

**FACULTY  
OF  
EDUCATION AND PSYCHOLOGY**

*B.ED. PROSPECTUS & SYLLABUS  
PROPOSED FOR JUNE 2014*



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

## **Bachelor of Education Programme:**

### **4.1 Objectives:**

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

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

### **4.2 (O.B. Ed. 1): Rules of Admission:**

A Candidate seeking admission to B.Ed. Programme must satisfy the following conditions:

1. He/ She must be a graduate from the M. S. University of Baroda or from any other University recognized as equivalent for the purpose. He/ She must have taken the Bachelor's Degree as a regular student in the 10 + 2 + 3 or 11 + 4 pattern.
2. He/ She must have taken the Bachelor's Degree or Master's Degree at least with 50.01 percent marks in the aggregate or equivalent grade.

The reservation policy will be followed as per GOG norms.

As per SR No. 19 Dt.31-01-2000 after one month from the date regular B.Ed. class has started, if there are confirmed drop outs than from the total no of drop outs half the seats (not exceeding 10) will be filled by practice teaching schools.

3. A candidate with graduation or post graduation with any subject is considered to be eligible for admission to the B.Ed programme.

The subjects offered by the student at the graduation or post graduation levels will form the basis for selection of one/both method/s at B.Ed level. **However, it may be noted that the candidate shall have to select Any Two methods from the list of available method courses in the department.**

4. He/she must have offered English as one of the subjects at the higher Secondary/College or University level.

5. A candidate admitted to the B.Ed. programme shall not do any other job/course during the same academic year.
6. The total enrollment in B.Ed. course will not exceed 180 candidates for the academic year.

*N.B.: Admission process will be completed by April/May every year.*

#### **4.3 (O.B. Ed. 2) Duration of the programme :**

A candidate admitted to the B.Ed. Programme shall undergo a regular course of study for one academic year, that is, two semesters.

#### **4.4 (O.B.Ed. 3) The Courses:**

The total credits of the entire B.Ed. programme will be 70.

#### **Credit distribution of B. Ed. Programme Total Credits=70**

	<b>Course No</b>	<b>Semester-I</b>		<b>Semester-II</b>
<b>Foundation Courses</b>	EEA 1101	Educational Psychology (3)	EEA 1201	Philosophical and Historical foundation of Education (3)
<b>Core Courses</b>	EEA 1103	Principles and Technique of Teaching (3)	EEA 1202	School organization and Management (3)
	EEA 1104	Classroom Management (3)	EEA 1203	Education in Emerging Indian Society (3)
	EEA 1105	Educational Evaluation (3)	EEA 1204	ICT in Education (3)
	EEA 1106	Simulation Teaching (3)	EEA 1205	Internship (4)
	EEA 1107	Practice Teaching (A) (5)	EEA 1206	Practice Teaching (B) (5)
	EEA 1108	Developing Teaching Aid (2)	EEA 1207	Preparation of Blue print and Evaluation items- (2)
	EEA 1109	Test Administration (2)	EEA 1208	Action Research (2)
	EEA 1110	Tutorial (1)	EEA 1209	Tutorial (1)
<b>Electives</b>	EEA 1001 to EEA 1015	Teaching Method I (3) Teaching Method II (3)	EEA 1001 to EEA 1015	Teaching Method I (3) Teaching Method II (3)
			EEA 1210 to EEA 1224	Special Field (3)

<b>Test</b>	EEA 1111	First Semester End Viva Voce test (Internal) (1)	EEA 1225	Second Semester End Viva Voce test (External) (1)
			EEA 1226	Annual Test Lessons (2)
		(32)		(38) = 70

**4.4.1 Foundation courses (9 Credits)**

<i>Course No.</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1101	Educational Psychology	3
EEA 1201	Philosophical and Historical Foundation of Education	3

**Core Courses (18 Credits)**

<i>Course No.</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1103	Principles and Techniques of Teaching	3
EEA 1104	Classroom Management	3
EEA 1105	Educational Evaluation	3
EEA 1202	School Organization and Management	3
EEA 1203	Education in Emerging Indian Society	3
EEA 1204	Information & Communication Technologies in Education	3

**4.4.2 (B) Special Fields /Electives (3 Credits)**

Each candidate will select anyone of the following courses to be offered in Semester II.

<i>Course No</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1210	Better School Examination	3
EEA 1211	Educational and Vocational Guidance	3
EEA 1212	Value Education	3
EEA 1213	Institutional Planning and Advanced School Administration	3
EEA 1214	Yoga Education	3
EEA 1215	Health Education	3
EEA 1216	Education for Leadership and Motivation	3
EEA 1217	Educational Technology	3
EEA 1218	Environmental Education	3
EEA 1219	Curriculum Development	3
EEA 1220	Special Education	3
EEA 1221	Humanistic Education	3
EEA 1222	Computer Education	3
EEA 1223	Futurology in Education	3
EEA 1224	School Magazine : Designing, Development and Dissemination	3

**4.4.3 (C) Special Methods (Elective Courses) (12 Credits)**

Each candidate will offer any two of the following methods based on their graduation and/or post graduation which will be of two-semester duration.

<i>Course No</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1001	Teaching of English	6
EEA 1002	Teaching of Gujarati	6
EEA 1003	Teaching of Marathi	6
EEA 1004	Teaching of Commerce	6
EEA 1005	Teaching of Psychology	6
EEA 1006	Teaching of Mathematics	6
EEA 1007	Teaching of Science	6
EEA 1008	Teaching of Physics	6
EEA 1009	Teaching of Chemistry	6
EEA 1010	Teaching of Biology	6
EEA 1011	Teaching of Hindi	6
EEA 1012	Teaching of Sanskrit	6
EEA 1013	Teaching of Social Studies	6
EEA 1014	Teaching of Accountancy	6
EEA 1015	Teaching of Economics	6

**4.4.4 (D) Practice Teaching (19 Credits)**

All the following four courses are compulsory.

<i>Course No.</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1106	Simulation Teaching	3
EEA 1205	Internship	4
EEA 1107	Practice Teaching (A)	10
EEA 1206	Practice Teaching (B)	
EEA 1226	Annual Test Lessons	2

**4.4.5 (E) Practical Work (8 Credits)**

Each candidate will do the practical work on the following themes:

<i>Course No.</i>	<i>Title of the course</i>	<i>No. of Credits</i>
EEA 1108	Developing Teaching Aids	2
EEA 1109	Test Administration	2
EEA 1207	Preparation of Blue-Print & Evaluation Items	2
EEA 1208	Action Research	2

**4.4.6 (F) EEA 1110 Tutorial (A) (2 Credits)  
EEA 1209 Tutorial (B)**

**4.4.7 Viva-Voce Test (2 Credits)**

B.Ed. candidates will undergo two Viva-Voce Tests:

EEA 1111	Internal Viva-Voce Test	1
EEA 1225	External Viva-Voce Test	1

#### 4.5 Attendance (O.B.Ed. 4):

Every candidate must have 80% attendance in each of the courses.

#### 4.6 Scheme of Evaluation (O. B. Ed. 5):

- (I) The performance of each candidate in all the Courses will be evaluated in terms of grades. The details regarding grade along with its grade points and equivalent range of grade points and percentages and class are as under:

Grade	Grade Points	Range of Grade Points	Ranges of Percentages	Division	Description
O	10	9.01 to 10.00	90.1 to 100.0	First Class with Distinction	Out standing
A	9	8.01 to 9.00	80.1 to 90.0	First Class with Distinction	Excellent
B	8	7.01 to 8.00	70.1 to 80.0	First Class with Distinction	Very Good
C	7	6.01 to 7.00	60.1 to 70.0	First Class	Good
D	6	5.01 to 6.00	50.1 to 60.0	Second Class	Fair
E	5	4.01 to 5.00	40.1 to 50.0	Pass Class	Average
F	4	Up to 4.00	Below 40.0	F	Dropped

**Note:** Equivalent Percentage should be calculated with only ONE Decimal precision.

- |                                    |                      |
|------------------------------------|----------------------|
| 1. First division with Distinction | CGPA 7.00 onwards    |
| 2. First division                  | CGPA 6.00 up to 6.99 |
| 3. Higher second Division          | CGPA 5.50 up to 5.99 |
| 4. Second Division                 | CGPA 5.00 up to 5.49 |
| 5. Pass Division                   | CGPA 4.00 up to 4.99 |

- (ii) The Grade Sheet will contain separate grade for each of foundation and core courses, special field, teaching of methods (both), practice teaching, practical work, tutorial, and viva-voce and an overall grade of all the courses combined. It will also contain percentage and the class obtained. The percentage will be calculated as per above table 4.6.
- (iii) The transcripts will contain course-wise grade in theory, practice teaching, practical work, tutorial, average grade of internal and external viva-voce and an overall grade. It will also contain the percentage and the class obtained. The transcript will be available in the faculty office on written request by paying the prescribed fee.

#### 4.6.1 Foundation and Core Courses:

The performance of students in courses will be judged on the basis of mid- term test and semester end test of each of the courses taught during the semester. This test will be based on the whole course covered during the semester.

#### 4.6.2 Practice Teaching:

EEA 1106	Simulation Teaching (3)	EEA 1205	Internship (4)
EEA 1107	Practice Teaching (5)	EEA 1206	Practice Teaching (5)
		EEA 1226	Annual test lesson (2)

- (i) The performance of the candidate in EEA 1106, EEA1107, EEA1205, EEA1206 and EEA 1226 will be graded by assigning letter grade only.
- (ii) The panel consisting of internal as well as external examiners shall be appointed by the Vice-Chancellor to examine the final test lessons (EEA1226) which will be conducted in the second semester.

#### 4.6.3 Practical Work:

The performance of the candidate on each of the four practical work courses (EEA1108, EEA1109, EEA1207 and EEA 1208) will be graded by assigning a letter grade only. This will be as per their practice teaching small groups under the supervision practice teaching group supervisors.

#### 4.6.4 Tutorial:

The tutorial class includes various activities for the personality development of students. There is an emphasis on the development of different soft skills which has important use in their personal and professional life. Peer-Teaching to give remedial support to students with learning difficulties is a vital part of the programme. It will be in group of 10 under guidance of teacher supervisors.

#### 4.6.5 Viva-Voce:

Two viva-voce tests shall be conducted. Both the internal as well as external viva-voce tests will carry equal weightage and will be assigned letter grade separately.

- (i) *Internal Viva-Voce Test:* The internal viva-voce test shall be conducted at the end of first semester by a committee of teachers appointed by the head of the Department of Education. The viva-voce test will focus on the candidate's understanding of his/her knowledge of the first semester courses offered by him/her.
- (ii) *External Viva-Voce Test:* The Board of Examiners consisting of three internal and three external shall be appointed by the Vice-Chancellor to hold a viva-voce test of each candidate at the end of the second semester. The viva-voce test will focus on the candidate's understanding of courses studied in the second semester.

#### 4.7 O. B. Ed. 6: Standard of Passing:

- (i) To qualify for appearing in the Semester end Examination, the candidate must fulfill the requirement of appearing in the Mid-Term test/Arrear Mid-Term test in all the foundation, core and elective courses. In case a candidate fails to appear in one or both the mid- term test he/she will not be allowed to appear in the concerned semester end examination.

- (ii) The candidate failing to fulfill the specific requirements for appearing at the semester end examination of the first semester he/she will not be allowed to appear at the said examination, and also will not be allowed to join the second semester.
- (iii) To qualify for appearing in the final test lessons the candidate must fulfill the following requirements:
  - (a) Give and observe the fixed number of lessons as decided by the Head Dept. of Education
  - (b) Submit the journal and the observation note-book duly completed to the Practice Teaching Unit.
  - (c) Obtain an aggregate E grade in EE1106, 1107, 1205 and 1206.
- (iv) To qualify for the degree of Bachelor of Education:  
He/she shall have to obtain a minimum passing grade as shown below:
  - E in each foundation and core course
  - E in each practice teaching course
  - E in each practical work and tutorial course, and
  - E grade in viva-voce test
- (v) The details regarding standard of passing in each course group are given below:

(a) *Foundation and Core Courses:*

- A candidate must obtain at least E grade in semester end examination and an aggregate grade of E in each foundation and core course. If a candidate fails to obtain E grade in semester end examination in any foundation and core course, he/she shall have to appear in the semester end examination of the concerned course/courses at the end of next or subsequent semester within a period of n +2 years. His/her grade in mid-term assessment will be carried over for calculating aggregate grade. If he/she gets at least E grade in semester end examination and an aggregate grade of E or higher in the concerned course, he/she shall be declared to have passed.
- If a candidate fails to obtain E grade in the mid-term assessments and also in semester end examination, he/she shall have to appear in semester end examination at the end of next or subsequent semesters within n+2 years. He/she can take the mid-term assessment and then appear at the comprehensive test of the same course, in the next or subsequent semester within a period of three years. If he/she takes the mid-term assessment, his/her new grade will be used in calculating an aggregate grade; otherwise his/her grades in previous periodical assessments will be carried over for calculating an aggregate grade. If he/she gets E grade in semester end examination and also an aggregate grade of E, he/she shall be declared to have passed in the concerned course.

(b) *Practice Teaching:*

- A candidate will have to obtain E grade in each of the practice teaching courses i.e. EE1106,1107,1205 and 1206
- If he/she fails to obtain E grade, he/she shall have to give ten lessons and ten observations (five in each of the methods) offered by him/her in the next semester or subsequent semesters within a period of n +2 years. If he/she gets E grade (aggregate grade of these lessons), he/she shall be declared to have passed in the courses EE1106,1107,1205 and 1206.



- If he/she fails to obtain aggregate E grade in EE1226, he/she shall have to appear for annual test lessons in the subsequent semester or within a period of three years. If he/she gets E grade in the annual test lessons he/she will be declared to have passed in the course.

**c. *Practical Work and Tutorial:***

- If a candidate fails in practical works, he/she shall be declared to have failed. He/she shall have to submit the required practical work/works in the next or subsequent semesters within a period of three years. If he/she obtains a E grade in the concerned practical work/works, he/she shall be declared to have passed in the same.
- If he/she fails to obtain E grade in Tutorial he/she shall declared failed. He/she shall have to complete the requirement as decided by the practical work unit in consultation with the Head, Deptt.of Education in the next semester or subsequent semesters within a period of three years. If he/she obtains a E grade in the concerned practical works, he/she shall be declared to have passed in the same.

**d. *Viva-Voce Test:***

- A candidate shall have to appear at both the internal as well as external viva-voce tests. If he/she fails to appear in internal viva-voce test, he/she shall have to appear in the same in the next semester or subsequent semesters within a period of n +2 years. If he/she fails to appear in external viva-voce test, he/she shall have to appear in the same at the end of next or subsequent semesters within a period of three years. If he/she gets an average grade of E (internal viva-voce and external viva-voce combined), he/she shall be declared to have passed in viva-voce test.
- If he/she fails to obtain average grade of E, he/she shall have to appear in both the viva-voce tests (internal as well as external) within a period of three years. If he/she obtains an average grade of E he/she shall be declared to have passed in the viva-voce test.

**N.B. : As per O.B.Ed. 7** in all theory courses (except the Method: Teaching of English) the candidates will have the option to answer their papers strictly in any one of the following languages: (i) English (ii) Gujarati and (iii) Hindi.

## **FOUNDATION COURSES**

### **EEA 1101: *Educational Psychology***

#### ***Objectives:***

1. To appreciate the role of educational psychology in teaching and learning.
2. To understand the salient features and problems of growth and development during childhood to adolescence.
3. To understand the process of learning and factors influencing learning.
4. To understand adjustment process in order to help students in better adjustment.
5. To understand the dynamics of personality development in order to facilitate student trainees' and their students' personal growth.
6. To understand the learning process in order to organize teaching for effective learning.
7. To acquaint the teacher trainees with educational needs of special groups of pupils.
8. To understand the concept of personality, mental health and role of the school in protecting mental health of pupils.
9. To develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

#### ***Course Outline:***

#### **Unit I: Significance of Educational Psychology**

***3 Hours***

1. Meaning of Educational Psychology
2. The scope and contribution of Educational Psychology

#### **Unit II: Growth and Development**

***10 Hours***

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

#### **Unit-III: Adjustment**

***8 Hours***

1. (a) Meaning and definition of adjustment

- (b) Psychological coping mechanisms
  - (i) Inbuilt
  - (ii) Direct or conscious mechanisms
  - (iii) Indirect or unconscious mechanisms (Ego-defense mechanisms)
- (c) Factors affecting adjustment at home and at school.
- 2. Maladjustment
  - (a) Meaning and concept
  - (b) Symptoms of maladjustment in classroom
  - (c) Causes of maladjustment
  - (d) Remedial measures and teacher's role
- 3. Adjustment as an art of living

#### **Unit IV: Learning**

**18 hours**

- 1. Meaning and definitions of learning
- 2. Learning as a process and product
- 3. Different viewpoints of learning and their classroom implications
  - (a) Learning by Trial and Error (Thorndike)
    - Educational Implications
  - (b) Learning by Stimulus - Response conditioning (Pavlov & Skinner)
    - Classical conditioning
    - Operant conditioning
    - Educational implications
  - (c) Gestalt theory- Learning by insight and its implications
  - (d) Cognitive theory (Ausubel and Piaget)
    - Social cognitive theory - Vygotsky
  - (e) Factors affecting learning and learning problems
    - (i) Learners' individual differences
    - (ii) Task variables
    - (iii) Conditions of Learning; method variable  
Physiological, Psychological, Socio-emotional and educational factors.
    - (iv) Ways to enhance learning skills and minimizing learning problems.
- A. Information processing strategies
  - (a) Recall strategies
  - (b) Strategies that integrate and organise information
  - (c) Organisational strategies
  - (d) Elaboration strategies
- B. Active study strategies, study tactics.

#### **Unit V: Personality**

**6 Hours**

- 1. Meaning, definition and nature of Personality
- 2. Determinants of Personality
- 3. Personality and development of special abilities.

4. Role of teacher in developing whole person.
5. Personality Assessment
6. Emotional Intelligence and its implications for teaching and learning.
7. Mental Health: concept and purpose

**Activities:**

1. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
2. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
3. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
4. Development of Question Box activities (can be carried out by student trainees during practice teaching).
  - (i) To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents.
  - (ii) To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.)
5. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
6. Observe some successful individuals and list down the behavioural characteristics which impress you.
7. Take interview of five low achievers and five high achievers and find out their ways of learning.
8. List down few (classroom) learning situations involving insightful learning.

**Mode of Transaction:**

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

***References:***

1. Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
2. Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
3. Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.

4. Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
5. Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
6. Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.
7. Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
8. Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90.
9. Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81.
10. Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.
11. Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
12. Lindgren, H. C. (1967). *Educational Psychology in Classroom (3rd edition)*. New York: John Wiley and sons.
13. Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers.
14. Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
15. Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation*. Germany: VDM publication.
16. Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company.
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18. Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc.
19. Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
20. Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.

## **EEA 1201: PHILOSOPHICAL AND HISTORICAL FOUNDATION OF EDUCATION**

### ***Objectives:***

The students of B.Ed. will be able to

- Understand concept of Philosophy
- Understand concept of Education
- Appreciate the Educational Heritage of India
- The relationship between Education & Philosophy
- The concept of aims of Education
- The concept, principles and limitations of curriculum.
- Understand Philosophical determinants of curriculum
- Understand Historical determiners of curriculum.
- Understand the contribution of Educational Thinkers.

### **Unit I: Meaning, Nature and Scope of Educational Philosophy**

**6 Hours**

- Meaning of Philosophy
- Concept of Democratic Education
- Concept of Secular Education
- Meaning of Educational Philosophy
- Relationship of Philosophy and Educational Philosophy.

### **Unit II: Concept and Aims of Education**

**9 Hours**

- Definition of Education
- Broader and Narrow meaning of Education
- Formal, Non-formal and Informal Education
- Various agencies of Education
- Aims of Education and its determinants

### **Unit III: Contribution of Educational Philosophers**

**10 Hours**

- Gandhiji
- Swami Vivekanand
- Jean Jacque Rousseay
- John Dewey
- Ravindranath Tagore

### **Unit IV: Introduction of Historical foundation of Education**

**10 Hours**

- Need and Importance of Historical foundation of Education
- Education during Ancient India

- Education during Medieval India
- Education during British India
- Education in Independent in India

#### **Unit V: Curriculum at school level**

**10 Hours**

- Historical Development of Curriculum
- Determinants of curriculum
- Concepts of Curriculum
- Principles of curriculum
- Integration of core elements as envisaged in NPE 1986
- Limitation of existing curriculum

#### **Activities**

- Collection of various thoughts/statements as Education representing various view points.
- Comparative view on different Philosophers in Education
- Activities to promote core element of Secondary level
- List our activities which could be conducted in schools to promote democracy and secularism.

#### **Mode of Transaction:**

Lecture, Group Discussion, Project work, Film Show

#### **References:**

1. Bhatia, K., Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Dobaba House.
2. Dhiman, O. P. (1973). *Principles and Techniques of Education*. Ludhiana: Sharda Brothers.
3. Mehta, D. D. (2009). *Education in Emerging Indian Education, Indian Education*. Ludhiana: Tondan Publications, Books Market.
4. Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiana: Tondan Publication, Books Market.
5. Narulla, S. and Naik, J. P. (1964). *Student History of Education in India*. Mc Millian & Co., of India Pvt. Ltd.
6. National Policy and Education. (1986). *MHRD*. New Delhi: Govt. of India.
7. Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. APH Publishing Corporation, APM Publication Corporation, New Delhi
8. Singh Y. K. (2007). *Philosophical Foundation of Education*. New Delhi: APH Publication Corporation.

#### **Books in Gujarati :**

1. Bhogayata C. K., Joshi, B. (1996). *Vikas Shil Bharat ma Shishak ane Shikshan*. Ahmedabad: B. S. Shah Prakashan.
2. Dave J. K.et.al. (1989). *Shickshinny ni tatvik ane Samajik Adharshilao*. Ahmedabad: B. S. Shah Prakashan.

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

## CORE COURSES

### EEA 1103: Principles and Techniques of Teaching:

#### *Objectives:*

1. To enable the students to understand process of instruction and its various components.
2. To enable the students acquire knowledge about approach, Methods and techniques to instruction.
3. To acquaint the students about planning of instruction.
4. To enable the students to understand various methods, media and use of technology to strengthen the process of instruction.
5. To provide students with the knowledge of planning of instruction.
6. To enable the students to understand the evaluation and feedback for the process of instruction.

#### **Course Outline:**

##### **Unit - 1: Instruction: Meaning and concept**

**08 Hours**

- Meaning of instruction
- Instruction as a complex and continuous process
- Prerequisites for instruction [ Knowledge of the content or specific subject , Knowledge of pedagogy, Knowledge of learners and their characteristics, Knowledge of curriculum, Knowledge of educational goals and objectives ]
- Slogans of instruction [ From known to unknown, From concrete to abstract, From simple to complex, From indefinite to definite, From analysis to synthesis, From particular to general ]

##### **Unit: II : Maxims of Instruction**

**08 Hours**

- Maxims of instruction [ Learning by doing, Principle of creating interest, Principle of inspiration, Correlation with life, Correlation with other subjects, Principle of planning, Principle of proper selection of depth of knowledge, Principle of individual differences, Principle of creation and joy, Principle of democratic attitude, Principle of recapitulation ]
- Effectiveness of teaching [ With reference to slogans of instruction and Maxims of instruction ]
- Different roles of a Teacher



### **Unit III: Approaches and Techniques**

**08 Hours**

- Teachings skills and Techniques [Different skills of teaching and their components, Integrated use of skills and its importance]
- Different approaches of instruction : [ Different approaches to instruction and their merits and demerits : (a) Systems approach (b) Input-process-output model (c) Cognitive approaches: Inquiry training, Concept attainment and Advance organizer models (d) Inductive approach (e) Deductive approach (f) Activity based approach (g) Constructivist approach ]

### **Unit IV: Methods of Instruction**

**08 Hours**

- Teacher - centered (Lecture cum discussion, Demonstration, Mastery learning strategy); Pupil - centered (Self study, Self discovery, Problem-solving, Experimentation, Programmed instruction/Programmed Learning); Group - centered (Group discussion, Project method).
- Other special methods/Techniques of instruction : [Heuristic method, Seminar, Panel discussion, Buzz session, Brain-storming, Symposium, Role-play, work-shop etc].
- Modes and media: [Print, Audio-visual media, human interaction, Tele-conferencing, video- conferencing etc.]

### **Unit V: Planning of Instruction**

**05 Hours**

- Meaning, Logic and importance
- Kinds of planning
- Different models of planning
- Lesson plan, unit plan and annual plan.
- Content analysis and logical sequencing
- Different domains and their level s : (Cognitive domain, Affective domain, Psychomotor domain)
- General objectives and Specific objectives
- Reducing objectives to behavioral terms.

### **Unit VI: Instructional Communication**

**05 Hours**

- Meaning and Concept of Instructional Communication
- Model of Instructional Communication
- Understanding the significance of Instructional Communication for Effective Teaching

## Unit VII: Evaluation and Feedback of Instruction

03 Hours

- Evaluation : Meaning and Importance
- Formative and Summative Evaluation
- Continuous and Comprehensive Evaluation
- Ways and means of Feedback

### **Activities:**

1. List down the various qualities of a good teacher. Explain what makes good teaching.
2. Observe a teacher in action in the classroom and list down his/her various behaviours.
3. Write down the names of a few methods that teachers generally employ for the purpose of teaching and then classify them under teacher-centred, pupil-centred, or group-centred.
4. Write down how you will go about taking notes on what you read.
5. Discuss how you would make use of a video/audio cassette for the purpose of enhancing teaching-learning in the classroom.

### **Mode of Transaction:**

Lecture, Demonstration, Discussion, Practical work, Activities, Assignments

### ***References:***

- [1] Aggarwal, J. C. (2010). *Principles, Methods and Techniques of Teaching*. Noida: Vikas Publishing House PVT Ltd.
- [2] Aggarwal, J. C. (1995). *Theory and Principles of Education: Philosophical bases of education*. South Asia Books Publication.
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- [18] Trivedi, R. S. (1996). *Shikshanman Navinikaran Shaikshnik Technology*. Ahmedabad: Gurjar Prakashan.
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## **EEA 1104: Classroom Management**

### ***Objectives:***

1. To enable student trainees to understand management practices and processes used for classroom management.
2. To enable student trainees to develop skills for effective class room management.
3. To enable student trainees to know the components of classroom climate and to help them to understand their effect on pupil's development.
4. To enable student trainees to know the problems of classroom management.
5. To enable student trainees to know the innovations in classroom management.

### **Course Outline:**

#### **Unit I: Basic Concepts about Classrooms**

**8 Hours**

1. Meaning of classroom and its concept
2. Characteristics and composition of classroom
3. Components of classroom: (i) Teachers (Role of teacher) and (ii) Pupils as recipients and their learning needs.
4. Various views of classroom:
  - i. Classroom as a subsystem of school system
  - ii. Classroom as a group
  - iii. Classroom as complex network of interaction
  - iv. Classroom as growth centre

5. Dynamics of classroom group, norms-cohesion, morale, ethos.

## **Unit II: Concepts of Classroom Management**

*10 Hours*

1. Meaning and concept of classroom management
2. Objectives of classroom management
3. Dimensions of classroom management: Time, Resources and Human objectives
4. Principles of classroom management
5. Techniques of classroom management: Verbal and Non verbal
6. Teacher Pupil interactions (FIACS)

## **Unit III: Basic Concept of Classroom Climate**

*9 Hours*

1. Meaning and components of classroom climate
2. Psychic factors affecting classroom climate: Pupils' psyche: anxiety, adjustment, trust, initiative, expectancy and dependency.
3. Understanding various classroom indiscipline problems
4. Understanding various classroom profiles: Special incidences/cases

## **Unit IV: Managing Pupils' Behavior for Better Learning**

*12 Hours*

1. Pupils' motivation towards school and classrooms.
2. Enhancing pupils' self-concept for achievement.
3. Developing creativity for better learning. (Meaning, process, techniques to foster creativity)
4. Developing concern among pupils:
  - i. GDS Treatment
  - ii. Expectancy boosting/Incentive treatment
  - iii. Origin-Pawn treatment
  - iv. Self-fulfilling prophecy

## **Unit V: Some Innovations in Classroom Management**

*6 Hours*

1. Remedial classroom
2. Classroom without walls
3. Open classrooms
4. Virtual classroom
5. Constructivist classroom

### **Suggested activities:**

1. Developing classroom profile
2. Observing classroom with FIACS
3. GDS Treatment - Self-experience strategy
4. Using creative approaches in classroom management like Brain-storming, Role play etc.

5. Case studies of indiscipline problem faced during Practice teaching.
6. Case studies of critical incidents in classrooms based on unit IV.

### **Transactional Mode:**

Lecture Method, Discussion, Seminar, Group Activities

### ***References:***

- [1] Bany and Johnson. *Classroom Management, Chap. 2,3.*
- [2] Barry D. *Humanising Classroom Discipline: A Behavioural approach-Part II, chap. 1 to 9.*
- [3] Christian, J. *Classroom Group Dynamics (concept and its implications).* Meerut: Anu Books.
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- [6] Desai D. B. et al. (1983). *Researches on Classrooms.* CASE Monograph, M.S. University Press.
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- [9] Marille, M., and Weesen. *Changing Classroom behaviour : a Manual for precision teaching, Chap. 1 to 9.*
- [10] Marine & Marine. *Discovery a Challenge to teachers, Chap. 17.*
- [11] Mehta, P. (1989). *Understanding Classroom Behaviour: A Manual.* NCERT New Delhi 16 (reprinted).
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- [13] Rodolf, D., Grumwald and Pepperi. *Maintaining Sanity in the Classroom, Chap. 1, 2, 3, 5.*
- [14] Thomas L., Good and Brophy, J. *Looking in Classrooms, Chap. 1, 6, 7, 8.*
- [15] Torrence, P. *Classroom Management and Behavioural Objectives, Chap. 1, 3.*

## **EEA 1202: School Organization and Management**

### ***Objectives:***

1. The students will be able to understand the terms organization, administration, and management.
2. The students will be able to understand the meaning, purpose and characteristics of school as an organization.
3. The students will be able to know about different types of school board.

4. The students will be able to understand the broad educational structure in India in terms of:
  - a. the structure and function at different levels.
  - b. functions of apex bodies at centre and state level.
  - c. decentralization of education with reference to the role and functions of panchayatiraj institutions.
5. Students will understand the dimensions of educational management in terms of :
  - a. management process functions
  - b. managerial skills
  - c. key responsibility, areas and attendant tasks.
6. Students will be able to understand the concept of leadership and different leadership styles.
7. Students will be able to understand the role of leadership for innovation and change.
8. Students will be able to understand the meaning and process of communication.
9. Students will be able to understand the communication process and essentials of affective communication.
10. Students will be able to understand the decision making process and know the role of the teacher in the decision making process.

### **Course Outline:**

#### **Unit I: School as an Organisation**

**8 Hours**

1. Concept of management and administration.
2. Organisation; Meaning, purpose and characteristics.
3. Goals of school education and organizational implication.
4. Types of school board-  
(CBSE) Central Board of Secondary Education,  
(ICSE) Indian Certificate of Secondary Education  
(GSHSEB) Gujarat Secondary and Higher Secondary Education Board  
(IGCSE) International General Certificate of Secondary Education  
(IB) International baccalaureate
5. School accreditation: Meaning, Need and Criteria for school accreditation.

#### **Unit II: Educational Structure in India**

1. The structure and function at different levels –center, state, district and institutional and university level.
2. Functions of apex bodies at center and state level like, CABE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET, etc.
3. Decentralization of education with reference to the role and functions of panchayatiraj institutions.

#### **Unit III: Management of School Education**

**6 Hours**

1. Management process: Planning, organizing, directing, controlling
2. Managerial skills, technical skills, conceptual skills, human skills
3. Key responsibilities areas of principals and teachers

**Unit IV: Role of Leadership for Better School Management**

**6 Hours**

1. Concept of leadership
2. Leadership styles
3. Leadership in the context of innovation and change.

**Unit V: Communication and decision making in School Organizations**

**10 Hours**

1. Meaning and concept of communication
2. The communication process
3. Essentials of effective communication.
4. Steps in decision making process
5. The role of teachers in effective decision making.

**Activities:**

1. To study the different management functions in schools.
2. To study the leadership styles of school principles.
3. To study the patterns of communication flow in school organization.

**Mode of Transaction:**

Lecture, Discussion, Case Studies, Management Games

***References:***

- [1] Adair, J. (1995). *Effective Decision Making*. London Pan Books.
- [2] Agarwal, J. C. (1994). *Educational Administration, Management and Supervision*. New Delhi: Arya Book Depot.
- [3] Armstrong, M. (1990). *Management Processes and Functions*. London: Short Run Press.
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- [14] Tayler, G. (Ed.) (1970). *The Teacher as Manager*. New Delhi: NCERT.

## **EEA 1105: Educational Evaluation**

### **Objectives:**

After going through this course, students will be able to-

1. Get basic knowledge of educational evaluation.
2. Know the process of evaluation and its uses.
3. Write educational objectives.
4. Know different techniques of evaluation, tools of evaluation and their uses.
5. Know different characteristics of instruments of evaluation.
6. Know different types of teacher made tests and construct them.
7. Compute measures of central tendency and variability.

### **Course Outline:**

#### **Unit I: Educational Evaluation and Measurement**

**12 Hours**

1. Educational Objectives
2. Meaning of Educational Evaluation
3. Steps in the process of evaluation
4. Relationship between educational objectives, learning experiences and evaluation
5. Characteristics of the evaluation process - comprehensive and continuous
6. Formative and summative evaluation
7. Norm reference & criterion reference tests
8. Uses of evaluation
9. Learning outcomes as behavioural changes
10. Writing educational objectives
  - different kinds like knowledge, understanding, application, skills etc.
  - behavioural terms
  - level of performance
11. Major techniques of evaluation
12. Test as an instrument of evaluation
13. Measurement in evaluation
14. Measurable and non-measurable learning outcomes.



15. Reporting evaluation results.

**Unit II: Essential Characteristics of Good Instruments of Evaluation** *6 Hours*

1. Validity - different types
2. Reliability - different types
3. Objectivity
4. Interdependence of validity, reliability and objectivity
5. Usability

**Unit III: Major Tools of Evaluation and their uses** *10 Hours*

1. Oral testing and paper pencil tests
2. Performance tests
3. Achievement tests : standardised and teacher made tests
4. Diagnostic tests
5. Intelligence tests and aptitude tests
6. Rating scale
7. Check list
8. Anecdotal records
9. Sociometric technique
10. Interview
11. Questionnaire and inventory

**Unit IV: Teacher made Achievement Tests** *5 Hours*

1. Essay and Objective type tests
2. Improving essay type questions
3. Different types of objective tests, their characteristics, advantages and disadvantages.
4. Relating test items and specific behavioural objectives
5. Preparation of blue print
6. How to set a good question paper?

**Unit V: Elementary Statistical Concepts in Educational Evaluation** *12 Hours*

1. Raw scores
2. Frequency distribution
3. Graphical representations of grouped data
4. Measures of central tendency
5. Measures of variability
6. Fundamental idea of Standard Scores

**Activities:**

1. Writing educational objectives, learning experience and corresponding evaluation techniques

2. Framing specific objectives
3. Framing measurable learning outcomes
4. Framing non measurable learning outcomes
5. Determining the objectivity given an answer key
6. Determining the objectivity not given an answer key
7. Finding out the content validity of the given question paper
8. Designing rating scale
9. developing open ended Questionnaire given a topic
10. Developing close ended Questionnaire given a topic
11. Preparing broad outline of the semi structured interview
12. Preparing questions for structured interview
13. preparing a content valid question paper
14. Framing Different types of questions

**Mode of Transaction:**

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

***References:***

1. Adams, G. S. (1966). *Measurement and Evaluation in Education Psychology and Guidance*. New York: Holt, Rinehart, Winston, Cg. 1, pp. 3-16 Ch. 11, pp. 363-395.
2. Gronlund, N. E. (1966). *Constructing Achievement Tests*. N.J.: Prentice Hall Inc., Englewood Cliffs. Ch. 1, pp. 1-4, Ch. 11, pp. 13-18, Ch. VIII, pp. 102-112.
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8. Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co. Appendix A, pp. 436-440, 445-450, 459-460.
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10. Yadav, M. S. and Govinda, R. (1977). *Educational Evaluation, Sahitya Mudranalaya*. Ahmedabad: City Mill Compound.

### **EEA 1203 Education in Emerging Indian Society**

#### **Objectives:**

Student trainees will be able to:

1. Understand the concept of education in emerging Indian society.
2. Understand the relationship between education and society.
3. Understand the relationship between and among education, social stratification and social change.
4. Understand the role of education in the context of National Development.
5. Understand the role of education in the modernization process of the society.
6. Understand the role of education in futurological perspective.
7. Appreciate the issues and problems of Indian Educational system, and
8. Understand the professional role of teachers.

#### **Course Outline**

##### **Unit I: Education and Society**

**6 Hours**

- Concept of Emerging Society
- Relationship between education and society
- Education, Social Stratification and Social Change.

##### **Unit II: Education and Development and Modernization**

**10 Hours**

1. Education and Development
  - Development as multidimensional concept;
  - Education, Investment and Economic growth;
  - Role of Education in National Development.
2. Education and Modernization
  - Meaning and definition of modernization
  - Technological transformation and modernization
  - Social transformation and modernization
  - Role of Education in the modernization process.
3. Education in Futurological perspective
  - Content essential to nurture National Identity

##### **Unit III: Issue in Indian Education and Teacher's Role therein -**

**10 Hours**

1. Equalization of educational opportunities (SC, ST, Wome in, Handicapped and other socially and economically disadvantaged sections of the society).
2. Universalization of Elementary Education (Formal, Non-formal, open learning and other modes).

3. Educational Wastage and Stagnation.
4. Gender issues in education (curriculum and its transaction)
5. Student activism.

**Unit IV: Issue in Indian Education and Teacher's Role therein - II** **10 Hours**

1. Curriculum for National and Emotional integration and International Understanding and Peace.
2. Vocationalization of education and work centered education.
3. Population education.
4. Value education.
5. Environmental education.

**Unit V: Teacher as a Professional in the Society** **9 Hours**

1. Position of Teacher in the contemporary Indian Society.
2. Professional ethics of a teacher.
3. Teachers' Professional Associations.
4. Teacher as an agent of change and continuity.

**Activities:**

1. Preparation of Assignment
2. Analysis of different reports of various Educational commissions and committees.
3. List out different professional associations available in your subject for teachers.
4. Prepare a code of conduct for teaching profession

**Mode of Transaction:**

Lecture, Lecture cum Discussion

***References:***

1. Bhatia, K., and Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Dobaba House.
2. Bhattacharya, S. (2006). *Sociological Foundation Of Education*: Atlantic Publishers. New Delhi
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4. Fagerling, I., and Saha, L. J.O. (1989). *Education and National Development (2nd Ed.)*. England: Pergamon Press.
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10. Rao, D. B. (1996). *Globals Perception on Peace Education, Vol. I, II & III*. New Delhi: Discovery Publishing House.
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14. Singh, Y. K. (2005). *Education in Emerging Indian Society*. New Delhi: APH Publishing.
15. Thakur, A. S., and Berwal, S. (2007). *Education in Emerging Indian Society*. New Delhi: National Publishing House.
16. Toffler, A. (1971). *Future Shock*. London: Hazell Watron and Viney Ltd.

## **EEA 1204: Information and Communication Technologies in Education**

### ***Objectives:***

1. To create awareness about the use of Information and Communication Technologies (ICT) in Education.
2. To familiarize with fundamentals of ICT.
3. To acquire knowledge of computer languages and software packages for education.
4. To develop programming skills in computer languages for education.
5. To develop skills in utilization of different software packages in education.
6. To develop skills in utilizing Intranet and Internet.
7. To utilize ICT for solving educational problems.

### **Course Content:**

#### **Unit 1: ICT in Education**

***7 Hours***

- Concept of ICT
- Importance and Scope of ICT in Education
- Different forms of ICT

#### **Unit 2: Introduction to computers**

***10 Hours***

Hardware, software, Peripherals, Operating Systems, Classification of computers, Algorithm, flow-charts and Programming languages , Creating Folders, File Management, Use of Windows Explorer.

**Unit 3: *Application Software***

**10 Hours**

- Word Processors - Starting the word processor, creating and saving a document, opening an existing file, Word Art, Mail Merge, Printing documents.
- Spreadsheets - Creating and saving spreadsheet, opening an existing sheet, editing, formatting numbers, using formulae and functions, preparation of charts, formatting the worksheets, printing of sheets and charts.
- Presentation - Preparing slides through Power-point, creating and saving a presentation, opening an existing presentation, editing, formatting, preparation of tables, inserting files, importing and exporting files, Word Art, displaying the presentation.

**Unit 4: *Using Educational Software***

**10 Hours**

Familiarizing with existing social learning and Educational software, Multimedia, Steps in Development of Educational software, Developing digital lesson plan, Using educational software for Instruction based on techno-pedagogy

**Unit 5 : *Internet and Intranet***

**8Hours**

Internet Tools, e-mail, file transfer protocol (FTP), Telnet Browsers (text, graphics), downloading of HTML and pdf (Portable document Format) files, concept of Web Design.

**Activities:**

1. Presentation - Preparing slides through Power-point, creating and saving a presentation, opening and exiting presentation, editing, formatting, preparation of tables, inserting files, importing and exporting files, Word Art, displaying the presentation.
2. Internet Surfing
3. Practical Assignment presentation
4. Programming demonstration

**Mode of Transaction:**

Lecture, Lecture cum Demonstration, Discussion, Practical, Assignments

***References:***

- [1] CASE (2000), Emerging Technologies in Education, the M. S. University of Baroda Press.
- [2] Comer D.E., (1997), The Internet Book, New Delhi : Prentice Hall of India.

- [3] Desai B.C., (2000), *An Introduction to Database Systems*, New Delhi : Galgotia Publication.
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- [8] Passi, B. K. et al. (1996). *Time Space Personnel Management System*. Agra: National Psychological Corporation.
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- [14] [www.funlurn.com](http://www.funlurn.com)
- [15] [www.netfundu.com](http://www.netfundu.com)
- [16] [www.teachervision.com](http://www.teachervision.com)

## **B. SPECIAL FIELD COURSE/ELECTIVE COURSES**

### **EEA 1210 Better School Examination**

#### ***Objectives :***

1. To create in the student teachers an awareness regarding the need for improving the present day examination.
2. To introduce the student teachers to the scientific methods of designing better school examination.
3. To enable them to construct and score good essay type questions, short answer questions and objective type questions.
4. To develop in them an understanding of the concepts of Validity, Reliability, Objectivity & Usability of a test and developing the skill of computing reliability :  
1. test-retest and 2. split-half.
5. To equip them with skills in statistical analysis and interpretation of school examination results

#### **Course outline:**

#### **Unit I: Examination of Present Day Examination & Examination Reforms**

***10 Hours***

- Internal Assessment and Continuous Evaluation
- Semester System
- Grading System
- Question Bank
- Open book examination

#### **Unit II: Qualities of a good test**

***8 Hours***

- Validity
- Reliability
- Objectivity and
- Usability
- Computations of reliability for test-retest and split-half

#### **Unit III: Construction & Scoring of**

***6 Hours***

- Essay type
- Short answer type
- Objective type test items

#### **Unit IV: Item Analysis**

***12 Hours***



- Estimation of difficulty index
- Estimation of discriminating index
- Judging effectiveness of distractors

### **Unit V: Statistical Concepts**

**9 Hours**

- Measures of central tendency
- Measures of variability
- Graphical representation of scores.
- Normal probability curve

#### **Activities:**

1. Preparation of a unit test (containing objective test items and short answer type) in one of the special method subjects.
2. Preparation of a Blue Print for the test.
3. Administration of the unit test in the school.
4. Summarisation of the test results as under:
  - a. Determining the difficulty value and the discriminating value of each test item.
  - b. Judging the effectiveness of the choices or distractors of multiple choice test items.
  - c. Calculating the Range, Mean and Standard deviation from the test scores by the short method and general interpretation of the test scores.
  - d. Drawing a Histogram and a frequency polygon.
  - e. Preparation of the Report of the Practical Work.

#### **Mode of Transaction:**

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

#### **References:**

- [1] Cheels, W. J. M., and Karves, M. R. (1950). *Measuring Educational Achievement*. New York, London: McGraw Hill, Book Company Inc.
- [2] Desai, D. M. and Patel, B. V. (1966). *Essentials of Educational Measurement and Evaluation for Teachers*. Ahmedabad: A.R. Sheth Company (Gujarati Book).
- [3] Donald, L. B., and Earnest, L. L. (1975). *Measurement and Evaluation in the Schools*. Houghton Mifflin Co.
- [4] Feast, E. J. (1958). *Constructing Evaluation Instruments*. New York: London, Longmans Green and Co.
- [5] Garrett, H. E. (1962). *Statistics in Psychology and Education*. Allied Pacific Private Limited, Bombay, 1962.
- [6] Gerberich, J. R. (1956). *Specimen Objective Test Items*. New York: London, Longmans, Green & Co.

- [7] Green, J. A. (1963). *Teacher Made Tests*. New York: Harper and Row.
- [8] Gronlund, N. E. (1967). *Measurement and Evaluation in Teaching*. N.Y.: Macmillan and Co.
- [9] Gronlund, N. E. (1968). *Constructing Achievement Tests*. N.J.: Prentice Hall, Inc. Englewood Cliffs.
- [10] Harper and Harper (2004). *Preparing Objective Examinations*. PHI.
- [11] Marshall, J. C. and Hales, L. W. (1971). *Classroom Test Construction*.
- [12] Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. New Delhi-1: New Raj Book Depot.
- [13] Travers, R. M. W. (1950). *How to Make Achievement Tests*. New York: The Odyssey Press..
- [14] Wrightstone, J. W., Justman, J. and Robbins, I. (1964). *Evaluation in Modern Education*. New Delhi-1: Eurasia Publishing House Ltd.

## **EEA 1211 Educational and Vocational Guidance**

### ***Objectives:***

1. To develop a basic understanding for the need of guidance, meaning of guidance and its relation to education.
2. To give an understanding of three basic types of guidance viz. educational, vocational and personal.
3. To understand basic organisation of guidance, and its co-operative nature.
4. To get an idea of psychological measurement in guidance and its utility.
5. To know different methods of disseminating occupational information.

### ***Course Outline:***

#### **Unit I: Some Basic considerations 9 Hour**

- a. Misconceptions of Guidance
- b. The need for Guidance
- c. The basic assumptions of Guidance
- d. Meaning, nature and scope of Guidance
- e. Definitions of Guidance.

#### **Unit II: *Types of Guidance at Elementary, Secondary and Higher Secondary Level* 10 Hours**

- a. Educational Guidance (Meaning, Definition & Scope)
- b. Vocational Guidance (Meaning, Definition & Scope)
- c. Personal Guidance (Meaning, Definition & Scope).

#### **Unit III: *Total Guidance Programme - 5 services* 9 Hours**

- a. Individual Inventory Service
- b. Information Service
- c. Counselling Service
- d. Placement Service
- e. Follow-up Service.

**Unit IV: *Essential requisites for introducing Guidance Services in Secondary Schools.***

**9 Hours**

- a. Status of guidance and counselling in current Indian schools
- b. Requisites to set up a guidance unit in a school
- c. Specific Services
- d. Characteristic of Guidance Programme
- e. Career talk-conference

**Unit V: Role and qualities of different personale involved in guidance process**

**8 Hours**

- a. Role Perception of Teachers, counselors, parents, school administrators
- b. Qualities of Teachers and Guidance Personnel.

**Activities:**

1. Visits to different institutions dealing with guidance services like 'Marg', University Employment and Information Centre, etc.
2. Case study of any student who needs any of guidance.
3. To visit a school, having guidance services.
4. To interview various guidance counsellor.
5. Guest lecture of guidance person.
6. Psychological Testing in school.
7. Role play - identifying the skills of a counsellor.

**Mode of Transaction:**

- Lecture Method
- Discussion
- Seminar
- Group Activities

***References:***

- [1] Baski, B. G. & Mukhopadhyay, B. : Guidance and counselling - A Manual.
- [2] Bhatt , G. P., and Bhavsar, S. J. *Principles of Guidance* - N.Y.: McGraw Hill Book Comp.
- [3] Jones, A. J. *Principles of Guidance*. N.Y.: McGraw Hill Book Comp.

- [4] Kochher, S. K. *Educational and Vocational Guidance in Secondary Schools*. New Delhi – 16: Sterling Publisher (Pvt.) Ltd.
- [5] Parikh, J., and Bhatt, D. *dpN®]i@L\$ iehlpf dudp-ip - A\_X\$ p âL\$pi\_ - Ad] \$php] \$*.
- [6] Shah, B. S. *iehkpreL\$ A\_j i¥nZuL\$ dpN®]i@\_*.
- [7] Vashist, S. R. (1993). *Perspectives in Educational and Vocational Guidance. Vol. 1 to 5*. New Delhi: Anmol Publications Pvt. Ltd.

## **EEA 1212: Value Education**

### **Objectives:**

1. To orient student teachers to human values and value education.
2. To orient student teachers to theories of value development and methods of developing values among students.
3. To orient student teachers to develop tools to evaluate values.
4. To enable student teachers to organize activities and develop curriculum for developing values of students.

### **Course Outline:**

#### **Unit I:**

**9 Hours**

- Meaning, definition and nature of values; Characteristics of Values; Difference between desired and undesired- position of values; Distinction between desired and desirable; Meaning of morality and spirituality; Distinction between value, morals, spirituality and religion.
- Classification of values: Personal, social, national, eternal values; Extrinsic and intrinsic values; Hierarchy of values; domains of values.

#### **Unit II:**

**9 Hours**

Theories of Value Development: Social learning theory, Psychoanalytic theory and Cognitive Development Theory.

#### **Unit III:**

**9 Hours**

Value Education: Meaning, objectives and need; Philosophical and Sociological Basis of Value Education; Value education for secondary school children; Need for moral and spiritual education; Role of school in imparting value Education.

#### **Unit IV:**

**9 Hours**

Methods, Approaches and Strategies of value development: Stages of Value Development, Conventional methods, Integrated approach, value clarifying strategies,

and models of value education, Development of morality and spirituality, Role of teachers in Value Development.

**Unit V:**

**9 Hours**

Evaluation of values: Need for evaluating values, methods of evaluation of values- Value Tests, Value Perception Scale, Observation and anecdotes.

**Activities:**

1. Preparation of value dilemma/situations for creating value conflict.
2. Participation in any one of the following:
  - Role playing
  - socio drama
  - co-operating with children
  - working with plants
3. Preparation of tools to measure values
  - Value tests
  - Value perception scale
4. Observation of behaviours of other person and evaluation of his/her values.

**Mode of Transaction:**

Lecture, lecture cum Discussion

***References:***

- [1] Frankel, J. R. (1977). *How to Teach Values: An Analytical Approach*. New Jersey: Prentice Hall
- [2] Goyal, B. R. (1979). Documents on social, moral & spiritual values in Education. New Delhi: NCERT.
- [3] Hersh, R. H., Miller, J. P., and Fielding, G. D. (1988). *Models of Moral Education*. New York: An Appraisal, Longman Inc.
- [4] Passi, B. K., and Singh, P. (1991). *Value Education*. Agra: National Psychological Corporation.
- [5] Rokeach, M. (1973). *The Nature of Human Values*. London: Collier MacMillan Publishers.
- [6] Singh, L. C. (Ed.). (1990). *Teacher Education in India, A Resource Book*. New Delhi: NCERT.
- [7] Venkataiah, N. (1998). *Value Education- An Overview in Value Education*. New Delhi: APH Publishing Corporation.

# **EEA 1213: Institutional Planning and Advanced School Administration**

## ***Objectives:***

1. To develop an understanding of the fundamentals of School Administration.
2. To create in the students awareness about the need and importance of institutional planning.
3. To develop an understanding of various theories of administration.
4. To acquaint the student teachers with the modern concepts in school administration.
5. To familiarise the students about the relationship between school administration and governmental and non-governmental agencies.

## **Course Outline:**

### **Unit I: School Administration**

***6 Hours***

1. Meaning of School Administration
2. Scope of School Administration
3. Characteristics of Successful School Administration

### **Unit II: Evolution of Administration Thought**

***12 Hours***

1. Scientific Management : F.W Taylor
2. Bureaucratic Management : Max Weber
3. Human Relations and Human Resource View
4. Contingency Approach

### **Unit III: Components of School Administration**

***12 Hours***

1. Principal : Roles and Responsibilities
2. Parent Teachers Association: Importance, Objectives and Organisation of PTA
3. School Time Table : Types, Guidelines for Preparation
4. School Records: Types and Its Importance

### **Unit IV: Institutional Planning**

***10 Hours***

1. Meaning of Institutional Planning
2. Need and Importance of Institutional Planning
3. Characteristics of an Institutional Plan
4. Steps in Institutional Planning
5. Types of Institutional Plan.

### **Unit V: Co-Curricular Activities**

***5 Hours***

1. Need and Importance
2. Organisation of Co-curricular Activities

**Activities:**

1. Observe the school principal during your practice teaching session and list out the various administrative functions he/she carries out to run the school.
2. Visit D.E.O.'s Office and write a brief report of his/her role in relation to the schools.
3. Draw out a plan of the school building in your area and write a critical report.
4. In consultation with the principal and teachers of a school, prepare an institutional plan.

**Mode of Transaction:**

Lecture, Discussion, Case study, Activity, Project work

***References:***

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

## **EEA 1214: Yoga Education**

### ***Objectives:***

1. To develop all-round physical growth.
2. To develop concentration of mind.
3. To establish a perfect co-ordination and harmony between the body and the mind.
4. To develop the latent and hidden mental potentialities by practical training in yogasanas and meditation techniques.
5. Students will learn some meditational practices and techniques.
6. To develop inner strength against the stresses and strains.
7. To develop the balanced human personality.
8. To know the purification techniques of the body.
9. To maintain a healthy condition of the body and to bring about a rhythm in its functioning.
10. To maintain a balance and rhythm in the flow of the 'panas'.

### **Course Outline:**

#### **Unit I:**

***6 Hours***

1. Ancient Indian systems of philosophy.
2. Background of the Yoga-as a system of Indian Philosophy, origin, growth and development.

#### **Unit II:**

***12 Hours***

1. Definition of Yoga and its various interpretations as mentioned in Bhagvadgita and Yogasutras.

#### **Unit III:**

***6 Hours***

1. Different kinds of Yogas - Bhakti, Dnyana, Karma, Hatha and Rajayoga.

#### **Unit IV:**

***12 Hours***

Utilitarian value of yoga in modern age: Physical Health, Mental Health, Emotional Stability and Sociability

#### **Unit V:**

***15 Hours***

Curative aspect of yogasanas - Diseases and remedies : Postures with standing position, sitting position, lying positions and pranayama.

### **Activities:**

1. Yoga exercises- main 32 yogasanas and postures
2. Six kinds of Pranayamas



3. meditational techniques
4. Preparation of teaching aids and charts
5. Field trips and visits to various Yoga Ashramas and Camps.

**Mode of Transaction:**

- Lecture, lecture cum Discussion
- Demonstrations

***References:***

- [1] Swami Shivananda Yoga Asanas : Divine Life Society, 1972.
- [2] Hatha Yoga Pradipika
- [3] Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- [4] Yoga Sutras - Patanjali Maharashi.
- [5] Syllabus as given by NCERT.

**EEA 1215 Health Education**

***Objective:***

1. To provide general health awareness to teacher trainees.
2. To develop nutritional awareness among teacher trainees.
3. To develop health and positive attitude towards exercise and health.
4. To provide knowledge regarding structure and functions of human body and principles of first aid.
5. To provide practical knowledge regarding the different types of first aid and equipment in the treatment of common physical problems.
6. To provide knowledge concerning prevention of general diseases.
7. To provide knowledge about diseases such as A I D S.
8. To provide psychological approaches for better health.

**Course Outline:**

**Unit I: General Health Awareness**

**8 Hours**

1. The concept of health, significance and importance
2. Medical Literacy
3. Certain activities to maintain good health and environment in good order.

**Unit II: Nutritional Education**

**9 Hours**

1. Nutrition education - its importance in building body and human metabolism.  
Nutritional Deficiencies - its related diseases.
2. Measures to improve health.

**Unit III: Psychological approaches to better health****9 Hours**

1. Importance of exercise in maintaining good health Physical and Mental exercises.
2. Relation between exercise, stages of development and harmonious growth and development. Functions of endocrine glands in growth and development.

**Unit IV: First Aid - Principles and Uses****9 Hours**

1. Structure and function of human body and principles of First Aid.
2. First Aid equipment.
3. Fractures - causes - symptoms.
4. Treatment of individual fractures Haemorrhage - First Aid Treatment, Respiration - Natural and Artificial Carriage of sick and wounded unconsciousness, Causes of Heat Stroke.
5. General diseases affecting in the local area and measures to prevent them.

**Unit V: Preventive Education against diseases****10 Hours**

1. A I D S contagious diseases, epidemics - symptoms and nature of transmission.
2. Awareness regarding the diseases and preventive measures to be taken.

**Activities:**

1. Preparation of nutrition deficiencies chart and remedies.
2. Physical and Mental exercises (meditation, change of activity developing concentration etc.)
3. First Aid equipment.
4. Types of fractures and treatment of individual fractures.
5. Respiration - Natural and Artificial.
6. Preparation of posters and charts concerning prevention of diseases such as A I D S, contagious diseases, epidemics etc.
7. Prepare an inventory on myths on exercise
8. Preparing Health Games
9. Preparing chart on hormones
10. Make an inventory of energy rich food (locally available) indicating its health value.
11. Make an inventory of artificial food and provide critical observations from health point of view.
12. Role of Bio-polymers (e.g. D.N.A.) in health of child.
13. Home remedies as health care.
14. Medicinal plants and child health.
15. Strategies for positive thinking and motivation.
16. Prepare Eye Care Schedule.
17. Prepare an inventory of myths about eye.

18. Prevention of drug abuse in schools.

The practical work could be increased in number or changed considering the facilities available and the situational changes warranted or as decided by the teacher.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

***References:***

- [1] Devdas, P., and Rajamal. *Some facets of Nutrition. Instructional Material for Home Science Students and Teacher Trainees, Faculty of Education, S.S.S. I.H.L. white field campus, Bangalore and Home Science. Association of India.*
- [2] Fernandes, R. (1984-85). Health System in India. *Bulletin of Sciences, I.I.Sc.* Dec-Jan. 1984-85, PP. 46-47.
- [3] Herick, V. (1976). European Models of Teacher Education in Developing Countries. In Lomax E. Donald (1976), *European Perspectives in Teacher Education.* London: John Wiley and Inc., p.p. 194-195.
- [4] Human Development Report. (1994). *United Nations Development Programme (U.N.D.P.).* New Delhi: Oxford University Press Inc.
- [5] Parul, and Nitam, R. (1996) New Imperatives of Health Psychology. *Everyman's Science*, Vol. XXXI, No. 1, p-p. 15-19.
- [6] Pathak, Y. (1994). Nutrition Research from Laboratory to Homes. *Everyman's Science*, Vol. XXIX. No. 1, pp. 6-9.
- [7] Stone G. C. et. al. (1987). *Health Psychology : A Discipline and a Profession.* Chicago: The University of Chicago Press.

**EEA 1216: Education for Leadership and Motivation**

***Objectives:***

1. To orient the teacher-trainees for Motivation and Leadership.
2. To help the teacher trainees to understand the concept of motivation and leadership.
3. To acquaint the teacher trainees with the ways of acquiring personality motives in individuals.
4. To enable the teacher trainees to know various psychological inputs for developing concern for excellence in pupils in classrooms.
5. To inculcate in the teacher trainees certain skills to develop motivation and leadership in classrooms.

**Course Outline:**

**Unit I: Understanding Human Motivation**

***10 Hours***

1. Basic Needs: Biological, Psychological

- i Concept and process of motivation
2. Human Motivation
  - ii Maslow's hierarchy of Needs
    - The Physiological Needs
    - The Safety Needs
    - The Belongingness and Love Needs
    - The Esteem Needs
    - The Needs for Self Actualization
  - iii Fredrick Herzberg's Two factor Theory - Hygiene Model

**Unit II: Type of Motives**

**2 Hours**

- Concept and definition
  - Motive process
  - Personality and Models of motives
- The concept of concern for Excellence.

**Unit III: Motive Acquisition in Individuals**

**11 Hours**

1. Other influence: reference group literature, feed back and interaction with parents, parents' attitude towards child rearing practices, family condition, caste, community and environment and social influence.
2. Text book or literature analysis.

**Unit IV: *Inputs for developing concern for excellence***

**10 Hours**

1. Incentive treatment: Pyramid of Incentives
2. Developing supportive climate treatment: Development of in-group feeling, group activities, sitting arrangement.
3. Curriculum Inputs : ring-toss, match-stick, block building, dot game, spelling, boat-making, word association, school teacher, stories-Hellen Keller, case studies-self studies, interview-interaction, fantasy self expression, role play, Who Am I ? GS-GO, GDS, GOAL SETTING.

**Unit V: Education for Leadership**

**12 Hours**

1. Concept of leadership: Meaning, definition, differentiating Leaders and Managers
2. Leadership styles: Autocratic, democratic, Lassiez-faire & paternal
3. Leadership traits and qualities: dependable - responsible, flexible, intelligent, visionary, creative and innovative, mentally & physically healthy, courage of conviction, self-disciplined, disciplined, problem solver, initiative, integrity
4. Leadership and Motivation.

**Activities:**

1. Finding out components of n-ach from Text-book or literature.
2. Observation of characteristics of high n-Ach. Personalities and their leadership qualities.
3. Composing achievement theme oriented stories of great leaders in various fields.
4. Observation of child rearing practices, family influences.
5. Observation and analysis of teacher-pupil behaviour in class rooms to understand classroom climate (flander's categories).
6. Talks and discussions on:
  - Self-appraisal of one's own motive and works, thoughts about success and failures.
  - Development of personality and achievement.
  - Ideal life, I better than I, towards unifying philosophy of life, more excellence and faith in one's own beliefs.
  - Perceiving self, role perception and conflict resolution, own job situation, problems and possibilities in achievement terms, records.
  - Writing auto-biography to make future plans.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

***References:***

- [1] Campbell, E. et al. (1962). *Introduction to Educational Administration*. Boston: Allan and Bacon Inc.
- [2] Craig, M. W. (1995). *Dynamics of leadership*. Bombay: Jaico Publishing House.
- [3] Davar, R. L., Davar, S. R. et al. (1982). *The Management Process*. Bombay: Progressive Corporation Pvt. Ltd.
- [4] Deota, N. P. (2012). *Effective Leadership Qualities*. Germany: Lap Lambert Academic Publishing.
- [5] Deota, N. P. (2012). *Kaleidoscopic Views on Education*. Germany: Lap Lambert Academic Publishing.
- [6] Desai and Amita. (1979). *Studies in Achievement Motivation*. Vadodara: CASE, MSU.
- [7] Desai and others. (1980). *Researches on class-room*. Vadodara: CASE, MSU, pp. 80-111.
- [8] Kast and Rosenzweig J. E. (1985). *Organization and management (fourth edition)*. New York: McGraw Hill Book Company.
- [9] Mathew M. J. (1993). *Organizational theory and behaviour*. Jaipur: R.B.S.A. Pub.
- [10] Sudha, G. S. (1996). *Organizational behaviour (A Psychological framework)* Jaipur: National Publishing House.

## **EEA 1217: Educational Technology**

### ***Objectives:***

1. To acquaint learners with the basic concept of Educational Technology.
2. To develop the concept of communication.
3. To develop the concept of Mass Media, Multimedia and Distance Education.
4. To train learners in designing, developing and using software.
5. To develop competencies in using media in Instruction.

### **Course Outline:**

#### **Unit I: Educational Technology *5 hours***

1. Nature and Scope
2. Hardware - Software and System Approach.

#### **Unit II: Communication *7 hours***

1. Meaning
2. Types of Communication
3. Effective classroom communication
4. Factors affecting classroom communication
5. Models of Communication.

#### **Unit III: Educational Media *10 hours***

1. Concept of Media,
2. Mass Media,
3. Multimedia,
4. Distance Education
5. Educational Radio and
6. Educational Television
7. Social Networking

#### **Unit IV: Individualized Instruction *8 hours***

1. Programmed Learning,
2. Instructional Modules
3. Meaning and Development

#### **Unit V: Audio-Video Equipments *15 hours***

Structure, Use and limitations of different gadgets

1. Over Head Projector (OHP)
2. Slide Projector
3. Audio Tape/Cassette Recorder,

4. Videotape Recorder,
5. Close Circuit Television (CCTV)
6. Multimedia Projector
7. Internet
8. Upcoming technology like, M-learning, Smart-boards .....

**Activities:**

1. Handling of Projectors
2. Preparation and utilisation of different teaching material like - transparencies, slide, Audio scripting, Video Scripting.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

***References:***

- [1] Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods*. New York: Mcraw Hill Book Company.
- [2] Dececoo, J. P. (1964). *Educational Technology : Readings in Programmed Instruction*. London: Holt, Rinehart & Winston.
- [3] Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers.
- [4] Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation.
- [5] Sahoo, P. K. (1994). *Open Learning system*. New Delhi: Uppal Publishing House.
- [6] Sampath, K. (1982). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- [7] Sharma, A. R. (1985). *Educational Technology*. Agra: Vinod Pustak Mandir.
- [8] Sharma, R. A. (1986). *Educational Technology*. Meerut: International Publishing House.

**EEA 1218 : Environmental Education**

***Objectives:***

1. To develop awareness and concern for environmental issues.
2. To acquaint students with the concept, objectives and importance of EE.
3. To introduce multi-disciplinary approach to environmental problems.
4. To acquaint how to design, develop & implement strategies for EE.
5. To acquaint the students with the different methods & techniques of teaching EE.
6. To inculcate environment friendly values through EE.

## **Course Outline:**

### **Unit I: Environmental Education: Basic Concepts**

***16 Hours***

1. Meaning
2. Definition
3. Objectives
4. Importance of EE
5. Ecosystem
6. Biotic
7. Abiotic
8. Inter-relationship

### **Factors Affecting Environment**

1. Pollution - Air, Water, Soil, Noise.
2. Acid Rain
3. Green House Effect
4. Extinction of Species
5. Soil Erosion
6. Energy Crisis

### **Unit II: Curriculum for EE**

***6 Hours***

1. Designing, Developing Strategies for EE
2. Evaluation of EE resources, materials.

### **Unit III: Use of Media, Technology**

***5 Hours***

- Role of NGOs.

### **Unit IV: Methods and Techniques of Teaching EE**

***10 Hours***

1. Field Trips
2. Role Play
3. Poster Presentation
4. Quiz
5. Debate
6. Projects

### **Unit V: Value Development through EE**

***8 Hours***

1. Practical Work
2. Text Book Evaluation
3. Field Trip
4. Visit to Nature Park, Industry Polluted Areas, etc.



### **Activities:**

1. Visit to polluted sites and preparation of report.
2. Interviewing people and reporting the inconveniences due to any of the Environmental Problems.
3. To study innovations done by VMC to improve the Environment of Vadodara.
4. To study the implementation of Environmental Education Programmes.
5. To prepare models and exhibits for general awareness of public regarding environmental hazards.
6. To prepare a program for environmental awareness and to conduct the same with school children.
7. To visit industries and study alternative strategies of Environmental Management.
8. To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
9. To prepare quizzes and games on environmental issues.
10. To study the contribution of NGOs in improving the environment of the City.

### **Mode of Transaction:**

Lecture, Discussion, Field visit, Games, Projects, Quiz, Assignments.

### ***References:***

- [1] Garg, B., and Tiwana (1995). *Environmental Pollution and Protection*. New Delhi: Deep & Deep Publications.
- [2] Sharma, R. C. (1981). *Environmental Education*. New Delhi: Metropolitan.
- [3] Trivedi, M. M., and Pathak, Y. P. (1994). *Manav ane Paryavaran: Bhaugolik Parikpekshma*. Ahmedabad: University Granth Nirman Board, Gujarat State.
- [4] UNESCO. *Environmental Education*. In the light of the Tbilisi Conference, UNESCO.

## **EEA 1219: Curriculum Development**

### ***Objectives:***

1. To enable the students to understand the concepts and approaches to curriculum development.
2. To enable the students to understand the bases and determinants of curriculum.
3. To acquaint the students with the Indian context of curriculum development.
4. To enable the students to examine the significant problems and issues of curriculum development.
5. To acquaint the students with the different aspects of curriculum implementation at school.
6. To acquaint the students with the concept of process of curriculum evaluation.
7. To enable the students to understand how curriculum improvement can be brought through innovation and change.

## **Course Outline:**

### **Unit I: Meaning, concept and approaches to Curriculum Development**      *6 Hours*

1. Definition of curriculum
2. Determinants of curriculum
3. Curriculum Development as Educational Engineering
4. Principles of Curriculum Development

### **Unit II: Curriculum Development in the Indian Context**      *12 Hours*

1. Learner in the stratified and multi cultural society
2. Views of different Commissions regarding Curriculum Development
3. University Education Commission
4. Secondary Education Commission 1952-53
5. Education Commission 1964-66
6. National Policy on Education 1968
7. National Policy on Education 1986
8. Programme of Action (1987)
9. Curriculum for School Education NCERT (1988-89)
10. Revised National Policy of Education (1992)
11. National Curriculum Framework (2000)
12. National Curriculum Framework (2005)

### **Unit III: Certain issues and problems in Curriculum Development**      *9 Hours*

1. Educational Objectives, individual and society oriented.
2. Scope for development of creativity of the learner in the curriculum.
3. Stages of development of the learner-implication of Piaget's and Bruner's views on Curriculum Development.

### **Unit IV: Curriculum Implementation**      *9 Hours*

1. Curriculum team and its functions, leadership roles within the team.
2. Change in skills, understanding, attitude, beliefs and use of resources.
3. Co-ordination of curriculum administration at local, state and national levels.
4. Tools of implementation. Hand-book for teachers, textbooks, Instructional Materials, Methods and Techniques.
5. Role of Panchayat in curriculum.

### **Unit V: Curriculum Evaluation and Improvement through change of Innovation**      *9 Hours*

1. Formative and Summative Evaluation
2. Evaluating the Educational Programme
3. Evaluation of skills, understanding, attitude, beliefs and use of resources etc.
4. Teacher as a change agent

5. Integration of curriculum improvement activities of teacher training.

**Activities:**

1. Identify and list the recommendations made by various commissions and committees; (i) On elementary education (ii) SUPW or work experience (iii) Secondary Education and (iv) Higher Secondary Education.
2. Visit an educational institution of your choice, observe and list the functions of curriculum team.
3. Prepare some curricular activities in your subject area for : (i) elementary students (ii) secondary students (iii) higher secondary students-other than that prescribed in text-book.
4. Develop criteria for developing a curricular material of your choice (Text book, Work book, Journal, Manual, Reference Book etc.)
5. List the aspects you would consider for evaluating a curricular material.
6. Develop a few activities to integrate into curriculum at school level.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

***References:***

- [1] Bruner, J. S. (1961). *The Process of Education*. Cambridge Massachussetts: Harvard University Press.
- [2] Education Commission (1964-66).
- [3] Frymier, J. et al. (1973). *A School for Tomorrow*. Berkeley, California: Mc Cutuchan Publishing Corporation.
- [4] Galen, S., and William, A. H. (1974). *Planning Curriculum for Schools*. New York: Rinehart & Winson Inc.
- [5] Hilda, T. (1962). *Curriculum development: Theory & Practice*. New York: Harcourt Brace, Jovanovich Inc.
- [6] Iswarbhai Patel Committee (1977).
- [7] National Policy on Education, 1986.
- [8] NCTE National Curriculum Framework for Teacher Education (2009)
- [9] NCTE. 1996 (Discussion document).
- [10] NCTE. Curriculum Framework 1978, 1988.
- [11] Programe of Action, 1987.
- [12] Ralph W. T. (1947). *Basic Principles of Curriculum and Instruction*. Chicago: Chicago University Press.
- [13] Report of Secondary Education Commission (1952-53).
- [14] Revised National Policy on Education, 1992.
- [15] Syllabi for Primary and Secondary level, prepared by N.C.E.R.T.

## **EEA 1220: Special Education**

### ***Objectives:***

1. Students will be familiar with the concept of Special Education with special reference to Indian Context.
2. Students will understand the nature and needs of different categories of disabled children.
3. Students will be able to understand the National Policy with respect to the disabled and analyze it critically.
4. Students will understand the concept of main streaming, Special Education and Inclusion.
5. Students will be able to examine the status of inclusion in India critically.
6. Students will be able to analyze the role of parents, teachers (Special Schools and Regular Schools), community, Peers, Principals, etc.
7. Students will be able to comprehend and apply the special techniques of teaching the disabled and evaluating.
8. Students will be able to critically think on issues of special Education.

### ***Course Outline:***

#### **Unit I:**

***4 Hours***

- (i) *Concept of Special Education in Emerging Indian Society*
- (ii) *National Policy with reference to disabled*

#### **Unit II: Nature and needs of the individuals having disabilities**

***15 Hours***

1. Hearing impaired
2. Visual impaired
3. Orthopedic impaired
4. Mentally impaired
5. Learning disabled.

#### **Unit III: Concept of Special School, Main Streaming and inclusion**

***8 Hours***

1. History
2. Concept
3. Different Ways
4. Steps
5. Role of the parent, community, peers, resource person and teacher.

#### **Unit IV: Use of community resources for Education of children with special needs.**

***8 Hours***

#### **Unit V: Issues in special Education**

***10 Hours***

1. Early detection of disability
2. Parental attitude
3. Community awareness
4. Special School versus integrated school
5. Rehabilitation of disabilities.

**Activities:**

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

**Mode of Transaction:**

Lecture, Discussion, Role Play, Film Show,

***References:***

- [1] Fimian, M. J., Fafard, M., and Howell, K. W. *A Teacher's guide to Human Resources in Special Education : Para Professionals, Volunteers, and peer tutors*. Boston: Allyn and Bacon, Inc.
- [2] Furth, H. (1964). *Thinking without Language*. New York: Free Press.
- [3] Hallahan, D. P., and Kauffman, J. K. (1988). *Exceptional Children: Introduction to special Education*. N.J.: Englewood Cliffs.
- [4] Jangira, N. K. (1986). *Special Education Scenario in Britain and India*. Gurgaon: The Academic Press.
- [5] Kothari, R. G, and Mistry, H. S. (2011). *Problems of students and Teachers of the special schools- A study of Gujarat state*. Germany: VDM Publication.
- [6] Meadow, K. P. (1980). *Deafness and child development*. Berkley, C.A.: University of California Press.
- [7] Oza, D. J., and, Ronak, R. P. (2011). *Management of behavioural problems of children with mental retardation*. Germany: VDM publication.
- [8] Reed, M. (1984). *Educating Hearing Impaired Children*. Milton Keynes: Open University Press.

- [9] Sharma, P. L. (1988). *A Teacher's Handbook on Integrated Education of the Disabled*. New Delhi: NCERT.
- [10] Voluntary Health Association of India. *Disabled 'Village Children' - A Guide for Community Health Workers, Rehabilitation Workers, and Families*.
- [11] Wood. *Main Streaming*.

## **EEA 1221: Humanistic Education**

### ***Objectives:***

#### **Teacher Trainees will:**

1. Understand the meaning of humanistic education.
2. Know what is meant by facilitation of learning.
3. Understand some of the characteristics of learning in a humanistic paradigm of education.
4. Know characteristics of a facilitator of learning.
5. Develop some facilitative/growth enhancing attitudes and be able to communicate them in their interactions with students.
6. Know the possible impact of providing facilitative attitudes on students.

### ***Course Outline:***

#### **Unit I:**

***6 Hours***

The concept and meaning of humanistic education. The meaning of humanism. The meaning of humanistic psychology. The image of man in humanistic psychology in contrast to that in behaviouristic and psychoanalytic psychologies and the corresponding educational practices. Meaning of humanistic education, Kirschenbaum's approach to understanding what is humanistic education.

#### **Unit II:**

***15 Hours***

1. Facilitation of learning as against teaching. The emphasis on learning in humanistic education as against the emphasis on teaching in the current practices of education. Teacher as facilitator of learning.
2. Characteristics of learning in a humanistic paradigm of education, significant learning of Carl Rogers; holistic learning of Abraham Maslow; duality of experiential conceptual learning; goal of learning in humanistic education and the difference between intrinsic and extrinsic learning.

#### **Unit III:**

***10 Hours***

1. Qualities of a facilitator of learning. Education as human service profession and the necessity of a two-fold mastery in the practitioners of education, viz. content mastery/content delivery skills and interpersonal skills.

2. Carl Rogers' three core facilitative attitudes - unconditional positive regard, empathy, and authenticity. Further elaboration of the facilitative dimensions by Robert Carkhuff-concreteness, self disclosure, confrontation and immediacy. William Purkey's characterization of "inviting teachers."

#### **Unit IV:**

**7 Hours**

Development of facilitative attitudes by systematic TRAINING IN FACILITATIVE interpersonal skills. Methodology of training will be predominantly experiential and mastery of skills achieved through role plays.

The following interpersonal skills/attitudes for developing a learning relationship with students will be the focus of the training :

1. Skills for involving learners in learning - attending skills: attending, observing, listening.
2. Skills for helping learners explore their learning experience - responding skills : accurate empathy, respect, concreteness and genuineness.
3. Skills for helping learners understand their learning experience - personalizing skills : advance level empathy, self-disclosure, confrontation and immediacy.
4. Skills for helping learners to act upon their learning : problem solving skills.

#### **Unit V:**

**7 Hours**

Impact of Training Teachers in facilitative attitudes on students/teachers. Meeting students' affective needs enhances their academic performance, positive self concept, sets them on the path of self actualization, increases participation in classroom activities, strengthens co-operation and team spirit (group cohesiveness) and student responsibility. On the part of teachers, they tend to move towards becoming more democratic and non-directive. Teachers will tend to be perceived by their students as being for them. Teachers role will increasingly become "Pygmalions in the classroom."

#### **Mode of Transaction:**

- Lecture, lecture cum Discussion

#### ***References:***

- [1] Aspy, D. (1972). *Towards a technology of humanizing education*. Champaign, Illinois: Research Press.
- [2] Aspy, D., and Roebuck, F. (1977). *Kids don't learn from people they don't like*. Amherst, Mass: Human Resource Development Press.
- [3] Carkhuff, R. R. (1969). *Helping and human relations : A premier for lay and professional helpers*. New York: Rivehart and Winston.
- [4] Carkhuff, R. R., and Berenson, E. G. (1976). *Teaching as treatment*. Amherst, Massachusetts HRD Press.

- [5] Carkhuff, R. R., Berenson, D. A., and Pierce, R. M. (1977). *The skills of teaching interpersonal skills*. Amherst, Massachusetts HRD Press.
- [6] Egan, C. (1975). *The skilled helper model for systematic helping and interpersonal relating*. Belmont, California: Wadsworth Publishing Company.
- [7] Gazda, G. M., Asbury, F. R., Balzer F. I., Childers, W. C., and Walters, R. P. (1977). *Human relations development : a manual for education*. Boston : Alyn and Bacon.
- [8] Huckins, W. C. R., and Bernard, H. W. (1974). *Humanism in the classroom: An eclectic approach to teaching and learning*. Boston: Allyn and Bacon.
- [9] Lamont, C. (1965). *The philosophy of humanism*. New York: Frederic Ungar Publishing Company.
- [10] Maslow, A. H. (1968). Some educational implications of humanistic psychologies. *Harvard Education Review*, 38, 685-695.
- [11] Maslow, A. H. (1972). *The further reaches of human nature*. The Viking Press.
- [12] Moustakas, C. (1956). *The teacher and the child: Personal interaction in the classroom*. New York: McGraw-hill book Company.
- [13] Moustakas, C. (1966). *The Authentic Teacher: Sensitivity and Awareness in the Classroom*. Cambridge, Massachusetts: Howard A. Doyle.
- [14] Purkey, W., and Novak, J. A. (1984). *Inviting School Success*. Balmont, California: Wadsworth Publishing Company.
- [15] Rogers, C. R. (1951). *Client-centered therapy: Its current practice, implications and theory*. Boston: Houghton Mifflin.
- [16] Rogers, C. R. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- [17] Rogers, C. R. (1969). *Freedom to learn: a view of what education might become*. Columbus, Ohio: Charles E. Merrill Publishing company.
- [18] Rosenthal, R. Y., and Jacobson, L. (1968). *Pygmalion in the Classroom: teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston.
- [19] Weinberg, C. (ed.) (1978). *Humanistic Foundations of education*. Englewood Cliffs, N.J.: Prentice-Hall.
- [20] Wittmer, J., and Myrick, R. D. (1974). *Facilitative teaching : Theory and practice*. Pacific Palisades, California: Goodyear Publishing Company.

## **EEA 1222: Computer Education**

### ***Objectives:***

1. To acquaint students with fundamentals of computers.
2. To acquaint students with the elements of BASIC language and Word Processor.
3. To develop abilities for producing computer assisted instructional material in BASIC language.
4. To train students to do word processing for educational purpose.
5. To make the students able to organise the activities related with school computer unit.



## ***Course Outline:***

### **Unit I**

***6 Hours***

Fundamentals of Computers: computer - concept, Characteristics, generations, block diagram, classification, data representation in computer.

### **Unit II**

***12 Hours***

BASIC : Introduction to BASIC, String and numeric variable, operators and formula, use of commands - INPUT, PRINT, END, LET, DATA, REM, GOTO, FOR-NEXT, IF-THEN, ON GOTO, STOP, DIM, TAB, SPACE, GRAPHICS - fundamentals, Print line, Points, Shapes, Circles & Colour.

### **Unit III**

***6 Hours***

CAI: Meaning, development, advantages and disadvantages.

### **Unit IV**

***12 Hours***

Word Processing: Introduction, Opening Menu, On Screen Menu and use of Word Processing in Educational Purpose.

### **Unit V**

***9 Hours***

Computer applications: Awareness of computer software packages, computer based learning packages in different subjects, organisation of school computer unit.

### **Practical Activities**

1. Preparation of Computer Aided lesson Plans for your specific subject
2. Preparing teaching learning material using word processing facilities for a specific chapter.
3. Survey of software packages available for different subjects

### **Mode of Transaction:**

- Lecture, lecture cum Discussion

### ***References:***

- [1] Gear, C. W. (1985). *Computer organisation and programing with an emphasis on personal computer (4th edition)*. New York: McGraw Hill Publication.
- [2] Hirsch, S. C. (1983). *Basic programing self taught*. New Delhi: Prentice Hall of India Ltd.
- [3] Leventhal, L. A. (1986). *Introduction to micro processors, softwares, hardware, programming*. New Delhi: Prentice Hall of India Pvt. Ltd.

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- [5] Oberoi, S. (1987). *BASIC Made easy*. New Delhi: McGraw Hill Publishing company Ltd.
- [6] Passi, B. K., Goel D. R., and Kiran, J. (1993). *BASIC PROGRAMMING : Educational applications*. Agra: National Psychological Corporation.
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- [8] Subramanian, N. (1985). *Computer Generis, Programming and application in FORTRAN, BASIC and COBOL*. New Delhi: A. H. Wheller and Co. Pvt. Ltd.

## **EEA 1223: Futurology in Education**

### ***Objectives:***

1. To acquaint students with the significance of the study of future in general and futurology in particular.
2. To develop the knowledge and skills of students; forecasting future of education through different methods and techniques.
3. To develop critical thinking of students about the problems and prospects of school education in future.

### ***Course Outline:***

#### **Unit I**

***9 Hours***

Concept of future and future studies : need, scope and significance of future studies in general.

#### **Unit II**

***9 Hours***

Concepts of futurology in education and futuristic education. Need and relevance of study of futurology in education at teacher education stage and school stage.

#### **Unit III**

***9 Hours***

Parameters of forecasting educational futures. Different methods of future studies : Simple trend extrapolation, Brainstorming, Delphi, Future Wheel, Role Playing and Scenario writing.

#### **Unit IV**

***9 Hours***

Future of educational system : Library, Classroom, Methods, Media and teaching aids, Textbooks, Re-examination system. Future school teachers and students.

#### **Unit V**

***9 Hours***

Future of Primary and Secondary Education in the context of social and technological change.

**Activities:**

1. Group activities (ONE): Development of scenario on any one area of education as specified in units 4 and 5 using the activities specified in Unit
2. Individual Activity (ONE)
3. Designing futuristic course content of own subject at school level on the basis of study of literature.
4. Writing scenario of futures of students/teachers/school environment/library/teaching aids/textbooks, etc. using future wheel exercise.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

***References:***

- [1] Ekisirh Sade je Liye Siksha, Palash, Madhya Pradesh Shik Shak Prashikshan Mandal, Bhopal, Jan. 1990.
- [2] NIEPA. (2001). *Report Education in 2001*. New Delhi
- [3] Passi, B. K., and Sahoo, P. K. (1991). *Future Studies*. Agra: National Psychological Corporation.
- [4] Reddy, N. (1985). *Problems of Futurology*. New Delhi: Sterling Publishing co.
- [5] Sapra, C. L., and Dadauz, S. S. (1986). *Education of the Future; Management Challenges*. New Delhi: National book.
- [6] Seth S. C. (1986). *India: The Next 7 days*. New Delhi: Wiley Eastern Ltd.
- [7] Seth, S. C. (1989). *Future Scan and Anticipatory Management*. New Delhi: Centre for Anticipatory Management.
- [8] Sharma, P. L. (1985). *India the Fourth World*. New Delhi: Pankaj.
- [9] Srivastava, A. P. (1987). *Teaching and Learning in XXI Century. the learning Laboratory*, New Delhi.
- [10] Toffler, A. (1980). *The Third Wave*. London: Panbook.

**EEA 1224: School Magazine Designing, Development & Dissemination**

***Objectives:***

1. Students will be in a position to tell the characteristics, need, types and importance of a magazine.
2. Students will be in a position to describe the process of designing, developing and publishing.
3. Students will be in a position to collect different materials for magazine publishing.

4. Students will be able to tell about advance technology for the publishing of magazine.
5. Students will be in a position to describe the process of proof reading, printing and composing.

***Course Outline:***

**Unit I**

***9 Hours***

Magazine, concept, importance and need. Characteristics of a good magazine.

**Unit II**

***9 Hours***

Types of Magazine - Youth magazine, News and photo magazine, Disk magazine, Digits and pocket magazine, specialized magazine.

**Unit III**

***9 Hours***

Professional, Non-professional, scholarly and cultural magazine.

**Unit IV**

***9 Hours***

Steps involved in publishing magazines and Different types of printing press.

**Unit V**

***9 Hours***

Use of computer in publishing magazine. Wordstar, plot packages, DTP.

**Activities:**

1. Selection of production team.
2. Selection of Editor.
3. Request and collection of different articles, papers, book abstracts, advertisement, news.
4. Editing of different material to be published.
5. Selection of paper with reference to : (a) Cover Page, and (b) General Page.
6. Guidance for proof reading, composing, printing.
7. Actual printing of magazine.
8. Binding of magazine
9. Vimochan : Releasing the publication.
10. Collection of different types of magazines.
11. Review of two different types of magazines.
12. Collection of different types of magazines.
13. Field Trip - visit to any place of publishing.
14. Student will have to go to school and analyse one magazine.

**Mode of Transaction:**

- Lecture, lecture cum Discussion
- Field Trip

**References:**

- [1] Gwinn, P. R. (1990). *The New Encyclopedia Britannica, Macropedia, Vols. 21, 26* Chicago: Encyclopedia Britannica Inc.
- [2] Husen, T. (1975). *The International encyclopedia of Education, Vol. 7*. London: Pergaman Press Oxford.
- [3] Welsman, M. B. (1974). *Basic Technical Writing (3rd Edition)*. Columbus, Chio: Charles E Merrill Publishing Co. A Bell and Hawell Co.

## C. METHOD COURSES

### EEA 1001: Teaching of English

#### *Objectives:*

#### *The Student Teachers:*

1. Understand what a natural language is and its various characteristics (properties).
2. Gain insight into general theories of language acquisition and language learning.
3. Know how to plan different types of lessons in English with the help of the given guidelines and execute the same in a classroom situation.
4. Understand the traditional as well as modern techniques and methods of teaching English and find ways as to how they could effectively be used in the classroom.
5. Develop thorough familiarity with the various textual items like prose, poetry, short stories, etc. and how they can be used as a springboard for launching various learning activities with a view to developing various linguistic competencies of the learners.
6. Gain awareness into as well as skills as to how to make use of various audio visual aids in the classroom.
7. Gain insight as to how to develop the various receptive as well as productive skills in English.
8. Develop skills to evaluate learner performance through written as well as other types of tests.
9. Pick up awareness as to the role that English plays in national, social and personal development.
10. Develop study skills in English.

#### *Course Outline:*

#### **Semester: I**

#### **Unit I: *The Nature of Language***

**4 Hours**

1. Vocal, symbolic, systematic, changing, open ended, culturally transmitted.
2. Properties of language: Displacement, arbitrariness, discreteness, productivity.

#### **Unit II: *Language Acquisition & Language Learning***

**4 Hours**

1. Principles of Language Learning
2. General theories of Language Learning
  - (a) Behaviourism
  - (b) Mentalism
3. Acquisition of L<sub>1</sub>, Learning L<sub>2</sub> (spontaneous, guided or tutorial language learning).

**Unit III: Planning****7 Hours**

1. Meaning of planning, importance of planning
2. Task Analysis and Content Analysis
3. Types of Planning (i) year plan (ii) unit plan (iii) individual lesson plan.

**Unit IV: Methods of Teaching English****14 Hours**

- Methods of Teaching English
- Grammar Translation method
- Direct Method
- Michael West's New Method
- Structural Approach
- Communicative Approach
- Eclectic Approach

**Unit V: Teaching the Text****16 Hours**

1. Teaching pronunciation (phonetics)
  - Objectives of teaching pronunciation
  - Phonetics symbols, organs of speech and mechanism of sounds
  - Different types of sounds
  - Activities to teach pronunciation
2. Teaching Vocabulary
  - Objectives of teaching vocabulary
  - Concept of knowing the word
  - Types of Vocabulary
  - Vocabulary building practices
3. Teaching Grammar
  - Objectives of teaching grammar
  - Types of grammar
  - Methods of teaching grammar
    - Formal/traditional method
    - Informal method
    - Correlation/Reference method
    - Inductive-Deductive method
5. Teaching Prose
  - Objectives of teaching prose
  - Procedure of teaching prose
6. Teaching Poetry
  - Objectives of teaching poetry
  - Procedure for teaching poetry
7. Teaching Composition, Paragraphs, Essays, Letters, etc.  
Guidelines of teaching paragraphs, essays and letters

8. Teaching language through literature
  - Need and importance of using literature for teaching English
  - Different models of using literature for teaching English
  - Procedure for teaching English through literature

## **Semester: II**

### **Unit I: Teaching Language Skills**

*17 Hours*

1. Listening Skills
  - Difference between hearing and listening
  - Sub-skills of listening
  - Phases in teaching listening
  - Kinds of listening
  - Listening activities
  - Guidelines for effective listening
2. Speaking Skills
  - Characteristics of speaking
  - Sub-skills of speaking
  - Features of effective oral skill lesson
  - Speaking activities
3. Reading Skills
  - The characteristics of reading
  - The sub-skills of reading
  - The process of reading
  - Types of reading: skimming, scanning, intensive, extensive, silent and loud
  - Methods of Teaching Reading: Phonic, Word and Story
  - Different exercises to develop reading skills
4. Writing Skills
  - Purpose and process of writing
  - Sub-skills of writing
  - Elements of effective writing
  - Writing fundamentals: spelling, punctuation, word choice, grammar
  - Factors affecting writing skills in second language
  - Writing activities

### **Unit II: Construction and use of Teaching Aids**

*6 Hours*

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



**Unit III: Teaching English in India****4 Hours**

1. Position of English in post independent India
2. The teaching of English in Gujarat.

**Unit IV: Study Skills****6 Hours**

1. Need and importance of study skills
2. Categorization of study skills
  - Locating information and use of reference books
  - Gathering information
  - Storing information,
  - Retrieving and interpreting information

**Unit V: Testing and Evaluation****12 Hours**

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

**Practicum:**

Text book analysis, designing and developing program to enhance Listening, Speaking, Reading and Writing skills.

**Mode of Transaction:**

Lecture, Lecture cum Discussion, Practical, Assignments.

***References:***

- [1] Bright, J. A., and Mc Gregor, G. P. (1970). *Teaching English as a Second Language*. ELBS: Longman.
- [2] Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambridge: Cambridge University Press.
- [3] Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
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- [5] Joseph, K. S. (2004). *Self Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
- [6] Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing house.
- [7] Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house.

- [8] Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing House.
- [9] Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.
- [10] Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.
- [11] Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
- [12] Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
- [13] Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
- [14] Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
- [15] Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

## **EEA 1002 : Teaching of Gujarati**

### ***Objectives:***

The student teachers will be able to:

1. Understand the teaching learning situations of mother tongue.
2. Appreciate the literacy aspects of Gujarati.
3. Grasp and use the techniques of teaching of the mother tongue.
4. Differentiate between the various forms of literature.
5. Develop the ability of planning their language teaching material.
6. Develop the ability to compare and contrast the instructional components and textbook materials.
7. Comprehend the various components of the syllabus of Gujarati.
8. Use various language skills to improve communication in language learning (i) listening, (ii) Speaking, (iii) Reading, (iv) Writing.

### ***Course Outline:***

### **Semester: I**

#### **Unit I Importance of Teaching Gujarati as Mother tongue.**

**9 Hours**

(A)

- i. Mother tongue as a medium of Instruction.
- ii. Mother tongue for free and clear expression.
- iii. As a key to social and cultural Heritage.
- iv. Mother tongue for effective communication.

(B) Negligence of Mother tongue as a subject – remedy to it.

**Unit II: Planning for teaching of Gujarati** **9 Hours**

- i. Content Analysis
- ii. General and Specific objectives of teaching of Gujarati as subject.
- iii. Lesson Plan.
- iv. Unit Plan.

**Unit III: Methods and Approaches of Teaching Gujarati** **9 Hours**

- i. Main Principles and important aspects of teaching Gujarati Language.
- ii. Teaching Methods, Techniques of teaching Gujarati.
  1. Lecture Method
  2. Discussion Method
  3. Project Method
  4. Nirdeshan Prayog Paddhati
  5. Nirikshit Abhyas Paddhati
  6. Analytical Synthesis Method
  7. Question Answer
  8. Simulation Technique
  9. Inductive
  10. Deductive

**Unit IV: Construction and use of Teaching Aids** **9 Hours**

- i. Importance of Audio Visual Aids
- ii. Use of Audio Visual Aids
- iii. Use of Language Laboratory
- iv. Preparation of Teaching Aids.

**Unit V: Different forms of Teaching Gujarati Such as :** **9 Hours**

- i. Prose Teaching
- ii. Poetry Teaching
- iii. Grammer
- iv. Composition

**Semester: II**

**Unit VI: Qualities of Mother tongue teacher.** **3 Hours**

**Unit VII: Language skills and their Development.** **10 Hours**

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

**Unit VIII:****12 Hours**

- i. Testing and evaluation of language of Language skills.
- ii. Preparation of objective items in Gujarati
- iii. Preparation of rating scale for evaluating the language skills.

**Unit IX: A study of syllabus of Gujarati subject for Secondary school. 10 Hours**

- i. Gujarati subject Text books Research & Evaluation.

**Unit X: Recent Trends in Teaching of Gujarati and Related Issues. 10 Hours**

- i. Teaching of Pronunciation
- ii. Developing Interest in Gujarati Poetry.
- iii. Common Errors in writing Gujarati and their remedies.
- iv. Ittar, Vishesh and Shishta Vanchan.
- v. Introducing new words.
- vi. Sahitya shikshan
- vii. Language games

**Activities:**

- i. Script writing in Gujarati
- ii. Survey of Language Laboratory
- iii. Preparation of lesson /unit plan by following different methods of teaching.
- iv. Preparing programmes for computer based learning.
- v. Planning and organization of Kavi samelan.
- vi. Collection of news papers/cuttings/clippings, journal articles related to Gujarati language, literature of Gujarati.

**Mode of Transaction:**

Lecture, Discussion, Assignments, Workshop

***References:***

- [1] Desai D. M. (1961). *Gujarati Adhyapan Na Navin Pravaho*. Ahmedabad: A.R. Sheth Company.
- [2] Desai D. M., and Joshi H. R. (1971) *Gujarati Na Shikshan Ma Navin Drashti*, Ahmedabad: A. R. Sheth Company.
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- [4] Kothari, R. G., and Mehta. A. (2012). An exploratory study of language teaching. Germany: LAP Lambert Academic Publisher.
- [5] Patel, M. M., Dave, J. K., and Bhogayata, C. and ctl (2007-2008 7<sup>th</sup> Edition) *Gujarati Adhyapan nu Parishilan*. Ahmedabad: B. S. Shah Prakashan.

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## **EEA 1003: Teaching of Marathi**

### ***Objectives:***

1. To give to the teacher trainee knowledge about the importance of teaching of mother-tongue in secondary schools.
2. To acquaint them with the skills and techniques of teaching of the same.
3. To acquaint them with the present text-books and syllabus of Marathi for secondary schools.

### ***Course Outline:***

#### **Semester: I**

#### **Unit I: Importance of Marathi - as a mother tongue**

**8 Hours**

1. Origin and development of the language in human being, language & script, Etymology, phonology, etc.
2. Concept of Three-language formula.

#### **Unit II: Historical Development**

**7 Hours**

1. Historical Developments - Marathi Language - its primitive (Ancient) and Modern forms and literatures.
2. Importance of mother-tongue - its preservation and development - various means and suggestions.

#### **Unit III: Aims and Objectives of teaching Marathi at Secondary and Higher Secondary Level**

**15 Hours**

1. Difference in the objectives of teaching Marathi in Ancient and Modern literature.
2. Impact of English Language on Modern Marathi, its literary products and creativity.
3. General Objectives: Preservation and Spread of Marathi.
4. Specific Objectives: Types of literature, sentiments, Alankaras.
5. Objectives of Teaching - prose, poetry, and grammar and compositions - along with the objectives of Recitation, content - analysis, creative and literary appreciation.

#### **Unit IV: Principles of language learning**

**8 Hours**

1. Language skills and their development

2. Language teaching with reference to - literary point of view, linguistic point of view, as a means of social and national integration.

**Unit V: Psychological Process of Language learning**

**7 Hours**

Psychological process of language learning: Imitation, Habit Conditioning, reinforcement and use of skills, dramatization.

**Semester II:**

**Unit VI: Lesson Planning in Marathi: It's Style**

**15 Hours**

1. Teaching of Prose Lessons - Reflective, Narrative, etc.
2. Teaching of Poetry : Lyrics, Muktakas, Abhangas, Ovis, Aakhyanas, Khanda-Kavyas, etc.
3. Teaching of composition : Essays, letter writing, precis, story-telling etc.
4. Teaching of grammar : Inductive and deductive approaches, some common structural errors, parts of speech, voices, reported speeches, vocabulary, aims & Samasas use of idioms and phrases, etc.
5. The Art of Translation - from Marathi to Hindi & English and vice-versa.

**Unit VII: Qualities of a Marathi Teacher**

**8 Hours**

1. Qualities and Requisites of a Marathi Teacher.
2. Salient features of a good Marathi textbook and its content analysis.

**Unit VIII: Present Scenario**

**7 Hours**

1. A study of the present syllabi for Secondary and Higher Secondary Levels.
2. An ideal Blue Print of a question paper.

**Unit IX: Current Issues**

**8 Hours**

1. Literature and its impact on Human life.
2. De-motivating factors and deterioration of Marathi standard in literature - The present position of Marathi literary products, etc.
3. Enrichment of Marathi through the help of latest A.V. Aids and Modern educational technology.

**Unit X Current Status**

**7 Hours**

Use of co-curricular activities in the development of the mother tongue, literary conferences, latest publications, translations, etc.

**Mode of Transaction:**

- Lecture, lecture cum Discussion

### **References:**

- [1] Akolkar and Patankar. *Marathiche Adhyapan*. Poona-2: Chitra Shala Publications.
- [2] Dange, C. *Marathi Bhashache Adyapan*. Poona-2: Chitra Shala Publications.
- [3] Phatak, M. V. *Marathi Kavitcha Adhyapan*. Poona-2: Modern Book Depot.
- [4] Ryburn W. N. *Suggestions for the teaching of Mother tongue in India*. Mumbai: Oxford University Press.

## **EEA 1004: Teaching of Commerce**

### **Objectives:**

1. To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.
2. To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.
3. To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.
4. To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.
5. To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.
6. To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.
7. To enable the student teacher to perform his role effectively as Commerce teacher.
8. To enable the teacher trainees to use Commercial Activities in teaching of Commerce.
9. To enable the teacher trainees to use Community Resources in teaching of Commerce.

### **Course Outline:**

#### **Semester: I**

#### **Unit I: Commerce Subject & its Correlation with other subjects 4 hours**

- Meaning, Nature and Scope of Commerce in School curriculum
- Importance of Commerce subject in School Curriculum
- Aims of teaching Commerce at higher secondary stage.
- Objectives of Teaching Commerce at Higher secondary stage
  - Objectives related to Knowledge and Understanding
  - Objectives related to skill
  - Objectives related to Application

#### **Unit II: Correlation of Commerce with other subjects 6 hours**

- Correlation - Concept, Importance & Types
- Correlation of Commerce subject with other school subjects.

**Unit III: Content Analysis and Planning** **4 hours**

- Importance of Content analysis
- Content Analysis preparation
- **Lesson Planning** :Meaning, Importance, Preparation
- **Unit Planning** :Meaning, Importance, Preparation

**Unit IV: Content Analysis and Planning** **4 hours**

- Importance of Content analysis
- Content Analysis preparation
- **Lesson Planning** :Meaning, Importance, Preparation
- **Unit Planning** :Meaning, Importance, Preparation

**Unit V: Teaching Methods and Teaching Techniques** **21 hours**

- Lecture
- Team Teaching
- Project
- Seminar
- Assignment Method
- Discussion Method
- Question - answer technique
- Inductive and Deductive Approach

**Semester II**

**Unit VI: Preparation of teaching aids in Commerce.** **6 hours**

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

**Unit VII: Evaluation in Commerce Teaching** **6 hours**

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



**Unit VIII: Text Book in Commerce****8 hours**

- Meaning of Text Book
- Characteristics of Text Book
- Need and Importance of Text Book
- Qualities of a Good Text Book
- Defects of Existing Text Book
- Criteria for evaluation of Text book

**Unit IX: Community Resources and Commercial Activities****12 hours**

- Meaning of Community Resources
- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Commerce
- Importance of Community Resources in the teaching and learning of Commerce
- Field Trips for teaching of Commerce : Importance , procedure & Role of Teacher

**Commercial Activities**

- Meaning of Commercial Activities
- Types of Commercial Activities in teaching of Commerce
- Importance of Commercial Activities in teaching of Commerce

**Unit X: Commerce Teacher****8 hours**

- Role of a Commerce teacher
- Qualities of Commerce Teacher: Personal & Professional
- Qualifications of Commerce Teacher & Professional Development of Commerce Teacher

**Activities or Practical Work:**

1. Group work on Content Analysis in Commerce.
2. Group work on the preparation of lesson plans in Commerce.
3. Preparation on different types of Assignment in Commerce
4. Conducting Seminar in Commerce Class.
5. Planning and Conducting Commercial Activities such as running Co-operative store, running canteen, planning for any business.
6. Organisation of Co-curricular Activities
7. Organisation of Field Trip
8. Preparation of different list of Community Resources which can be used for teaching of Commerce.
9. Critical Analysis of Commerce Text Book.
10. Preparation of Blue Print and Question Paper in Commerce subject.

### **Mode of Transaction:**

- Lecture Method
- Discussion
- Seminar
- Group Activities
- Field Trip
- Guest Lecture

### ***References:***

- [1] Aggarwal, J. C. (2010). *Teaching of Commerce*. New Delhi: Vikas Publications house Pvt. Ltd.
- [2] Lulla, B. P. (1990). *Teaching Commerce in Secondary Schools*. Baroda: M.S.U.
- [3] Rao S. et al. *Teaching Commerce in Multipurpose Secondary Schools*.
- [4] Rao, B., and Digumarti (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.
- [5] Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.
- [6] Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
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- [8] Umesh, R. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publications.

## **EEA 1005: Teaching of Psychology**

### ***Objectives:***

1. To equip the students with the knowledge of teaching Psychology.
2. To enable the understanding of the significance of Psychology in the curriculum at +2 level.
3. To enable students to analyze the content of standard 11th and 12th and critically evaluate the same.
4. To enable the student to identify the different teaching and evaluation techniques appropriate for the topics included in the course.
5. To train the students in lesson planning and unit planning, and the use of Psychology laboratory.
6. To develop appropriate skills and desirable traits for the teaching of Psychology.
7. To help the students to identify the use of Community Resources.

### ***Course Outline:***

### **Semester: I**

**Unit I: Nature of Psychology** **7 Hours**

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

**Unit II: Objectives of Teaching Psychology** **8 Hours**

1. General Objectives of teaching *Psychology* at Secondary/ Higher Secondary Level
2. Instructional Objectives

**Unit III: Planning of Teaching Psychology** **12 Hours**

1. Content analysis and content Organisation
2. Planning of unit plans in teaching of Psychology
3. Planning of lesson plans in teaching of Psychology.

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

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

**Unit V: Educational Technology in Psychology Education** **4 Hours**

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

**Semester II**

**Unit VI: Importance of Testing/Practical work in Psychology.** **8 Hours**

Planning, organising and maintenance of Psychology laboratory

**Unit VII: Role of Psychology teacher as a teacher, a counsellor, a consultant and/a liaison person.** **4 Hours**

**Unit VIII: Psychology text book****10 Hours**

1. Critical reviews of the existing syllabus and text book of Psychology for higher secondary.
2. Modern trends and approaches in Psychology curriculum planning.

**Unit IX: Psychology Activities****15 Hours**

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

**Unit X: Research and its implications for Teaching of Psychology****8 Hours**

Concept and application of Action Research (by coordinating with Practical Work).

**Activities:**

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

**Mode of Transaction:**

Lecture, Discussion, Project, .Action Research

***References:***

- [1] Breakwell G., Hammond S., and Fife-Schaw, C. (1995). *Research Methods in Psychology*. London, SAGE Publication.

- [2] Desai D. [rinZ\_u rinp`Ý]r[Ap;]
- [3] Desai D. B. DÑQ[f ipmpdp¬ rinZ `Ý]r[Ap;]
- [4] Fontana, D. (1995). *Psychology for Teachers, Third Edition*. London: The British Psychological Society, MacMillan in Association with BPS Books.
- [5] Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
- [6] Report of UGC review committee 'Psychology in the Indian University.

## **EEA 1006: Teaching of Mathematics**

### ***Objectives:***

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

1. understand nature of Mathematics as a discipline.
2. understand general objectives of teaching Mathematics.
3. formulate instructional objectives in terms of behavioural outcomes.
4. analyse the content in terms of concepts, sub-concepts and relation between them.
5. select and organise learning experiences according to content and level of students.
6. design appropriate teaching – learning strategy/approach suited to particular content.
7. develop and use various teaching aids.
8. evaluate Mathematics Text Book.
9. construct achievement test and diagnostic test.
10. understand innovations and implications of researches in the field of Mathematics Education.

### ***Course Outline:***

#### **Semester:I**

##### **Unit I: Nature of Mathematics**

***06 Hours***

- The discipline of Mathematics - Its concept, nature and structure.
- Place of Mathematics in School Curriculum.
- Values of Mathematics [ Long term objectives ] : Cultural value, Disciplinary value and Utilitarian value

##### **Unit II: Objectives of Teaching Mathematics**

***12 Hours***

- Domains of objectives in teaching of Mathematics
- Objectives of teaching Mathematics at Secondary/Higher Secondary Level: [ As recommended by various reports ]
- General Objectives of teaching Mathematics [ Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation ]
- Instructional objectives of teaching Mathematics [ Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation ]

**Unit III: Planning of Instruction in Teaching of Mathematics** *12 Hours*

- Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalisations etc.]
- Content Analysis in Mathematics
- Designing of learning experiences in Mathematics
- Lesson plan and Unit plan with their specific steps

**Unit IV: Various Methods/Approaches for Teaching of Mathematics: I** *08 Hours*

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

**Unit V: Evaluation in Mathematics** *07 Hours*

- Various types of questions useful in evaluation
- Concept of Diagnosis in Mathematics
- Concept of Remediation in Mathematics
- Preparation of Achievement test
- Preparation of Diagnostic test

**Semester: II**

**Unit VI: Various Methods/Approaches for Teaching of Mathematics: I** *08 Hours*

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

**Unit VII: Educational Technology in teaching of Mathematics** *10 Hours*

- Concept of Educational Technology
- Use of various Audio Visual aids in teaching of Mathematics - Charts, models, overhead projector, films with their specific use and limitations.
- Concept of Programmed learning material, Computer Assisted Instructional Material.

**Unit VIII: Curriculum and Text book of Mathematics** *10 Hours*

- Curriculum at upper primary, secondary and Higher secondary level: [A critical review with respect to Principle of Curriculum Design.]
- Functions of Mathematics Text Book
- Characteristics of a good text book

- Evaluation of Mathematics Text book : [ Physical aspects, academic aspects ]

### **Unit IX: Research in Mathematics Education**

**09 Hours**

- Meaning of Research with respect to Maths Education
- Action Research in Mathematics
- Implications of researches in the field of Mathematics education

### **Unit X: Innovations in teaching of Mathematics**

**08 Hours**

- Mastery Learning Strategy
- Recreation in Mathematics ( Mathematics Club & Activities for Mathematical creativity & Vedic Mathematics)
- Mathematics Laboratory

#### **Activities:**

The following activities may be carried out by student teachers :

1. Write an essay on nature of Mathematics. (Must be presented and discussed in the class).
2. Writing instructional/objectives for selected Units in Mathematics.
3. Analysis of content for selected Units in Mathematics.
4. Preparation of lesson plans & Unit plans.
5. Preparation of various teaching aids.
6. Preparation of programmed learning material for selected Units in Mathematics.
7. Evaluation of Mathematics text book.
8. Construction of various types of test items.
9. Construction of achievement and diagnostic tests.
10. Conducting of Action Research for selected problems.
11. Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.
12. Use of Computer in Teaching of Mathematics.
13. Use of Mathematics activities for recreation.
14. Development and use of Mathematics laboratory.

#### **Mode of Transaction:**

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

#### ***References:***

##### ***(English)***

- [1] Anice, J. (2008). *Methods of Teaching Mathematics*. New Delhi: Neelkamal Publications.
- [2] Butler, C. H., Wren F. L. and Banks, J. H. (1971). *The teaching of Secondary Mathematics*. New York : McGraw Hill. (LB 1645 B8)

- [3] Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton - Mifflin co. (LB 1645 (7D9)
- [4] Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
- [5] Kidd, P. K., Myers, S. S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates Inc. (QA, 11, K4 L2)
- [6] Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School*. New York; Holt, Rinchart and Winston. (LB 1646 U6K3)
- [7] Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics*. London: In text Educational Pub. (LB 1645, B2)
- [8] Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools*. Germany: Lambert Academic Publishers.
- [9] Kothari, R. G., and Shelat, P. H. (2011). *Mathematical weaknesses among secondary school students*. Germany: VDM Verlag Publishers.
- [10] Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Pub. Pvt. (QA, 11, K8, T3)
- [11] *Laboratory in Schools*. New Delhi: NCERT.
- [12] Mottershead, L. (1978). *Sources of Mathematical discovery*. Oxford : Basil black Wall. (QA 43 M6 S6)
- [13] Packiam, S. (1983). *Teaching of Modern Mathematics: A New Approach*. New Delhi: Doaba House.
- [14] Rao, N. M. (2007). *A Manual of Mathematics Laboratory*. New Delhi: Neelkamal Publications.
- [15] Reeve, W. D. (1954). *Mathematics for the Secondary School*. New York: Holt, Rinehart and Winston, Inc. (LB 1646 U6 R3)
- [16] Servais, W., and Varga, T. (Ed.) (1971). *Teaching School Mathematics. A UNESCO Source Book*. UNESCO, Penguin books. (LB 1645 53)
- [17] Shah G. B. (1964). *New Dimensions in teaching of Mathematics*. Baroda : CASE.
- [18] Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- [19] Singh, H., Avtar, R., and Singh, V. P. (2008). *A Handbook for Designing Mathematics*

**(Hindi)**

- [20] Ravat, M. S., and Agrawal, M. (1986). *Ganit Shikshan*. Agra: Vinod Pustak Amandir.

**(Gujarati)**

- [21] Joshi, H. O. (1997). *Ganit Shashtra Adhyapan Padhdhati*. Amadavad: BAOU.
- [22] Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). *Ganit Na Adhyapan Nu Parishilan*. Amdavad: B.S. Shah Prakashan.
- [23] Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). *Ganit Adhyapan Padhdhati* Amdavad : Anand Book Depot.



- [24] Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). *Ganit Shikshan Padhdhati*. Amadavad: A. R. Sheth & Co.
- [25] Patel J. Z., and Jani, P. N. *Hand-Book for Mathematics Teachers*. V. V. Nagar: Manisha Prakashan.

## **EEA 1007: Teaching of Science**

### ***Objectives:***

1. To develop among the teacher trainees an understanding of science as a discipline.
2. To enable the teacher trainees to understand the importance of teaching science in school.
3. To make the teacher trainees aware of the alternatives in organizing the system of science instruction.
4. To develop in them the necessary understanding and skills to organize, evaluate and improve the system of science education.
5. To make the teacher trainees aware of the professional organizations for science teachers.
6. To create awareness among the teacher trainees about the recent trends in science education.

### ***Course Outline:***

#### **Semester: I**

##### **Unit I: Nature of Science**

***13 Hours***

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

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

***05 Hours***

1. Objectives of science teaching at Secondary school level.
2. Formation of General and specific objectives based on blooms taxonomy.
3. Mastery and Developmental levels of objectives.

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

***06 Hours***

1. Historical development of science Education in India; Recommendations of various commissions and committees on science teaching.
2. Position paper on 'Teaching of science' by NCERT(2006).
3. Findings of the Indian National Science Academy (2007).
4. Status of science education in India.

#### **Unit IV Methods and Approaches of Teaching Science**

**15 Hours**

1. Criteria of selecting a method of teaching
2. Teacher centered methods:
  - i. Lecture
  - ii. Lecture-cum-demonstration
  - iii. Historical
3. Student centered/group centered methods:
  - i. Project
  - ii. Assignment
  - iii. Discussion
  - iv. Heuristic
4. Innovative Methods:
  - i. Role Play
  - ii. Play way
5. Approaches of science teaching
  - i. Integrated
  - ii. Ecological
  - iii. Inductive
  - iv. Deductive
  - v. Problem Solving
  - vi. Constructivist

#### **Unit V: 1. Planning of Instruction**

**06 Hours**

- i. Lesson planning
- ii. Unit planning
- 2. Teaching learning aids in planning the Instructions**
  - i. Importance of teaching learning aids in science teaching
  - ii. Preparation of Various types teaching learning aids
  - iii. Use of teaching learning aids in science instruction

#### **Semester: II**

#### **Unit VI: Models of Teaching Science**

**4 Hours**

- i. Concept Attainment Model
- ii. Inquiry Training Model

#### **Unit VII: Resources for Teaching Science**

**12 Hours**

- i. General Science Laboratory: Designing, management and safety measures
- ii. Qualities of a good science textbook, teacher's handbook, journals, magazines
- iii. Qualities expected of the science teacher
- iv. Technology: Use of various web resources in science teaching
- v. Role of community science centers

**Unit VIII: Science Activities****12 Hours**

- i. Importance of science activities
- ii. Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching, star gaze.
- iii. Formation and activities of Science club in school.

**Unit IX: Evaluation in Science****9 Hours**

- i. Assessment of cognitive aspects of science learning,
- ii. Assessment of non-cognitive aspects of science learning
- iii. Assessment of science process skills and experimental skills.
- iv. National talent search examinations, Science Olympiad

**Unit X: Current /Innovative practices in Science teaching****8 Hours**

- i. Recent trends in curriculum development
- ii. Concept of mobile Science Laboratory & Science express
- iii. Professional organization for science teachers
- iv. Use of concept maps in science teaching
- v. Current research trends in science education

**Activities:**

1. Analysis of Science Textbook.
2. Survey of Science Laboratory in a school.
3. Preparation of lesson/unit plan by following different methods of teaching.
4. Preparation of materials & programmes to inculcate scientific attitude.
5. Script writing for Radio/TV/Video on science topics.
6. Evolving suitable technique(s) to evaluate laboratory work.
7. Visit to Community Science Centre, Nature Park and Science City.
8. Demonstration of Science Experiments.

**Mode of Transaction:**

Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students

**References:**

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- [2] Harlen, W. and Elstgeest, J. (1992). *UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. UNESCO.
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- [7] Vaidya, N. (2003). *Science teaching for the 21<sup>st</sup> century*. New Delhi: Deep and Deep.
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## **EEA 1008: Teaching of Physics**

### ***Objectives:***

To develop among Physics student-teachers:

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

### ***Course Outline:***

#### **Semester: I**

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

***12 Hours***

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

**Unit II: Science/Physics at Higher Secondary School Stage****12 Hours**

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

**Unit III: Physics Curriculum****7 Hours**

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

**Unit IV: Methods of teaching Physics/Science****7 Hours**

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

**Unit V: Approaches and Models of teaching Physics****7 Hours**

- Inductive and deductive approaches
- Integrated Science approach in Physics STS Education - Environmental Education
- Individualized Instruction : PLM -

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

## **Semester: II**

### **Unit VI: Physics Laboratory Management**

*12 Hours*

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

### **Unit VII: Educational Technology in Physics Education**

*12 Hours*

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

### **Unit VIII: Evaluation in Physics Teaching-Learning Process**

*7 Hours*

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

- Unit IX: Co curricular Activities in Physics Education 7  
Hours
- Importance of Co-curricular activities in Physics Education
- Science club/physics Society
- Physics exhibition
- Field trips/Excursion
- Project Work
- Science Quiz
- Science Fair
- Sky Watching
- Visit to Planetarium
- Science fictions and Imagination - Rhymes, hykus, Dramas in Physics Curriculum

**Unit X: Academic and Professional Development for Physics Teachers 7 Hours**

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

**Activities:**

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

**Mode of Transaction:**

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



### **References:**

- [1] Carin, A. A. & Sund, R. B. (1970). *Teaching Science Through Discovery* (2nd ed.), Ohio : E. Merrill Publishing Co.
- [2] Edger, M. & Rao, B. (1996), *Science Curriculum*, New Delhi: Discovery Publishing House.
- [3] Gupta, S. K. (1992). *Teaching of Physical Sciences*. New Delhi: Sterling Publishing House.
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- [6] Joshi, U. O., Shah, B. B., Patel, N. B., & Likhya, K. (1990). *Vigyanana Adhyapanano Parishilan* (Gujarati). Ahmedabad: B. S. Shah Prakashan.
- [7] Kara, R. M. (1976). *Innovations in Science Teaching*, Bombay: Oxford Publishing Co.
- [8] Mathur, R. C. (1992) *A Source Book of Science Projects*, New Delhi: Arya Book Depot.
- [9] NCERT (1982). *Teaching of Science in Secondary Schools*, New Delhi : NCERT.
- [10] Rao, A. (1993). *Teaching of Physics*, New Delhi: Anmol Publications.
- [11] Sharma, R.C. (1982). *Modern Science Teaching*, Delhi: Dhanpat Rai & Sons.
- [12] Sund, R. B. & Trowbridge, L. N. (1973). *Teaching Science by Inquiry in the Secondary School* (2nd Ed.) Columbia : Charles E. Merril Pub. Co.
- [13] Vaidya, N. (1996). *Science Teaching for the Twenty-first Century*, New Delhi: Deep and Deep Publications.

### **EEA 1009 Teaching of Chemistry**

#### **Objectives:**

1. To enable teacher trainees to understand objectives of teaching Chemistry at higher secondary level.
2. To enable teacher trainees to plan lessons and units in chemistry
3. To initiate teacher trainees into various methods and approaches of teaching chemistry.
4. To develop understanding of the nature and structure of chemistry curriculum at higher secondary level with reference to Gujarat state in the national context and international developments
5. To provide opportunities for teacher trainees to understand the various aspects (planning, management and evaluation) of chemistry laboratory.
6. To understand the correlation of chemistry with other cognate disciplines and branches of emerging knowledge.
7. To develop skills in teacher trainees of preparing teaching aids and activities using modern education technology.

8. To provide an understanding of the role and responsibilities of chemistry teacher
9. To develop interest in activities of chemistry
10. To develop techniques of evaluation in chemistry.

***Course Outline:***

**Semester: I**

**Unit I: Objectives of Teaching Chemistry** **8 Hours**

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

**Unit II: Planning for Teaching Chemistry** **6 Hours**

1. Preparation of annual plan, unit plan, lesson plan, models of lesson planning
2. Factors affecting lesson plan (class size, laboratory facilities, time, resources)
- 3. Planning through micro approach for molecular understanding**

**Unit III: Methods and Approaches in Teaching of Chemistry** **22 Hours**

1. Content-cum-methodology
2. Methods of Teaching Chemistry
  - (a) Lecture method
  - (b) Lecture cum Demonstration
  - (c) Laboratory
  - (d) Project method
  - (e) Heuristic method
  - (f) Assignment method
  - (g) Activity method
  - (h) Problem solving in small group
3. Approaches of Teaching Chemistry
  - (a) Inductive approach
  - (b) Deductive approach
  - (c) Integrated approach
  - (d) Ecological approach
  - (e) Mastery learning approach
  - (f) Science-Technology-Society(STS) approach
  - (g) Systems approach
  - (h) Microapproach for molecular understanding-microscale experiments

**Unit IV: Chemistry Laboratory** **5 Hours**

- Need, types, planning and organization, equipments and their maintenance, safety measures in chemical laboratory, manual and guidelines for practicals at higher secondary level
- Quantitative and Qualitative analysis

**Unit V: Models of Teaching:** **4 Hours**

1. Concept Attainment Model
2. Inquiry Training Model

**Semester-II**

**Unit VI: Activities and Resource Centres** **18 Hours**

1. Chemistry club
2. Science Fair and Exhibition
3. Chemistry Museum
4. Development and use of Chemistry library, use of software in Chemistry.
5. Database on Chemistry-I.I.Sc, Bangalore
6. Role of Sarabhai Community Science Centre
7. Homi Bhabha Centre for Science Education, Mumbai, NCERT, New Delhi, IUPAC and UNESCO in Chemical education, Nehru Science Centre, Mumbai, Professional activities-Indian Science Congress, CASTME, RSC, London.

**Unit VII: Educational Technology Aids in Teaching of Chemistry** **6 Hours**

1. Objectives, Principles, Classification and use of teaching aids.
2. Use of Virtual medium, computers, C.Ds, Satellite,
3. Development of Powerpoint presentation for teaching, listing of websites in chemistry and its use.

**Unit VIII: Correlation of Chemistry** **6 Hours**

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

**Unit IX: Chemistry in Schools** **8 Hours**

1. Approaches of curriculum organization, content analysis of higher secondary level chemistry, textbooks, manuals, journals, experiments, work book.
2. Research trends in chemical education, roles and responsibilities of chemistry co-ordinator.
3. Mobile chemistry laboratory-Science kits, Micro scale experiments, field experiments

## Unit X: Evaluation in Chemistry

7 Hours

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

### **Suggested Activities:**

1. Set up an experiment and demonstrate for a chosen content at secondary or higher secondary level Chemistry of Gujarat State.
2. Prepare Teaching Aids in Chemistry, Charts, Models, Tests, Experiments, Manuals etc.
3. Identify Technical Processes in Chemistry in selected projects and describe the know-how.
4. Prepare an inventory of experiments in Chemistry other than textbook illustration.
5. Develop remedial instructional material in Chemistry for the chosen topic.
6. List the equipments needed in a Chemistry Laboratory at higher Secondary level
7. Develop a Chemistry kit for field experiments in the chosen area.
8. Improve apparatus using locally available materials
9. Prepare an inventory of minimum chemicals needed for the higher secondary Chemistry Laboratory.

### **Mode of Transaction:**

Lecture, discussion, Presentation, demonstration

### ***References:***

- [1] Agarkar, S. C. (2005). *An Introductory Course on School Science Education*. Mumbai: HBCSE, TIFR.
- [2] Gupta, V. K. (1995). *Teaching and Learning of Science and Technology*. New Delhi: Vikas Publishing House Inc.
- [3] Kalra, R. M. (1976). *Innovations in Science Teaching*. Bombay: Oxford Publishing.
- [4] Khirwadkar, A. (2003). *Teaching of Chemistry Modern Method*. New Delhi: Sarup & Son's.
- [5] Malhotra, V. (2006). *Methods of Teaching Chemistry*. New Delhi: Crescent Publishing Corporation.
- [6] Mani R. S. (1998) Model of Lesson Planning: Some Reflections. *Recent Researches in education and Psychology*, 3(III-IV), P.P. 87-90.
- [7] Mani, R. S. (1995). *Safety in Laboratory School Science*, Vol. XXX 11, No. 2, June 1995, P.P. 33-37.

- [8] Mani, R. S. (1998). *Objectives of Teaching Chemistry in Schools*. C.A.S.E., Department of Education, Vadodara, The M. S. University of Baroda (unpublished mimeographed instructional material).
- [9] Mani, R. S. (2001). *New Approaches of Teaching Science*. *Recent Reserches in Education Psychology*, 6(I-II), 1-6.
- [10] Mani, R. S. (2012). Mobile Science and Technology Development of Skills in Science and Technology. *Education and Society*, (I).
- [11] Marlow, E., and Rao, B. (1996). *Science and curriculum*. New Delhi: Discovery Publishing house.
- [12] Mathur, R. C. (1992). *A Source book of Science Projects*. New Delhi: Arya Book Dept.
- [13] Newbold, B. T., and Holbrook, J. (1992). *New Trends in Chemistry Teaching*.
- [14] Polar Ozone Depletion, *New Frontiers in Education*, XXV(2), April-June 1995.
- [15] Text Books of Chemistry prescribed by Gujarat State textbooks board and Central board.
- [16] UNESCO, New Delhi, Sterling Publishers Inc., (First India reprint, 1993).
- [17] UNESCO. (1964). *UNESCO source Book for Science Teaching*. Paris: UNESCO.
- [18] Vaidya, N. (1996). *Science Teaching for the Twentyfirst Century*. New Delhi: Deep and Deep Publications.
- [19] Waddington, D. J. (1987). *Teaching School Chemistry*. New Delhi: Sterling Publishers Inc.
- [20] Yadav, M. S. (1993). *Teaching of Chemistry*, New Delhi: Anmol Publications.

## **EEA 1010: Teaching of Biology**

### ***Objectives:***

1. To enable the teacher trainee to understand the basic concepts of Science and their wide applicability.
2. To enable the teacher trainee to understand the objectives of teaching Biology.
3. To acquaint the teacher trainee with the planning of teaching of Biology.
4. To acquaint the teacher with the methods and techniques of teaching of Biology.
5. To develop in the teacher trainee scientific attitude, and enable them to resort to experimentation in various situations.
6. To train the teacher trainee in applications of different models of teaching in teaching of Biology.
7. To acquaint the teacher trainees with modern trends in Biology curriculum.
8. To train the teacher trainee to undertake different scientific activities.

### ***Course Outline:***

#### **Semester: I**

<b>Unit I: Nature of Biology.</b>	<b>6 hours</b>
Importance of Biology in Higher Secondary curriculum.	
<b>Unit II: Correlation in Biology</b>	<b>7 hours</b>
<ul style="list-style-type: none"> <li>• Biology with Sciences and Maths</li> <li>• Biology with Social Sciences</li> <li>• Biology with Languages</li> <li>• Biology with Fine Arts</li> </ul>	
<b>Unit III: Planning in Biology Teaching</b>	<b>10 hours</b>
<ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• General and Specific objectives of teaching Biology.</li> <li>• Writing objectives in behavioural terms</li> <li>• Lesson Plan, Unit Plans (Practical Experiences)</li> </ul>	
<b>Unit IV: Methods of Teaching Biology (Practical experience)</b>	<b>12 hours</b>
Lecture, Lecture-cum-demonstration, Project, Laboratory Method	
<b>Unit V: Approaches to Teaching Biology (Practical experience)</b>	<b>10 hours</b>
Inquiry, Inducto-deductive, Teleological	
<b><u>Semester: II</u></b>	
<b>Unit VI Models of Teaching</b>	<b>10 hours</b>
<ul style="list-style-type: none"> <li>• Inquiry Training - Richard Suchman;</li> <li>• Concept Attainment Bruner</li> <li>• Practical experience with XI/XII lessons</li> </ul>	
<b>VII Laboratory experience</b>	<b>10 hours</b>
<ol style="list-style-type: none"> <li>1. Learning outcomes of laboratory experiences.</li> <li>2. Types of laboratories.</li> <li>3. Preparing students for laboratory experience (i) Pre-Lab discussion, (ii) giving directions (iii) Post-Lab discussion.</li> <li>4. Safety measures in the lab.</li> <li>5. Planning, organization and maintenance of Biology lab.</li> <li>6. Assessment of laboratory work: Manipulative tests, Identification text, Observation of process skills, Assessment of affect level outcomes.</li> </ol>	
<b>Unit VIII Curriculum Organization</b>	<b>8 Hours</b>

1. Principles of curriculum organization
2. Types of curriculum
3. Modern Trends in Biology curriculum

**Unit IX Critical examination of higher secondary Biology curriculum 8 Hours**

1. Organization of theory and practical.
2. Weightage given to theory and practical
3. Assessment procedure.

**Unit X Activities in Biology**

**9 Hours**

Excursions, Herbarium, Aquarium, Vivarium, Biology Club, Fair, Museum etc.

**Activities:**

1. Development of aquarium
2. Surfing of food web
3. Educational trip to biological garden cum zoo
4. Study of Eco system
5. Study of symbiosis and commensalism
6. Development of biological club
7. Exploring various cultivation methods
8. Development of green house

**Mode of transaction:**

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

***References:***

- [1] Biology Teacher's Handbook, BSCS/Biological Sciences Curriculum Study, 1971.
- [2] Dave R. H., and Mehta, C. H. *Vignanu Abhinav Adhyapan*. Ahmedabad: A. R. Sheth & co. (Gujarati).
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- [7] Marsha, W., and Joyce, B. *Information processing Models of Teaching*.
- [8] Miller and Blaydes. (1933). *Material and Methods for the teaching of Biological Sciences*.
- [9] NCERT: Textbook in Biology for Higher Secondary Schools.
- [10] UNESCO: Teaching of Biology in tropical schools.
- [11] Vaidya, N. (1971). *The Impact of Science teaching*.

## **EEA 1011: Teaching of Hindi**

### ***Objectives:***

1. To acquaint the student teachers with the fundamental principles governing the teaching of Hindi in Non-Hindi speaking areas like Gujarat.
2. To enable them to apply the principles in their day to day class teaching.
3. To acquaint them with the cultural heritage of Hindi in our country.
4. To make them realize the importance of Hindi as National language.
5. To enable them to appreciate the literature in their capacity as belonging to non-Hindi area and learn to differentiate the various forms of literature.
6. To train them to prepare Instruction material.
7. To develop in them good qualities of Hindi teacher.
8. To help them understand the importance of unity through language.
9. To make them familiar with the new methods and techniques of teaching evaluation.

### ***Course Outline:***

#### **Semester: I**

#### **Unit I: Importance of Hindi as National Language**

***10 Hours***

1. Reasons for selecting Hindi as National language
2. Responsibilities of Hindi, being National language.
3. Efforts needed to spread Hindi in entire nation.
4. Objectives of Teaching Hindi.
5. Main Principles of Teaching Hindi
6. Teaching of Hindi in non-Hindi speaking states.

#### **Unit II: Planning for Teaching Hindi**

***9 Hours***

1. Yearly course planning: Sequencing the units, month-wise division of units, periodical tests and annual tests, and other curricular activities like drama, story writing, debates and unt-kadi competitions.
2. Main considerations in course planning -
3. Monthly planning of the course
4. Unit planning
5. Lesson planning

#### **Unit III: Methods of Teaching Language**

***8 Hours***

1. Indirect Methods
2. Direct Method
3. West's Method or New Method
4. Structure Method



5. Communicative Approach.

**Unit IV: Prose Teaching**

**9 Hours**

1. Objectives of Teaching Prose
2. Steps of teaching prose
3. Story teaching
3. Dramatics
4. Biography

**Unit V: Teaching of Poetry**

**9 Hours**

1. Objectives of Teaching Poetry
2. Steps of Teaching Poetry
3. Teaching of Lyric, narrative, descriptive doha and Chaupai.

**Semester: II**

**Unit VI: Teaching of Pronunciation**

**8 Hours**

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

**Unit VII: Composition**

**12 Hours**

1. Different aspects to be considered while reading
2. Importance of loud reading and silent reading
3. Methods of developing reading interests of children
4. Means of developing speaking ability of the children.
5. Formal Composition and Free Composition. Oral and Written composition.
6. Importance of writing - Devnagari Lipi, its characteristics and development and teaching
7. Methods of teaching writing.

**Unit VIII: Teaching of Grammar**

**7 Hours**

1. Place of Grammar
2. Mistakes which are usually committed in Teaching Grammar.
3. Main principles of teaching grammar in Hindi.

**Unit IX: Text Books and other Materials**

**10 Hours**

1. Need of Text Books
2. Books for intensive reading & extensive reading
3. Criteria for selection of text-books.

4. Different teaching aids for teaching Hindi.
5. Qualities of a good Hindi Teacher

#### **Unit X: Evaluation Procedures in Hindi**

**8 Hours**

1. Different aspects to be evaluated in Hindi
2. Deciding and developing appropriate evaluation devices according to the objectives under different aspects. Activity: Development of rating scales (i) reading (ii) Writing

#### **Practical Activities:**

1. Annual Planning
2. Preparation of Blue Print
3. Conducting co-curricular activities like, antyakshari, debate, story writing, kavi sammelan etc.
4. Life-skill and multiple intelligence based lesson plan preparation.
5. Identifying mistakes related to language learning and providing remedies.

#### **Transactional Mode:**

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

#### ***References:***

- [1] Lahree, R. (1966). *Hindi Shikshan*. Agra: Raghunath Printing Press.
- [2] Mukerjee, S. N. (1965). *Rashtra Bhasha Ki Shiksha*. Baroda: Acharya Book Depot.
- [3] Patel, P. A. (1965). *Hindi Bhasha, Abhinava Adhyapan*. Ahmedabad: Bharat Prakashan.
- [4] Rastogi, G. K. et al. (1998). *Matru Bhasha Hindi Shikshan*. New Delhi: NCERT.
- [5] Sharma, B. N. (1968). *Hindi Shikshan*. Agra: Harihar Press.
- [6] Srivastava, V. (1967). *Bhasha Shikshan Vidhi*. Varanasi: Hindi Pracharak Pustakalaya.

### **EEA 1014: Teaching of Sanskrit**

#### ***Objectives:***

1. Trainees will understand the importance of Sanskrit in Indian Society and the contribution of Sanskrit to various sciences.

2. Trainees will be made to appreciate the socio-cultural values through the study of Sanskrit which will be helpful in the process of value-inculcation among pupils.
3. Trainees will understand and apply various techniques of teaching Sanskrit in secondary schools.

***Course Outline:***

**Semester: I**

**Unit I: Place of Sanskrit**

***10 Hours***

1. Importance of Sanskrit language from the point of its utility, aesthetics, literary & Linguistic views.
2. Sanskrit as a language of National Integration.

**Unit II: History of Sanskrit Literature**

***10 Hours***

1. A Biographic sketch of Sanskrit Poets & Dramatists ( Bhasa, Kalidas, Shree Harsha, Bhavabhooti ) with reference to History of Sanskrit Classical literature in brief.
2. Contribution of Sanskrit language to the various fields of learning.

**Unit III: Objectives of Teaching Sanskrit**

***9 Hours***

1. Causes of the downfall of Sanskrit language and ways of spreading and popularising a spoken Sanskrit language.
2. Modern aims of teaching Sanskrit and development of teaching skills.
3. Basic Sanskrit.

**Unit IV: Lesson Planning in Sanskrit**

***8 Hours***

1. Lesson planning in Sanskrit and its various forms
2. Value Education
3. Development of various sentiments through effective teaching

**Unit V Types of Literature in Sanskrit**

***8 Hours***

1. Objectives of teaching different forms of literature, such as prose, poetry, subhashitas, dramas & Vedic Literary pieces and Upanishads.
2. Art of Pronunciation

**Semester: II**

**Unit I: Methods of Teaching Sanskrit**

***6 Hours***

1. Traditional Ancient Education System as referred to in Vedic and post Vedic period. (Pandit- Pathashala Method).

2. Adult's Method i.e. Dr. Bhandarkar Method

**Unit II: Modern Methods of Teaching Sanskrit**

**6 Hours**

1. Direct Method
2. New Psychological Method/Approach

**Unit III: Content Analysis & Ideal Sanskrit Teacher**

**15 Hours**

1. Criteria of a good text book and its critical content analysis.
2. Characteristics and qualification of a good Sanskrit Teacher.

**Unit IV: Teaching of Grammar**

**9 Hours**

1. Inductive and Deductive approaches.
2. Teaching of Sandhis, Samasas, form of tenses & nouns.

**Unit V**

**9 Hours**

1. Use of audio-visual aids in Sanskrit
2. Developing appropriate evaluation devices/items according to the different objectives.

**Activities:**

Assignment and Project

**Mode of Transaction:**

Lecture, Discussion

**References:**

- [1] Apte, D. G., and Dongre, P. K. *Teaching of Sanskrit in Secondary Schools*.
- [2] Bokil, V. P. *A New approach to Sanskrit*.
- [3] Deota, N. P. (2012). *Linguistic Analysis Of Sanskrit Selections—XIth Std of Gujarat State*. Germany: Lap Lambert Academic Publishing.
- [4] Deota, N. P. (2012). *An Insight Into Educational Philosophy--An Indian Perspective* Germany: Lap Lambert Academic Publishing.
- [5] Deota, N. P. (2012). *Effective Leadership Qualities* Germany: Lap Lambert Academic Publishing.
- [6] Deota, N P. (2012). *Kaleidoscopic Views on Education*. Germany: Lap Lambert Academic Publishing.
- [7] Report of the Sanskrit Commission, Government of India, 1958

**EEA 1012: Teaching of Social Studies**

***Objectives:***

1. To enable the student trainees to understand the nature and structure of Social Studies.
2. To enable the student trainees to know the importance of teaching Social Studies at the secondary School level.
3. To enable the student trainees to know the methods, and approaches for organizing Social Studies curriculum.
4. To develop in the student trainees skills to organize Social Studies curriculum.
4. To develop in the student trainees skills to teach and evaluate Social Studies.
5. To equip the student trainees with the skills of diagnostic and remedial teaching.
5. To equip the student trainees with the skills for teaching gifted and under average students.
6. To enable the student trainees to critically examine the Social Studies syllabus and develop skills to periodically modify and update the text books.

***Course Outline:***

**Semester: I**

**Unit I: Social Studies as an Area of Study**

***7 Hours***

1. Meaning and Nature of Social Studies
  - Interdisciplinary/Integrated life perspectives
  - Study of human life in time and space dimension.
2. Objectives of Teaching Social Studies in the curriculum of 10 year schooling.
  - Long range developmental and higher cognitive objectives
  - Short range cognitive objectives
  - Affective objectives Skills.

**Unit II: Content Organization in Social Studies**

***7 Hours***

1. Content Structure - different views
2. Identifying and defining concepts, facts, principles and generalisations in Social Studies instruction.

**Unit III: Curricular Organization in Social Studies Instruction**

***7 Hours***

1. Content analysis and sequencing in terms of
  - delineating what to be taught
  - arranging them into meaningful Gestalts
2. Writing Objectives in Social Studies Content
  - General Objectives
  - Specific Objectives

**Unit IV: Approaches, Methods and Skills in  
Social Studies Instruction**

*14 Hours*

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

**Unit V: Planning for Social Studies Instruction**

*10 Hours*

Lesson Planning

- Meaning, significance and components
- Planning single lesson
- Unit Planning
- Annual Planning.
- Other Plannings

**Semester: II**

**Unit VI: Media in Social Studies Instruction**

*7 Hours*

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

**Unit VII: Evaluation in Social Studies**

*15 Hours*

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

**Unit VIII: Managing special students in Social Studies Instruction**

*8 Hours*

1. Handling gifted students
  - Teaching for creative thinking.
2. Handling Below average students

- Role of remedial teaching

**Unit IX: Critical Evaluation of Syllabus and Text Books of Standard IX and X**

**6 Hours**

1. Need
2. Methodology.

**Unit X: Issues and Problems in Social Studies Instruction**

**9 Hours**

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

**Activities:**

Content Analysis of Text Book, Preparation of Weekly, Monthly and Annual Plans, Preparation of Evaluation Items

**Mode of Transaction:**

Lecture, lecture cum Discussion

***References:***

- [1] Agrawal, J. C. *Teaching of Social Studies*. New Delhi: Vikas Publishing House.
- [2] Bhattacharya, S., and Darji, D. R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- [3] Binning, A. C. *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill and Co.
- [4] Desai, D. B. *Samaj Vidyana Shikhan*. Ahmedabad: Balgovind Prakashan.
- [5] George, A. M., and Madan, A. *Teaching Social Science in School. NCERT's new textbook initiative*. New Delhi: Sage Publications India Pvt. Ltd.
- [6] Greene, H. A., Jozgensen, A. N., and Gerberi, J. R. (1959). *Measurement and Evaluation in the Secondary School*. New York: Mongmans, Green and Co.
- [7] Konli, A. S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- [8] Marlow, E., and Rao, D. B. *Teaching Social Studies successfully*. New Delhi: Discovery Publishing House.
- [9] Mathias, P. (1973). *The Teacher's Handbooks for Social Studies*. London: Blandford Press.
- [10] Mehlinger. H. D. (ed.) (1981). *Handbook for the Teaching of Social Studies*. London: Gareem Helm, UNESCO.

- [11] The Association of Teachers of Social Studies. (1967). *Handbook for Social Studies Teaching*. New York: Holt, Rinehart and Winston, INC.

## **EEA 1015: Teaching of Accountancy**

### ***Objectives:***

1. To acquaint the student trainees with the concept and importance of Accountancy as discipline.
2. To enable the student trainees to understand objectives of teaching Accountancy at higher secondary stage and correlation of it with school subjects.
3. To enable them to analyze the content of Accountancy of 11th and 12th Stds. and critically evaluate the same.
4. To acquaint them with different methods and techniques for teaching of Accountancy and develop in them skills to select and use them appropriately at higher secondary stage.
5. To train them for evaluation process in Accountancy and preparation of model question paper alongwith blue-print.
6. To train them in lesson planning and unit planning in teaching of Accountancy.
7. To develop in them skills to make appropriate use of audio-visual aids in their practice-teaching work.
8. To help them identify and use different community resources.
9. To help them to understand role of an effective teacher of Accountancy.

### ***Course Outline:***

#### **Semester: I**

##### **Unit I: Accountancy: Nature and Scope and**

###### **its correlation with other subjects**

**6 Hours**

- Importance of Accountancy as a discipline
- Scope of Accountancy.
- Objectives of Teaching Accountancy at higher secondary stage.

##### **Unit II**

**6 Hours**

- Correlation - Concept, Importance & Types
- Correlation of Accountancy subject with other school subjects.

##### **Unit III: Content Analysis**

**5 Hours**

- Importance of Content analysis
- Content Analysis preparation

##### **Unit IV: Lesson Planning and Unit Planning**

**8 Hours**



- **Lesson Planning** :Meaning, Importance, Preparation
- **Unit Planning** :Meaning, Importance, Preparation

**Unit V: Methods and Techniques of teaching Accountancy.**

**20 Hours**

1. Lecture
2. Discussion
3. Assignment
4. Questioning
5. Seminar
6. Problem solving
7. Project Method
8. Inductive and Deductive Approach

**Semester: II**

**Unit VI: Teaching Aid in Accountancy Teaching**

**6 Hours**

- Types of Teaching Aids,
- Importance of teaching aids for Accountancy Teaching.
- Precautions for using Teaching Aid

**Unit VII: Evaluation process in Accountancy**

**10 Hours**

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

**Unit VIII: Community Resources**

**12 Hours**

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

**Unit IX: Co-Curricular Activities**

**9 Hours**

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities

- Field Trip : Importance , procedure & Role of Teacher

### **Unit X: Accountancy Teacher**

**8 Hours**

- Role of a Accountancy teacher
- Qualities of Accountancy Teacher: personal & Professional
- Qualifications of Accountancy Teacher & Professional Development of Commerce Teacher

### **Activities or Practical Work:**

- 1 Group work on Content Analysis in Accountancy.
- 2 Group work on the preparation of lesson plans in Accountancy..
- 3 Preparation on different types of Assignment in Accountancy.
- 4 Conducting Seminar in Accountancy.Class.
- 5 Organisation of Co-curricular Activities
- 6 Organisation of Field Trip
- 7 Preparation of different list of Community Resources which can be used for teaching of Accountancy.
- 8 Critical Analysis of Accountancy Text Book.
- 9 Preparation of Blue Print and Question Paper in Accountancy subject.
- 10 Critical Review of the syllabus and textbooks of Accountancy at higher secondary stage

### **Transactional Mode:**

- Lecture Method
- Discussion
- Seminar
- Group Activities

### ***References:***

- [1] Aggarwal, J. C. (2010). *Teaching of Commerce*. New Delhi: Vikas Publications house Pvt. Ltd.
- [2] Lulla B. P. (1990). *Teaching Commerce in Secondary Schools*. Baroda: M.S.U.
- [3] Rana, U. A. (2009). *Methodology of Commerce Education*. New Delhi: Tandon Publication.
- [4] Rao, B. D. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Publishing House.
- [5] Rao, S. (1995). *Teaching of Commerce*. New Delhi: Publications Pvt. Ltd.
- [6] Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- [7] Rao, S. et al. *Teaching Commerce in Multipurpose Secondary Schools*.

- [8] Segwalkar, P. C., and Sarlekar. (2000). *The structure of Commerce*. Allahabad: Kitab Mahal.
- [9] Teacher's Guide in Book-keeping and Accounting, Monograph 6 NCERT, New Delhi.

## **EEA 1013: Teaching of Economics**

### ***Objectives:***

1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics at higher secondary stage.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economics at higher secondary stage.
3. To develop among the student teachers critical awareness of the features of existing higher secondary Economics curricula and textbooks.
4. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
5. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

### ***Course Outline:***

#### **Semester: I**

**Unit I: Nature, Scope, Aims and Objectives of Teaching Economics  
at Higher Secondary level** **5 Hours**

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

**Unit II: Correlation of economics with other subjects** **6 Hours**

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

**Unit III: Planning of Teaching** **8 Hours**

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

**Unit IV: Content Analysis** **6 Hours**

- Need and importance of Content Analysis
- Preparation of Content Analysis

**Unit V: Methods/Techniques and approaches of Teaching Economics** *20 Hours*

1. Lecture Method
2. Team Teaching Method
3. Discussion Method
4. Assignment Method
5. Problem Solving Method
6. Project Method
7. Seminar Method
8. Use of Sample Surveys in Economics
9. Inductive and Deductive Approach
10. Simulation Technique.

**Semester: II**

**Unit VI: Audio Visual Aids in Teaching of Economics** *8 Hours*

- Need and importance of A.V Aids
- Types of A.V Aids

**Unit VII: Co-curricular Activities in Teaching of Economics** *12 Hours*

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

**Unit VIII: Economics Textbooks** *7 Hours*

- Meaning of Text Book
- Characteristics of Text Book
- Need and Importance of Text Book
- Qualities of a Good Text Book
- Defects of Existing Text Book
- Criteria for evaluation of Text book

**Unit IX: Economics Teacher** *8 Hours*

- Economics Teacher
- Qualities
- Role in the present society with special reference to India

- Professional Growth of Economics Teacher- Possibilities and problems.

### **Unit X: Evaluation in Economics**

**10 Hours**

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

### **Activities or Practical Work:**

- Group work on the preparation of lesson plans in Economics
- Group work on content Analysis
- Preparation on different types of Assignment in Economics
- Conducting Seminar in Economics Class.
- Preparation of different list of Community Resources which can be used for teaching of Economics
- Critical Analysis of Economics Text Book.
- Conducting sample surveys
- Preparation of Blue Print and Question Paper in Economics subject.

### **Transactional Mode:**

- Lecture Method
- Discussion
- Seminar
- Group Activities

### ***References:***

- [1] Binning A. C., and Binning, A. H. *Teaching Social Studies in Secondary Schools*. New Yorks: McGraw Hill & Co.
- [2] Chakravarty, S. (1987). *Teaching of Economics in India*. Bombay: Himalaya Publ.
- [3] Das, R. C. (1984). *Curriculum and Evaluation*. New Delhi: NCERT.
- [4] Dhand (1990). *Techniques of Teaching*. New Delhi: Ashish Publishing House.
- [5] Kanwarr, B. S. (1970). *Teaching of Economics*. Ludhiana: Prakash Brothers Educational Publishers.
- [6] Lee, N. (Ed.) (1975). *Teaching Economics, Ed. 2*. London Educational books.
- [7] Rudramambe, B, (2004). *Methods of Teaching Economics*. New Delhi: discovery Publishers.
- [8] Teaching Units in Economics for High and Higher Secondary Stage, NCERT, New Delhi, 1974.
- [9] The Curriculum for the Ten Year School - A Framework, NCERT, 1975.

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

## **MEDALS AND PRIZES**

Following medals, prizes and scholarships are awarded to the meritorious students of the B.Ed. degree course.

- ❖ Silver Jubilee gold Medal of Faculty of Education and Psychology is awarded to the student, who stands first securing the highest grade point at B.Ed. degree in the first attempt.
- ❖ Prof. T.K.N. Menon Memorial Prize is awarded to the candidate who stands first securing the highest grade point at B.Ed. degree examination at the first attempt.
- ❖ Prof. M.B. Buch Gold Medal is awarded to the candidate who stands first in 'D' course (Practice Teaching) at B.Ed. Degree at the first attempt.
- ❖ Vaishno Mal Malhotra Endowment-Shanti Malhotra Gold Medal is awarded to the candidate who stands first class with distinction in the B.Ed. Examination at the first attempt.
- ❖ Vaishno Mal Malhotra Endowment Cash Prize is to be awarded to the candidate who stands first with first class distinction at the B.Ed. Examination.
- ❖ Faculty Merit Scholarship will be awarded to those students who stand first and second in the first semester courses.
  - \* If the student discontinues the studies, he/she will not be given the scholarship.
  - \* Merit Scholarship can be discontinued if the progress of the student is found to be unsatisfactory.
- ❖ Dr. Saraswatiben Pandit Memorial Prize will be awarded to the candidate who stands first in the special methods of (1) Teaching of Gujarati and (2) Teaching of Hindi.
- ❖ The student must get a minimum second class (B Grade) at the first attempt to be eligible for the award.
- ❖ Principal Jeevanlal Keshavlal Parikh Gold Medal is awarded to the candidate who has passed B.Ed. Examination held by The M. S. University of Baroda in March/April at first attempt standing first in 'C' Course (Method of Teaching) with the highest average grade point.

## **SOME SPECIAL FEATURES OF THE B.ED. DEGREE COURSE**

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

### **8.1. Practice Teaching**

Since the B.Ed. course is the professional preparation of those aspiring to be teachers at the Secondary and Higher Secondary levels, there is a lot of emphasis given to the practice aspects of the teacher's role. Care is taken to initiate the neophytes to the technicalities of the profession. They are introduced to the Art and Science of teaching

in a sequenced set of stages, viz. skill Based Teaching, Alternate Day Practice Teaching, Block Practice Teaching, Extended Practice Teaching and ending up with Test Lessons. At all stages, the student teacher's lessons are observed and given feedback by both the supervising teachers and peer groups, and are supported to master the art of teaching.

## **8.2. Tutorials**

Student trainees in small groups are allotted to a teacher educator. This group forms the primary affiliation group for the students and opportunities are offered to discuss and solve any difficulties the members may have, personal, academic or social, which the group members may want to bring up. The group remains with the teacher throughout the year. Each group is free to chalk out and carry out pertinent activities.

## **8.3. General Assembly**

The day at the Centre begins with the General Assembly which is attended by the entire staff and students. A group of students is assigned the task of conducting assembly each day, which may have a mix of items like prayers, devotional songs, talks, news briefing, sharing of information, etc. It is primarily intended to be a training ground for our students and is managed by the students themselves.

## **8.4. Co-curricular Activities (CCA)**

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

## **8.5. Remedial Teaching**

Our student trainees come from a multitude of backgrounds, represent a plethora of language groups and have different subject specializations, experiences and interests. Some of them even join the B.Ed. course after a gap of several years on completion of their studies. Invariably some of them find it difficult to cope with the fast-paced and activity-oriented curriculum and continuous evaluation of the B.Ed. course. To help them catch up with especially the theory courses, the centre runs a remedial teaching programme. In this programme, volunteer peer teachers are identified and they help out students who need some extra help with their studies. This is a programme that is very much appreciated by those who have difficulty with understanding English as the medium of instruction in the University is English. The peer teachers are acknowledged for their service by awarding them with certificate of appreciation on the Faculty Annual Day. Besides, it is an experience in Co-operative learning and win-win relationships.