનો ઉપયોગ, ફાયદા અને મર્યાદા

એકમ – ૪ વિષય વસ્તુ

- |                       |                               |
|-----------------------|-------------------------------|
| ૪.૧ ધોરણ -૧૦ પર્થ -7  | સુભા ષતકુસુમાની               |
| ૪.૨ ધોરણ -૧૦ ગર્થ -12 | ક લકાલસર્વજ્ઞો હેમચંદ્રાચાર્ય |
| ૪.૩ ધોરણ -૧૦ ગર્થ -17 | સ્વાભા વકં સાદશયમ             |
| ૪.૪ ધોરણ -૧૦ પર્થ -20 | તથૈવ તિષ્ઠતિ                  |

**प्रवृत्तियो:**

- १ . संस्कृतना ध्येय वाक्योना चार्ट बनाववो.
- २ . संस्कृत मेगेजिन अने पुस्तकोनुं कोर्नर बनावी तेनो उपयोग करवो.  
संस्कृत श्लोक गान अने संस्कृतमां नाटकोनुं आयोजन करवुं.

**Suggested Readings :**

1. Apte D.G., Teaching of Sanskrit, Bombay: Padma Publication.
2. Apte V.S., A Guide to Sanskrit composition, Padma Publication.
3. Bokil, V.P. and Paranis, N.K. A New Approach to teaching of sanskrit, Poona: Loksangraha Press.
4. Barot H.M.,CAI in teaching Sanskrit, Lap Lombart Publication, Germany
5. Barot H.M.,Multimedia in teaching Sanskrit Grammar, Lap Lombart Publication, Germany
6. अहवाला सी.के. ( १९५५ ) . संस्कृतनुं अभिनव अध्यापन,अमदावाड : भारत प्रकाशन
7. शशिकांत अय्यंकर,संस्कृत अध्यापन मंदि,अमदावाड : अनडा बुक डेपो.

**B.Ed. Semester -4**  
**BED1M405 - Social Science**

**Total Credit-4**

**Internal - 30**

**External – 70**

**Objectives of the course:**

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

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

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

**1.1** Innovative Teaching Model-Meaning, Advance organizer model in social science teaching, Social Inquiry model in social Science teaching.

**1.2** Strategy of teaching: Brain storming, Field trip

**1.3** Narration technique- Concept, merit & demerits, effective use of classroom in social science. Questioning technique: concept, aims, merit, demerits, characteristics of ideal / good question, types of questions.

**1.4** Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teacher's role in role play technique.

**Unit-2: Social Science teacher, Correlation, Social Science room & Social Science Club**

**2.1** Teacher of Social Science: Educational qualifications, skills, professional efficiency competencies, qual training.

**2.2** Correlation: Meaning, concept, correlation of social science with other school subject: Language (literature), Economics, Geography, Art, Political Science, Psychology, Maths, Science & Technology.

**2.3** Social Science room: Importance, layout, arrangement of the material and the equipments, Functions of Social Science room, use of social science room in teaching social science, list of activities of programmes.

**2.4** Social Science Club: Aims, importance, layout, need, different activities in social science club, role of principal & teacher social science club.

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**Unit-3: Curriculum, Textbook & Evaluation**

**3.1** Curriculum (Meaning, definition, characteristics), Syllabus (Meaning, concept, importance), Difference between curriculum & syllabus.

**3.2** Textbook of social science – importance, utilities, limitations, Characteristics of ideal textbook, Criteria textbook evaluation, Evaluation of the current textbook of Social Science of std.-9 & Std.-10.

**3.3** Examination – Concept, importance, Types of examination (Oral, Practical) performance, written test.

**3.4** Evaluation- Meaning, concept, importance, characteristics, steps, utilities function of educational evaluation, Evaluation tool- Rating Scale, Check list, questionnaire, cumulative record card.

## Unit – 4: Content of Standard -9 & 10

### 4.1 Standard – IX

Lesson- 6 world after 1945

Lesson -12 Indian Democracy

### 4.2 Standard – IX

Lesson – 13 Indian: Location, Geological, structure physiographic- I

Lesson – 16 Climates

### 4.3 Standard – X

Lesson – 6 Place of Indian cultural Heritage.

Lesson - 10 Indian: Agriculture

### 4.4 Standard – X

Lesson - 18 Price Rise and consume Awareness

Lesson - 21 Social change.

## Reference:

1. દેસાઈ અને અન્ય ( ૧૯૮૪ ), અભ્યાસક્રમ , સિધ્ધાંત અને અભ્યાસક્રમ સંરચના , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય
  2. Summer, W.L. ( 1996 ), Teaching aids for elementary methods, USA, Holt Rinehart & Winston Inc.
  3. Kochar S.K. (1997), Method & techniques of Teaching, Sterling Publishers Pvt Ltd.
  4. Bhatia & Bhatia (2000), 'The principals & Methods of Teaching' , Dhoba House, Delhi
  5. Mahida Jagdishbhai and others (2011) Ideal Teaching of Social Science , Varishen, Prakashan , Ahmedabad
  6. Patel Kanubhai and others ( 2012 ) Abhinav Teaching of social Sciences, Nirav Prakashan, Ahmadabad
  7. Kureshi salim and others ( 2016 ) Social science , Standard IX., Gujarat State School, Textbook Board, Gandhinagar
  8. Kureshi salim and others ( 2018 ) Social science , Standard X., Gujarat State School, Textbook Board, Gandhinagar
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**B.Ed. SEMESTER - IV**  
**BED1M406 - MATHEMATICS**

**TOTAL CREDIT - 4**

**TOTAL MARKS - 70**

**Objectives of the course:**

After going through the course the teacher trainee will be able to.....

- Understand & use of appropriate innovative teaching in Mathematics.
- Develop attitudes to be a committed & competent secondary school teacher.
- Develop interest in Mathematics subject among the pupils.
- Will correlate content of Mathematics with various subjects.
- Become aware of the Mathematics Club & activities.
- Analyze & evaluate Mathematics syllabus and Textbook.
- To acquaint the student teacher with various audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Understand the concept & use of evaluation process in Mathematics.
- Develop interest in various competition of mental exercise related to Mathematics.
- Use of various reference materials in the classroom effectively.
- Use of computer in Mathematics teaching in different aspects of teaching.

**UNIT - 1 Learning Resources in Mathematics Teaching**

- 1.1 Teaching Aids in Mathematics teaching : Need & Types (audio, visual, audio-visual), Self made TLMs : preparation & development.
- 1.2 Use of ICT in Mathematics Teaching as a CAL & CAI and PPT Presentation as a learning resource.
- 1.3 Reference Materials in teaching of Mathematics: Encyclopaedia, Magazines, Reference books & Websites. Need of Teacher's handbook and Student workbook
- 1.4 Mathematics Club : Objectives, Importance & Activities.

**UNIT - 2 Concept & Application in Mathematics Teaching**

- 2.1 Test items as an Evaluation tool in Mathematics teaching : Types, Characteristics & Construction.
- 2.2 Evaluation of Mathematics Textbook of Std. 9 & 10 on the basis of the characteristics of an ideal Textbook.
- 2.3 Puzzle Solving in Mathematics teaching: Steps, Importance & Application in Classrooms.
- 2.4 Correlation: Meaning & correlation of Mathematics with Science, Geography & Economics.

**UNIT - 3 Content**

- 3.1 Std. 9 Chapter : 9 Areas of Parallelograms & Triangles
- 3.2 Std. 9 Chapter : 12 Heron's Formula
- 3.3 Std. 10 Chapter : 3 Pair of Linear Equations in two variables
- 3.4 Std. 10 Chapter : 4 Quadratic Equation

**UNIT – 4 Content**

- 4.1 Std. 9 Chapter : 13 Surface area & Volume
- 4.2 Std. 9 Chapter : 15 Probability
- 4.3 Std. 10 Chapter : 10 Height & distance
- 4.4 Std. 10 Chapter : 13 Area related to Circle

**Suggested Activities:**

- Prepare a power point presentation for any unit of Mathematics of Std 9 &10. • Prepare a collection



of various reference materials such as Websites, Encyclopaedia, Journals, Magazines and Articles etc. for innovative teaching. • Create Mathematics Club at college level & organize various activities such as Bulletin board, Maths Quiz, and Puzzle solving competition etc.

### **Suggested Reading:**

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

**B.Ed. Semester -4**  
**BED1M407 - SCIENCE AND TECHNOLOGY**

**TOTAL CREDIT - 4**

**TOTAL MARKS - 70**

**Objectives of the course :**

After going through the course the teacher trainee will be able to.....

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

**UNIT - 1 TEACHING AIDS & LABORATORY**

- 1.1 Need, Importance & Types of teaching aids (Audio, Visual, Audio-visual).
- 1.2 Preparation & Development of improvised approaches.
- 1.3 Selection and use of the Teaching aids
- 1.4 Science Laboratory : Management and safety, designing science laboratory, laboratory equipment.

**UNIT – 2 Science Teacher and References.**

- 2.1 Professional equipment of science teacher
- 2.2 Characteristics of an ideal textbook of science and technology of std -9 & 10.
- 2.3 Reference material in teaching of science and technology (usefulness) : Encyclopedia, magazines and reference books.
- 2.4 Importance and need of teaching of science and technology : Teacher handbook, Student practical workbook. Assistance Activities of Science: aquarium, herbarium, vivarium and botanical garden.

**UNIT – 3 Science Club, Science Activities.**

- 3.1 Science club : Importance, establishment
- 3.2 Activities in teaching of science and technology.
- 3.3 Meaning, importance and characteristics of correlation, correlation of science and technology with mathematics and social science.
- 3.4 Correlation of science and technology with language and art.

**UNIT – 4 Contents**

**( Std 9 )**

- 3.1 Chapter : 2 Is Matter Around Us Pure.
- 3.2 Chapter : 7 Diversity in Living Organisms.
- 3.3 Chapter : 8 Motion.
- 3.4 Chapter : 15 Improvement in food Resources.

**( Std 10 )**

- 4.1** Chapter : 6 Universe  
**4.2** Chapter : 9 Non-metals  
**4.3** Chapter : 13 Transportation, Circulation, and Excretion in organisms.  
**4.4** Chapter : 18 Management of Natural Resources.

**Suggested Activities:**

- Review Work of Science Reference Book.
- Textbooks survey of science and technology laboratory in school.
- Script writing For Radio Lesson, TV Lesson , Science Drama.

**suggested Readings :**

- Std 9 , Science and technology text book.  
Gujarat State Board Of School Textbooks. Gandhinagar.  
Std 10 , Science and technology text book.  
Gujarat State Board Of School Textbooks. Gandhinagar.

**B.Ed. Semester -4**  
**BED1M408 -Economics**

Total Credit-4

Internal - 30

External - 70

**Objectives of the course:**

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

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

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

- 1.1 Team-Teaching: Meaning, Concept, Advantages, limitations.
- 1.2 Narration technique – importance, merits-demerits, effective use of narration technique in economics classroom.
- 1.3 Questioning technique: concept, aims, types of questions, merit-demerits, Properties of a good Question.
- 1.4 Role play technique: meaning, concept, importance, merits & demerits.

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

- 2.1 - Economics Teacher – Qualities,Charactristies,Vocational developoement and training Qualification
- 2.2 - Correlation: Meaning, concept, Importance, Types  
- Correlation of economics with other school subject – commerce, Statistics, Social Science,Physical Science, Psychology, Agricultural Science.
- 2.3 - Economics room: Importance, layout, equipments (materials) use of economics room in teaching of economics, barriers, different activities.
- 2.4 - Economics Club: Aims, importance, different activities in economics club, role of principal & teacher economic club, different committee.

**Unit-3 : Teaching aids, Text Book, Evaluation,Practical and field work**

- 3.1 - Teaching aids: Meaning, concept, importance, Classification, Principle of Selection, Preparation, Control, Presentation, Response, Evaluation)- Limitations
  - 3.2 - Text Book – Main Function, Essential Characteristics of a Text Book in Economics,  
- Use of Textbooks to Teachers and Students, Demerits of a Textbook Method.  
- Evaluation of the Current Textbook of Economics
- Evaluation: Meaning, Consept, Importance, Steps, Technics of Evaluation,  
- Evaluation Tool : Rating Scale, Check List, Questioner

Practical and field work- To Prepare maps,albums,scrap book,survey of the problems of special activities, current issues and field work- Tour,interview and obeservation

Unit-4 : Content.

4.1	Lesson – 9	National Income	(Std-11)
4.2	Lesson – 10	Budget	(Std-11)
4.3	Lesson – 8	Agriculture Sector	(Std-12)
4.4	Lesson-11	Emerging issues in india (Migrations, Urbanisation.)	(Std-12)

### **Suggested Activity:**

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

### **Suggested Readings :**

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- गुरसनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली वज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२
- Knopf. K.A.' The Teaching of Elementary Economics; New Delhi.
- પટેલ ઘનશ્યામ બી. તથા અન્ય અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, અમદાવાદ, નવદીપ ગૃહ.
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર પદ્ધતિ. અમદાવાદ ગુજરાત યુનિવર્સિટી.
- બ.સો.પટેલ, અર્થશાસ્ત્ર પરિચય, સી જમનાદાસ.
- આર.એમ.શર્મા, ધંધાકીય અર્થશાસ્ત્ર, બી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- **World Development Report-2016-17.**

**B.Ed. Semester -4**  
**BED1M409 - Organization of Commerce & Management**

Total Credit-4

Internal - 30

External - 70

### **Unit-1 અનુબંધ અને શૈક્ષણિક સાધનો**

- 1.1 અનુબંધ: અર્થ,સંકલ્પના,મહત્વ અને પ્રકાર
- 1.2 વિવિધ વિષયો સાથેનો અનુબંધ (નામાનાં મૂળતત્વો, ગણિત,અર્થશાસ્ત્ર),દૈનિક જીવનસાથેઅનુબંધ
- 1.3 શૈક્ષણિક સાધનો:અર્થ અને મહત્વ
- 1.4 શૈક્ષણિક સાધનોના પ્રકાર : દરેક સાધનનું મહત્વ અને તેની મર્યાદા  
શ્રાવ્ય: રેડિયો,ટેપરેકોર્ડર  
દ્રશ્ય:ઓએચપી,સ્લાઇડ પ્રોજેક્ટર ,ચાર્ટ્સ,મોડેલ્સ  
દ્રશ્ય શ્રાવ્ય: ટી.વી,કમ્પ્યુટર,ઇન્ટરનેટ,મલ્ટીમીડિયા પ્રોજેક્ટર

### **Unit-2 પાઠ્યપુસ્તક અને સંદર્ભો**

- ૨.૧ પાઠ્યપુસ્તકના હેતુઓ,પાઠ્યપુસ્તકનું મહત્વ,આદર્શ પાઠ્યપુસ્તકનાં લક્ષણો
- ૨.૨ પાઠ્યપુસ્તકના ફાયદા,શિક્ષક અને વિદ્યાર્થીઓ માટે પાઠ્યપુસ્તકનો ઉપયોગ
- ૨.૩ પાઠ્યપુસ્તક મૂલ્યાંકન ના માપદંડો ,પ્રવર્તમાન ધો-૧૧ અને ૧૨ ના વાણિજ્યના પાઠ્યપુસ્તકની સમીક્ષા
- ૨.૪ સંદર્ભ પુસ્તકો ,સામયિકો અને જર્નલ્સ.

### **Unit-3 વાણિજ્ય શિક્ષક ,વર્ગખંડ,મંડળ અને સહઅભ્યાસિક પ્રવૃત્તિઓ**

- ૩.૧ વાણિજ્ય શિક્ષક: શૈક્ષણિક લાયકાત,ગુણો,કૌશલ્યો, વ્યાવસાયિક સજ્જતા
- ૩.૨ વાણિજ્યખંડ :હેતુઓ ,જરૂરિયાત ,મહત્વ અને પ્રવૃત્તિઓ
- ૩.૩ વાણિજ્ય મંડળ: હેતુઓ ,જરૂરિયાત ,મહત્વ અને પ્રવૃત્તિઓ
- ૩.૪ સહઅભ્યાસિક પ્રવૃત્તિઓ ,શાળા મુખપત્રની રચના અને વાણિજ્ય કોર્નર ,વર્ગખંડ આંતરક્રિયા,ક્ષેત્રકાર્ય

### **Unit-4 વિષયવસ્તુ**

- ૪.૧ ધો-૧૧ માહિતી સંચાર ,ઇ-કોમર્સ અને આઉટસોર્સિંગ
- ૪.૨ ધો-૧૧ ધંધાકીય મૂડીનાંપ્રાપ્તિસ્થાનો
- ૪.૩ ધો-૧૨ આયોજન
- ૪.૪ ધો-૧૨ વ્યવસ્થાતંત્ર

**B.Ed. Semester -4**  
**BED1M410 - ACCOUNTANCY**

**Total credit-4**

**Internal 30**  
**External 70**

**Objectives of the Course :**

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

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

**UNIT-1 CORRELATION, TEACHING AID AND EDUCATIONAL METHOD:**

1.1 Correlation : Meaning, Concept, Importance and Types, Correlation with different Subjects ( Commerce, Mathematics, Economics and Social Science) Correlation with daily life activity.

1.2 Teaching Aids : Meaning and Importance

1.3 Types Of Teaching Aids : Importance and Limitation of each Aid

- Audio : Radio, Tape Recorder
- Visual : OHP, Slide Projector, Charts, Models
- Audio- Visual Instruments : T.V, Film Projector, Computer, Internet

1.4 Education Method,

- Assignment Method : Meaning , Merits and Demerits, Role of teacher for its effective use.
- Problem solving Method : Meaning , Merits and Demerits, Role of teacher for its effective use.
- Comparative Method : Meaning , Merits and Demerits, Role of teacher for its effective use.

**UNIT-2 ACCOUNTANCE TEACHER, ROOM, CLUB CO CURRICULAR ACTIVITY AND DRILL WORK**

2.1 Accountancy Teacher: Educational Qualification, Qualities, skill, professional competency

2.2 Accountancy Room And Club : Objectives, Need/Importance, Activities

2.3. Co Curricular Activity, Development of School Magazine and Accountancy Corner, Class Room Interaction, Use Modern Software of Accountancy and its Importance

2.4 Drill Work of Accountancy : Concept, Important , Principal, Diagnosis Work and Remedial

Work.

### **UNIT-3 TEXT BOOK, RESOURCES AND APPROACHES OF TEACHING OF ACCOUNTANCY**

- 3.1 Objectives of Text Book, Importance of Text Book, Characteristics of an Ideal text-book
- 3.2 Advantages of Text book, use of text book to teachers and students and Reference Books, Magazines and Journals
- 3.3 Criteria for evaluation of text book, Review of Present Text Book of Std-11 and Std-12 Accountancy.
- 3.4 Approaches of Teaching of Accountancy: Journal Approach, Ledger Approach, Cash Book Approach, Balance Sheet Approach.

### **UNIT- 4 STD-11 & 12 –CONCEPT AND COMPUTATION**

- 4.1 STD 11 (Part-1) Chapter-10 Bank Reconciliation Statement
- 4.2 STD 11 (Part-2) Chapter -06 Conventions Assumptions concepts and Principles of Accounting.
- 4.3 STD 12 (Part-1) Chapter-07 Dissolution of Partnership Firm
- 4.4 STD 12 (Part-2) Chapter-02 Accounting for Debentures.

#### **Suggested Activity: (ANY ONE )**

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

#### **Suggested Readings :**

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



**B.Ed. Semester -4**  
**BED1M411 - PSYCHOLOGY**

**Total credit-4**

**Internal 30**  
**External 70**

**UNIT-1 CORRELATION AND CO-CURRICULAR ACTIVITY**

1.1 Correlation: Meaning, Types, Importance

1.2 Correlation with other subjects (History, Economics, Social Science, Science and Technology, Mathematics, Statistic and Language)

1.3 Development of School Magazine and Psychology Corner

1.4 Co-Curricular Activities and Life Skill Development, Class Room Interaction

**UNIT-2 PSYCHOLOGY-TEACHER, LABORATORY AND CLUB**

2.1 Psychology Subject Teacher: Educational Qualification, Qualities, Skill, Professional Competency, Two-fold Role of the Psychology Teacher

2.2 Laboratory of Psychology: Importance, Teaching Aids, Discipline, Infrastructure of Psychology Lab., Difficulties/Challenges face by School to Create Psychology Lab.

2.3 Psychology Club: Importance, Objectives, Construction, Activities

2.4 Reference Book, Magazines and Journals

**UNIT-3 TEXT-BOOK, PSYCHOLOGICAL TOOLS AND TESTS**

3.1 Text-Book: Use of Text-Book to Teacher and Students

3.2 Characteristics of Ideal Text-Book, Review of Present Text-Book (std. 11<sup>th</sup> and 12<sup>th</sup>)

Criteria for Evaluation of Text-Book

3.3 Psychological Tools : Meaning, Importance, Planning of Experiments for Sensation, Perception and Learning

3.4 Psychological Tests : Meaning, Types, Importance

**UNIT-4 CONSCIOUSNESS AND MEDITATION**

4.1 Consciousness: Concept, Definition and States of Consciousness

4.2 Indian Concept of Consciousness

4.3 Altered States of Consciousness: Concept and Definition

Attention: As an Altered States of Consciousness

4.4 Meditation: Meaning, Importance

Transcendental Meditation: Concept and Process.

➤ **Suggested Activity:**

- Visit Psychology Laboratory and experiment any one Tool and Write Report
- Prepare TLM on Psychology Subject

➤ **Suggested Readings:**

- Anastadi, A., (1982). **Psychological Testing**, New York; Macmillan
- Milard, Atkinson and Atkinson, (1979). **Introduction to Psychology**, New York; Harcourt Brace Hovanoboich Inc.
- Kendle, H. H. (1963). **Basic Psychology Application**, Century, Crofts.
- Sahakin, W. S. (1975). **History and Systems of Psychology**, New York; John wiley and sons.
- **Psychology, Standard-11**. Gujarat State Board of School Textbooks, Gandhinagar.
- **Psychology, Standard-12**. Gujarat State Board of School Textbooks, Gandhinagar.

### Structure of Question Paper

Unit wise question	Format of Question	Out of 70 Marks
Q-1 From Unit-1	Q.1 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-1)	<b>08</b>
	Q.1 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-1)	<b>06</b>
Q-2 From Unit-2	Q.2 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-2)	<b>08</b>
	Q.2 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-2)	<b>06</b>
Q-3 From Unit-3	Q.3 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-3)	<b>08</b>
	Q.3 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-3)	<b>06</b>
Q-4 From Unit-4	Q.4 (A) Answer any two question from the following three questions. (Each question carries 04 Marks, Ask From Unit-4)	<b>08</b>
	Q.4 (B) Answer any one question from the following two questions. (Each question carries 06 marks, Ask From Unit-4)	<b>06</b>
Q-5 From Unit-1 to Unit-4	Q-5 Answer the following questions in short. Each question carries 01 marks (there should be at least three questions should be asked from each unit. Remaining 02 questions can be asked from any unit 01 to 04)	<b>14</b>

## OUR GUIDELINE SOURCES

### ✚ CORE COMMITTEE MEMBERS

Dr.V. K. Gelat	Dr.R.G. Patel	Dr.M. D. Prajapati
Dr. G. B. Godbole	Dr.Vasim A.Beli	

### ✚ OUR CONTRIBUTORS

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Prof. Tejal K. Patel	Prof. J. J. Parmar	

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