

# GUJARAT UNIVERSITY



## BACHELOR OF EDUCATION (B. Ed.)

**CURRICULUM FRAMEWORK  
ORDINANCE  
RULES  
&  
SYLLABUS  
(CBCS - TWO YEARS - FOUR  
SEMESTERS)**

**WEF  
JUNE - 2015**



# Gujarat University

## Bachelor of Education (B. Ed.)

### WEF – JUNE, 2015

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# Gujarat University

## Bachelor of Education (B. Ed.)

### Framework of the Course

WEF – JUNE, 2015

#### Structure of the Course

Particular	Year				Total
	First		Second		
Semester	I	II	III	IV	4
Working Days	102	102	102	102	408
Hours	612	612	612	612	884

#### Over All Summary of Credit, Hours and Marks

Mode	Particulars	Semester				Total
		I	II	III	IV	
Theory	Credit	16	16	8	12	52
	Hours	272	272	136	204	884
	Int. Marks	120	120	200	90	530
	Ext. Marks	280	280	-	210	770
	<b>Total Marks</b>	400	400	200	300	1300
Practical	Credit	10	10	14	12	46
	Hours	340	340	476	408	1564
	<b>Int. Marks</b>	250	250	350	200	1050
	Annual Lessons (External Marks)	-	-	-	100	100
Total	Credit	26	26	22	24	98
	Hours	612	612	612	612	2448
	Int. Marks	370	370	550	290	1580
	Ext. Marks	280	280	-	210	770
	Annual Lessons (External Marks)				100	100

## Semester – 1

### Summary of Credit, Hours and Marks for Semester – 1

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

### Paper and Practical - wise Credit, Hours and Marks for Semester – 1

Theory								Practicum				
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks	
					Internal	External	Total					
PE1	Childhood and Growing up	4	4	68	30	70	100	Case Study of Exceptional Child	1	34	25	
PE2	Education and Contempromy India	4	4	68	30	70	100	Criticism of any encient Indian Vidyapith	1	34	25	
EPC1	Reading and Reflecting on Text	2	2	34	15	35	50	Workshop for Content Analysis and Evaluation of any one textbook of school subject	1	34	25	
EPC2	Drama and Art in Education	2	2	34	15	35	50	Script writing for any one drama / Street paly / Role play	1	34	25	
CPS1	Understanding Disciplines and Subjects – 1	2	2	34	15	35	50	Micro teaching – Demonstration, Critical Discussion (By Professors and student teachers), Lesson Planning and Practical Lessons (4 + 4 Micro Lessons and 1 + 1 Integreted lessons)	2	68	50	
CPS2	Understanding Disciplines and Subjects – 2	2	2	34	15	35	50					
								Visit to any Educational Institution (Other than School and College) and report writing	1	34	25	
								Study of social structure of any One social group.	1	34	25	
								FC1 –Performing Art (with review of any one Art / sculpture)	2	68	50	
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>	

## Semester – 2

### Summary of Credit, Hours and Marks for Semester – 2

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

### Paper and Practical - wise Credit, Hours and Marks for Semester – 2

Theory								Practicum			
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
PE3	Learning and Teaching	4	4	68	30	70	100	Participation of student teacher in any one teaching strategy out of Seminar / Workshop / Project / Symposium	1	34	25
CP1	Assessment of Learning	4	4	68	30	70	100	Administration of any Psychological test and report writing	1	34	25
CP2	Language in Curriculum	2	2	34	15	35	50	Book Review	1	34	25
EPC3	Critical Understanding of ICT	2	2	34	15	35	50	Development of PPT programme based on any unit of any of CPS1 and CPS2 with at least 10 slides	1	34	25
CPS1	Pedagogy of School Subject	2	2	34	15	35	50	Observation of Demonstration Lessons (One lesson of each of CPS1 and CPS2 offered by the College) and observation of the lessons of peer group (Total 25)	1	34	25
CPS2	Pedagogy of School Subject other than Selected in CPS1	2	2	34	15	35	50	Practical Lessons, Critical discussion, Follow up Work : Simulation 4 + 4 and Stray Lessons 3 + 3 (Out of which one will be of two periods)	3	102	75
								FC2 –ICT	2	68	50
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>

## Semester – 3

### Summary of Credit, Hours and Marks for Semester – 3

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	8	136	200	-	200
Practicum	14	476	350	-	350
<b>કુલ</b>	<b>22</b>	<b>612</b>	<b>550</b>	<b>0</b>	<b>550</b>

### Paper and Practical - wise Credit, Hours and Marks for Semester – 3

Paper No.	Theory							Practicum			
	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
CPS1	Content – 1	2	2	34	50		50	Workshop for Action Research – Action Research and Report Writing	1	34	25
CPS2	Content – 2	2	2	34	50		50	Internship (11 Weeks) in Higher Primary School	9	306	225
a	RTE & NCF – 2005	2	2	34	50		50	FC3 – Sports& FC4 – Yoga	2	68	50
b	Use of Media in Education	2	2	34	50		50	Preparation of TLM (One in Each School Subject)	1	34	25
								Science Experiment (Ten) / Map-Filling (Ten) / Interpretation of Balance Sheet (Ten) / Psychological Experiment (Ten) / Analysis of Budget / Review of Prose or Poem (Ten)	1	34	25
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>136</b>	<b>200</b>	<b>0</b>	<b>200</b>	<b>Total</b>	<b>14</b>	<b>476</b>	<b>350</b>



## Semester – 4

### Summary of Credit, Hours and Marks for Semester – 4

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	12	204	90	210	300
Practicum	8	272	200	-	200
Annual Lessons (one in each School Subject)	4	136	-	100	100
<b>Total</b>	<b>24</b>	<b>612</b>	<b>290</b>	<b>310</b>	<b>600</b>

### Paper and Practical - wise Credit, Hours and Marks for Semester – 4

Paper No.	Subject	Theory						Practicum					
		Crdt	Hrs /Week	Total Hours	Marks			Particular	Crdt	Hrs	Marks		
					Int.	Ext.	Total				Int.	Ext.	Total
PE4	Knowledge and Curriculum – I and II	4	4	68	30	70	100	Blue print and and Preparation of Question Paper (One in each of the School Subject)	1	34	25		25
PE5	Gender, School and Society	2	2	34	15	35	50	Internship (Four Weeks)	4	136	100		100
PE6	Creating Inclusive School	2	2	34	15	35	50	Block Teaching (5 + 5 Lessons)	2	68	50		50
EP4	Understanding Slef	2	2	34	15	35	50	Portfolio of Student teacher and Viva	1	34	25		25
CP3	Optional Paper	2	2	34	15	35	50	Annual Lessons (one in each School subject)	4	136		100	100
	<b>Total</b>	<b>12</b>	<b>12</b>	<b>204</b>	<b>90</b>	<b>210</b>	<b>300</b>	<b>Total</b>	<b>12</b>	<b>408</b>	<b>200</b>	<b>100</b>	<b>300</b>

## **OBJECTIVES OF THE COURSE**

To enable the Student-teacher (teacher trainee)

1. develop teaching competency and teaching skills.
2. understand his discipline thoroughly in order to select proper teaching strategy to teach in the classroom effectively.
3. develop critical understanding regarding ICT to cope up with modern world.
4. develop such skills, understanding, interest and attitude that would enable him/her to foster all round growth and development of the children under his / her care.
5. understand teaching and learning theories deeply which enable him/her make implement all the teaching planning effectively.
6. understand the pattern of growth and development of the child from childhood to adolescent period.
7. develop skills of guiding and counselling the children in solving their personal as well as academic problems.
8. understand the philosophical and sociological aspects of education in order to make the education system sustainable.
9. understand the importance of school, teachers and government in changing society and in changing the society .
10. understand the administrative structure of primary, secondary and higher secondary education in Gujarat State.
11. understand theoretical and practical aspects of health and recreational activities.

## **ORDINANCE**

### **Edu. O. 1 :Eligibility of Candidate :**

1. A candidate seeks admission in Bachelor of Education (B. Ed.) must be a graduate from the Gujarat University or from any University Grants Commission (UGC) recognised university or from any other University recognised as an equivalent for the purpose.
2. The candidate must have completed his graduation in 10 + 2 + 3 or 11 + 4 pattern of educational structure. If he / she has completed graduation under 10 + 2 + 2 pattern of education or under any other pattern in which graduation can be completed in less than 15 years, including school education, he must have master's degree (Post Graduate degree) in the subject related to his / her subjects at Under Graduate level.
3. The candidate must have 50 percent marks in Bachelor's degree and / or in Master's degree in in Science/Social Science/Humanities/Commerce

or

The candidate having Bachelor's in Engineering or Technology with specialization in Science and Mathematics with minimum 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

4. Relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.
5. A candidate admitted to the B.Ed. programme cannot do any other course during his study of B. Ed.

### **Edu. O. 2 : Admission Procedure :**

1. Admission shall be made on the basis of percentage of marks obtained at the graduation level examination. 20% of marks of the percentage of the marks obtained at the post-graduation level are added to the graduation marks provided that the candidate has obtained the Master Degree in any of the graduation level subjects/ cognate subjects that the candidate has opted at graduation level.
2. Candidates belonging to scheduled caste/scheduled tribe would be given concession of 5 percent marks in the minimum of marks required for admission.

### **Edu. O. 3 : Intake and Reservation :**

1. Maximum number of students in any teacher education institute offering B. Ed. course will be not more than that has been prescribed by National Council of Teacher Education (NCTE).
2. The candidate who has completed his / her graduation from Gujarat University is considered as the candidate of Gujarat University for the purpose of admission in B. Ed. Course.
3. The candidate who has completed post graduation from other than Gujarat University, is not considered as the candidate of Gujarat University for the purpose of admission, even if he / she has completed his graduation from Gujarat University.
4. The candidate who has completed his / her graduation from Gujarat University and post graduation from any other University, is considered as a candidate of Gujarat University for admission procedure, only if he / she is ready to ignore his / her marks of Master's degree to be included in merit marks for admission procedure.
5. 93 % of the seats are reserved for the candidates who have completed their graduation in Gujarat University, 5 % seats are reserved for the candidates who have completed their graduation in any other University of Gujarat State and 2 % of the seats are reserved for the

candidates who have completed their graduation in any University whose head quarter is in other state or in out of Gujarat state.

6. Reservation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.

#### **Edu. O. 4 : Teacher Education Institute :**

1. Any institute that fulfil all the requirements suggested by UGC, NCTE, Gujarat University and Gujarat Government can run the B. Ed. course. Such Intstitute will be considered as Teacher Education Institute (TEI).
2. The TEI that wishes to run B. Ed. Course under Gujarat University must have affiliation to Gujarat University.
3. Such institute has to follow all the guidelines, rules and regulations prescribed by Gujarat University to run B. Ed. Course.

#### **Edu. O. 5 : Structure, Duration and Working Days :**

1. The B. Ed. programme shall be of two years duration that is divided in four semesters, which can be completed in a maximum of four years from the date of admission to the programme.
2. The structure of all the semesters is presented in the following table.

**Table – 1  
Structure of the Course**

Particular	Year				Total
	First		Second		
Semester	I	II	III	IV	4
Working Days	102	102	102	102	408
Hours	612	612	612	612	884

3. The teacher education institute will work for 36 hours in a week.
4. The days mentioned in *Table – 1* does not include the days of admission procedure and of examination.

#### **Edu. O. 6 : Attendance :**

1. Each B. Ed. student must have minimum 80 % attendance in theory course and Practicum and 90 % attendance in school Internship and during practice teaching sessions.
2. In case of serious illness or physical inability to attend the classes the student will be given 15 % more relaxation in attendance in theory and practicum and in school internship and practice teaching session on the presentation of medical certificate.
3. The candidate having attendance less than 65 % in theory and practicum and / or less than 75 % in school internship and practice teaching in any semester will not be allowed to give any internal or external exam of the respective semester.
4. In the case, mentioned in Para 3 of this ordinance, the student teacher can continue his / her study from the respective semester starts in next year. Doing so he / she has to follow the condition given in Para – 1 of Ed. O. 5.

#### **Edu. O. 7 : Credit, Theory Papers, Practicals and Marks :**

1. One credit is assigned to theory paper for one hour of teaching per week and one credit is assigned to practical work for two hours a week.
2. Credit for theory paper, practicals and Marks for each of them and for each semester along with all over marks are presented in *Table – 2*.

**Table – 2**  
**Over All Summary of Credit, Hours and Marks**

Mode	Particulars	Semester				Total
		I	II	III	IV	
<b>Theory</b>	Credit	16	16	8	12	52
	Hours	272	272	136	204	884
	Int. Marks	120	120	200	90	530
	Ext. Marks	280	280	-	210	770
	<b>Total Marks</b>	400	400	200	300	1300
<b>Practical</b>	Credit	10	10	14	12	46
	Hours	340	340	476	408	1564
	<b>Int. Marks</b>	250	250	350	200	1050
	Annual Lessons (External Marks)	-	-	-	100	100
<b>Total</b>	Credit	26	26	22	24	98
	Hours	612	612	612	612	2448
	Int. Marks	370	370	550	290	1580
	Ext. Marks	280	280	-	210	770
	Annual Lessons (External Marks)				100	100
	<b>Total Marks</b>	650	650	550	600	2450

Semester-wise theory papers and practicals with credits and marks are given in the following tables.

**Abbreviations used in Tables**

- PE – Perspective in Education  
 CP – Curriculum and Pedagogic Studies  
 CPS – Curriculum and Pedagogic Studies of School Subjects  
 EPC – Enhancing Professional Studies  
 CCE – Continuous and Comprehensive Evaluation  
 ICT – Information & Communication Technology

2. Theory papers and practicals with credits and marks for Semester – 1 are given in the following tables.

**Table – 3**  
**Summary of Credit, Hours and Marks for Semester – 1**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

**Table – 4**  
**Paper and Practical - wise Credit, Hours and Marks for Semester – 1**

Paper No.	Theory							Practicum				
	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks	
					Internal	External	Total					
PE1	Childhood and Growing up	4	4	68	30	70	100	Case Study of Exceptional Child	1	34	25	
PE2	Education and Contemporary India	4	4	68	30	70	100	Criticism of any ancient Indian Vidyapith	1	34	25	
EPC1	Reading and Reflecting on Text	2	2	34	15	35	50	Workshop for Content Analysis and Evaluation of any one textbook of school subject	1	34	25	
EPC2	Drama and Art in Education	2	2	34	15	35	50	Script writing for any one drama / Street play / Role play	1	34	25	
CPS1	Understanding Disciplines and Subjects – 1	2	2	34	15	35	50	Micro teaching – Demonstration, Critical Discussion (By Professors and student teachers), Lesson Planning and Practical Lessons (4 + 4 Micro Lessons and 1 + 1 Integrated lessons)	2	68	50	
CPS2	Understanding Disciplines and Subjects – 2	2	2	34	15	35	50					
								Visit to any Educational Institution (Other than School and College) and report writing	1	34	25	
								Study of social structure of any One social group.	1	34	25	
								FC1 –Performing Art (with review of any one Art / sculpture)	2	68	50	
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>	

- Any one of the following school subjects will be offered to the student teachers as CPS1 that is related to his / her subject/s at final year of Graduation.  
Mathematics, Science and Technology, Hindi, Gujarati, English, Elements of Accountancy, Commerce, Urdu, Economics, Psychology, Social Science
- Any one of the following school subjects, other the subject selected in CPS1 will be offered to the student teachers as CPS2 that is related to his / her subsidiary subject/s at final year of Graduation.  
Mathematics, Science and Technology, Hindi, Gujarati, English, Elements of Accountancy, Commerce, Urdu, Economics, Psychology, Social Science
- The examination of CPS1 and CPS2 in semester – 1 will be based on the concepts included in respective school subjects at higher primary level of education. The candidate who has been offered CPS1 and CPS2 belonging to higher secondary school subjects have to give exam for CPS1 and CPS2 based on the concepts of respective school subjects of standard 11.
- Combine external examination will be conducted for EPC1 and EPC2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.
- In the same way, combine external examination will be conducted for CPS1 and CPS2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.

8. The following teaching skill should be taught for micro lessons.  
Fluency in Questioning, Black Board, Set Induction, Stimulus Variation, Illustrating with Examples, Probing by Questioning, Explanation, Reinforcement
9. Four micro lessons are to be given by the student in each of the school subjects. No teaching skill is to be repeated in different lessons.
10. One integrated lesson is to be given by the student in each of the school subjects. No teaching skill is to be repeated in different lessons.
11. Theory papers and practicals with credits and marks for Semester – 2 are given in the following tables.

**Table – 5**  
**Summary of Credit, Hours and Marks for Semester – 2**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

**Table – 6**  
**Paper and Practical - wise Credit, Hours and Marks for Semester – 2**

Theory								Practicum				
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks	
					Internal	External	Total					
PE3	Learning and Teaching	4	4	68	30	70	100	Participation of student teacher in any one teaching strategy out of Seminar / Workshop / Project / Symposium	1	34	25	
CP1	Assessment of Learning	4	4	68	30	70	100	Administration of any Psychological test and report writing	1	34	25	
CP2	Language in Curriculum	2	2	34	15	35	50	Book Review	1	34	25	
EPC3	Critical Understanding of ICT	2	2	34	15	35	50	Development of PPT programme based on any unit of any of CPS1 and CPS2 with at least 10 slides	1	34	25	
CPS1	Pedagogy of School Subject	2	2	34	15	35	50	Observation of Demonstration Lessons (One lesson of each of CPS1 and CPS2 offered by the College) and observation of the lessons of peer group (Total 25)	1	34	25	
CPS2	Pedagogy of School Subject other than Selected in CPS1	2	2	34	15	35	50	Practical Lessons, Critical discussion, Follow up Work : Simulation 4 + 4 and Stray Lessons 3 + 3 (Out of which one will be of two periods)	3	102	75	
								FC2 –ICT	2	68	50	
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>	

12. Question paper for external exam of CPS1 and CPS2 will be based on teaching methods in Semester – 2.
13. Combined external examination will be conducted for CPS1 and CPS2 in Semester – 2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.
14. Combined external examination will be conducted for CP2 and EPC3 in Semester – 2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.
15. All the lessons are to be arranged at any one level in Semester – 2. (at Higher Primary of High School and for Higher Secondary Subjects in Std. 11 or in Std. 12)
16. Each Professor is to give at least one demonstration lesson of at least 40 minutes before real school students. Each student teacher will observe at least one demonstration lesson of each school subject.
17. Theory papers and practicals with credits and marks for Semester – 3 are given in the following tables.

**Table – 7**  
**Summary of Credit, Hours and Marks for Semester – 3**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	8	136	200	-	200
Practicum	14	476	350	-	350
<b>Total</b>	<b>22</b>	<b>612</b>	<b>550</b>	<b>0</b>	<b>550</b>

**Table – 8**  
**Paper and Practical - wise Credit, Hours and Marks for Semester – 3**

Theory								Practicum			
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
CPS1	Content – 1	2	2	34	50		50	Workshop for Action Research – Action Research and Report Writing	1	34	25
CPS2	Content – 2	2	2	34	50		50	Internship (11 Weeks) in Higher Primary School	9	306	225
a	RTE & NCF – 2005	2	2	34	50		50	FC3 – Sports& FC4 – Yoga	2	68	50
b	Use of Media in Education	2	2	34	50		50	Preparation of TLM (One in Each School Subject)	1	34	25
								Science Experiment (Ten) / Map-Filling (Ten) / Interpretation of Balance Sheet (Ten) / Psychological Experiment (Ten) / Analysis of Budget / Review of Prose or Poem (Ten)	1	34	25
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>136</b>	<b>200</b>	<b>0</b>	<b>200</b>	<b>Total</b>	<b>14</b>	<b>476</b>	<b>350</b>

18. Content based exam is taken in smester 3 for CPS1 and CPS2, which will be based on Secondary School subjects or on Subject of Std. 12 for Highersecondary School Subjects)
19. Internship is to be arranged at different level in Smester – 3 and semester – 4 (Higher Primary, Seondary and Higher Secondary)



20. The following activities are to be carried out by each student during internship in Semester – 3 and Semester – 4. Distribution of the activities in Semester – 3 and 4 will be done by the TEI for the student teachers.
- Maintaining Reflective Diary.
  - Teaching 5 illiterate children other than school going children. Record of such children of each student teacher is to be maintained by TEI.
  - Making the school student do Project swwork based on any school subject.
  - Arranging PTM (Parent Teacher Meeting)
  - Interview of School Administrator / Principal / Teacher and Report Writing.
  - Mentoring
  - Study of School Documents like register, progress report, pay slip etc.
  - Maintaing Logbook
  - Arranging and conducting School Assembly and participation in it
  - Recording results of CCE (Continuous and comprehinsive Evaluation) of any five students.
  - Arranging CulturI Programme
  - Making School Calander
18. General activities can be carried out in both the Semesters 3 and 4.
19. Theory papers and practicals with credits and marks for Semester – 4 are given in the following tables.

**Table – 9**  
**Summary of Credit, Hours and Marks for Semester – 4**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	12	204	90	210	300
Practicum	8	272	200	-	200
Annual Lessons (one in each School Subject)	4	136	-	100	100
<b>Total</b>	<b>24</b>	<b>612</b>	<b>290</b>	<b>310</b>	<b>600</b>

**Table – 10**  
**Paper and Practical - wise Credit, Hours and Marks for Semester – 4**

Paper No.	Subject	Theory						Practicum					
		Crdt	Hrs /Week	Total Hours	Marks			Particular	Crdt	Hrs	Marks		
					Int.	Ext.	Total				Int.	Ext.	Total
PE4	Knowledge and Curriculum – I and II	4	4	68	30	70	100	Blue print and and Prparation of Question Paper (One in each of the School Subject)	1	34	25		25
PE5	Gender, School and Society	2	2	34	15	35	50	Internship (Four Weeks)	4	136	100		100
PE6	Creating Inclusive School	2	2	34	15	35	50	Block Teaching (5 + 5 Lessons)	2	68	50		50
EP4	Understanding Slef	2	2	34	15	35	50	Portfolio of Student teacher and Viva	1	34	25		25
CP3	Optional Paper	2	2	34	15	35	50	Annual Lessons (one in each School subject)	4	136		100	100
	<b>Total</b>	<b>12</b>	<b>12</b>	<b>204</b>	<b>90</b>	<b>210</b>	<b>300</b>	<b>Total</b>	<b>12</b>	<b>408</b>	<b>200</b>	<b>100</b>	<b>300</b>

20. TEI has to offer any three of the following optional subjects to the student teachers in Semester – 4, out of which a student teacher has to select any one subject  
Education for Peace, Environment Education, Guidance and Counselling, Health – Physical Education and Yoga, School Administration and Management, Indian Philosophy and Education, Educational Research, Statistics in Educational Research, Vocational Education, Education for Life Skill, Value Education, Education for Human Right, Any one School Subject that is not Selected by student teacher in CPS1 or CPS2.
21. Each TEI has to submit the timetable of annual lessons to examination department of Gujarat University two days before the Annual Lesson Starts.
22. Student teacher is not allowed to give two annual lessons in a day.
23. Each annual lesson will be of 40 minutes.

### **Edu. R. 1 : Examination :**

1. External exam for theory paper and annual lessons will be conducted by University.
2. All the internal Exam will be conducted by TEI itself. TEI has to maintain the record of internal exam for ever.
3. Marks of each of the theory course except the theory course of Semester – 3 is divided in External and Internal in the proportion of 70 : 30.
4. The external exam of the paper that carries maximum of 70 external marks will be of 3 hours and the combined exam will be taken for two papers carrying 35 marks each.
5. Continuous evaluation is to be done for internal marks of each of the theory course of which total marks are divided in two parts like Internal and External.
6. Marks of continuous evaluation of each theory paper having 30 % internal marks are distributed as under

#### **a. Theory Course with 30 Internal Marks**

- 15 Marks from periodic Test (for which TEI has to conduct Internal Exam of 50 marks and proportionate marks are to be given out of 15 marks)
- 5 Marks for attendance in each theory course (In proportion of total period and period attended)
- 5 Marks for assignment that is to be given by teacher of theory course
- 5 Marks for over all impression of the student teacher in terms of the theory course

#### **b. Theory Course with 15 Internal Marks**

- 6 Marks from periodic Test (for which TEI has to conduct Internal Exam of 50 marks and proportionate marks are to be given out of 15 marks)
- 3 Marks for attendance in each theory course (In proportion of total period and period attended)
- 3 Marks for assignment that is to be given by teacher of theory course
- 3 Marks for over all impression of the student teacher in terms of the theory course

### **Edu. R. 2 : Criteria for Completing the Semester Successfully :**

1. Student teacher must obtain 40 % of maximum marks in both internal and external examination of each theory course in each semester for clearing the respective theory course (paper) successfully.
2. The student teacher must obtain 50 % marks in aggregate in all theory papers to clear the semester successfully.

3. He / she has to secure at least 50 % marks during respective semester in each of the practical examination and / or practical work that do not have any external marks and in annual lessons in semester – 4. Evaluation for such practicals and examination will be done by TEI itself. Annual lessons will be observed and examined by the examiners appointed by the University.
4. If the student teacher is successful in fulfilling all the above mentioned three conditions, he / she will be declared 'Pass' in respective semester.
5. If the student teacher fails in clearing the theory paper separately or in aggregate in any semester, he will be declared fail in that particular semester and will be allowed to join next semester. But the result of next semester will not be declared until he / she clears the theory paper/s of previous semester.
6. In the cases, such as mentioned above in para 5, if he / she is declared 'Pass' in theory paper/s according to the conditions mentioned in Para 1 and 2 of Edu. R. 2, his / her result of latest semester will be declared and he / she will be allowed to join next semester.
7. If still he / she cannot clear the theory paper/s of previous semester, his / her result of latest semester will not be declared and he / she will not be allowed to join the next of the latest semester for which he / she has given the last examination. If his / her latest semester is fourth semester, the result of the same will not be declared until he clears the theory paper of previous semester.
8. If the student teacher fails in clearing any of the practical exam or fails in obtaining minimum marks in any of the practicals in any semester, all the conditions as mentioned in para 5, 6 and 7 of Edu. R. 2 will be applied in terms of practicals and practical exam.
9. Student teacher has to complete all the practicals and practical examinations before theory examination conducted by the University commences.
10. The head or the principal of TEI has to approve the practicals of the student teacher in each semester before he / she starts giving semester end theory exam of respective semester.
11. The student teacher has to produce original copies of such all approval at the time of annual lessons, if the examiner asks for the same. He / she has to produce all the lesson plans, internship record and observation book at the time of annual lessons in semester four.
12. Student teacher can get his / answer book reassessed or rechecked according to the common rules of the University.

### **Edu. R. 3 : Grade and Result of the Student teacher in Semester Examination :**

1. Grade and grade point will be assigned to each theory paper on the bases of percentage of marks obtained by the student teacher in internal and external exam in respective semester as shown in *Table – 11*.

**Table – 11**  
**Grade and Grade Points in Theory Papers**

<b>Percentage of Marks in Internal and External Exam</b>	<b>Grade Point</b>	<b>Grade</b>
85 and Above	8.5 to 10	O <sup>+</sup>
70 to 84.99	7.0 to 8.49	O
60 to 69.99	6.0 to 6.99	A
55 to 59.99	5.5 to 5.99	B <sup>+</sup>
50 to 54.99	5.0 to 5.49	B
40 to 49.99	4.0 to 4.99	C
Below 40	0	D

2. Grade and grade point will be assigned to practicals and practical exam on the basis of the percentage of total marks of all the practicals obtained by the student teacher irrespective semester, if he / she has fulfilled the conditions given in Para 2 and 3 of Edu. R. 2. The grade and grade point will be assigned on the basis of percentage of Total marks of practical as shown in *Table – 11*.
3. Grade and grade point will be assigned to total marks of theory papers in each semester on the basis of percentage of marks according to *Table – 11*, if the student teacher clears all the theory papers according to the conditions given in Para – 1 and 2 of Edu. R. 2.
4. Class of the student teacher in each semester for total marks of theory papers and practicals will be awarded separately on the basis of Grade Point and Grade according to *Table – 12*.

**Table – 12****Result and Class of the Student teacher**

Grade Point	Grade	Result and Class
8.5 to 10	O <sup>+</sup>	First Class With Distinction
7.0 to 8.49	O	
6.0 to 6.99	A	First Class
5.5 to 5.99	B <sup>+</sup>	Second Class
5.0 to 5.49	B	
4.0 to 4.99	C	Fail
Below 40	D	Fail

5. A lowest class, out of the classes awarded to the student teacher in External exam and Internal Exam in any semester, will be awarded for the final result of respective semester.
6. A lowest class, out of the classes awarded to the student teacher in four semesters, will be awarded for the final result of B. Ed..
7. SGPA and CGPA are calculated according to common rules of Gujarat University.

**Edu. R. 4 : Awards and Prizes :**

1. Percentage of total external marks of all the semesters is considered to award any award, scholarship or prizes declared by the Gujarat University.
2. These marks are to be decided only after the declaration of reassessment process of last semester exam.

**Edu. R. 5 : Semester wise syllabi of Theory Papers :**

**Semester wise syllabi of Theory Papers are given from the next pages**

# **SEMESTER - I**

## **SYLLABI OF THEORY PAPERS**

**Summary of Credit, Hours and Marks for  
Semester – 1**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

**Paper and Practical - wise Credit, Hours and Marks for Semester – 1**

Theory								Practicum			
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
PE1	Childhood and Growing up	4	4	68	30	70	100	Case Study of Exceptional Child	1	34	25
PE2	Education and Contemprory India	4	4	68	30	70	100	Criticism of any encient Indian Vidyapith	1	34	25
EPC1	Reading and Reflecting on Text	2	2	34	15	35	50	Workshop for Content Analysis and Evaluation of any one textbook of school subject	1	34	25
EPC2	Drama and Art in Education	2	2	34	15	35	50	Script writing for any one drama / Street paly / Role play	1	34	25
CPS1	Understanding Disciplines and Subjects – 1	2	2	34	15	35	50	Micro teaching – Demonstration, Critical Discussion (By Professors and student teachers), Lesson Planning and Practical Lessons (4 + 4 Micro Lessons and 1 + 1 Integreted lessons)	2	68	50
CPS2	Understanding Disciplines and Subjects – 2	2	2	34	15	35	50				
								Visit to any Educational Institution (Other than School and College) and report writing	1	34	25
								Study of social structure of any One social group.	1	34	25
								FC1 –Performing Art (with review of any one Art / sculpture)	2	68	50
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>

## PE – 1 CHILDHOOD AND GROWING UP

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 100</b>	
<b>Total Credit: 4</b>	<b>4 Hours Per Week</b>	<b>Internal Marks : 30</b>	<b>External Marks : 70</b>

### Objectives:

Student-Teachers should:

- Understand the role of educational psychology in teaching learning process and will develop an attitude for its application.
- Learn about the applicable use of various methods of educational psychology.
- Acquire theoretical understanding and apply it in class room teaching.
- Understand the characteristics, problems and developmental tasks and develop insight for their guidance.
- Develop theoretical and applied understanding of the developmental aspects of adolescence.
- Develop understanding for different aspects of individual differences among children.
- Identify challenged children and understand their problems.
- Develop the understanding about the upbringing of child in different social situations in context of family, school, friends, neighbours and society.
- Acquire understanding about the meaning, principles and educational implications of learning.
- Understand psychological meanings of personality and motivation and acquire applied understanding about its principles.
- Understand and acquire the importance of the student- teacher relationship.
- Understand the psychology of punishment and its effects.

### Unit-1 Educational psychology: Growth and development

- 1.1 Psychology and Educational psychology: Meaning, definition, nature and utility in education
- 1.2 Different methods of Educational psychology : Introspection, Observation, Case study, Interview, Experimental method, Application in class room
- 1.3 Meaning of Growth and Development, Difference, Affecting Factors( Heredity and environment, physical, mental, emotional, intellectual ) , principles of development
- 1.4 Stages of human development( stages of life and it's characteristics) and educational implications

### Unit-2 Childhood and Adolescence

- 2.1 Childhood and Adolescence: Meaning and characteristics
- 2.2 Childhood and Adolescence: Needs, developmental task (Having hurts) Problems (In reference to 21st century) and its remedies.
- 2.3 Behavioural pattern of development during childhood and adolescence: Physical, Mental, Social and Emotional
- 2.4 Educational implications (Role of school and teacher)

### Unit-3 Individual differences and learners with special needs

- 3.1 Individual differences: Meaning and aspects of differences, Factors responsible for it (Heredity, Environment, Social, Economical, Cast, Gender, Residential area). Educational implications (Role of school and teacher)
- 3.2 Socialization: Meaning, Process of socialisation, Role of family, friends, neighbours, school, and mass media, theory of Bandura (Meaning of social learning, Essentials of social learning, social learning process)

- 3.3 Identification of Learners with special needs, problems and guidance (Gifted, Backward in learning, Physically handicapped, Children coming from different areas, Children coming from different social and economical class, Children with single parent ) Educational implications (Role of school and teacher)
- 3.4 Personality: Meaning, Nature, Types of personality given by Carl Jung, Educational implications.  
Adjustment: Meaning, characteristics of well adjusted and mal-adjusted person, Techniques of adjustment

#### **Unit-4 Learning:**

- 4.1 Learning: Meaning, Steps of learning process, Factors affecting learning (Learner – Teacher – Learning process and content related)
- 4.2 Theories of learning- Operant conditioning (Skinner) and Bruner's theory of discovery learning.
- 4.3 Punishment and its psychology: Meaning, Types, Effects of punishment and importance of teacher- student relationship.
- 4.4 Motivation: Meaning, Nature, Theories of Maslow and McClelland and educational implications

#### **Practicum (Any One):**

1. A case study of a child with special needs
2. Visit of a centre for rehabilitation and report writing.
3. Prepare a note from the observation of problems and characteristics of adolescence
4. Identify the individual differences between a student-teacher and his/her friend and list-out the factors responsible for it.
5. To interpret behavioural problems among students with the help of searching video clippings

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## PE – 2 EDUCATION AND CONTEMPORARY INDIA

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 100</b>	
<b>Total Credit: 4</b>	<b>4 Hours Per Week</b>	<b>Internal Marks : 30</b>	<b>External Marks : 70</b>

**Objectives :** The student teacher

- develops understanding regarding Indian society.
- develops understanding regarding present condition and direction of present Indian society.
- develops understanding regarding the role of teacher in constructing healthy Society
- develops understanding regarding educational provisions of the Indian Constitution.
- develops understanding regarding recommendations of various education Commissions.
- understands the utility value of quality reforms in Education

### **Unit : 1 – Contemporary Indian Society and Education**

- 1.1 Education : Meaning, Concept, Importance and nature.
- 1.2 Characteristics, Problems and Remedies of contemporary Indian society.
- 1.3 Problems of and solutions of contemporary Indian Society (In the context of Religion, Language, Race, Social Stratification)
- 1.4 National integration: Meaning, Importance , Challenges and role of the teacher.

### **Unit : 2- Indian Constitution and Education**

- 2.1 Introduction of Indian Constitution in brief and the Importance of its prologue
- 2.2 The role of a teacher with reference to fundamental rights and duties of the citizens
- 2.3 Education for democracy: meaning, importance and nature. Role of education.
- 2.4 Value education : Meaning, importance and types of values. Role of the teacher in inculcating constitutional values

### **Unit : 3- Special Recommendations of Education Commissions**

- 3.1 Three language formula : Kothari Commission :
- 3.2 New renewed national education policy 1992 – recommendations of Rammurty Committee  
Characteristics of National Education policy (1986)
- 3.3 Education for deprived with reference to women, dalits & tribal people
- 3.4 New education policy 2015 : Need and the information of the areas

### **Unit :4 – Various Programmes of quality Improvement for Education**

- 4.1 Education of girls, Pravishotsav, Gunotsav
- 4.2 Mid Day Meal Project ; Form and Utility
- 4.3 Sarva Shiksha Abhiyan ; Form and Utility
- 4.4 Teacher competence training at school level : BISAG programme

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## EPC – 1 READING AND REFLECTING ON TEXT

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives :

To enable student teacher :

- To understand reading and reflective thinking.
- To read and respond to a variety of texts in different ways.
- To enhance capacities as readers and writers.
- To frame questions to think about while reading.
- To write with a sense of purpose.

### UNIT 1 INTRODUCTION TO READING

- 1.1 Reading : meaning, concept, importance
- 1.2 Aim and objectives of reading
- 1.3 Types of reading : Informative, Critical, Creative reading(meaning)
- 1.4 Factors affecting reading : readiness, motivation, need, interest, environment, availability of source

### UNIT 2 UNDERSTANDING OF REFLECTIVE THINKING

- 2.1 Reflective thinking : meaning, concept, importance
- 2.2 Aim and objectives of reflective thinking
- 2.3 Tools of reflective thinking : Autobiography, reflective diary, Teaching portfolio, Text-book analysis (basic understanding)
- 2.4 Reflective diary : meaning, nature, types, preparation of reflective diary

### UNIT 3 READING COMPREHENSION AND REFLECTION

- 3.1 Reading comprehension : concept
- 3.2 Reading comprehension : components
- 3.3 Factors affecting reading comprehension : style of reading, language competency, readability
- 3.4 Interpretation and analysis of a book : Divaswapna by Gijubhai Badheka

### UNIT 4 CONTENT ANALYSIS

- 4.1 Content analysis : Meaning and need
- 4.2 Content analysis process : steps and usage
- 4.3 Sources of reading material (article) : News paper, Magazine, Reference books
- 4.4 Content analysis of article (articles from the news paper, magazine, reference book)

### Activity (any one)

- Reading of ‘Satyana prayogo-by Gandhiji’ and make reflective note on any one incidence mentioned in this book.
- Reading of ‘Angad no pag-by Hareh Dholakiya’ and make reflective note on any one incidence mentioned in this book.
- Reading of ‘Kelavanina vaikalpik madhyamo-by\_\_\_\_\_’ and make reflective note on any one topic mentioned in this book.
- Write your own reflective diary for week.

**References:**

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- રવીન્દ્ર અંધારિયા (૨૦૦૫) : ચિંતનાત્મક શિક્ષણ-સિદ્ધાંત અને વ્યવહાર, યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ
- The reflective teacher : NCERT guideline- 2006, Department of Teacher Education and Extension.
- Constructive approaches to Teaching and Learning: Hand book for Teachers of Secondary stage, Editor: Santosh Sharma.
- Decahnt E V (1964): Improving the teaching and reading , Prentice Hall Englewood CliffsInc.

## EPC – 2 DRAMA AND ART IN EDUCATION

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives:** To enable student-teacher,

- To acquire basic knowledge of drama and art.
- To understand types of drama and art.
- To understand contribution of drama and art in holistic development.
- To enhance skills for integrating various art forms.
- To be able of making classroom teaching interesting with the usage of arts.
- To prepare students for pursuing professional art courses.
- To develop an integrated whole personality.

### UNIT -1 INTRODUCTION TO DRAMA AND ART

- 1.1 Meaning of drama and concept.
- 1.2 Types of drama (farical-play, street-play, mime , role-play, mono-acting)
- 1.3 Meaning of art and concept.
- 1.4 Types of arts (painting, dance, music, sculpture, visual arts)

### UNIT-2 INTRODUCTION OF INDIAN ARTISTS

- 2.1 Introduction of dramatists (Bharat muni, Jay Shankar Sundery)
- 2.2 Music artists (Lata mangeshkar, HariprasadChorasiya )
- 2.3 Painters (Ravishanagr Raval, Raja Ravi Verma)
- 2.4 Dance Artists ( Mrunalini Sarabhai, Birjoo Maharaj)

### UNIT-3 INCLUSION OF ART IN EDUCATION

- 3.1 Importance of drama and art in education.
- 3.2 Important matters to be remembered for effective teaching in reference to drama and arts.
- 3.3 Convert any one unit of curriculum into drama.
- 3.4 Inclusions of art in cultural festivals.

### UNIT-4 APPLICATIVE IN CLASSROOM TEACHING

- 4.1 Applications of painting and dancing in classroom.
- 4.2 Educational work: with the usage of music and sculpture
- 4.3 Visual arts : with the usage of puppets, rangoli, poster, Keyon in classroom teaching.
- 4.4 Educational work of any one unit with the usage of dramatization method

#### **Practical work: (anyone)**

- (Drama, picture, dance, music and sculpture) among these art forms. Visit any one institution and make report writing with photographs.
- Prepare project work on the basis of painting, block painting, glass painting, collage, clay modelling, paper cutting ,folding,etc .
- Performance of folk-dance, folk-song,folk-arts (bhavai,bhajan,duha,chnad)
- Introduction to Girish Karnad

#### **References:**

- Armstrong,m.(1980) The practice of art and the growth of understanding In closely observed children: the diary of primary classroom.(pp.131-170 ) writers and readers.
- Davis,J.H, (2008). Why pour schools need the arts. New York: teachers college press.
- Prasad D (1998) . Art as basis of education ,National book trust

## CPS 1 & 2 UNDERSTANDING DISCIPLINES AND SUBJECTS

### Any two of the Following Subjects

1. Gujarati, 2. Hindi, 3. English, 4. Urdu, 5. Sanskrit
6. Mathematics, 7. Science and Technology, 8. Elements of Accountancy,
9. Commerce, 10. Social Science, 11. Psychology, 12. Economics,

### CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS : GUJARATI

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

ध्येयो:

શિક્ષક પ્રશિક્ષકો

- માતૃભાષાની સંકલ્પના અને મહત્વને જાણે.
- માતૃભાષાનો જીવન વ્યવહારમાં ઉપયોગ કરે.
- વ્યાકરણની વિવિધ સંકલ્પનાઓ જાણે અને તેનો વ્યવહારમાં ઉપયોગ કરે.
- માતૃભાષાના સાહિત્યકારો અને સાહિત્ય સ્વરૂપો વિશે જાણે.
- માતૃભાષાના વિવિધ કૌશલ્યો આત્મસાત કરે અને તેનો વર્ગખંડમાં અસરકારક ઉપયોગ કરે.
- ભાષા શિક્ષણની વિવિધ પદ્ધતિઓ અને શૈક્ષણિક સાધનોનો વર્ગખંડમાં ઉચિત ઉપયોગ કરે.
- ભાષા શિક્ષક તરીકેની વ્યાવસાયિક સજ્જતા કેળવે.
- ભાષાના વિવિધ આયામોનો ઉપયોગ કરી અધ્યેતાને તે માટે સજ્જ કરે.

એકમ : ૧ ગુજરાતી માતૃભાષા : એક પરિચય

- ૧.૧ વિનયન એક વિદ્યાશાખા તરીકે.
- ૧.૨ ભાષા અને માતૃભાષા : અર્થ અને સ્વરૂપ
- ૧.૩ માતૃભાષા શિક્ષણનું મહત્ત્વ
- ૧.૪ માતૃભાષા શિક્ષણની પ્રવર્તમાન સ્થિતિ-ઉપાયો

એકમ : ૨ વ્યાકરણ - ૧

- ૨.૧ સ્વર અને વ્યંજન, સંજ્ઞા અને તેના પ્રકાર
- ૨.૨ વિરામ ચિહ્નો, (પૂર્ણવિરામ, અલ્પવિરામ, અર્ધવિરામ, પ્રશ્નાર્થ, ઉદ્ગાર, અવતરણ ચિહ્ન)
- ૨.૩ વાક્ય અને તેના પ્રકારો (વિધાન, નિષેધ, આજ્ઞા, પ્રશ્નાર્થ અને ઉદ્ગાર વાક્યો)
- ૨.૪ સંયોજકો અને તેના પ્રકાર અને સર્વનામ અને તેના પ્રકારો

એકમ : ૩ વ્યાકરણ - ૨

- ૩.૧ નિપાત અને તેના પ્રકારો
- ૩.૨ રૂઢિપ્રયોગો અને તેનો વાક્યપ્રયોગ અને કહેવતો
- ૩.૩ જોડણી અને તેના નિયમો, સંધિ અને તેના પ્રકારો
- ૩.૪ સમાસ (દ્વંદ્વ, બહુવ્રિહી, તત્પુરુષ, દ્વિગુ અને મધ્યમપદલોપી

એકમ : ૪ સૂક્ષ્મ અધ્યાપન

- ૪.૧ સૂક્ષ્મ અધ્યાપન – સંકલ્પના અને મહત્ત્વ- સોપાનો
- ૪.૨ કૌશલ્યો: વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, સ્પષ્ટીકરણ, કા.પા. કાર્ય, ઉત્તેજના પરિવર્તન અને ઉદાહરણ
- ૪.૩ સૂક્ષ્મ અધ્યાપનનું પાઠ આયોજન

## ૪.૪ સેતુપાઠ

## સંદર્ભસૂચિ:

- દવે,શાસ્ત્રી જયેન્દ્ર, 'કવિતાનું શિક્ષણ', વલ્લભ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી ત્રિવેદી ગુણવંત, 'ભાષા શિક્ષણની પ્રક્રિયા', અમદાવાદ, રાજ્ય શિક્ષણ ભવન
- વાળંદ બ્રહ્મભટ્ટ, 'માતૃભાષામાં સર્જનાત્મક અભિવ્યક્તિ', મોડાસા, બી.ડી.શાહ કોલેજ ઓફ એજ્યુકેશન
- પટેલ અશોક (૨૦૧૧), 'ગુજરાતીનું અધ્યાપન', અમદાવાદ, અમોલ અને વારિષેણ પ્રકાશન
- ----- (૨૦૧૦) 'ભાષા વિવેક' (બીજી આવૃત્તિ), ગાંધીનગર, ભાષા નિયામકની કચેરી, ગુજરાત રાજ્ય
- પટેલ, અશોક. (૨૦૦૯). માઈક્રો ટીચીંગ. અમદાવાદ : વારિષેણ પ્રકાશન.
- પટેલ વિનોદ જી. અને પટેલ ડાહ્યાલાલ, (૧૯૯૬), 'અધ્યાપન અધ્યયન પ્રક્રિયા' (શિક્ષણ અને મૂલ્યાંકન), અમદાવાદ, અનંડા પ્રકાશન
- વ્યાસ કાન્તિલાલ બળદેવરાય, (૧૯૬૫), 'ગુજરાતી ભાષા, ઉદ્ગમ, વિકાસ અને સ્વરૂપ', મુંબઈ,
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- દેસાઈ હેમંત, 'કવિતાની સમજ', ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
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- મોતીભાઈ અને અન્ય (૨૦૦૩ - ૦૪) ગુજરાતી વિષયવસ્તુનું અધ્યાપન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ

**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS :**  
**HINDI**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

उद्देश्य :

प्रशिक्षार्थी :

- हिन्दी भाषा के भाषिय तत्वों की जानकारी प्राप्त करें।
- हिन्दी भाषा शिक्षा के उद्देश्य एवं महत्त्व समझें।
- हिन्दी भाषा में प्रकल्प कार्य करना सिखें।
- हिन्दी भाषा में सूक्ष्म अध्यापन का महत्त्व जाने।
- हिन्दी भाषा में सूक्ष्म अध्यापन कौशलों का वर्ग खंड में विनियोग करें।

युनिट : १ भाषा

- १.१ विनयन एक विद्याशास्त्र के रूप में
- १.२ भाषा की परिभाषा, विशेषता एवं महत्त्व
- १.३ राष्ट्रभाषा की शिक्षा, महत्त्व
- १.४ राष्ट्रभाषा हिन्दी की वर्तमान स्थिति

युनिट : २ भाषीय तत्व

- २.१ वर्ण विचार : परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्ण वर्गीकरण
- २.२ ध्वनि विचार : घोष और अघोष ध्वनि, स्वर और व्यंजन
- २.३ शब्द रचना : संरचना के आधार पर - संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण और अव्यय
- २.४ विराम चिह्न

युनिट : ३ वाक्य रचना

- ३.१ अर्थ के आधार पर वाक्य के प्रकार
- ३.२ रचना के आधार पर वाक्य के प्रकार
- ३.३ वाक्य परिवर्तन : कर्तारि, कर्मणि, भावे प्रयोग
- ३.४ प्रकल्प कार्य : संक्षिप्तीकरण, पत्रलेखन, ढांचे पर से कहानी लेखन

युनिट : ४ सूक्ष्म अध्यापन

- ४.१ सूक्ष्म अध्यापन : अर्थ, संकल्पना, सोपान, गुण-दोष, महत्त्व
- ४.२ विविध अध्यापन कौशल : विषयाभिमुख, प्रसन्नवाहिता, श्यामपट कार्य, स्पष्टीकरण, उदाहरण, उत्तेजनापरिवर्तन
- ४.३ सूक्ष्म अध्यापन : पाठ योजना
- ४.४ संकलित पाठ

प्रवृत्तिया :

- व्याकरण का ज्ञान एवं शब्दभंडार का बढ़ावा हो इसलिए शब्द खेलों का सृजन कीजिए।
- कक्षा - ६ से ८ तक के हिन्दी पाठ्यपुस्तको में व्यवहारो में उपयुक्त व्याकरण के १० वाक्य ढुंढिए और चर्चा करें।
- किसी दो स्कूलों की मुलाकात कीजिए और -
  १. वर्गखंड में हिन्दी अध्यापन की कक्षा क्या है ?
  २. वर्गखंड में पद्धति और अध्यापन सामग्री का उपयोग कितना होता है ? इसकी नोंध तैयार कीजिए।

**संदर्भ**

- बी.ए. शर्मा, हिन्दी शिक्षा, साहित्य प्रकाशन, आगरा,
- पी.के. ओझा, हिन्दी शिक्षा, अनमोल पब्लिकेशन, नई दिल्ली
- कामता प्राद गुरु, हिन्दी व्याकरण
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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS :  
ENGLISH (Lower Level – LL)**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**To enable the student Teachers:**

- To acquire knowledge of the nature, structure, and components of English language.
- To have a formal and functional knowledge of some elements of English grammar.
- To acquire command over sentence constructions in English
- To acquire competence in both spoken and written English
- To acquire mastery over instructional skills

**Unit -1 Introduction to English language:**

- 1.1. English as a Discipline of Study: concept and nature
- 1.2. Importance of Teaching English and its place in school curriculum
- 1.3. Role of English language in cultivating values and life skills
- 1.4. Psychology of language learning and Problems faced by Gujarati Speaking learners in learning English

**Unit: 2 Grammar and usage-1**

- 2.1 Parts of Speech: Meaning and Illustrations
- 2.2 Word Formation : synonyms, antonyms, nouns, verbs, adjectives
- 2.3 Sounds of English, Stress and Intonation
- 2.4 Sentence Patterns: subject, verb, object, complement, SV, SVO, SVC, SVOC patterns

**Unit: 3 Grammar and usage-2**

- 3.1 Kinds of sentences (according of function and structure): Meaning and Examples
- 3.2 Modal auxiliaries : can, may, should, must
- 3.3 The Tenses (Simple present/past/future); (Progressive present/past/future)
- 3.4 Degree of comparison (positive, comparative, superlative)

**Unit 4: Micro Teaching and Instruction Skills**

- 4.1 Micro Teaching : Concept, Importance, Steps, Limitations
- 4.2 Instruction Skills : Skill of Set-Induction, Skill of fluency in Questioning, Skill of Explanation, Skill of using Chalk Board, Skill of Stimulus Variation
- 4.3 Micro lesson planning
- 4.4 Bridge lesson planning (integrated skills)

**Activities :**

- Collect ten examples of grammar in context from English textbook 6 to 8 class and do group discussion.
- Do a survey of two schools in your neighbourhood to find out:
  1. Level of English
  2. Materials and different methods used in class room in teaching English

**References :**

- General English for High school classes English grammar ,Jawahar prakashan pvt.ltd.,Gaziabad
- Wren and martin, English grammar and composition, S. Chand
- Contemporary English grammar for scholars and students ,J D Murthy,Book palace,New Delhi Leech Geoferey & Svartvik J.,
- A Communicative Grammar of English, Longman,ELBS
- Nasr R. T., Teaching and Learning English, Longman
- English language Teaching Approches and Methodology Navita arora tata McGraw hill education private limited new delhi
- પટેલ, અશોક. (૨૦૦૯). માઈક્રો ટીચીંગ. અમદાવાદ : વારિષેષ પ્રકાશન.

**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**ENGLISH (Higher Level – HL)**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives :**

**To enable the student teachers:**

- To acquire knowledge of the nature, structure and components of English language.
- To have a formal and functional knowledge of some elements of English grammar.
- To acquire command over sentence constructions in English
- To acquire competence in various skills of Micro teaching.
- To acquire competence in both spoken and written English
- To acquire mastery over instructional skills

**Unit -1 English language:**

- 1.1. Parts of speech
- 1.2. Process of word formation : synonyms, antonyms, homonyms, content words, function words, suffixing, prefixing, compounding, conversion, active and passive vocabulary
- 1.3. Sounds of English: vowels, consonants, diphthongs
- 1.4. Stress, intonation and rhythm

**Unit:2 Sentence patterns:**

- 2.1 SV, SVO, SVC, Components of sentences: subject, verb, object, complement,
- 2.2 Kinds of sentences: according to structure and function
- 2.3 Transformation of sentences
- 2.4 Punctuation marks: Full Stop, Comma, Question Mark, Exclamatory Mark,

**Unit:3 Grammar and usage:**

- 3.1 Active and Passive voice
- 3.2 Figures of speech: contrast and similarity
- 3.3 Degree of comparison (positive, comparative, superlative)
- 3.4 language functions

**Unit 4: Micro Teaching**

- 4.1 Micro Teaching: concept, importance and steps
- 4.2 Skill of set-Induction, skill of Fluency in questioning
- 4.3 Skill of explanation, skill of using Black Board.
- 4.4 Integrated lesson planning

**Activities :**

- Collect ten examples of grammar in context from English textbook 6 to 8class and do group discussion.
- Prepare three activities to develop the reading skills of class 6
- Prepare three activities to develop the speaking skill of class 7
- Prepare two activities to brush up oral skill of std. 8
- Prepare a list of making negatives of the adjectives by adding a prefix.
- Prepare a list on how verbs are formed by adding appropriate suffixes.
- Do a survey of two schools in your neighbourhood to find out : (i) Level of English teaching  
(ii) Materials and different methods used in class room in teaching English

### **References :**

- Arora Navita, **English language Teaching: Approches and Methodology**. New Delhi, Tata McGraw Hill education private limited
- **General English for High school classes English grammar**, Gaziabad Jawaharprakashan pvt.ltd.,
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- Leech Geoferey & Svartvik J., **Contemporary English grammar for scholars and students**, Book palace, New Delhi
- Murthy J. D., **A Communicative Grammar of English**, Longman
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- J.S.Walia, **Educational Technology**, paul publishers.
- A.S.Thakur and Abhinav Thakur, **Essentials of Educational Technology, Management and Action Reserch.**
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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**SANSKRIT**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

પ્રશિક્ષણાર્થીઓ...

- સંસ્કૃત ભાષાની મૂળભૂત પરિભાષાઓની સમજ કેળવે.
- સંસ્કૃત ભાષાના પ્રાથમિક વ્યાકરણની સમજ કેળવે.
- સંસ્કૃત ભાષાના સ્વરૂપ અને મહત્વને સમજે.
- સંસ્કૃત પંચની ભલામણોથી પરિચિત થાય.
- સંસ્કૃત શિક્ષકની સજ્જતા કેળવે.
- સંસ્કૃત માઈકોટીચિંગથી પરિચિત થાય.
- સંસ્કૃતના માઈકોટીચિંગમાં વિવિધ કૌશલ્યો કેળવે.

**એકમ :1** વિદ્યાશાખામાં સંસ્કૃત

- 1.1 સંસ્કૃત ભાષાનું સ્વરૂપ (પ્રશિષ્ટ) અને મહત્વ (સાંસ્કૃતિક, ભાવાત્મક અને સાહિત્યિક)
- 1.2 સંસ્કૃત ભાષાનું મહત્ત્વ
- 1.3 સંસ્કૃત પંચની ભલામણો
- 1.4 સંસ્કૃત શિક્ષણમાં પડતી મુશ્કેલીઓ અને દૂર કરવાના ઉપાયો

**એકમ :2** સંસ્કૃત વિષયવસ્તુની મૂળભૂત પરિભાષાઓ

- 2.1 માહેશ્વર સૂત્રો : ઉદ્ભવ અને સૂત્ર સ્પષ્ટીકરણ
- 2.2 સ્વર અને વ્યંજન : સંકલ્પના, પ્રકારો અને તફાવત
- 2.3 વર્ણપિટ પરિચય
- 2.4 વિભક્તિ પરિચય

**એકમ :3** સંસ્કૃત વિષયવસ્તુ

- 3.1 ધાતુ, રૂપ, ગણ, આદેશ, અંગ અને રૂપની સંકલ્પના અને ઉદાહરણો
- 3.2 વર્તમાનકાળ (1, 4 અને 10 ગણ)ના પરસ્મૈપદ અને આત્મનેપદના રૂપો
- 3.3 સંખ્યાવાચક અને સંખ્યાનુક્રમ વાચક શબ્દો(1 થી 100 સુધી)
- 3.4 નામના રૂપો : ઝ કારાંત પુલિંગના અને નપુંસકલિંગના તથા ઝા કારાંત સ્ત્રીલિંગના રૂપો

**એકમ :4** સંસ્કૃત ભાષા : માઈકોટીચિંગ

- 4.1 માઈકોટીચિંગ : સંકલ્પના, સોપાનો, મહત્વ અને મર્યાદા
- 4.2 માઈકોટીચિંગના કૌશલ્યો : (વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, સ્પષ્ટીકરણ, ચાકફલક નોંધ)
- 4.3 માઈકોટીચિંગનું પાઠ આયોજન
- 4.4 સેતુ પાઠ આયોજન

**પ્રવૃત્તિઓ :**

- સંસ્કૃત ભાષાની પ્રવર્તમાન સ્થિતિ જણવા માટે સંસ્કૃત શિક્ષકની મુલાકાત લઈ અહેવાલ તૈયાર કરવો.
- વ્યવહારમાં સંસ્કૃત ભાષાના વિનિયોગ

- Apte D. G., ‘**Teaching of Sanskrit**’, Padma Publications, Bombay.
- Apte V. S., ‘**A Guide to Sanskrit Composition**’, Padma Publications, Bombay.
- Bokil V. P. and Parasnis, N.K., ‘**A New Approach to Teaching of Sanskrit**’, Loksangraha Press, Poona.
- Kale, M. R.: ‘**A Higher Sanskrit Grammar**’ Report on the seminar of methods of teaching Sanskrit, M. P.; Department of Extension Service, Govt. P. G. B. T. College, Raipur.
- पाण्डेय रामशकल, ‘संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा.
- अङ्गुवाला सी.के., (1956). ‘संस्कृतनुं अभिनव अध्यापन’, भारत प्रकाशन, अमदावाढ.
- अङ्गुवाला सी.के., (1966). ‘संस्कृत शिक्षणनी हेन्डबुक’, भारत प्रकाशन, अमदावाढ.
- ભટ્ટ વી. એમ., ‘સંસ્કૃત વાક્ય સંરચના’, સરસ્વતી પ્રકાશન, અમદાવાદ.
- શશીકાંત અભ્યંકર, ‘સંસ્કૃત અધ્યાપન મંદિર’, અનડા બુક ડિપો, અમદાવાદ.
- નકુમ ગોવિંદભાઈ, ‘સંસ્કૃત વ્યાકરણ વિચાર’, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10, ગુજરાત પાઠ્યપુસ્તક મંડળ, ગાંધીનગર.
- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10, NCERT.
- પટેલ, અશોક. (૨૦૦૯). માઈક્રો ટીચીંગ. અમદાવાદ : વારિષેષ પ્રકાશન.

**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS :**  
**URDU**

<b>Total Credit: 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>2 Hours Per Week</b>	<b>Total Hours: 34</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

مقاصد:-

- \* اردو زبان نصابی کے عناصر کی معلومات حاصل کریں۔
- \* تدریسی مقاصد سے واقف ہوں۔
- \* مختلف مہارتوں پر عبور حاصل کریں نیز سلاسن روم میں ان کا استعمال کریں۔
- \* مختلف تدریسی طریقے، کرلیسیں، وسائل، تعلیم اور تشخیص کی ٹیم حاصل کر کے ان کا سلاسن میں مؤثر طور پر استعمال کریں۔
- \* ادیبوں اور ان کی تصانیف سے واقف ہوں نیز ان سے لطف اندوز ہوں۔
- \* بحیثیت مدرس پیشہ دراندازی پر عبور حاصل کریں۔
- \* اردو زبان نصابی کے علم کا روزمرہ میں استعمال کر کے زندگی کو خوش گوار بنائیں۔

**Sem I Content**

**I اردو زبان نصابی کے تصورات**

- 1-1 اسم اور اس کی قسمیں
- 1-2 فعل اور اس کی قسمیں
- 1-3 صفت اور اس کی قسمیں
- 1-4 الفاظ کے معنی، متضاد الفاظ، واحد-جمع

**II اردو زبان نصابی کے تصورات**

- 2-1 رموز و اوقاف
- 2-2 حروف کی قسمیں
- 2-3 تشبیہ، استعارہ، تلمیح
- 2-4 اعراب، محاورے، بہادت، محاورے اور بہادت میں فرق

**III اردو زبان نصابی کے تصورات**

- 3-1 جملے کی قسمیں
- 3-2 خط کی قسمیں
- 3-3 ہی کی قسمیں، و کی قسمیں
- 3-4 مرکب الفاظ، مترادف الفاظ، سائے۔ لاحقے

**IV مائیکرو ٹیچنگ**

- 4-1 مائیکرو ٹیچنگ کی تعریف، اہمیت، مراحل
- 4-2 مہارتیں: تمہید، سوال و جواب کی روانی، وضاحت، تختہ سیاہ کا کام
- 4-3 مختلف مہارتوں سے منسلک سبق کے منصوبہ تیار کرنا۔
- 4-4 مرکب سبق کا منصوبہ تیار کرنا، سبق کا معائنہ کرنے کی تعلیم حاصل کرنا۔

## MATHEMATICS

<b>Total Credit: 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>2 Hours Per Week</b>	<b>Total Hours: 34</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

#### To enable student teacher to...

- Understand the nature, place and importance of Mathematics in curriculum.
- Analyze the content in terms of concepts, sub-concepts and relation between them.
- Practice various micro-teaching skills in teaching of Mathematics.

### Unit – 1 Mathematics as discipline

- 1.1 Discipline of Mathematics: concept and nature,
- 1.2 Place of mathematics in school curriculum
- 1.3 Values of Mathematics teaching : cultural, utilitarian, disciplinary value
- 1.4 Corelation of mathematics: with the branches of mathematics, science, geography

### Unit – 2 Concept

Profit-loss, Bankng, simple interest, compound interest, work and remuneration, rational indices, rational numbers, ratio and proportion, factorization, expansion, equation, polynomials, LCM-GCF

### Unit – 3 Concepts

Lines, angles, triangle, quadrilateral, circle, volume, perimeter, constructions, computer, graphs

### Unit – 4 Micro-teaching

- 4.1 Microteaching: concept, steps, importance
- 4.2 Teaching skills: Fluency in questioning, B.B.work, Stimulus variation, Set - induction, Explanation, Illustrating with examples,
- 4.3 Lesson planning (for above mentioned skills)
- 4.4 Integration of teaching skills

### References :

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
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### **Gujarati :**

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- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). Ganit Adhyapan Padhdhati Amdavad : Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). Ganit Shikshan Padhdhati. Amadavad: A. R. Sheth & Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

### **Website**

- <http://thinkbuzan.com/how-to-mind-map/>
- <https://www.wiziq.com/tutorial/145292-Mind-mapping-in-Science-Teaching>
- <http://www.teachingvillage.org/2010/02/10/mind-mapping-learning-and-teaching-with-both-sides-of-the-brain-by-hobie-swan/>

**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**SCIENCE & TECHNOLOGY**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives:**

To enable the student teacher to-

- Understand the nature of the science.
- Make aware about the place and importance of science in school curriculum.
- Explain and understand the role of science in development of nation and society.
- Explain and understand the science as process.
- Understand the basic concept of science form upper primary school level.
- Explain the importance of micro-teaching to develop science teaching skills.
- Practice various micro-teaching skills in science teaching.
- Integrate various micro-teaching skills in science teaching.

**Unit – 1 Science as a Discipline**

- 1.1 Science : Meaning, Concept & Nature
- 1.2 Place and Importance of science teaching at school level
- 1.3 Role of science in development of nation and society
- 1.4 Science as a process (observation, inquiry, hypothesis, experimentation, data collection, generalization)

**Unit-2 Concept – I (Standard – 6 And 7)****2.1 Physics related concepts**

- Magnetism, Reflection of light, Refraction of light, Echo, Noise
- Motion, Speed, Gravitational force, Friction Force, Density, Electric circuit, Electric conductor, Insulator, Leaver, concave lens, convex lens

**2.2 Chemistry related concepts**

- Vaporization, Solution, Vapour, Thermal Transformation
- Soft water, Hard water, Petroleum, Distillation, Element, Compound, Mixture, Molecule, Heat, Temperature, Freezing point, Boiling point

**2.3 Biology related concepts**

- Germination, Photo synthesis, Cell, Digestion

**2.4 General science related concepts**

- Pollution
- Irrigation, Atomic energy, Wind energy, Hydral energy, Solar energy, Geothermal energy, Bio-mass energy, Acid rain, Food chain

**Unit-3 Concept – II (Standard – 8)****3.1 Physics related concepts**

- Pressure, Refractive Index, Potential energy, Kinetic energy, Mechanical energy, Chemical Energy, Sound Energy, Electric Energy, Transfer of Energy, Law of Conservation of Energy
- Center of Curvature, Principle Axis, Optical Center, Radius of Curvature, Focal Point, Real and Virtual Image,

**3.2 Chemistry related concepts**

- Chemical Reaction, Molecular Structure, Atom, Electric Current, Orbit, Ion
- Allotrope, Corrosion, Alloys, Oxidation

- Combustion, Flammable, Inflammable, Fuel, Total Combustion, Partial Combustion, Fast Combustion, Slow Combustion
- Fossil Fuel, Fractional Distillation

### **3.3 Biology related concepts**

- Pollination, Fertilization
- Microbes, Vaccine
- Nerve System, Hormonal System, Central Nerve System, Peripheral Nerve System, Sensory Organs
- Adaptation, Aquatic Animals, Avion, Terrestrial, Xerophyte, Hydrophyte and Mesophyte
- Reproductive System, Excretory System, Fertilization,

### **3.4 General science related concepts**

- Man made material, Thermoplastic, Thermosetting Plastic, Vulcanized Rubber, Neoprene Rubber, Recycling
- Kitchen Garden, Terrace Garden, Net House, Horticulture, Hydroponics,
- Environment, Waste, e-waste, Bio-medical waste

## **Unit-4 Micro-teaching**

- 4.1 Micro-teaching: Concept, Steps, Importance
- 4.2 Skills: Fluency in questioning, B.B.work, Stimulus variation, Set Induction, Explanation, Illustrating with examples
- 4.3 Lesson planning (for above mentioned skills)
- 4.4 Integration of teaching skills

## **References**

- ધોરણ : ૬ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પુ. મંડળ
- ધોરણ : ૭ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પુ. મંડળ
- ધોરણ : ૮ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક (સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પુ. મંડળ
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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS  
ELEMENTS OF ACCOUNTANCY**

<b>Total Credit: 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>2 Hours Per Week</b>	<b>Total Hours: 34</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives

To enable student teacher to....

- Understand The Meaning, Objectives And Importance Of Book Keeping.
- Understand The Importance And Objectives Of Elements Of Book Keeping Of Higher Secondary Level.
- Understand The Concepts Of Elements Of Book Keeping At Higher Secondary Level.
- Understand The Importance Of Micro Teaching For Development Of Teaching Skills Of Elements Of Book Keeping.
- Acquire the micro teaching skills for teaching of elements of book keeping.

### Unit – 1 Understanding Discipline

- 1.1 Book Keeping: Meaning, Objectives
- 1.2 Importance and Scope of Book Keeping
- 1.3 Importance of Teaching of Elements of Book Keeping at Higher Secondary Level
- 1.4 Objectives of Elements of Book Keeping at Higher Secondary Level

### Unit – 2 Concepts – 2(Std-11)

- 2.1. Basic Accounting Terms, Rules of Debit and Credit, Journal Subsidiary Books, Cash Book, Petty Cash Book
- 2.2. Journal Proper, Account, Ledger, Posting, Trial Balance, Voucher
- 2.3. Bed dept, Business Account, Profit And Loss Account, Balance sheet, Error Correction Note, Bank Reconciliation
- 2.4 Depreciation, Bill Of Exchange, Promissory Note, Reserve, Provision, One Entry Book Keeping Method, Non Commercial Organization

### Unit – 3 Concepts – 2 (Std-12)

- 3.1. Partnership, Partnership Deed, Profit And Loss Appropriation Account, Reconstruction of Partnership
- 3.2. Goodwill, Admission of a New Partner, Dissolution of Partnership Firm
- 3.3 Share, Share Capital, Forfeiture of Shares, Debenture
- 3.4. Financial Statements, Accounting Ratio, Double Entry System of Accounting, Deshi Nama System of Accounting

### Unit – 4 Microteaching

- 4.1. Micro teaching: Meaning, Concept, Importance
- 4.2. Steps of Micro teaching
- 4.3. Skills of Micro teaching: Meaning, Merits and Demerits
  - Set Induction
  - Fluency In Questioning
  - Black Board Work
  - Illustration
- 4.4 Lesson Planning Of Micro teaching Skills (Set Induction, Fluency in Questioning, chalk Board , Illustration)

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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**BUSINESS ORGANIZATION & MANAGEMENT**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**OBJECTIVES**

- Acquires the knowledge of current higher secondary syllabus of BOM.

**Unit-1 Concepts**

- 1.1 Trade and Commerce : Meaning, Importance, Differences
- 1.2 Aims of Commerce Education
- 1.3 Objectives of Commerce Education at Higher Secondary Stage
- 1.4 Fieldwork of Commerce

**Unit -2 Concepts**

- 2.1 Banking : Meaning, Concept, Types, Functions.
- 2.2 Insurance Service : Meaning, Principles, Types
- 2.3 Trade :Internal Trade Retail Trade, Wholsale Trade
- 2.4 Foreign Trade : Import, Export and Re-Export

**Unit-3**

- 3.1 Warehouse : Private, Public, Bonded
- 3.2 Sole Proprietorship, Partnership, Minor Partner, Partnership Deed
- 3.3 Hindu Undivided Family , Joint Stock Company, Cooperative society, Holding Company
- 3.4 Subsidiary Companay, Private Company, Public Company, Liability

**Unit-4 Micro Teaching**

- 4.1 Micro Teaching :Meaning, Concept, Importance, Steps, Limitations
- 4.2 Various Skills of Micro Teaching :Set Induction, Fluency in questioning, Explanation, Stimulus Variation, Illustration, Skills of Using Black Board
- 4.3 Micro teaching Lesson Planning
- 4.4 Bridge Lesson

**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**SOCIAL SCIENCE**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**OBJECTIVES:**

- The trainee teachers clarify the modern concept of social sciences.
- Trainee teachers get information about basic components of social sciences.
- Trainee teachers know the importance of teaching social science.
- Trainee teachers enable to Scientific Approach for social science.
- Trainee teachers know the Work area of social science.
- Trainee teachers become familiar with the concepts of Social Sciences.
- Trainee teachers clarify the concepts related to Social Sciences.
- Trainee teachers develop understanding related to Social Science.
- Trainee teachers gain understanding of micro-teaching and its steps.
- Trainee teachers prepare lesson planning keeping in view the micro lesson.

**Unit 1 Social Science as a Discipline**

- 1.1 Modern concept of social sciences
- 1.2 Necessity and importance of social sciences
- 1.3 Scientific Approach of social sciences
- 1.4 Work area of social sciences

**Unit: 2 clarification of concept of Social science -1**

- 2.1 Satyagrah, Inscription, Pollution, Secularism
- 2.2 The subsidiary Alliance system, sanctuary, Approach Road, Birth Rate
- 2.3 Dual system ( Dwi Mukhi Shasan), Democracy, Budget, Strait,
- 2.4 Cold Ware, Green Revolution, Latitude, Doaab

**Unit: 3 clarification of concept of Social science -2**

- 3.1 Heritage, Climate, Tenancy Act, Zaid Crops
- 3.2 Stupa, Multipurpose Project, smuggling, Map,
- 3.3 Standard Time, Galiyara, Sustainable Development, black Marketing
- 3.4 Corruption, Samarash Panchayat, Monsoon Winds , Narrow Gauge

**Unit: 4 Micro Lesson plan**

- 4.1 Micro Lesson: Concept, Steps, Importance and its Limitation
- 4.2 Various skills: Set induction, fluency in questioning, Explanation, B.B.Work, Stimulus Variation, Illustration
- 4.3 Micro teaching Lesson Planning in Social Science
- 4.4 Bridge lesson planning

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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**PSYCHOLOGY**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives:**

- To equip the student teachers with the knowledge of teaching Psychology
- To enable the understanding of the significance of psychology in the curriculum
- at +2 level
- To enable student teachers to analyze the content of standard 11th and 12th and critically evaluate the same
- To enable student teachers to identify the different teaching methods and evaluation techniques appropriate for the topics included in the course
- To train the student teachers in lesson planning and unit planning And use of the psychology laboratory
- To enable student teachers to use proper teaching aids for make teaching effective
- To develop appropriate skills and desirable traits for the teaching of psychology and make hi
- To help the student-teachers to identify the use of community resources
- To take care of psychology laboratory and make use of in teaching psychology.

**1 Psychology as a subject**

- 1.1 Meaning of Psychology, Psychology as science-natural science-behavioural science-social science
- 1.2 Psychology: scope of Psychology
- 1.3 Aims of the teaching of Psychology, Importance of Psychology
- 1.4 Current situation of Psychology teaching.

**2 Concepts:1**

- 2.1 Methods of Psychology: Experimental, observation, case study and Interview.
- 2.2 Psychological tools and tests (only list)
- 2.3 Brain, spinal cord, Nerve system, sensation, perception, Attention, memory, cognition, communication.
- 2.4 Learning

**3 Concepts:2**

- 3.1 Emotion, motivation, Achievement motivation, Frustration, Conflict, Anxiety.
- 3.2 Creativity, Mental retardation, Aptitude, Personality, Adjustment, Conscious; Sub conscious/ unconscious mind, defence mechanism, projection and projective techniques.
- 3.3 Therapy: Psycho Therapy, Behavioural Therapy, Cognitive Therapy, yoga and Meditation.
- 3.4 Ethos of counselling, Effective Listening counselling, Rapport, Normal probability curve

**4 Micro Teaching**

- 4.1 Micro Teaching: concept, Importance, cycle of Micro teaching
- 4.2 Skills: Set Induction, Fluency in Questioning, B.B. Work, Skill of explanation, Stimulus variation, Skill of Reinforcement.
- 4.3 Planning of Micro Teaching.
- 4.4 Bridge Lesson

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**CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**ECONOMICS**

<b>Semester – 1</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Unit – 1 Meaning, Importance and scope of Economics**

- 1:1 Meaning and Nature of Economics
- 1:2 Importance of teaching of Economics – Values
- 1:3 Importance of Economics in School curricular
- 1:4 Scope of Economics

**Unit – 2 Concept (I)**

- 2:1 Demand – Sedule, Demand Curve Construction Expansion
- 2:2 Supply – Sedule – Supply Curve, Construction – Expansion
- 2:3 Price elasticity of demand – Types
- 2:4 Land, Labour, Capital, Enterpreniour, Price Determination

**Unit – 3 Concept (2)**

- 3:1 Perfect competition, monopolictic competition, Balance of True and Balance of paymaents
- 3:2 National Income – GNP – NNP – GDP – NDP
- 3:3 Opportunity cost, Fixed, Variable, Total, Avrage, Marginal Cost
- 3:4 Budget – Blance, Debkit, Surplus Budget, Revenue deficit Budgetary kit, Fiscal deficit, Primary debkit

**Unite – 4 Micro Teaching**

- 4:1 Micro Teaching – meaning – Concept, Stages, impotence – limitation
- 4:2 Different Skil of Chicro – Teaching
  - Fluency inquestioning - Explanation
  - Set-Induction - Stimulus Variation
  - Black – Board Skill - illustration Skill
- 4:3 Micro lesson planning – on the basis of above six skills
- 4:4 Bridge lession

**સંદર્ભગ્રંથો**

- અર્થશાસ્ત્રનો પરિચય - સ્વ. બ.સો. પટેલ - સી જમનાદાસ પ્રકાશન
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# **SEMESTER - 2**

## **SYLLABI OF THEORY PAPERS**

**Summary of Credit, Hours and Marks for  
Semester – 2**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	16	272	120	280	400
Practicum	10	340	250	-	250
<b>Total</b>	<b>26</b>	<b>612</b>	<b>370</b>	<b>280</b>	<b>650</b>

**Paper and Practical - wise Credit, Hours and Marks for  
Semester – 2**

Theory								Practicum			
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
PE3	Learning and Teaching	4	4	68	30	70	100	Participation of student teacher in any one teaching strategy out of Seminar / Workshop / Project / Symposium	1	34	25
CP1	Assessment of Learning	4	4	68	30	70	100	Administration of any Psychological test and report writing	1	34	25
CP2	Language in Curriculum	2	2	34	15	35	50	Book Review	1	34	25
EPC3	Critical Understanding of ICT	2	2	34	15	35	50	Development of PPT programme based on any unit of any of CPS1 and CPS2 with at least 10 slides	1	34	25
CPS1	Pedagogy of School Subject	2	2	34	15	35	50	Observation of Demonstration Lessons (One lesson of each of CPS1 and CPS2 offered by the College) and observation of the lessons of peer group (Total 25)	1	34	25
CPS2	Pedagogy of School Subject other than Selected in CPS1	2	2	34	15	35	50	Practical Lessons, Critical discussion, Follow up Work : Simulation 4 + 4 and Stray Lessons 3 + 3 (Out of which one will be of two periods)	3	102	75
								FC2 –ICT	2	68	50
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>272</b>	<b>120</b>	<b>280</b>	<b>400</b>	<b>Total</b>	<b>10</b>	<b>340</b>	<b>250</b>

## PE – 3 : LEARNING AND TEACHING

<b>Semeater – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 100</b>	
<b>Total Credits – 4</b>	<b>4 Hours Per Week</b>	<b>Internal Marks : 30</b>	<b>External Marks : 70</b>

### Objectives:

#### To enable student teacher...

- To understand the social & cognitive process of Learning.
- To understand the complex nature of Teaching.
- To aware of Teaching method.
- To understand the analysis of classroom interaction.
- To understand the classroom interaction.
- To understand the nature of learner.
- To understand the Principles of Teaching-Learning process.
- To get introduction of Teaching models.

#### Unit:-1 Learning and Behaviour Area

- 1.1 Learner and Behaviour Area
- 1.2 Classification of Teaching objectives : Based on Blooms Taxonomy
- 1.3 Multisensory Learning
- 1.4 Experience cone of Adger Dell

#### Unit:-2 Teaching

- 2.1 Concept of New and Old Teaching, Characteristics of Good Teaching, factors affecting teaching
- 2.2 Principles of Teaching
- 2.3 Maxims of Teaching
- 2.4 Concept of Technique, Method, Approach and Model

#### Unit:-3 Learning-Teaching

- 3.1 Teacher oriented and child oriented Methods of Learning-Teaching (List only)
- 3.2 Assignment Approach, Problem Solving
- 3.3 Models of teaching : Characteristics, Elements, Concept Attainment Model
- 3.4 Programmed Learning : Concept, Principle, Types, Steps of developing Programmed Learning Material

#### Unit:-4 Educational and Instructional Technology

- 4.1 Educational Technology : Meaning, Form, Scope
- 4.2 Approache of Educational Technology : Hardware, Software
- 4.3 Classroom Interaction : Meaning, Flander's Components of Classroom Interaction, Analysis and Interpretation of Classroom Interaction
- 4.4 Teaching Aids : Printed, Broadcast and Digital

#### Activities (Any One)

1. Seminar, Workshop, Group-discussion Active participation of the student in any one from the above
2. To observe & interpret any two teacher classroom interaction(only subject methods)
3. Prepare a project report in your main method
4. Take a visit of any one agency in the context of teaching learning process & prepare a report with photograph.

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## CP – 1 : ASSESSMENT OF LEARNING

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 100</b>	
<b>Total Credits – 4</b>	<b>4 Hours Per Week</b>	<b>Internal Marks : 30</b>	<b>External Marks : 70</b>

### Objectives :

#### To make the student teacher

1. understand the nature of assessment and evaluation and their role in teaching - learning process.
2. understand the perspectives of different schools of learning on learning assessment.
3. realise the need for school based and authentic assessment.
4. experience the contextual roles of different forms of assessment in schools.
5. understand the different dimensions of learning and related assessment procedures tools and techniques.
6. develop assessment tasks and tools to assess learners performance
7. analyse, manage and interpret assessment data.
8. examine the issues and concerns of assessment and evaluation practice in schools
9. understand the policy perspectives on examinations and evaluation and their implementation practices
10. trace the technology based assessment practices and other trends at the international level.

#### Unit 1 : Measurement and Evaluation

- 1.1 Measurement : Meaning, Types,
- 1.2 Evaluation : Concept, characteristics and principles of Educational Evaluation
- 1.3 Steps of Educational Evaluation Process,
- 1.4 Difference between measurement and evaluation

#### Unit 2 : Tools of Evaluation

- 2.1 Standardized Tests : Meaning, Characteristics, Types and Steps
- 2.2 Diagnostic Tests : Meaning, Uses of Diagnostic Test, Steps of Constructing Diagnostic Test
- 2.3 Types of Questions
- 2.4 Teacher Made Test : Characteristics, Importance, Limitations, Steps of Constructing Teacher made Test

#### Unit 3 : Examination System

- 3.1 Examination : Meaning, Types, Objectives of Examination
- 3.2 Current Examination System, Suggestion of NEGER for Examination Reforms, Limitations
- 3.3 On-Line Examination : Meaning, Advantages, Limitations, Requirements for on-line Exam.
- 3.4 Open Book Examination (OBE): Meaning, Types, Objectives, Advantages, Limitations.

#### Unit 4 : Basics of Educational Statistics

- 4.1 Educational Statistics : Meaning, Need
- 4.2 Measurement of Central Tendency : Mean, Mode, Median : Advantages, Limitations, Calculations
- 4.3 Measurement of Variance : Mean Deviation, SD, Quartile Deviation : Meaning, Need, Calculations
- 4.4 Percentile, Percentile Rank : Meaning, Need, Calculations

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## CP – 2 : LANGUAGE ACROSS THE CURRICULLUM

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives: The Student Teachers Will

- Understand the language background of students as the first or second language users.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the theories of Language Development.
- Understand the nature of Multilingualism and status in the classroom.
- Understand stages of language acquisition.
- Develop Language Proficiency as a Teacher.

### Teaching Strategies:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Group – Discussion</li> <li>• Seminar</li> <li>• Workshop</li> </ul> | <ul style="list-style-type: none"> <li>• Field Visits</li> <li>• Observation</li> <li>• Demonstration</li> <li>• Activity Based</li> </ul> |
|---|--|

### 1 Language And Society

- 1.1 Language as Rule Governed System: Concept and Meaning
- 1.2 Relationship of Language and Society: Identity, Power and Discrimination.
- 1.3 Nature of Multilingualism: Differential Status of Indian Classroom Language.
- 1.4 Home Language or Dialect and School Language; Deficit Theory and Discontinuity Theory.

### 2 Language Acquisition

- 2.1
  - Language Acquisition: - Stages, First Language and Second Language Acquisition
- 2.2 Meta- Linguistics: Meaning, Concept & Awareness, Listening, Speaking, Reading Comprehension and Writing for Varying Contexts
- 2.3 Theories of Language Development: Nativist and Interactionist
- 2.4 Language Proficiency of the Teacher

### 3 Reading, Writing & Analysis

- 3.1 Reading in the Content Areas: - Social Science, Science and Maths.
- 3.2 Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts
- 3.3 Schema Theory; Text Structures and Examining Content Area textbooks
- 3.4
  - Reading Strategies for Children
    - Note Making
    - Summarizing

- Making Reading -Writing Connection
  - Process Writing
  - Analyzing Children's Writing to Understand their Conception
  - Writing with a Sense of Purpose; Writing to Learn and Understand

#### 4 Classroom and Language

- 4.1 Classroom Discourse: Meaning, Nature and strategies for using oral language
- 4.2 Discussion and Questioning as Tools for Learning
- 4.3 Functions of Language: In the Classroom and Outside the Classroom
- 4.4 Language Diversity in Classrooms: Use of First and Second Language in the Classroom

#### Activities: (Any one)

- Conduct a survey in secondary school to study academic achievement of five students with reference to language diversity and write a report.
- Analyze writings (Notebooks) of five students in any one school subject with respect to their concepts.
- Organize an activity based game to motivate students for creative questioning.
- Observe a Classroom teaching for one period and draft a report on type of questions asked by teacher and students.
- Arrange a workshop on critical reading of selective texts.

#### References:

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- <http://www.pgce.soton.ac.uk/IT/Teaching/Questioning/>
- <http://www.massey.ac.nz/~alock/virtual/sherman.htm>
- <http://languagedevelopment.tripod.com/id15.html>
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## EPC – 3 : CRITICAL UNDERSTANDING OF ICT

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

To enable student teacher to ....

- Acquire understanding of basics of ICT.
- Acquire understanding of effective communication
- Acquire introduction of current trends of internet and networking
- Understand the role of ICT in education and society.

### Unit 1 Introduction of ICT in education

- 1.1 **ICT** :Meaning, concept – information, technology, information technology, ICT
- 1.2 **Basics of computer** : Parts (units) of computers, hardware, software
- 1.3 **Operating system** : Meaning, function of OS, **Types**-multi tasking, multi threading, **Introduction to different OS**- windows, Linux, Android,
- 1.4 **Storage devices** : Primary storage, Secondary, Virtual storage (cloud)

### Unit 2 Communication and Internet

- 2.1 **Communication process** –Meaning, Elements of communication, Barriers of communication, Effective communication
- 2.2 **Types and Media of communication** – Verbal, Non-verbal, Printed, Electronic
- 2.3 **Computer Network** : Meaning, concept, Types – LAN, MAN, WAN: (intranet, extranet) History of internet, Use of search engine
- 2.4 **Social Network** in terms of education –Concept of social network, Educational use of social network like facebook, blog, instagram, whatsapp

### Unit 3 Current trends in ICT based academic support

- 3.1 **Virtual classroom** – Concept, advantages, limitations, role of teacher in effective use
- 3.2 **Smart class** - Concept, advantages, limitations, role of teacher in effective use
- 3.3 **Edusat**- Concept, advantages, limitations, role of teacher in effective use
- 3.4 **Online learning resources** – e-library, websites, MOOC (Massive open online course), NROER (National repository open education resource)

### Unit 4 ICT, Education and society

- 4.1 **Scope of ICT in education**- Material development, evaluation and administrative use
- 4.2 **Recommendation for ICT in school education** by GCERT and NCERT
- 4.3 **Challenges against the use of ICT in education** – Challenges against values, society, legal challenges, Technological challenges
- 4.4 **Effect of ICT on society** – Positive and negative effect of ICT on society and vice-versa,

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- યાદવ, કે. એચ. અને અન્ય. (૨૦૧૧). *શિક્ષણમાં કમ્પ્યુટર*, અમદાવાદ : ગૂર્જર પ્રકાશન
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- Taneja, V. and Parashar, S. (2011). *Encyclopaedia of E-world Vol. 8*, New Delhi : Alfa Publication.

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**CPS1 OR 2 :PADAGOGY OF SCHOOL SUBJECTSS****GUJARATI**

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

ધ્યેયો: શિક્ષક પ્રશિક્ષકો

- માતૃભાષાના સાહિત્યકારો અને સાહિત્ય સ્વરૂપો વિશે જાણે.
- માતૃભાષાના વિવિધ કૌશલ્યો આત્મસાત કરે અને તેનો વર્ગખંડમાં અસરકારક ઉપયોગ કરે.
- ભાષા શિક્ષણની વિવિધ પદ્ધતિઓ અને શૈક્ષણિક સાધનોનો વર્ગખંડમાં ઉચિત ઉપયોગ કરે.
- ભાષા શિક્ષક તરીકેની વ્યાવસાયિક સજ્જતા કેળવે.
- ભાષાના વિવિધ આયામોનો ઉપયોગ કરી અધ્યેતાને તે માટે સજ્જ કરે.

એકમ : ૧ માતૃભાષાનું શિક્ષણ

- ૧.૧ માતૃભાષા શિક્ષણના હેતુઓનું વર્ગીકરણ અને હેતુઓનું મહત્ત્વ
- ૧.૨ માતૃભાષા શિક્ષણ: સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૧.૩ મૂલ્ય ઘડતરમાં ભાષાનું યોગદાન
- ૧.૪ ભાષા શિક્ષકની સજ્જતા : શૈક્ષણિક, વ્યાવસાયિક અને વ્યક્તિત્વ

એકમ : ૨ માતૃભાષાના કૌશલ્યો

- ૨.૧ માતૃભાષા કૌશલ્યો : શ્રવણ કૌશલ્ય, સંકલ્પના, મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ
- ૨.૨ વાચન કૌશલ્ય: સંકલ્પના, મુખવાચન અને મૂકવાચનનું મહત્ત્વ અને બંને પ્રકારના વાચનના વિકાસ માટેની પ્રવૃત્તિઓ
- ૨.૩ કથન કૌશલ્ય: સંકલ્પના, મહત્ત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ
- ૨.૪ લેખન કૌશલ્ય: સંકલ્પના, હેતુઓ, મહત્ત્વ અને લેખન કૌશલ્યના આધારસ્તંભો તેમજ લેખન કૌશલ્યના વિકાસમાટેની પ્રવૃત્તિઓ

એકમ : ૩ માતૃભાષા અધ્યાપનનું આયોજન

- ૩.૧ માતૃભાષા અધ્યાપનનું આયોજન: અર્થ અને મહત્ત્વ
- ૩.૨ ગદ્ય શિક્ષણ : ગદ્ય અને પદ્ય વચ્ચેનો તફાવત, ગદ્ય શિક્ષણના હેતુઓ, ગદ્ય શિક્ષણના સોપાનો અને ગદ્ય પાઠોનું આયોજન, ગદ્ય શિક્ષણની સમસ્યાઓ અને અસરકારક ગદ્ય શિક્ષણ માટેના સૂચનો
- ૩.૩ કાવ્ય શિક્ષણ: અર્થ, કાવ્ય શિક્ષણના હેતુઓ, કાવ્ય શિક્ષણની સમસ્યાઓ, કાવ્ય શિક્ષણની સજ્જતા અને નમૂનાનો પાઠ
- ૩.૪ વ્યાકરણ શિક્ષણ: વ્યાકરણ શિક્ષણ અંગેના મતમતાંતરો અને વ્યાકરણ શિક્ષણની ઉપેક્ષાના કારણો અને ઉપાયો તેમજ વ્યાકરણ શિક્ષણની અધ્યાપન પદ્ધતિઓ અને નમૂનાનો પાઠ

એકમ : ૪ શૈક્ષણિક સાધનો, મૂલ્યાંકન અને ભાષા શિક્ષકની સજ્જતા

- ૪.૧ માતૃભાષા શિક્ષણ અને શૈક્ષણિક સાધનો: મહત્ત્વ, વર્ગીકરણ, શૈક્ષણિક સાધનોના ઉપયોગનું ઔચિત્ય
- ૪.૨ મૂલ્યાંકન: અર્થ, પ્રકારો અને બ્લ્યૂ પ્રિન્ટની સમજ
- ૪.૩ માતૃભાષા શિક્ષણની અધ્યાપન પદ્ધતિઓ: અર્થ, મહત્ત્વ, પદ્ધતિઓના પ્રકાર - વ્યાખ્યાન, પ્રશ્નોત્તર, જૂથચર્ચા - અર્થ, વિશેષતાઓ અને મર્યાદાઓ તેમજ ગુજરાતી માતૃભાષાના અધ્યાપનમાં તેનો વિનિયોગ
- ૪.૪ નાટ્યીકરણ, સ્વાધ્યાય, નિરીક્ષિત સ્વાધ્યાય, પ્રયોગ પદ્ધતિ- અર્થ વિશેષતાઓ અને મર્યાદાઓ તેમજ ગુજરાતી માતૃભાષાના અધ્યાપનમાં તેનો વિનિયોગ

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- મોતીભાઈ અને અન્ય (૨૦૦૬ - ૦૭) ગુજરાતી અધ્યાપનનું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ
- મોતીભાઈ અને અન્ય (૨૦૦૩ - ૦૪) ગુજરાતી વિષયવસ્તુનું અધ્યાપન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ

## CPS1 OR 2 :Padagogy of HINDI

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**उद्देश्य : प्रशिक्षार्थी**

- हिन्दी भाषा की उद्देश्यलक्षी शिक्षा का महत्त्व समझें ।
- राष्ट्रभाषा हिन्दी में अध्यापन विधियों का महत्त्व समझें ।
- हिन्दी भाषा में अध्यापन कौशलों का वर्गखंड में विनियोग करें ।
- हिन्दी भाषा में पाठ आयोजन करना सीखें ।
- हिन्दी भाषा के पाठ्यपुस्तक का मूल्यांकन करना सीखें ।

**युनिट : १ राष्ट्रभाषा शिक्षा के उद्देश्य एवं हिन्दी शिक्षक**

- १.१ राष्ट्रभाषा हिन्दी की उद्देश्यलक्षी शिक्षा का महत्त्व
- १.२ हिन्दीभाषा शिक्षण के सामान्य एवं विशिष्ट उद्देश्य
- १.३ राष्ट्रभाषा हिन्दी का अन्य विषयों से अनुबंध
- १.४ राष्ट्रभाषा हिन्दी का शिक्षक (शैक्षिक एवं व्यावसायिक योग्यताएँ)

**युनिट : २ अध्यापन तकनीकी**

- २.१ भाषा शिक्षा के विविध कौशल ( श्रवण, कथन, वाचन, लेखन)संकल्पना, महत्त्व और उस के विकास की प्रयुक्तियाँ
- २.२ भाषा शिक्षा की विधियाँ (प्रत्यक्ष विधि, परोक्षविधि, व्याख्याविधि, आगमन-निगमनविधि)संकल्पना, महत्त्व और उस के विकास की प्रयुक्तियाँ
- २.३ भाषा शिक्षा के सिद्धांत सूत्र
- २.४ हिन्दी शिक्षा में दृश्य-श्राव्य उपकरण, महत्त्व, हिन्दी शिक्षा में उपकरणों का विनियोग

**युनिट : ३ राष्ट्रभाषा हिन्दी की शिक्षा**

- ३.१ गद्य की शिक्षा- उद्देश्य, महत्त्व, प्रविधि और पाठ आयोजन
- ३.२ गद्य की शिक्षा- उद्देश्य, महत्त्व, प्रविधि और पाठ आयोजन
- ३.३ व्याकरण की शिक्षा- उद्देश्य, महत्त्व, प्रविधि और पाठ आयोजन
- ३.४ रचना की शिक्षा- उद्देश्य, महत्त्व, प्रविधि और पाठ आयोजन

**युनिट : ४ परीक्षण एवं मूल्यांकन**

- ४.१ मूल्यांकन - अर्थ, संकल्पना, महत्त्व, विविध मूल्यांकन कसोटीयाँ
- ४.२ प्रश्नपत्र की रचना - ब्लू प्रिन्ट और प्रश्न प्रकार के आधार पर प्रश्नपत्र निर्माण
- ४.३ पाठ्य पुस्तक का मूल्यांकन
- ४.४ भाषा कक्ष का महत्त्व

**प्रवृत्तियाँ**

मातृभाषा और राष्ट्रभाषा विषय पर वर्गखंड में चर्चा कीजिये ।

हिन्दी में प्रश्नोत्तर का निर्माण और संचालन कीजिये ।

कक्षा-६ में वाचन कौशल के विकास के लिए तीन प्रवृत्तियों का निर्माण कीजिये ।

कक्षा-७ के लिए कथन कौशल के विकास के लिए तीन प्रवृत्तियों का निर्माण कीजिये ।

कक्षा-८ के लिए कथन कौशल सुधार के लिए दो प्रवृत्तियों का निर्माण कीजिये ।

**संदर्भ ग्रंथ**



- हिन्दी अध्यापन परिशिलन : बी.एस. शाह प्रकाशन
- हिन्दी का आदर्श अध्यापन : वारिषेण प्रकाशन
- हिन्दी अध्यापन परिशीलन- नीरव प्रकाशन
- हिन्दी भाषा : भोलानाथ तिवारी
- हिन्दी शिक्षण, साहित्य प्रकाशन, आगरा
- हिन्दी शिक्षण, अनमोल पब्लिकेशन, नई दिल्ली

## CPS1 OR 2 : Padagogy of ENGLISH (Lower Level – LL)

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives :

#### To enable the student teachers to:

- get acquainted with the objectives of teaching English at secondary school level.
- formulate instructional objectives in terms of observable behaviours of learners.
- get acquainted with aims and objective of teaching English at secondary school level .
- be acquainted with and to acquire the qualitates of a good English teacher.
- acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences.
- teach various areas like prose, poem, poetry, grammar.
- organize language activities and games in the classroom.
- design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English.
- get the knowledge of different types of tests.
- develop capacity to prepare and use different evaluation techniques to evaluate pupil's learning.

### Unit :1 Objectives of Teaching and the English Teacher

- 1.1 Classification of objectives and their importance
- 1.2 General and Specific objectives of teaching English as Second Language (ESL)
- 1.3 Teacher of English : qualities and competences
- 1.4 Difficulties faced by the teacher in teaching ESL

### Unit: 2 Planning and Methodology of Teaching ESL

- 2.1. Lesson Plan: Importance, constituents and types (simulation, period plan, unit plan)
- 2.2 Approaches (meaning, principles and procedure): The communicative Approach, The Structural Approach, The Situational Approach
- 2.3 Approaches (meaning, principles and procedure ): The Direct Method, The Bilingual method, The inductive-deductive method, The Project method
- 2.4 Techniques : questioning, pair work, group work, role play, dramatisation, language games, story telling, discussion

### Unit 3 Teaching ESL

- 3.1 Development of language skills : Listening and Speaking : Sub skills, importance of listening in English, activities to develop aural-oral skill  
Reading : Sub skills of reading, oral and silent reading, Intensive and extensive reading, methods of teaching reading, ways of developing reading skill  
Writing: Components of writing, importance and Characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.
- 3.2 Teaching of prose(including vocabulary) and poetry
- 3.3 Teaching functional grammar
- 3.4 Teaching composition : guided and free composition

### Unit:4 Use of ICT and Evaluation of Learning

- 4.1 Use of modern gadgets like TV, mobile, DVD player, multimedia projector, interactive white board, language lab, computer and internet)
- 4.2 Use of non-projection devices like chalkboard, pictures, charts, maps, models, sketches, photographs, flannel board, print media and authentic material
- 4.3 Types of Tests- achievement test, diagnostic test
- 4.4 Types of questions & tests items; preparation of an ideal question paper

### Activities:

- Discussion on the topic "Mother tongue and Other tongue"
- Describe pictures /people/ events
- Organize and conduct quiz in English.
- Prepare three activities to develop the reading skills of class 6
- Prepare three activities to develop the speaking skill of class 7
- Prepare two activities to bursh up oral skill of std.8
- Analyse of advertisements on Radio/television /social media on the basis of language and gender
- Take any one topic on environment published in newspaper and review it.

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## CPS1 OR 2 : Padagogy of ENGLISH (Higher Level – HL)

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

#### To enable the student teachers:

- To express the place and importance of English in school curriculum
- To be acquainted and to attempt for the qualities of a good English teacher.
- To get acquainted with aims and objectives of teaching English at secondary school level.
- To formulate instructional objectives in terms of observable behaviors of learners.
- To acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences.
- To execute various devices of teaching English.
- To teach various areas like prose, Poem, Composition, Supplementary readers.
- To organize language activities and games in the classroom.
- To design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English.
- To get the knowledge of different types of tests.
- To develop capacity to use different evaluation techniques and to prepare ideal question paper to evaluate pupils' learning.
- To develop an awareness and concern for listening, speaking, reading and writing skills.

### Unit :1 Language and language learning

- 1.1 ELT in Gujarat and place of English as the first language in school curriculum
- 1.2 Functional, cultural and literary role of English language
- 1.3 Psychological principles of language learning and problem faced by first language learners.
- 1.4 Teacher of English language

### Unit: 2 Planning and Methodology of Teaching English as first language

- 2.1. Aims and objectives of teaching English as a first language
- 2.2 Lesson planning: constituents and types (Micro,simulation, period plan, unit plan)
- 2.3 Approaches (meaning, principles and procedure): The Communicative Approach, The Structural Approach, The Situational Approach, The Constructivist Approach, The Eclectic Approach
- 2.4 Methods and maxims of teaching :
  - The Direct method, The Bilingual method, The Inductive-deductive method, The Project method
  - Techniques: pair work, group work, role play, dramatisation, language games, storytelling, discussion

### Unit 3 Teaching and learning of English as a first language

- 3.1 Developing Language skills (LSRW)
- 3.2 Teaching of vocabulary, prose, poetry, Grammar and composition

### 3.3 Textbook as a Resource: Evaluation of English textbooks of std.IX and X (H.L)

#### **Unit:4 Evaluation and ICT**

- 4.1. Preparation of Blue Print and a question paper.
- 4.2 Types of tests (objective test, achievement test, diagnostic test)
- 4.3 Uses of modern gadgets: Television, Mobile, DVD player, Multimedia : Projector, Interactive White Board, Computer and internet
- 4.4 Uses of non projection gadgets :chalk board,charts,maps,models,sketches, Photographs and flannel board

#### **Activities:**

- Describe pictures /people/events.
- Organize and conduct quiz in English.
- Analyse of advertisements on Radio/television/social media on the basis of language and gender.
- Take any one topic on environment published in newspaper and review it.
- Write an essay on “How should animals be treated ?” in your own words.

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- Hornby, A. B., (1962), **The Teaching of Structural Words and Sentence Patterns. Stages 1, 2, 3 and 4**, Delhi; Oxford University Press
- Lee, W. R., Coppen M., (1964), **Simple Audio Video aids to Foreign Language Teaching**, London; Oxford University Press
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## CPS1 OR 2 :Padagogy of SANSKRIT

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### પ્રશિક્ષણાર્થીઓ

- સંસ્કૃત ભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ શીખે.
- સંસ્કૃતમાં ગદ્ય, પદ્ય અને વ્યાકરણના પાઠોનું આયોજન બનાવતા શીખે.
- સંસ્કૃતમાં વિવિધ પદ્ધતિઓથી પરિચિત થાય.
- સંસ્કૃત ભાષાના મૂળભૂત કૌશલ્યો કેળવે.
- સંસ્કૃતના શૈક્ષણિક સાધનોથી પરિચિત થાય.
- સંસ્કૃત ભાષા શિક્ષણના સિદ્ધાંતો અને સૂત્રોથી પરિચિત થાય.
- સંસ્કૃતમાં ક્રિયાત્મક સંશોધનની સમજ કેળવે.

### એકમ : ૧ હેતુઓ અને પાઠ આયોજન

- ૧.૧ સંસ્કૃત ભાષાના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૧.૨ ગદ્ય પાઠનું આયોજન
- ૧.૩ પદ્ય પાઠનું આયોજન
- ૧.૪ વ્યાકરણ પાઠનું આયોજન

### એકમ : ૨ સંસ્કૃત શિક્ષણની પદ્ધતિઓ

- ૨.૧ આગમન - નિગમન પદ્ધતિ : સંકલ્પના, મહત્વ અને મર્યાદા
- ૨.૨ અર્થબોધ પદ્ધતિ : સંકલ્પના, મહત્વ અને મર્યાદા
- ૨.૩ પ્રત્યક્ષ પદ્ધતિ : સંકલ્પના, મહત્વ અને મર્યાદા
- ૨.૪ અનુવાદ પદ્ધતિ : સંકલ્પના, મહત્વ અને મર્યાદા

### એકમ : ૩ સંસ્કૃત ભાષાના કૌશલ્યો અને સિદ્ધાંતો

- ૩.૧ શ્રવણ અને કથન કૌશલ્ય : સંકલ્પના, મહત્વ અને વિકાસ માટેની પ્રવૃત્તિ
- ૩.૨ વાચન અને લેખન કૌશલ્ય : સંકલ્પના, મહત્વ અને વિકાસ માટેની પ્રવૃત્તિ
- ૩.૩ સંસ્કૃત ભાષા શિક્ષણના સૂત્રો
- ૩.૪ સંસ્કૃત ભાષા શિક્ષણના સિદ્ધાંતો

### એકમ : ૪ સંસ્કૃત શિક્ષણના સાધનો અને આનુષંગિક બાબતો

- ૪.૧ શૈક્ષણિક સાધનો : સંકલ્પના, મહત્વ અને ઉપયોગો(ચાર્ટ, ચિત્રો, ફ્લેશકાર્ડ, કમ્પ્યુટર અને ટેપરેકોર્ડર)
- ૪.૨ સંસ્કૃત શિક્ષક : ગુણો અને વ્યાવસાયિક સજ્જતા
- ૪.૩ સંસ્કૃત ખંડની સજ્જતા અને સાંસ્કૃતિક મૂલ્ય
- ૪.૪ ક્રિયાત્મક સંશોધન : અર્થ, મહત્વ, સોપાનો

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- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10 , ગુજરાત પાઠ્યપુસ્તક મંડળ, ગાંધીનગર.
- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10, NCERT.

## CPS1 OR 2 :Padagogy of URDU

Semester – 2	17 Hours per Credit	Maximum Marks: 50	
Total Credit: 2	2 Hours Per Week	Internal Marks : 15	External Marks : 35

**I اردو زبان ندرانی: تصور اور اہمیت**

1-1 اردو زبان ندرانی: تصور اور اہمیت - سماجی، تہذیبی، ثقافتی اور شغلی فروغ نیز ان کے تحفظ کے لیے۔ خوشی میتر کرنے کے لیے، جذبات اور احساسات کا اظہار کرنے کے لیے۔

1-2 مراسلہ، تصور، اہمیت، قسمیں، اثر انداز عوامل، زبان اور بولی، اصلاحی تجاویز، حالات حاضرہ میں اردو زبان کی اہمیت

1-3 مہارتیں (۱): بیان - سماعت

1-4 مہارتیں (۲): پڑھائی - لکھائی

**II زبان ندرانی کی تدریس کے مقاصد اور سبق کا منصوبہ**

2-1 مقاصد عام مقاصد اور خصوصی مقاصد

2-2 سادہ سبق کا منصوبہ

2-3 تدریسی طریقہ: (۱) بنیادی، سوال و جواب، بحث و مباحثہ (۲) استقرائی و استخراجی

2-4 تدریسی طریقہ: (۱) ڈرامائی (۲) گروپ بحث (۳) پروجیکٹ (۴) خود آموزی

**III نشر، نظم، قواعد اور انشاء کی تدریس**

3-1 نشر: اہمیت، مقاصد، نشر پڑھانے کے طریقے، مجلس روز میں کی جانے والی سرگرمیاں

3-2 نظم: اہمیت، مقاصد، نظم پڑھانے کے طریقے، مجلس روز میں کی جانے والی سرگرمیاں

3-3 قواعد: اہمیت، مقاصد، قواعد پڑھانے کے طریقے، مجلس روز میں کی جانے والی سرگرمیاں

3-4 انشاء: اہمیت، مقاصد، انشاء کی قسمیں، مجلس روز میں کی جانے والی سرگرمیاں

**IV درسی کتاب، وسائل تعلیم، تشخیص اور مدرس کی صلاحیت**

4-1 درسی کتاب: اہمیت، خصوصیات، جماعت ۹-۱۰ کی درسی کتابوں کا تجزیہ

4-2 وسائل تعلیم: اہمیت، قسمیں، مختلف وسائل تعلیم اور ان کے استعمال

4-3 تشخیص: اہمیت، سوال کی قسمیں، آکاشی منصوبہ، پلیو بیٹ، سوالیہ پرچہ کی تشکیل

4-4 مدرس کی صلاحیت: تعلیم، بہتر دورانہ اور شغلی

(۱) زبان ندرانی کی تجربہ نگاہ، اردو انجمن اور اس کی سرگرمیاں

-2-



## CPS1 OR 2 :Padagogy of MATHEMATICS

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives: To enable student teacher to...**

1. Understand aims, objectives and behavioural changes of mathematics teaching.
2. Acquire understanding of lesson planning for mathematics teaching
3. Acquire understanding of different teaching methodologies of mathematics
4. Acquire understanding of different techniques of teaching mathematics.

### **Unit – 1 Planning of teaching mathematics**

- 1.1 Aims, Behavioral domains and General Objectives of teaching Mathematics
- 1.2 Instructional objectives of teaching Mathematics[ Knowledge, Understanding, Application, Skills, Interest, Aptitude, Appreciation ]
- 1.3 Planning of teaching mathematics:1
  - 1.3.1 Simulation
  - 1.3.2 Lesson planning
- 1.4 Planning of teaching mathematics:2
  - 1.4.1 Unit planning
  - 1.4.2 comparison between lesson planning and unit planning

### **Unit – 2 Pedagogy of teaching mathematics**

- 2.1 Methods of teaching of mathematics:( concept, merits, limitations, With specific illustrations for their use in teaching of Mathematics)
  - 2.1.1 inductive-deductive method
  - 2.1.2 analysis-synthesis method
  - 2.1.3 demonstration method
- 2.2 Methods of teaching of mathematics:2 ( concept, merits, limitations, With specific illustrations for their use in teaching of Mathematics)
  - 2.2.1 experiment method
  - 2.2.2 project method
- 2.3 Techniques/Approach of teaching mathematics-1
  - 2.3.1 oral work
  - 2.3.2 drill-review work
- 2.4 Techniques/Approach of teaching mathematics-2
  - 2.3.1 mind mapping
  - 2.3.2 Assignment technique

### **Unit – 3 Learning resource for teaching mathematics**

- 3.1 Teaching aids:
  - 3.1.1 Teaching aids: Meaning, importance, selfmade aids
  - 3.1.2 Types of teaching aids
  - 3.1.3 ICT in mathematics teaching
- 3.2 Mathematics Teacher: characteristics, professional competencies
- 3.3 Evaluation of mathematics textbook( Std.VIII to X) : Characteristics of ideal textbook  
Evaluation of Mathematics Text book : [ Physical aspects, academic aspects ]
- 3.4 Mathematics club and mathematics laboratory (objective, importance, activities)

### **Unit – 4 Evaluations in Mathematics**

- 4.1 Evaluation:
  - 4.1.1 concept

- 4.1.2 different types of questions useful in evaluation
- 4.1.3 construction of blueprint
- 4.2 Formative assessment in mathematics as per CCE (meaning, different types of activities for FA)
- 4.3 Diagnostic-remedial work (Concept, importance, preparation of diagnostic tool, error analysis)
- 4.4 Talent search program in mathematics: Role of teacher and school

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- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

### **Website**

- <http://thinkbuzan.com/how-to-mind-map/>
- <https://www.wiziq.com/tutorial/145292-Mind-mapping-in-Science-Teaching>
- <http://www.teachingvillage.org/2010/02/10/mind-mapping-learning-and-teaching-with-both-sides-of-the-brain-by-hobie-swan/>

## CPS1 OR 2 :Padagogy of SCIENCE & TECHNOLOGY

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

#### To enable the student teacher to-

1. State the general and specific objectives of the science.
2. Understand and prepare various lesson planning for teaching science.
3. Explain and use different approaches methods and techniques of teaching science.
4. Utilize learning resources for effective teaching of science.
5. Enhance professional competency as science teacher.
6. Analyze the text book and content of science.
7. Establish and utilize general science laboratory for development of science temper.
8. Arrange co-curricular activities in science.

### Unit – 1 Planning of teaching science

- 1.1 Values, Aims and objectives of teaching science
- 1.2 Formulation of specific objectives in terms of behavioral changes(Bloom's taxonomy)
- 1.3 Planning of Teaching Science - I: Simulation Lesson Planning
- 1.4 Planning of Teaching Science - II: Unit Planning : Meaning, concept, importance, Comparison of lesson plan and unit plan

### Unit-2 Pedagogy of teaching science

- 2.1 Maxims of teaching : Meaning, Concept, application : From Known to Unknown, From Concrete to Abstract, From Particular to General, From Part to Whole
- 2.2 Approaches of teaching science : Constructivist approach, Inductive-deductive approach, Problem Solving approach, Inquiry approach
- 2.3 Method of Teaching science-I (Concept, Merits and Demerits): Lecture Method, Demonstration Method, Experimental Method
- 2.4 Method of Teaching science-II (Concept, Merits and Demerits) : Project Method, Group discussion Method

### Unit-3 Learning Resources for Teaching Science

- 3.1 Community learning resources: Science City, Aquarium, Print and electronic Media, Community Science Center
- 3.2 Teaching aid as a Learning Material : Meaning of teaching aids, Types of teaching aids (Audio, Visual, Audio-Visual, ICT based aids), Importance of teaching aids, Self made teaching aids and its importance
- 3.3 Science Teacher : Qualification and Personality, Professional Competencies, Science Textbook: Characteristics of an ideal Science Textbook, Evaluation of Science Textbook  
Internal and external co-relation of science
- 3.4 Science Laboratory: Meaning, Concept and Importance, Designing a General Science Laboratory, Management and safety of General Science Laboratory

#### **Unit-4 Evaluation and Co-curricular Activities in Teaching Science**

- 4.1 Evaluation and outcomes of Science Teaching: Evaluation: Meaning and Concept, Scholastic Comprehensive Evaluation  
Diagnosis and remedial work : Meaning, Need and Importance
- 4.2 Science Club: Concept, Aims and Establishment, Activities, Importance
- 4.3 Science Exhibition : Concept, objectives, planning and organization, Importance  
Types of Science fair
- 4.4 Science Talent Search : Objectives, Programme and importance  
Role of teacher and school in promoting science talent search

#### **References**

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- ભાવસાર, એસ. અને અન્ય. વિજ્ઞાન શિક્ષણ પદ્ધતિ, અનડા પ્રકાશન, અમદાવાદ
- રાવલ, એન. અને અન્ય. વિજ્ઞાન અને ટેકનોલોજીનું અભિનવ અધ્યાપન, નીરવ પ્રકાશન, અમદાવાદ
- પટેલ, પી અને અન્ય. વિજ્ઞાનનું આદર્શ અધ્યાપન, વારિષેણ પ્રકાશન, અમદાવાદ
- ..... વિજ્ઞાનનું અધ્યાપન ૧, ડૉ. બાબા સાહેબ આંબેડકર ઓપન યુનિવર્સિટી, અમદાવાદ
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## CPS1 OR 2 :Padagogy of ELEMENTS OF ACCOUNTANCY

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

#### To enable student teacher to...

- Become familiar with aims & objectives of Account.
- To acquire knowledge of teaching methods of Account.
- Will learn planning teaching of Account.
- Will co-relate content of Account with various subjects.
- To understand the concept and use of evaluation process in Accountancy.
- Will develop the skill of preparing Ideal Question paper and according Blue Print in Account.

### Unit:1 Aims & Objectives of Accountancy

- 1.1 Needs of Accountancy in Teaching.
- 1.2 Aims of Accountancy.
- 1.3 General Objectives of Accountancy.
- 1.4 A Specific Objectives and expected behavior in Accountancy.

### Unit:2 Planning and Educational Methods of Accountancy

- 2.1 Simulation : Meaning, Importance & Planning
- 2.2 Lesson Plan : Meaning, Importance & Planning
- 2.3 Unit Plan : Meaning, Importance & Planning
- 2.4 Educational Method
  - Inductive-Deductive method
  - Analysis-Synthesis Method
  - Project Method

(Nature, merits & demerits And Teachers Role in Method.)

### Unit:3 Accountancy Textbook and Correlation

- 3.1 Importance of Textbook, Characteristics of Ideal Textbook.
- 3.2 Review of Present textbook.
- 3.3 Correlation: meaning, Importance, Types
- 3.4 Correlation with different subjects(Commerce, Maths, Economics.)

### Unit:4 Accountancy Teacher, club and Evaluation

- 4.1 Teacher: Educational Qualification, skills, professional competency
- 4.2 Accountancy club: objective, Activities
- 4.3 Modern Software of Accountancy: Meaning and Importance
- 4.4 Blue Print: Construction of Ideal Questionery

### Activities (Any One)

1. Teach any one unit with use of Teaching method.
2. Correlation Account subject with different subjects and prepare a list of chapters.
3. Evaluate any one Textbook of std:11/12 .
4. Prepare Question paper on the bases of Blue print.

#### References:

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- Bhatia & Bhatia, (2000). **The Principles and Methods of Teaching**, Delhi; Doaba House
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## **CPS1 OR 2 :Padagogy of BUSINESS ORGANIZATION & MANAGEMENT**

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### **Unit : 1 Aims of BOM**

- 1.1 General objectives of teaching of BOM
- 1.2 Specific objectives of teaching of BOM
- 1.3 Expected Behavioral Changes
- 1.4 Lesson Plan: Simulation, Stray lesson

### **Unit : 2 Methods & Techniques**

- 2.1 Method : Lecture cum discussion method , Demonstration method
- 2.2 Project method, Comparative method
- 2.3 Illustration, Questionnaire & Interview, Field Work
- 2.4 Teaching Aids: Audio-Visual instruments  
Reference Books & Magazines

### **Unit : 3 Text book & Co-relation of BOM**

- 3.1 Text book : Importance, Characteristics, Evaluation
- 3.2 BOM room & Club activities
- 3.3 BOM Teacher : Education Qualification, Vocational Competency
- 3.4 Co-relation :- Meaning, types, importance  
Co-relation with different Subjects:- Accountancy, Economics, Social Science

### **Unit: 4 Blue Print & Ideal Question Paper**

- 4.1 Blue print : Meaning, Concept
- 4.2 Characteristics
- 4.3 Structure of Blue Print
- 4.4 Construction of Ideal Question Paper

## CPS1 OR 2 :Padagogy of SOCIAL SCIENCE

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### OBJECTIVES

- The trainee teachers clarify the modern concept of social sciences.
- Trainee teachers get information about basic components of social sciences.
- Trainee teachers know the importance of teaching social science.
- Trainee teachers become familiar with various aims of teaching social sciences.
- Trainee teachers prepare general and specific objectives related to the units of social sciences.
- Trainee teachers become familiar with the syllabus of social sciences..
- Trainee teachers use various teaching methodologies useful to teach social sciences in the classroom.
- Trainee teachers use necessary teaching aids useful in teaching process of social sciences.
- Trainee teachers prepare lesson planning notes after gaining understanding of simulation and bridge lessons.
- Trainee teachers visit some of the places in relation to social science.
- Trainee teachers differentiate lesson planning and unit planning in relation to social sciences.
- Trainee teachers become aware of the social sciences club activities.
- Trainee teachers become aware of the professional expertise of social science teacher.
- Trainee teachers find out co-relation of social sciences with other subjects.
- Trainee teachers prepare ideal question paper of social sciences.

### **Unit: 1 Modern concept, importance, aims, general and specific objectives in relation to behaviour changes**

- 1.1 Modern concept of social sciences
- 1.2 Necessity and importance of social sciences
- 1.3 Aims of teaching social sciences : cultural heritage, national economic growth, national integration, international understanding
- 1.4 General and specific objectives of social sciences education and desirable behaviour changes in classroom teaching

### **Unit: 2 Simulation, lesson planning, methods and uses of teaching aids in teaching of social sciences**

- 2.1 Understanding simulation and lesson planning
- 2.2 Lesson planning : period lesson and unit planning
- 2.3 Methodologies of teaching social sciences : narration cum discussion, source, natural region method, project method
- 2.4 Teaching aids of teaching social sciences : timeline, map, globe of world, chart, pictures, newspapers, coins, tickets, computer

### **Unit: 3 Teacher of social sciences, room of social sciences, club and correlation with other subjects**

- 3.1 Teacher of social sciences : qualification, training, characteristics, professional traits
- 3.2 Room of social sciences – importance, decoration, activities



- 3.3 Social sciences club – importance, activates
- 3.4 Correlation of social sciences with other subjects : literature, sciences and mathematics

**Unit: 4 Evaluation of text book, tools of assessment, blue print and construction of ideal question paper**

- 4.1 Evaluation of textbook of social science (Std.IX, std.X)
- 4.2 Devices of Evaluation in social sciences : questionnaires, rating scale, check list
- 4.3 Understanding of blue print in social sciences
- 4.4 Construction of ideal question paper in teaching social sciences

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## CPS1 OR 2 :Padagogy of **PSYCHOLOGY**

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### **Unit-1 Introduction of Psychology**

- 1.1 Psychology- an old subject but new name. Psychology as a scientific study of Behavior.
- 1.2 Branches of Psychology, Nature and Scope. The application of Psychology in daily life.
- 1.3 Place of Psychology in higher secondary School Curriculum.
- 1.4 Psychology in relation to other Subjects.

### **Unit-2 Objectives of Teaching Psychology**

- 2.1 Blooms' Taxonomy – Classification of Objectives
- 2.2 Aims / Objectives – Importance, Difference between general and specific objectives
- 2.3 General Objectives of teaching Psychology at Higher Secondary Level
- 2.4 Text book evaluation: Critical reviews of the existing syllabus and text book of Psychology for higher secondary.Modern trends and approaches in Psychology curriculum planning.

### **Unit-3 Planning and Methods/Techniques of Teaching Psychology**

- 3.1 Content analysis and content Organization
- 3.2 Planning of lesson plans and unit plans in teaching of Psychology
- 3.3 Methods of Teaching - Lecture cum discussion method, ProjectAssignment Method, Psychological Methods - Experimental Method, Case Study Method, Observation Method  
Techniques: Counseling, Interview.
- 3.4 Planning, organizing and maintenance of Psychology laboratory.

### **Unit-4 Teaching Aids and Measurement and Evaluation**

- 4.1 Teaching Aids: Instructional Material: News Papers, Magazines, Journals and Reference Books  
Audio – Visual Aids: Charts, Graphs, Pictures, Television, Computer andteleconference.
- 4.2 Measurement and Evaluation : Concept of Measurement and Evaluation, difference between the twoDifferent Types of Questions – its importance and Limitations  
Construction of an Ideal Question paper – Blue Print and Three Dimensional Table
- 4.3 Competency of a Teacher of Psychology:  
Educational Competency, Vocational Competency and Qualities of Personality
- 4.4 Laboratory of Psychology : Importance, Useful Instruments in laboratory  
Planning of Experiments for Sensation, perception and Learning

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## CPS1 OR 2 :Padagogy of ECONOMICS

<b>Semester – 2</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives....

Student teacher

- Understands the different methods of teaching of Economics
- Develop component of committed attitudes as a Economics thoughts
- Develop interest in Economics study.
- Student evaluates the text book of the higher secondary level
- Evaluatesthe text book of the higher secondary school level

### Unit-1 Lesson Planning

- 1.1 Importance and scope of Economics at higher secondary school level.
- 1.2 General and specific objectives of teaching Economics
- 1.3 Lesson Planning -Stages, Detail Planning, Model Plan
- 1.4 Unit Plan- Stages, Detail Planning, Model Plan

### Unit-2 Method , Techniques and Teaching Aid

- 2.1 Various methods of teaching Economics. Source method, group discussion, assignment method, comparative study method,project method, Problem solving mehtod.
- 2.2 Techniques of teaching :Economics roleplay, questionnaire, observation, narration.
- 2.3 Teaching Aid of Economics -Classification and importance
- 2.4 Value in teaching of Economics

### Unit-3 Teacher-Economics Club Room

- 3.1 Economics Teacher : qualification, training, charactristics and vocational Proficiency.
- 3.2 Economics club: Requirement and different activities
- 3.3 Economics room : Arrangment, need and importance
- 3.4 Book Riview of well - known economist Prof. Marshall , Prof. j.m. keynes, Prof. Amartya Sen

### Unit-4 Text Book- Correlation-Evaluation

- 4.1 Correlation : meaning, types, importance of correlation of Economics with other school sub.
- 4.2 Evaluation : Concept, aims, tools
- 4.3 Criteria of a good text book :- Evaluations present Economics text book
- 4.4 Economic Surveys : Dairy, Panchayat, Bank, Industry.

### Reference

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- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, અમદાવાદ સિટી
- પટેલ, મોતીભાઈ તથા અન્ય, અર્થશાસ્ત્રના અધ્યાપનનું પરિશિલન, અમદાવાદ, બી.એસ. શાહ પ્રકાશન
- પટેલ, વિજુભાઈ, પુ. અર્થશાસ્ત્રનું અધ્યાપન, અમદાવાદ અનડા પ્રકાશન
- શર્મા આર.એમ. તથા અન્ય (૨૦૦૮) અર્થશાસ્ત્રનું અભિનવ અધ્યાપન, અમદાવાદ, નીરવ પ્રકાશન

# **SEMESTER - 3**

## **SYLLABI OF THEORY PAPERS**

**Summary of Credit, Hours and Marks for  
Semester – 3**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	8	136	200	-	200
Practicum	14	476	350	-	350
<b>Total</b>	<b>22</b>	<b>612</b>	<b>550</b>	<b>0</b>	<b>550</b>

**Paper and Practical - wise Credit, Hours and Marks for  
Semester – 3**

Theory							Practicum				
Paper No.	Subject	Credit	Hrs / Week	Total Hours	Marks			Particular	Credit	Total Hours	Marks
					Internal	External	Total				
CPS1	Content – 1	2	2	34	50		50	Workshop for Action Research – Action Research and Report Writing	1	34	25
CPS2	Content – 2	2	2	34	50		50	Internship (11 Weeks) in Higher Primary School	9	306	225
a	RTE & NCF – 2005	2	2	34	50		50	FC3 – Sports& FC4 – Yoga	2	68	50
b	Use of Media in Education	2	2	34	50		50	Preparation of TLM (One in Each School Subject)	1	34	25
								Science Experiment (Ten) / Map-Filling (Ten) / Interpretation of Balance Sheet (Ten) / Psychological Experiment (Ten) / Analysis of Budget / Review of Prose or Poem (Ten)	1	34	25
	<b>Total</b>	<b>8</b>	<b>8</b>	<b>136</b>	<b>200</b>	<b>0</b>	<b>200</b>	<b>Total</b>	<b>14</b>	<b>476</b>	<b>350</b>

## CPS 1 or 2 : Content of Teaching : GUJARATI

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### એકમ-૧: લેખનના વિવિધ સ્વરૂપો

- ૧.૧ પત્ર લેખન, અહેવાલ લેખન
- ૧.૨ સંક્ષેપીકરણ, સારલેખન, વિચાર વિસ્તાર
- ૧.૩ નિબંધલેખન
- ૧.૪ અનુવાદ

### એકમ-૨: સાહિત્યના સ્વરૂપો અને સાહિત્યકારોનો પરિચય

- ૨.૧ સોનેટ, ખંડકાવ્ય, નવલિકા અને નવલકથા
- ૨.૨ મધ્યકાલીન ગુજરાતી સાહિત્ય – મીરાં અને નરસિંહ
- ૨.૩ અર્વાચીન ગુજરાતી સાહિત્ય – પન્નાલાલ પટેલ અને વર્ષા અડાલજી
- ૨.૪ પ્રાદેશિક બોલીઓ: સોરઠી, સૂરતી, ચરોતરી અને પટણી

### એકમ-૩: સાહિત્યિક સમીક્ષા, છંદ અને અલંકાર

- ૩.૧ ગદ્ય સમીક્ષા
- ૩.૨ પદ્ય સમીક્ષા
- ૩.૩ ગુજરાતી સમાચાર પત્રો કે સામયિકોમાંથી સાહિત્યિક લેખોની સમીક્ષા
- ૩.૪ છંદ (શિખરિણી, મંદાકાન્તા, અનુષ્ટુપ, ચોપાઈ) અને અલંકાર (ઉપમા, સજ્જવારોપાણ, વ્યતિરેક, ઉત્પ્રેક્ષા)

### એકમ-૪: વિષયવસ્તુ અને પદ્ધતિ આધારિત મુદ્દાઓ

- ૪.૧ પાઠ્યક્રમ: અર્થ; પાઠ્યપુસ્તક રચનાના સિધ્ધાંતો, આદર્શ પાઠ્યપુસ્તકના લક્ષણો
- ૪.૨ ધોરણ – ૮, ૯ અને ૧૦ના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૪.૩ ગુજરાતી સાહિત્યિક સંસ્થાઓ અને તેના કાર્યો, સાહિત્યમાં ઉપલબ્ધ પુરસ્કારો
- ૪.૪ ભાષા મંડળ, ભાષા પ્રયોગશાળા અને ભાષાખંડ

### પ્રવૃત્તિઓ:

- કોઈ સાહિત્યકારની મુલાકાત અને તેનું અહેવાલ લેખન
- કોઈ સાહિત્યિક સંસ્થાની મુલાકાત અને તેનું અહેવાલ લેખન
- ગુજરાતીના શિક્ષકની મુલાકાત અને તેના અધ્યાપનની સમસ્યાઓનું અધ્યયન
- ગુજરાતી ભાષામાં ઉપલબ્ધ કોઈ પાંચ વેબસાઈટનું અધ્યયન અને તેના સારભૂત અંશોનું લેખન કરો.
- કોઈપણ પાંચ વિદ્યાર્થીઓને ગુજરાતી ભાષાના અધ્યયનમાં પડતી મુશ્કેલીઓ જાણવી.
- વર્ગખંડમાં કવિસંમેલનનું આયોજન કરો.
- કાવ્યપઠન કાર્યક્રમનું આયોજન કરો.
- સંગીતબદ્ધ થયેલાં ગુજરાતી કાવ્યો/ગીતોના ગાન/અંત્યાક્ષરીનો કાર્યક્રમ
- સાહિત્યકારોના ફોટોગ્રાફ બતાવી તે સાહિત્યકારનું નામ જણાવો. – કવીઝ કાર્યક્રમ
- મૌલિક કૃતિનું સર્જન કરી પ્રાર્થના સભામાં રજૂઆત કરો.
- વ્યાકરણીય જ્ઞાન તથા શબ્દભંડોળ તપાસતી રમતોનું સર્જન કરવું.

## CPS 1 or 2 :Content of Teaching : HINDI

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### प्रशिक्षार्थी

- हिन्दी व्याकरण विषयक विस्तृत जानकारी प्राप्त करें।
- हिन्दी भाषा की साहित्यिक विधाओं से परिचित हों।
- हिन्दी साहित्यकारों के जीवन एवं कृतित्व से अवगत हों।
- हिन्दी पाठ्य पुस्तक की कृतियों की समीक्षा करें।
- हिन्दी भाषा में सृजनात्मक लेखन करना सीखें।

### युनिट :१ हिन्दी व्याकरण

- १.१ शब्द भेदसमानार्थी शब्द, विलोम शब्द, समोच्चरित शब्द, अनेकार्थी शब्द, शब्दसमूह के लिए एक शब्द, मुहावरें, कहावतें
- १.२ उपसर्ग और प्रत्यय (परिभाषा और प्रकार)
- १.३ संधि- परिभाषा और प्रकार
- १.४ समास- द्वंद्व समास, द्विगु समास, कर्मधारय समास, बहुव्रीही समास

### युनिट :२ साहित्यिक विधाएँ एवं लेखन

- २.१ उपन्यास, कहानी, नाटक, एकांकी रेखाचित्र
- २.२ खंडकाव्य और महाकाव्य
- २.३ निबंध लेखन, अर्थविस्तार
- २.४ पत्रलेखन, (शिकायतीपत्र, आवेदनपत्र)

### युनिट : ३ कक्षा-९ की कृतियों की समीक्षा एवं कवि/ साहित्यकारों का परिचय

- ३.१ पद्य
- ३.२ गद्य
- ३.३ पद्य
- ३.४ गद्य

### युनिट :४ कक्षा-९ की कृतियों की समीक्षा एवं कवि/ साहित्यकारों का परिचय

- ४.१ पद्य
- ४.२ गद्य
- ४.३ पद्य
- ४.४ गद्य

### प्रवृत्तियाँ :

- हिन्दी कक्षा-१० की पाठ्यपुस्तक में से मुहावरें और कहावतों की सूची बनाइए।
- अपनी पसंद की किसी दो कहानी की समीक्षा कीजिए।
- कक्षा-१० की पाठ्यपुस्तक में से छात्रों की सृजनात्मकता को बढ़ावा देने वाले १० प्रश्न ढुंढिए और कक्षा में चर्चा कीजिए।
  - आप के घर के पास की गन्दगी हटाने की व्यवस्था करने के लिए नगरपालिका को शिकायती पत्र लिखिए।



## CPS 1 or 2 :Content of Teaching : ENGLISH (LL)

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

**Objectives: To enable the student teachers :**

1. To acquire knowledge of the nature, structure, and components of English language.
2. To have a formal and functional knowledge of some elements of English grammar.
3. To acquire command over sentence constructions in English
4. To acquire competence in both spoken and written English
5. To acquire mastery over instructional skills

**To enable the student teachers to:**

1. acquire knowledge of the nature, structure, and components of English language.
2. have a formal and functional knowledge of some elements of English grammar.
3. acquire command over sentence constructions in English
4. acquire mastery over instructional skills
5. develop skill in creative writing

**Unit:1 Detailed study of textual lessons of Std. 10 (SL)**

**Unit:2 Detailed study of Grammar and Usage**

- 2.1 Reported Speech
- 2.2 The Voice: Concept: Use of Active and Passive Voice
- 2.3 Question Tags
- 2.4 Tenses: (Perfect present/past/future); (Perfect continuous present/past)

**Unit: 3 Grammar in Context**

- 3.1 Phrase prepositions
- 3.2 Phrasal verbs
- 3.3 Use of : too, since and for (time), used to, to be + going to
- 3.4 Use of : either...or, neither..nor, not only... but also, so... that

**Unit: 4 Comprehension and Composition**

- 4.1 Reading Comprehension
- 4.2 Report writing and story writing.
- 4.3 Informal and formal letters (Application and curriculum vitae)
- 4.4 Story writing and dialogue writing

**Activities :**

- Collect ten examples of grammar in context from English textbook 9 to 10 class and do group discussion.
- Review any two stories of your choice.
- Content analysis of English textbook.
- Prepare a list of idioms, proverb in English.
- Select any ten questions from the class X English textbook which lend scope to the creativity of learners.

**References :**

- General English for High school classes English grammar ,Jawahar prakashan t.ltd.,Gaziabad
- Wren and martin English grammar and composition,s.chand

- Contemporary English grammar for scholars and students ,J D Murthy,Book palace,New Delhi Leech Geoferey & Svartvik J.,
- A Communicative Grammar of English, Longman,ELBS
- Nasr R. T., Teaching and Learning English, Longman
- English language Teaching Approches and Methodology Navita arora tata McGraw hill education private limited new delhi

## PS 1 or 2 :Content of Teaching : ENGLISH (HL)

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Objectives:

#### To enable the student teachers to:

1. To acquire knowledge of the nature, structure and components of English language.
2. To have a formal and functional knowledge of some elements of English grammar.
3. To acquire command over sentence constructions in English.
4. To acquire mastery over instructional skills.
5. To develop skill in creative writing.

### Unit:1 Detailed study of textual lessons of Std. 10 (HL)

No 15 : The spider(poem), No 18 : A garden by the sea (poem), No 10 : Deafness : the silent epidemic (Essay), No 7 : A wrong man in workers' paradise (story), No 14 : The kite maker (prose), No 25 : He taught us to think (prose)

### Unit:2 Detailed study of Grammar and Usage -1

- 2.1 Figures of Speech :arrangement and association
- 2.2 Idioms, Phrases and word formation
- 2.3 Articles and Question Tags
- 2.4 Direct and Indirect Narration

### Unit: 3 Detailed study of Grammar and Usage -2

- 3.1 Phrase prepositions
- 3.2 Phrasal verbs
- 3.3 Use of: too, since and for (time), used to, to be, going to
- 3.4 Use of: either...or, neither....nor, not only... but also, so... that

### Unit: 4 Comprehension and Composition

- 4.1 Reading Comprehension
- 4.2 Paragraph writing and Essay writing
- 4.3 Report writing and email writing
- 4.4 An application and curriculum vitae writing

### Activities :

- Collect ten examples of grammar in context from English textbook(H.L) 9to 10class and do group discussion.
- Review any two stories of your choice.
- Content analysis of English textbook.
- Prepare a list of idioms, proverb in English.
- Select any ten questions from the class X English textbook which lend scope to the creativity of learners.

**References:**

- **General English for High School Classes English Grammar**, Gaziabad, Jawahar prakashan pvt. ltd.
- Wren and martin, **English grammar and composition**, S. Chand
- **Contemporary English grammar for scholars and students**, Book palace, New Delhi
- Leech Geoferey & Svartvik J., **A Communicative Grammar of English**, Longman

## CPS 1 or 2 :Content of Teaching : SANSKRIT

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

प्रशिक्षणार्थीઓ

- ૧) સંસ્કૃતમાં કાળના રૂપોથી પરિચિત બને.
- ૨) સંસ્કૃતમાં સંધિ અંગેની સમજ કેળવે
- ૩) સંસ્કૃતમાં વિભક્તિના રૂપોથી પરિચિત થાય
- ૪) સંસ્કૃતમાં ઉપસર્ગ અને અવ્યયની સમજ કેળવે
- ૫) સંસ્કૃતમાં સમાસના વિવિધ પ્રકારો સમજે
- ૬) સંસ્કૃતમાં કૃદંતના પ્રકારોથી માહિતગાર થાય
- ૭) સંસ્કૃતમાં વિવિધ વાક્યરચના જાણે
- ૮) સંસ્કૃતના પાઠ્યપુસ્તકનું મૂલ્યાંકન કરતા શીખે
- ૯) સંસ્કૃતમાં આદર્શ પ્રશ્નપત્રની રચના કરે
- ૧૦) સંસ્કૃતમાં શબ્દાર્થ પ્રયુક્તિઓ જાણે
- ૧૧) સંસ્કૃતમાં અનાત્મલક્ષી પ્રકારના પ્રશ્નોની રચના કરતા શીખે

### એકમ - ૧ વિષયવસ્તુ

- ૧.૧ દ્વસ્તન ભૂતકાળ (સા. ભવિષ્યકાળ) (૧, ૪, ૧૦ ગણ)ના પરસ્મૈપદ અને આત્મનેપદના રૂપો
- ૧.૨ આજ્ઞાર્થ, વિધ્યર્થના રૂપો (ગણ - ૧, ૪, ૧૦)ના પરસ્મૈપદ અને આત્મનેપદના રૂપો
- ૧.૩ સંધિ (સંકલ્પના, પ્રકારો ધો - ૯, ૧૦ મુજબ)
- ૧.૪ ઉપસર્ગ (સંકલ્પના, ઉદા સહિત સમજૂતી)

### એકમ-૨ વિષયવસ્તુ

- ૨.૧ નામના રૂપો ( ઈ, ઉ - પુલ્લિંગ, ઈ, ઈ, ઉ - સ્ત્રીલિંગ)
- ૨.૨ સર્વનામના રૂપો ( અસ્મદ, યુષ્મદ, તદ્, યદ્, કિમ) (પુ, સ્ત્રી, નપુ)
- ૨.૩ અવ્યય (સંકલ્પના અને ઉપયોગો)
- ૨.૪ વિભક્તિ વિશિષ્ટ પ્રયોગો

### એકમ - ૩ વિષયવસ્તુ

- ૩.૧ સમાસ (સંકલ્પના, પ્રકારો)
- ૩.૨ કૃદંત (સંકલ્પના, પ્રકારો) (હેત્વર્થ, સંબંધક, વિધ્યર્થ, કર્તારિ અને કર્મણિ)
- ૩.૩ કર્તારિ, કર્મણિ વાક્યરચના અને ભાવે પ્રયોગ
- ૩.૪ અધિકતાદર્શક, શ્રેષ્ઠતાદર્શક વિશેષણ

### એકમ - ૪ સંસ્કૃત પાઠ્યપુસ્તક અને મૂલ્યાંકન

- ૪.૧ આદર્શ પાઠ્યપુસ્તકના લક્ષણો - ધોરણ -૯ અને ૧૦ ના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૪.૨ બ્લ્યૂ પ્રિન્ટ અને પ્રશ્નપત્ર રચના (ધોરણ - ૯ - ૧૦)
- ૪.૩ અપરિચિત શબ્દ સમજૂતિની પ્રયુક્તિઓ
- ૪.૪ અનાત્મલક્ષી કસોટી રચના (એક એકમ આધારિત, ત્રણ પ્રકારની કસોટી)

### પ્રયોગિક કાર્ય

૧. કોઈ એક સામાજિક અથવા શૈક્ષણિક સંસ્થાની મુલાકાત અને અહેવાલ લેખન
૨. સામાજિક જૂથોની સમસ્યા આધારિત જૂથચર્ચાનું આયોજન

૩. પ્રવર્તમાન શિક્ષણની ગુણવત્તા સુધારણા અંગે માહિતી મેળવી અહેવાલ લેખન

## સંદર્ભ સાહિત્ય

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- पाण्डेय रामशकल, ‘संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा.
- અક્રવાલા સી. કે., (1956). ‘સંસ્કૃતનું અભિનવ અધ્યાપન’, ભારત પ્રકાશન, અમદાવાદ.
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- ભટ્ટ વી. એમ., ‘સંસ્કૃત વાક્ય સંરચના’, સરસ્વતી પ્રકાશન, અમદાવાદ.
- શશીકાંત અભ્યંકર, ‘સંસ્કૃત અધ્યાપન મંદિર’, અનડા બક ડિપો, અમદાવાદ.
- નકુમ ગોવિંદભાઈ, ‘સંસ્કૃત વ્યાકરણ વિચાર’, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10, ગુજરાત પાઠ્યપુસ્તક મંડળ, ગાંધીનગર.
- સંસ્કૃત પાઠ્યપુસ્તક, ધોરણ 6 થી 10, NCERT.

## CPS 1 or 2 :Content of Teaching : URDU

Semester – 3	17 Hours per Credit	Maximum Marks: 50	
Total Credit: 2	2 Hours Per Week	Internal Marks : 50	External Marks : 00

Sem III Content

I	اصناف سخن
1.1	کہانی، ناول
1.2	ڈرامہ، خاکہ
1.3	قصیدہ - نعت اور حمد، مثنوی
1.4	غزل، رباعی
II	مصنف اور شاعروں کا تعارف
2.1	پیرم چند، شوکت قحطانوی
2.2	مولانا ابوالکلام آزاد، محبت چغتائی
2.3	غالب، اقبال
2.4	حفیظ جالندھری، پروین شاکر
III	نگارش کی تدریس
3.1	سبق کا خلاصہ، عبارت فہمی، اختصار نویسی
3.2	مثنوی نویسی، خط نویسی، خاکہ پرست کہانی
3.3	کہاوت کی وضاحت، احوال نویسی، عبرت نامہ نویسی
3.4	نظم کی تشریح، چھوٹی چھوٹی نظمیں لکھنا، اشعار مکمل کرنا
IV	مثنوی اور تدریس کا مجموعہ
4.1	کم از کم دو سبق اور دو نظموں کی تمہید تیار کرنا
4.2	دو سبق اور دو نظموں کے عام نیز خصوصی مقاصد تیار کرنا - دو سبق اور دو نظموں کے تعلیمی نکات، مورس، طلبہ کی سرگرمی دو سبق اور دو نظموں کی خود آموزی، تختہ سیاہ کی نوٹ اور مختلف محرومی کوششوں کی تشکیل کرنا۔

سرگرمی:

References

- \* Akhtar Hussain AKHTAR : Urdu ki Tadris, Ahd
- \* Alabaksh Shaikh : Urdu ki Tadris, Ahd
- \* Atka Ahuja Teacher Education, New Delhi,  
A Mittal Publication
- \* Azam Athreya, A Text Book of Teacher Education,  
New Delhi; Dominant Publishers and Dist.
- \* Moimuddin Shaik : Urdu Zaban ki Tadris,  
New Delhi

## CPS 1 or 2 :Content of Teaching : MATHEMATICS

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Objectives:

To enable student teacher to....

1. Analyze the content in terms of concepts, sub-concepts and relation between them.
2. Develop the skill of preparing mind map in mathematics
3. Develop the skill of constructing diagnostic test

### Unit – 1 Concepts

Std:IX Chapter-1 Setoperations, Chapter-3 Polynomials

Std: X Chapter-3 Linear equation of two variables, Chapter-5 Linear progression, Chapter-6 Similarity of triangles, Chapter-7 Similarity and pythagorus theorms

### Unit – 2 Concept

Std:IX Chapter-Primary concepts of geometry-2, Chapter-9 Triangles

Std:X Chapter-9 Trigonometry, Chapter-10 Height and distance, Chapter-11 Circle, Chapter-13 Area related to circle

### Unit – 3 Concepts

Std:IX : Chapter-12 Circle, Chapter-14 Heron’s Formula

Std:X : Chapter-12 Construction, Chapter-14 Surface area and volume, Chapter-15 Statistics, Chapter-16 Probability

### Unit – 4 Content cum methodology

- Mindmap (Prepare mindmap for three different units of mathematics)
- Construction of diagnostic test(construct two diagnostic test for two different units of mathematics)

### Unit – 4 Content cum methodology

- Mind map (Prepare two mind maps)
- Diagnostic test (construct one diagnostic test)
- Worksheet (Prepare worksheets for any one unit)

### References:

#### English

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- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
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○ **Gujarati**

- Joshi, H. O. (1997). Ganit Shashtra Adhyapan Padhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
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- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

○ **Website**

- <http://thinkbuzan.com/how-to-mind-map/>
- <https://www.wiziq.com/tutorial/145292-Mind-mapping-in-Science-Teaching>
- <http://www.teachingvillage.org/2010/02/10/mind-mapping-learning-and-teaching-with-both-sides-of-the-brain-by-hobie-swan/>

## CPS 1 or 2 :Content of Teaching : SCIENCE & TECHNOLOGY

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Objectives:

**To enable the student teacher to-**

1. Understand the basic concept of physics form secondary school level.
2. Understand the basic concept of chemistry form secondary school level.
3. Understand the basic concept of biology form secondary school level.
4. Use pedagogy of science in teaching science.

### Unit – 1 Physics

- 1.1 Std. 9 (Semester – 1) :Chapter: 1 Motion, Chapter: 2 Force and Laws of Motion, Chapter: 3 Gravitation
- 1.2 Std. 9 (Semester – 2) :Chapter: 1 Work, Energy and Power , Chapter: 2 Wave, Motion and Sound
- 1.3 Std. 10 :Chapter: 1Nanotechnology, Chapter: 2 Light: Reflection and Refraction
- 1.4 Std. 10 :Chapter: 4 Electricity, Chapter: 6 Universe

### Unit – 2 Chemistry

- 2.1 Std. 9 (Semester – 1) :Chapter: 4 Properties of Matter, Chapter: 5 Structure of An Atom
- 2.2 Std. 9 (Semester – 2) :Chapter: 3 Periodic Classifications of Elements, Chapter: 4 Chemical Bonding
- 2.3 Std. 10 :Chapter : 7 Acid, Base and Salt, Chapter: 10 Mineral Coal and Oil
- 2.4 Std. 10 :Chapter: 11 Organic Compounds

### Unit – 3 Biology

- 3.1 Std. 9 (Semester – 1) :Chapter: 6 The Fundamental Unit of Life: The Cell , Chapter: 7 Plant Tissues, Chapter: 8 Animal Tissues
- 3.2 Std. 9 (Semester – 2) :Chapter: 6 Diversity in Living Organisms – 1, Chapter: 7 Diversity in Living Organisms - 2
- 3.3 Std. 10 :Chapter: 12 Nutrition and Respiration, Chapter: 13 Transportation, Circulation and Excretion
- 3.4 Std. 10 :Chapter: 15 Reproduction in Organism, Chapter: 16 Heredity and Evolution

### Unit – 4 Content cum Methodology

- 4.1 Prepare any five types of MCQ on selected units
- 4.2 Preparation of Diagnostic Test and Designing Remedial Work
- 4.3 Design practical for awareness of Science and Technology
- 4.4 Project / Case Study - (Any one )

## References

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- ધોરણ – ૧૦ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્યપુસ્તક, ગાંધીનગર : ગુ.રા.શા. પા. મંડળ
- જોષી, હરિપ્રસાદઓ, અને અન્ય. વિજ્ઞાન અધ્યાપનનું પરિશીલન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ
- ભાવસાર, એસ. અને અન્ય. વિજ્ઞાન શિક્ષણ પદ્ધતિ, અનડા પ્રકાશન, અમદાવાદ
- રાવલ, એન. અને અન્ય. વિજ્ઞાન અને ટેકનોલોજીનું અભિનવ અધ્યાપન, નીરવ પ્રકાશન, અમદાવાદ
- પટેલ, પી અને અન્ય. વિજ્ઞાનનું આદર્શ અધ્યાપન, વારિષેણ પ્રકાશન, અમદાવાદ
- ..... વિજ્ઞાનનું અધ્યાપન ૧, ડૉ. બાબા સાહેબ આંબેડકર ઓપન યુનિવર્સિટી, અમદાવાદ
- Sood, J.K. **Teaching of science**, Agrawal Publications, Agra
- Bhatnagar A.B. **Teaching Of Science**, Vinod Pustak Mandir, Agra

## CPS 1 or 2 :Content of Teaching : ELEMENTS OF ACCOUNTANCY

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Objectives:

#### Enable student teacher...

- Will familiar with Partnership, Capital Account & Good will in Account.
- Will develop the skill of writing Account of Partnership firm at various stages.
- Will make Journal entry of share capital in Account.
- To develop Accounting skill to find Ratio analysis.
- To Prepare Teaching aid for the subject of Account.

#### Unit:1 Content based on std:12<sup>th</sup> Textbook

- 1.1 Partnership- Meaning, Characteristics, Partnership Deed
- 1.2 Capital Account of Partnership and Account.
- 1.3 Goodwill: Meaning, Affectivity factors
- 1.4 Methods of Good will Evaluation.

#### Unit:2 Content based on std-12<sup>th</sup> Textbook

- 2.1 Admission of a Partnership
- 2.2 Goodwill Revaluation Method
- 2.3 Admission of a new Partner: Example
- 2.4 Dissolution of a partnership firm: Meaning, Method

#### Unit:3 Content based on std-12<sup>th</sup> Textbook

- 3.1 Share Capital: Concept and Classification.
- 3.2 Journal of Share Capital transition.
- 3.3 Accounting Ratios: Concept, Objective, Limitation.
- 3.4 Accounting Ratios-Types

#### Unit:4 Content cum Methodology

- 4.1 Educational Tools
- 4.2 Planning of Lessons
- 4.3 Types of Questions
- 4.4 Objectives types of test

#### Practical Work ( Any One )

1. Visit a Partnership firm and get knowledge about accounts.
2. Collect the Share application registers.
3. Prepare an Accounting Ratio According to the Company Account.
4. Prepare an Optional test of any one unit of Account subject.

**References:**

- Banaszak & Brennan, (1983). **Teaching Economics-Content and Strategies**, California; Addison- Wesley Publishing Company
- Bhatia & Bhatia, (2000). **The Principles and Methods of Teaching**, Delhi; Doaba House
- Forkner, Hamden L., **The Teaching of Book-keeping**
- Kochhar, S. K., (1997). **Methods and Techniques of Teaching**, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). **Methods of teaching Book-keeping**, Cincinnati; South-Western Publishing,
- Malek, Parveenbanu M.,(2014). **Content cum Methodology of Teaching Elementary of Accountancy**, SSTCT Publication, Ahmedabad.
- Mohd. Shrif Khan, **The Teaching of Commerce** :New Delhi; Streling Publishers (P) Ltd.New Delhi-16.
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- દેસાઈ ભૈરવ, ભૂલ-સુધારણા.ગુર્જર પ્રકાશન, અમદાવાદ.
- મલેક, પરવીનબાનું એમ., (૨૦૧૪). માઈક્રો ટીચીંગ, SSTCT પ્રકાશન, અમદાવાદ.
- પટેલ, ભગવાનભાઈ એસ. અને પ્રજાપતિ મોહનભાઈ એસ., (૨૦૦૯-૧૦). નમાનાં મૂળતત્વોના અધ્યાપનનું પરિશિલન. બી. એસ. શાહ પકાશન; અમદાવાદ.
- શવળ, સી.બી., હિસાબી ચોપડા અને પેટાનોંધો.ગુર્જર પ્રકાશન, અમદાવાદ.
- વ્યાસ, આર.એસ., હિસાબી ખ્યાલો, પ્રણાલિકાઓ અને સિદ્ધાંતો.ગુર્જર પ્રકાશન, અમદાવાદ.

## CPS 1 or 2 :Content of Teaching : BUSINESS ORGANIZATION & MANAGEMENT

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Unit-1 Planning

- 1.1 Planning : Meaning, Characteristics
- 1.2 Planning : Stages, Advantages & Limitation
- 1.3 Budget : Meaning, Characteristics
- 1.4 Advantages and Limitation of Budget

### Unit -2 Consumer Protection

- 2.1 Consumer Protection : Meaning, Characteristics
- 2.2 Rights of Consumers / Responsibility
- 2.3 Lok Adalat
- 2.4 Eco – Friendly Products

### Unit-3 Communication

- 3.1 Meaning of Communication and Characteristics
- 3.2 Barriers to Communication
- 3.3 Meaning, Importance of Reporting
- 3.4 Oral Communication, - Formal and Informal Communication, - Horizontal Communication

### Unit-4

- 4.1 Project Planning of Std.11 or 12
- 4.2 Unit Planning of anyone unit of std. 11 or 12
- 4.3 Construction of Attractive Chart in Commerce Unit
- 4.4 Prepare PPT Presentation of any one commerce unit.

### Reference

- Khan, M. S., Commerce Education, New Delhi; Sterling Publication (P) Ltd.
- Sharifkhan, Mohd., The teaching of Commerce New Delhi, Sterling Publication (P) Ltd.
- દેસાઈઅનેઅન્ય (1984). અભ્યાસ :

સિક્કાંતઅનેઅભ્યાસક્રમસંરચના,અમદાવાદ,યુનિવર્સિટીગ્રંથનિર્માણબોર્ડ,ગુજરાતરાજ્ય.

## CPS 1 or 2 :Content of Teaching : SOCIAL SCIENCE

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### OBJECTIVES:

- Trainee teachers become familiar with various units of social sciences.
- Trainee teachers acquire knowledge of various content units of social sciences.
- Trainee teachers get understanding of content of various units of social sciences.
- Trainee teachers use content of various units of social sciences.
- Trainee teachers cultivate skills related to the content of various units of social sciences.

### Unit: 1 Social sciences content – 1

- 1.1 Influence of British Rule in India and National Movements
- 1.2 Post-Independence India – 1
- 1.3 Post-Independence India – 2
- 1.4 Judiciary in India

### Unit: 2 Social sciences content – 2

- 2.1 Indian Democracy
- 2.2 India : Place and region
- 2.3 Climate
- 2.4 Wild life

### Unit: 3 Social sciences content – 3

- 3.1 Cultural Heritage of India: Handicraft and Elegant Art
- 3.2 Places of Indian Cultural Heritage
- 3.3 Preservation of our Heritage
- 3.4 Natural Resources

### Unit: 4 Social sciences content – 4

- 4.1 Water Resources
- 4.2 Economic Liberalization and Globalization
- 4.3 Price Rise and Consumer Awareness
- 4.4 Social Change

### ❖ ACTIVITIES RELATED TO TEACHING SOCIAL SCIENCES

- Educational tour
- Visit to local areas
- Visit to a historical places
- Visit to a co-operative society
- Visit to a bank
- Visit to a dairy
- Visit to an agriculture production market committee
- Visit to a government library
- Visit to a veterinary hospital
- Visit to a museum

- Visit to Mamalatadar office and collector offices
- Visit to a district information office
- Visit to a district employment office
- Visit to a Taluka Panchayat office
- Visit to an industrial residential
- Visit to an Legislative Assembly House

**References :**

- Tyagi & Others, Teaching of History, Agra; Vinod Pustak Mandir
- Sanjay Datt & Others, Teaching of Geography, Agra; Vinod Pustak Mandir
- Sharma, R. L. & Others, Teaching of Social Studies, Agra; Vinod Pustak Mandir
- Mahida Jagdishbhai R. and others. Ideal Teaching of Social Sciences. Ahmedabad: Varishen Prakashan.
- Pathak, Upendrabhai and others. Abhinav Teaching of Social Sciences. Ahmedabad: Nirav Prakashan.
- Pandya P. B. and others. Social Sciences-Teacher's handbook. Standard VIII. Ahmedabad: Gurjar Prakashan.
- Patel Lakhubhai, Social Sciences: Educational Activities. Standard VIII. Ahmedabad: Gurjar Prakashan.
- Pandya P. B. and others. Concepts of Social Sciences. Standard VIII. Ahmedabad: Gurjar Prakashan.
- Pandya P. B. and others. Social Sciences: Teacher's Handbook. Standard IX. Ahmedabad : Gurjar Prakashan.



**CPS 1 or 2 : Content of Teaching : PSYCHOLOGY**

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

**Unit-1 Intelligence**

- 1.1 Intelligence : Interaction between Nature and Nurture, Contemporary approaches to Intelligence, Intelligence quotient and Distribution of IQ Scores
- 1.2 Characteristics and Identifying Gifted Child and Types of M.R.
- 1.3 Personality : Meaning of Personality, Approaches of Personality,
- 1.4 Projective Techniques

**Unit-2 Adjustment and Group**

- 2.1 Defense Mechanism, Maslow's Self Actualization theory,
- 2.2 Group : Types of Group, Leadership : Meaning, factors influencing emergence, functions of Leader, leadership styles, Intergroup Conflict.
- 2.3 What is Abnormal Behavior?,
- 2.4 Major Psychological Disorders : Anxiety Disorders, Phobic Disorder, Obsessive-Compulsive Disorder, Mood Disorder, Depressive Disorder, Behavioral Disorder, Eating Disorder, Personality Disorder.

**Unit-3 Therapy**

- 3.1 Bio-Medical Therapy
- 3.2 Psychodynamic Therapy
- 3.3 Behavioral Therapy
- 3.4 Cognitive Therapy, Yoga and Meditation and Rehabilitation of the Mentally ill.

**Unit-4 Counseling**

- 4.1 Ethos of Counselling, Effective Listening
- 4.2 Quality of Good Psychologist.
- 4.3 Counseling process gains for the client, Stages of Counselling process
- 4.4 Characteristics and skills of an effective counsellor

## **CPS 1 or 2 : Content of Teaching : ECONOMICS**

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### **Objectives :**

- Increasing Capability to understand basic problem
- Students acknowledge the agricultural and industrial sector
- Students acknowledge population sector.

### **Unit - 1 Economic growth & Development**

1:1 Types of diagrams :- Bar Diagram, Cluster Diagram, Pic Diagram

1:2 Growth & Development - meaning & concept

1:3 Difference between growth & Development

1:4 Indicators of Development : PQLI, HDI, HPI

### **Unit-2 Money and poverty**

2:1 Meaning and defects of Barter system - function of money

2:2 Meaning and nature of poverty

2:3 Indicators of poverty - Absolute & Relative poverty

### **Unit-3 Problems of Unemployment & population**

3:1 Meaning and types of unemployment

3:2 Causes and Remedies of Unemployment

3:3 Population Transition theory

3:4 Causes for higher birth rate and lower death rate

### **Unit -4 Agriculture & Industry (content cum method)**

4:1 Present situation of Indian Agriculture

4:2 Green Revolution - Agriculture Productivity

4:3 Industrial Structure - (Classification)

4:4 Importance of Small scale Industries

**Note :- Unit - 4 Questions are asked on content cum methodology type**

## A : RTE & NCF – 2005

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### Right to Education (RTE)

#### Objectives:

##### The student teachers

- Enable to understand the need of right to education
- Enable to understand the nature of right to education
- Enable to understand the format of right to education
- Enable to know about the provisions of physical and human resources for the implications of right to education
- Know about the scope of school organization committee
- Know about the learning achievement and evaluation plans at primary level
- Get acquainted about the provisions for the defence of child rights

#### Unit: 1 Right to education and responsibility

- 1.1 need of right to education
- 1.2 constitutional provision
- 1.3 Right to education
- 1.4 Responsibility of central, state and local level organisation

#### Unit: 2 provision of physical and human resources

- 2.1 physical resources
- 2.2 human resources
- 2.3 The Teacher: Qualifications, appointment, duties and workload
- 2.4 Important provisions: admission, tuitions, donation, punishment

#### Unit: 3 school management

- 3.1 constructions of school management committees and their duties
- 3.2 school development plan
- 3.3 Inclusive school
- 3.4 Recognized school

#### Unit: 4 learning and right to education

- 4.1 learning sequel
- 4.2 State level Right to Education Commission
- 4.3 overall evaluation and school leaving certificate
- 4.4 state advisory council

### National Curriculum Framework (NCF)

#### Objectives:

The student teachers

- Enable to understand the need of NCF
- Get the knowledge of the principles of NCF guideline
- Get acquainted about the goals of education
- Enable to understand about the educational experiences and vocational knowledge
- Enable to understand about the correlation between child's knowledge and surrounding knowledge.
- Enable to comprehend the scope of curriculum
- Enable to identify the factors need in learning process
- Enable to know about the opportunities of implications of education

### **Unit 1 National Curriculum and Goal**

- 1.1 An outline of National curriculum Framework(NCF-2005)
- 1.2 Principle of guide
- 1.3 Social reference of education
- 1.4 Goals of education

### **Unit-2 Scope of the curriculum**

- 2.1 Mother language and other language
- 2.2 Mathematics and natural science
- 2.3 social sciences
- 2.4 art education, Physical education, work and education and education for piece

### **Unit-3 Knowledge and learning process**

- 3.1 students' Activeness
- 3.2 educational experiences
- 3.3 local and practical knowledge and selection of knowledge
- 3.4 knowledge and community

### **Unit-4 educational environment and quality**

- 4.1 Physical and competent environment
- 4.2 Learning resources
- 4.3 Evaluation and quality
- 4.4 New implications in education

## **B : USE OF MEDIA IN EDUCATION**

<b>Semester – 3</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 50</b>	<b>External Marks : 00</b>

### **Unit 1 Media**

- 1.1 Media : meaning & concept
- 1.2 Importance of media
- 1.3 Types and developmental history of media
- 1.4 Media Management : By government body and private body

### **Unit 2 Role of media in educational policy making**

- 2.1 T.V. talk, radio talk
- 2.2 News paper article, letters to editor
- 2.3 Group discussion, periodicals
- 2.4 Online discussion group : New education policy group (mygov)

### **Unit 3 Media in different mode of education**

- 3.1 Distance education
- 3.2 Online education : virtual classroom, web-based learning, mobile learning
- 3.3 Mass education
- 3.4 Individualized learning

### **Unit 4 Role of media in school management and classroom teaching**

- 4.1 School management : Admission, evaluation process
- 4.2 School management : organizing activities, communication with stakeholders & society
- 4.3 Classroom teaching : audio, video, audio-video,
- 4.4 Classroom teaching : mass media, social media

### **Suggested reading**

- [http://www.unesco.org/education/pdf/11\\_200.pdf](http://www.unesco.org/education/pdf/11_200.pdf)  
<https://cit.duke.edu/blog/2012/04/six-ways-to-use-social-media-in-education/>  
<http://www.yourarticlelibrary.com/education/role-of-mass-media-in-education-in-india/45260/>  
<https://mygov.in/new-education-policy-group.html>  
[http://www.academia.edu/6593481/Role\\_of\\_Media\\_and\\_Technology\\_in\\_Education](http://www.academia.edu/6593481/Role_of_Media_and_Technology_in_Education)  
<http://www.bizcommunity.com/Article/196/98/74658.html>  
<http://epaa.asu.edu/ojs/article/view/1706>

# **SEMESTER - 4**

## **SYLLABI OF THEORY PAPERS**

**Summary of Credit, Hours and Marks for  
Semester – 4**

Particulars	Credit	Total Hours	Marks		
			Internal	External	Total
Theory	12	204	90	210	300
Practicum	8	272	200	-	200
Annual Lessons (one in each School Subject)	4	136	-	100	100
<b>Total</b>	<b>24</b>	<b>612</b>	<b>290</b>	<b>310</b>	<b>600</b>

**Paper and Practical - wise Credit, Hours and Marks for  
Semester – 4**

Theory								Practicum					
Paper No.	Subject	Crdt	Hrs /Week	Total Hours	Marks			Particular	Crdt	Hrs	Marks		
					Int.	Ext.	Total				Int.	Ext.	Total
PE4	Knowledge and Curriculum – I and II	4	4	68	30	70	100	Blue print and Preparation of Question Paper (One in each of the School Subject)	1	34	25		25
PE5	Gender, School and Society	2	2	34	15	35	50	Internship (Four Weeks)	4	136	100		100
PE6	Creating Inclusive School	2	2	34	15	35	50	Block Teaching (5 + 5 Lessons)	2	68	50		50
EP4	Understanding Slef	2	2	34	15	35	50	Portfolio of Student teacher and Viva	1	34	25		25
CP3	Optional Paper	2	2	34	15	35	50	Annual Lessons (one in each School subject)	4	136		100	100
	<b>Total</b>	<b>12</b>	<b>12</b>	<b>204</b>	<b>90</b>	<b>210</b>	<b>300</b>	<b>Total</b>	<b>12</b>	<b>408</b>	<b>200</b>	<b>100</b>	<b>300</b>

## PE – 3 : KNOWLEDGE & CURRICULUM 1 & 2

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 100</b>	
<b>Total Credit: 4</b>	<b>4 Hours Per Week</b>	<b>Internal Marks : 30</b>	<b>External Marks : 70</b>

### Objectives :

To enable the student teacher...

1. To learn about the epistemological basis of knowledge.
2. To understand various aspects of knowledge and education.
3. The contribution of great thinkers to the field of knowledge.
4. To know the need to study knowledge in a philosophical, sociological, educational and scientific perspectives. The process of knowledge to promote and develop sense of commitment to the teaching profession.
5. To understand various aspects of curriculum.
6. To acquaint with the curriculum reform in the Indian context.
7. To understand the process and determinants of curriculum development.
8. To understand the approaches and criteria for evaluating curriculum.

### 1 Epistemology and its Fundamentals

- 1.1 Concept, forms and structure of knowledge
- 1.2 Ways of acquiring knowledge
- 1.3 Process of knowledge construction
- 1.4 Three concepts of knowledge acquisition - activity, discovery and dialogue (With reference to Tagore, Gandhi, Dewey and Plato)

### 2 Knowledge and Education

- 2.1 Concept of belief, reason, information, knowledge, wisdom, training, teaching, and education
- 2.2 Modes of education – Face to Face Mode, Open Distance Learning and Virtual Learning
- 2.3 Education as a complex process – formal and informal education in the context of society, culture and modernity.
- 2.4 Education in multi-cultural society
  - Values like equality, individual opportunity, social justice and dignity (with special reference to Dr. Ambedkar).
  - Concept of knowledge, nationalism and universalism and their interrelationship with education (with special reference to J.Krishnamurti)

### 3 Curriculum and its Fundamentals

- 3.1 Dimensions of curriculum and their relationship with aims of education
- 3.2 Concept and relationship between curriculum framework and syllabus
- 3.3 Foundations of curriculum in Indian context (philosophical, sociological, psychological and technological foundations)
- 3.4 Curriculum reforms in India (National Curriculum Framework NPE-1986, NCF-2000,2005,2014)

### 4 Curriculum Development and Evaluation

- 4.1 Steps of curriculum development
- 4.2 Models of curriculum development (Hilda Taba and Tylor)



- 4.3 Curriculum evaluation : Meaning and Need  
4.4 Obstacles of Development of ideal curriculum

**Activities :**

- Prepare a project work on any one thinker (J. Krishnamurti and John Dewey) regarding the concept of knowledge.
- Visit any one of the informal institution of education and prepare a brief report.
- Arrange symposium/seminar on national curriculum framework.
- Select the subject of your choice from any standard and prepare an evaluative note on the curriculum.

**References :**

- Dewey, John. (1944). Democracy and Education. The Macmillan Co.
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## PE – 5 : GENDER, SCHOOL & SOCIETY

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives

#### By the completion of the study, the student teacher

- develops precise understanding regarding gender and sexuality.
- develops gender tolerance and gender sensitivity.
- Identifies and understands gender issues at school level.
- gets awareness regarding the role of education in gender issues.
- develops understanding regarding gender issues and their educational Remedies.
- Develops awareness regarding constitutional provisions of woman and human rights.

#### Unit : 1 Social status of the man and women in Indian society.

- 1.1 Historical perspective and current scenario of the social role of an Indian woman.
- 1.2 A comparative study of the patriarchy and matriarchy social tradition
- 1.3 Portrayal of an Indian woman -In units like family, caste, religion and culture In media and popular culture; films, television, advertisement, film songs etc.
- 1.4 Issues related with women : Female infanticide, unequal sex ratio, honour killing, dowry, child marriage, domestic violence, sexual harassment, sexual violence, cyber crimes and issues related with property rights.

#### Unit: 2 Gender status of the present society

- 2.1 Gender differences – Basic concepts and terminology
- 2.2 Factors affecting gender difference and impact of the same on social development.
- 2.3 Gender based division of work based on orthodox beliefs regarding gender and sexuality
- 2.4 The role of gender in the establishment of social relationship

#### Unit -3 (Gender ) Student and the school

- 3.1 Factors affecting school enrollment of girls—orthodox beliefs, household responsibilities etc.
- 3.2 Awareness regarding security and preventing sexual atrocities against girls / women at school, family and societal levels
- 3.3 Opportunities for Girls/ Women for Economic independence through vocational Education
- 3.4 A Critical evaluation of gender roles and concepts in Textbooks and Curriculum based on gender difference

#### Unit : 4 The Role of the School in developing awareness regarding gender from social point & view

- 4.1 The role of the textbook and Curriculum: In removing gender biases and promoting woman empowerment
- 4.2 Positive / encouraging role of the school, peer group teachers and co- curricular activities in developing gender equality.
- 4.3 Constitutional provisions for the protection of woman and human rights
- 4.4 Woman reservation Bill- history and current scenarios, plans and policies for the promotion of woman development

## PE – 6 : CREATING AN INCLUSIVE SCHOOL

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives: To enable student teachers to:**

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

### **Unit – 1 Inclusive School**

1. Inclusive School : Concept and Need, Merits and Demerits
2. Difference between Special, Integrated and Inclusive Education.
3. Indicators for Inclusive Education (Booth and Ainscow’s Index for Inclusion, 2000)
  - 3.1 Introduction to Index for Inclusion
  - 3.2 Indicators for Creating Inclusive Culture, Producing Inclusive Policies, Evolving Inclusive Practices
4. Integral humanism of Pandit Dindayal Upadhyay

### **Unit – 2 Disability and disabled child**

1. Disability: Meaning and concept
2. Disabled child (Meaning, Characteristics, Instructional Strategies and Inclusion)
  - 2.1 Blindness or low vision
  - 2.2 Deaf or Hard-of-Hearing
  - 2.3 Physical disabilities
3. Disabled child (Meaning, Characteristics, Instructional Strategies and Inclusion)
  - 3.1 Psychiatric disabilities
  - 3.2 Dyslexia
4. Disabled child (Meaning, Characteristics, Instructional Strategies and Inclusion)
  - 4.1 Speech and Language disability
  - 4.2 Learning disabilities

### **Unit – 3 Policies for promotion of inclusive school**

1. UN Convention on Rights of Person with Disability (UNESCO, 2006)
2. Policy guidelines on inclusion in Education by (UNESCO, 2009)
3. National level policies for education of children with disabilities
  - 3.1 Sarva Shiksha Abhiyan (SSA)
  - 3.2 NCF, 2005
  - 3.3 Right To Education Act
4. Contribution of Social sectors

### **Unit – 4 Teaching, Learning and Evaluation for Disabled Child**

1. Teaching Strategies for disabled child
2. Counseling for disabled child
  - 2.1 Interview and visit of parent
  - 2.2 Motivation and self realization
3. Evaluation of disabled child
  - 3.1 Formal Evaluation (Check List, Functional Assessment)
  - 3.2 Informal Evaluation

## 4. Role of School, Teacher, Peer and Parent for disabled child

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## EP – 4 : UNDERSTANDING SELF

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Aim of the Course:

Generally we as people do not pay attention of knowing our own selves. Though Indian philosophy has paid the highest thrust ‘to know thy self’. The ultimate goal of life is to become aware of one’s own self and then to attain transcendence of being own self.

Today’s changing world has created tremendous pressure and stress in our life so understanding self will our make life more peaceful and harmonious. If the teacher would understand his/her self then he/she would be able to contribute in all round development of their students.

### Objectives:

- To help student teachers to develop an insight to know ones’ owns self.
- To make student teachers aware about his/her potentials and limitations.
- To provide student teachers a theoretical and practical perspective about ‘self and society’, ‘conflict resolution’ ‘stages of human development’ and ‘self management’.
- To cultivate positive attitude towards own self and life, openness to understand, and adaptability to life situations.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the professional growth to enhance personality development of their own students.
- To develop his/her own personality through various techniques like yoga and self awareness programmes.

### Teaching strategies:

- |                      |                |
|----------------------|----------------|
| • Lectures           | Role – Play    |
| • Group – Discussion | Seminar        |
| • Field Visits       | Workshop       |
| • Observation        | Activity based |

### 1 Self and its Development

- 1.1 What is Self? Meaning and Concept The psychology and The Philosophy of Self
- 1.2 Different Perspectives of Self : Self Concept, Self-awareness, Self-knowledge, Self-perception, Self control and Self understanding
- 1.3 Development of Self Concept:Importance of developing positive self concept Influencing factors in developing self concept
- 1.4 Self Actualization:Meaning, Carl Rogers theory on self actualization

### 2 Self, Society and Sensitivity Training

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

### 3 Self Management

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

#### 4 Identity crisis and Teachers' Role

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

#### Activities

- SWOT Analysis of Self and family
- Writing Attributes of most like and unlike persons
- Essay on 'Who am I?', 'Journey of Life', 'Goals of Life'
- Drawing a self portrait and its analysis
- A work shop on Johari Window
- Silent walk with nature and dialogue writing with own self
- Half an hour meditation and sharing its experience with others
- Maintaining of writing diaries and watching progress reports of own self
- Observation of different students and writing reports
- Performing yogasans and Pranayams with maintaining awareness
- Watching movies and appreciating it.
- Writing a story/ poetry/dialogue
- Giving particular situation and what you will do - Exercise.

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- શાહ સંજીવ, 'મહાન હૃદયોના સા રે ગ મ પ ધ ની' ઓએસસ પબ્લિકેશન્સ, વડોદરા
- યુ. ડી. ઓરપેરેકી, 'ચોથો માર્ગ' નવભારત સાહિત્યમંદિર, ગાંધી રોડ, અમદાવાદ
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## **CP – 3 : OPTIONAL PAPER**

### **ANY ONE OF THE FOLLOWING SUBJECTS**

- |   |  |
|---|--|
| 1. Education for Peace,   | 2. Environment Education,                |
| 3. Guidance and Counselling,  | 4. Health – Physical Education and Yoga, |
| 5. School Administration and Management,  | 6. Indian Philosophy and Education,      |
| 7. Educational Research,  | 8. Statistics in Educational Research,   |
| 9. Value Education,   | 10. Education for Human Right,           |
| 11. Vocational Education,   | 12. Education for Life Skill,            |
| 13. Any one Pedagogy of School Subject that is not Selected by student teacher in CPS1 or CPS2. |  |

### **CP – 3 (1) : EDUCATION FOR PEACE**

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

#### **Objectives**

- (1) To enable the student teacher understand the concept of peace education
- (2) To enable the student teacher know the pedagogy and evaluation for peace education

#### **UNIT- 1 CONCEPT OF PEACE EDUCATION**

- 1.1 Relevance of Peace education
- 1.2 Challenges to peace – Stresses, Conflicts, Crimes, Terrorism, Violence and Wars.
- 1.3 Approaches of Peace Education
- 1.4 Highlights of various philosophies of peace-Mahatma Gandhi, Ravindranatha Tagore, Jain and Bauddh philosophy

#### **UNIT-2 EMPOWERMENT OF SELF THROUGH CRITICAL SELFREFLECTION**

- 2.1 Conflicts at different levels in Society
- 2.2 Skills and strategies needed for conflict Transformation
- 2.3 Yoga, Meditation and Stress management as positive physical health.
- 2.4 Increasing awareness of Role of Self in Discipline, self Management, positivity and Non-violence.

#### **UNIT-3 CRITICAL PEDAGOGY OF PEACE EDUCATION**

- 3.1 Need of Peace Education in Democratic Perspective.
- 3.2 Pedagogical skills for removing tensions, examination fear, punishment and conflicts at school level.
- 3.3 Becoming Peace Teacher- Acquisition of Knowledge, attitude, values and skills
- 3.4 Understanding social justice in local context.

#### **UNIT-4 EVALUATION OF THE PEACE-BUILDING PROCESS**

- 4.1 Importance of evaluation of the Peace- Building Process.
- 4.2 Developing commitment for receiving feedback and review of strategies.
- 4.3 Making assessment visible through objective indicators..
- 4.4 The role of school in evaluation of the Peace- Building Process.



## CP – 3 (2) : ENVIRONMENT EDUCATION

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

#### The student teacher should be able to:

- Understand the concept of environment, components and importance of environment and sustainable development.
- Develop understanding about various environmental issues, pollution, bio-diversity and environmental hazards.
- Understand the concept of environmental education and approaches of environmental education.
- Know the historical perspective and recommendations for environmental education.
- Organize School Eco Club and its programmes.
- Understand the role of teacher, school, society and other local and global organizations for the conservation of environment and environmental awareness programmes for public.

### 1 Environment

- 1.1 Environment: Concept and importance
- 1.2 Components of environments and its interrelationship, Biotic and abiotic components, various natural cycles (Water, Carbon, Nitrogen, Food chain)
- 1.3 Natural resources: Importance and conservation of air, water, soil, forest and minerals
- 1.4 Environment and sustainable development

### 2 Environmental Issues and Solutions

- 2.1 Various environmental issues: Local, regional and global
- 2.2 Environmental pollution : Causes, effects and solutions to prevent it (Air, water, soil and sound)
- 2.3 Biodiversity: Concept, importance, Loss of Biodiversity and conservation of Biodiversity
- 2.4 Various environmental threats: Green House Effect-Global warming, Ozone layer depletion, Climate change

### 3 Environmental Education

- 3.1 Environmental Education : Concept, Objectives and Need
- 3.2 Various approaches for Environment Education
- 3.3 Recommendations of NPE-1986, NCF-2000 and NCF-2005 about Environment Education
- 3.4 Various environmental summits and resolutions

### 4 Programmes for Environment Education

- 4.1 Role of Teacher, School, and Society in Environment education
- 4.2 School Eco Club (Objectives, Structure and activities) & It's Programmes Public awareness programmes for conservation of environment
- 4.3 Role of Mass media in Environment education (News papers, Magazines, Radio, TV, Films and Social media)
- 4.4 Various local, regional and international level organizations working for conservation of environment: Role, programmes and schemes ( UNEP, CEE, GEER Foundation, Central and State Government)

**Practical Work:**

- Visit any one Environmental Center.
- Celebrate various Day in accordance with Environment Conservation.
- Arrange an Educational Excursion (Zoo, Botanical Garden, Medicinal Plant park, Science City, etc.).
- Visit any one organization working for Environment Conservation.
- Arrange Environmental Awareness Programme involving school students (During internship).
- Presentation in college & school assembly on any one Environmental issue and its probable solutions.

**References:**

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- Meena Raghunathan and Mamta Pandya, The Green Club, A Guide to Setting Up and Running Clubs for the Environment, CEE, Ahmedabad.
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## CP – 3 (3) : GUIDANCE AND COUNSELLING

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives

#### To Enable student – teacher

- To help student to understand concept, need and view point of guidance & counselling
- To help student to understand principles, and problems of different types of guidance.
- To get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
- To enhance knowledge base of the students on the guidance services globe over.
- To help student to understand the establishment of a guidance centre.
- To know and use the agencies for providing guidance and counselling services to students.

### Unit-1 Guidance

- 1.1 Guidance: meaning and concept
- 1.2 Need of guidance in present era
- 1.3 Types of guidance(educational,vocational,personal)
- 1.4 Principles of guidance

### Unit-2 Counselling

- 2.1 Meaning and Concept
- 2.2 Difference between guidance and counselling
- 2.3 Characteristics of counselling
- 2.4 Approaches of counselling (Directive, Non-directive, Eclectic)

### Unit-3 Sources of guidance

- 3.1 Psychological testing (interest, aptitude, intelligence)
- 3.2 Cumulative record card (meaning, method, preservation)
- 3.3 Observation (meaning, types, merits-demerits)
- 3.4 Rating scale (meaning, types, merits-demerits)

### Unit – 4 : Role of a teacher and agencies

- 4.1 Role of a teacher and school
- 4.2 Agencies (state level, national level)
- 4.3 Udisha (role of udisha)
- 4.4 Employment information and guidance bureau

### References:

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## CP – 3 (4) : HEALTH, PHYSICAL EDUCATION & YOGA

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Aim of the Course:

- To days' stressful life has affected physical as well as mental health. Now people have become more aware of their health problems. Jims are flourished and gardens are full with morning walkers.
- To days' teacher has to be aware of physical, mantel and spiritual health of the student and he/she has to play a key role to develop the personality of the student.

### Objectives:

#### The student teachers will

- Develop health awareness and nutritional awareness
- Develop positive attitude towards exercise and health
- Understand the structure and functions of human body and principles of first aid
- develop awareness about equipments in the treatment of common physical problems
- learn prevention of general diseases
- Understand the concept and principles of Yoga
- Learn some techniques of Asanas, Pranayams and meditation
- Learn the utility of yoga in modern life

#### Teaching strategies:

- Lectures
- Field Visits
- Group – Discussion
- Observation
- Seminar
- Demonstration
- Workshop
- Activity Based

#### Course Content (Proposed)

### Unit 1 :Physical Health and Nutrition

- 1.1 Introduction to the concept of health, significance and importance
- 1.2 Certain activities to maintain good health and environment in good order
- 1.3 Nutrition and its Importance:
  - Concept of balanced diet and its importance
  - Importance of nutrition in building the body and metabolism
  - Nutritional deficiencies and related diseases
- 1.4 Relation between exercise, stages of development and harmonious growth and development

### Unit 2 :First Aid and Prevention

- 2.1 The Use of First Aid
  - First aid equipments and its use
  - First aid related to hemorrhage, respiratory discomfort
  - First aid related to Natural and artificial carriage of sick and wounded person
  - Treatment of heat stroke
- 2.2 Preventive education against disease and its Importance

- 2.3 AIDS : causes, prevention and cure  
 2.4 Contagious disease: causes , prevention and cure

### Unit 3 :Yoga

- 3.1 Yoga: Meaning, concept and importance.  
 3.2 Eight disciplines of Yoga – Ashtang Yoga  
 3.3 Meditation : Nature  
 3.4 Stress: Meaning, Reasons, Role of yoga in stress management

### Unit 4 : Aasanas, Pranayam, Meditation, Mudra (Practical Work)

- 4.1 Asanas:Padmasana, Vajrasana, Tadasana, Suryanamaskar, Vakrasana,Naukasana, Bhujangasana, Sarvangasana, Halasana, Savasana.  
 4.2 Pranayam:Kapalbhati, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam  
 4.3 Meditation: Vipashyana  
 4.4 Mudra: Gyana Mudra, Yoga Mudra, Pranav Mudra

### Activities

- To Write about positive and negative qualities of your health.
- Visit to a Physiotherapy Center, Health Centers and write reports.
- Arrange the lectures of expert doctors, psychologists and dietitians
- Playing out door games and relate it to the psychology of games and health
- Simulation exercise with the help of first aid kit
- Practical of Asanas, Pranayam, Meditation and Mudras.
- Visit to Yoga Ashramas and centers and write reports.

### References:

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- A.B.Hirmani, 1996, 'Health education: an Indian perspective', B. R. Pub. Corp.
- Ramesha Chandra Pradhan, 2011, 'Foundation of Physical Education, Pinnacle Technology

### Gujarati Books:

- શારીરિક શિક્ષણ(શિક્ષક આવૃત્તિ), ધોરણ – દ્વિતી િ.સી.ઈ.આર.ટી, ગાંધીનગર
- યોગ – માર્ગદર્શક પુસ્તિકા – વિવેકાનંદ કેન્દ્ર ગુજરાતી પ્રકાશન વિભાગ
- પૂજા કોટક, ૨૦૧૪, 'યોગ' (વેદથી વર્તમાન સુધી), ભારતી પ્રિન્ટ એન્ડ પબ્લિશિંગ હાઉસ, અમદાવાદ.
- ભટ કમલકાન્ત, 'યોગ શિક્ષણ દ્વારા આરોગ્ય' વિવેક પ્રકાશન, માંડવી .
- વૈભવ દેવકીનંદન, 'યોગ સાધના' સસ્તું સાહિત્ય મંડળ, અમદાવાદ

### On line Resources

- <http://ninindia.org/popular.htm#>  
<http://www.humankinetics.com/physicaleducation>

## CP – 3 (5) : SCHOOL ADMINISTRATION AND MANAGEMENT

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### OBJECTIVES:

- To enable the student teacher understand about the concept and concern of Educational Management.
- To enable the student teacher understand about the concept and concern of Educational School Administration.
- To enable the student teacher to understand the concept and types of communication and its barriers.
- To enable the student teacher to understand about the Service Rules, code of conduct and tribunal with reference to Gujarat Secondary Education act
- To enable the student teacher understand about the school registers
- To enable the student teacher understand latest rules and regulations for appointment of principal, teacher and clerk.
- To enable the student teacher understand Basic Infrastructural facilities in school with reference to: (i) Human needs (ii) Academic needs
- To enable the student teacher understand about the educational Institution
- To enable the student teacher understand about the role of different institution in quality improvement.
- To enable the student teacher understand about the concept and types of school climate.
- To enable the student teacher understand about the concept of co- curriculum activities, objectives and its planning of school
- To enable the student teacher understand about the construction and importance of school budget and know the grant in Aid policy and its types of Gujarat government.

### Unit: 1 School Administration

- 1.1 Concept of school administration, Nature, Objectives, Importance, Principals and its educational functions.
- 1.2 Total Quality Management: Concept, quality in school Education and its Steps of total quality management in education.
- 1.3 Communication in school Administration, concept, Communication circle, requirement of effective communication in education, Principles of effective communication, Medium and barriers of Effective communication.
- 1.4 Concept of School Management, Importance, its components, work area, characteristics of successful school management.

### Unit:2 Teacher: Recruitment, Condition and its Role.

- 2.1 Teachers job condition with regards to Gujarat secondary education act.
- 2.2 Code of Conduct for Secondary School Teacher: Discipline, Role as a Teacher- Uniform and Students Union.
- 2.3 Current Service rule for appointment of Principal, Teachers and clerks (TAT, TET and HTAT) its understanding.
- 2.4 Tribunal: Construction, Work area and its Power

### **Unit:3 School Registers: School Infrastructural facilities and Various institution of Education.**

- 3.1 Introduction and Importance of School Register (GR, Teacher's Log Book(Daily)Cumulative Record Card, School Leaving Certificate and School Calendar Service Book).
- 3.2 School Facilities of Infrastructure, Human and Educational facilities.
- 3.3 Educational Institutes of Central: NCERT, NCTE., State level educational Structure: GCERT, Secondary Education Board, State Examination Board, DIET.
- 3.4 Role of Various Institutions in quality improvement in Education: Rotary Club, Lions Club, Parents Teacher Association, SVS.

### **Unit:4 School Climate**

- 4.1 Concept of school climate and its Type.
- 4.2 Problems in School Discipline, its Need and Types.
- 4.3 Concept of Co-curricular Activities, Objectives, Planning and its classification
- 4.4 Planning of School budget and its importance, Grant in Aid Code of Gujarat Government and its Types

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- 2 B.L.Mathur., Management of Education,Arihant Publication House Jaypur
- 3 Chaube Sarayuprasad., Bharatiy Shikshaki Samasya, Vinod pustak Bhandar, Agra
- 4 Mahida J.R and other ., School Organization and Management, Varishen Prakashan, Ahmedabad
- 5 Mukerjee s. N., Education in india – today and tomorrow
- 6 Patel J.Z and other., School Organization and Management, nirav Prakashan,Ahmedabad
- 7 Secondary Education Act, Govt. of Gujarat
- 8 Sharma R.S. &other ., School Organization and Management,Akshar prakashan, Ahmedabad.
- 9 Shastri Jayendra Patel and other., Shilashanna nutan pravaho ane saasyao,university granath nirman Board,Ahmedabad
- 10 Parmar, B. R. , School Organization and Management, Agra : Agrawal Prakashan



## CP – 3 (6) : INDIAN PHILOSOPHY & EDUCATION

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives:

1. To enable the teacher educator to understand the relationship between Elements of Indian Philosophy and Education.
2. To enable the teacher educator to analytically appraise the fundamental aspects of Indian philosophy.
3. To sensitize the teacher educator towards the various facets of the realm of Indian education in different eras.
4. To orient the teacher educator to various Philosophical schools.
5. To develop an understanding of the contribution of Indian philosophers.

### Unit I PHILOSOPHY AND EDUCATION

**Credit : 0.5 06 hours**

1. Education : Meaning, Nature, Scope, Aims
2. Philosophy : Meaning, Nature, Characteristics
3. Educational Philosophy : Meaning, Nature, Scope
4. Relationship between Philosophy and Education, Relevance for teaching-learning process

### Unit II THOUGHTS OF INDIAN EDUCATION

**Credit : 0.5 08 hours**

Explain following thoughts of Indian Education reference to their Meaning, Aims, Methodology and Teacher:

1. Vedic Period
2. Buddhist System of Educational Philosophy
3. Jainism Philosophy of Education
4. Post Independent Indian Education

### Unit III MAJOR PHILOSOPHICAL SCHOOLS

**Credit : 0.5 08 hours**

Study of following schools with reference to their concept and basic principles, Explain following realm reference to Educational aims, curriculum, and teaching methodology

1. Idealism
2. Naturalism
3. Realism
4. Pragmatism

### Unit IV INDIAN PHILOSOPHER

**Credit : 0.5 12 hours**

Life Narrative, Thoughts of Indian Thinkers in relation to their formation about aims of education, curriculum, teaching methodologies, place of teacher, Effect of thinkers' thoughts in Indian education;

1. Swami Vivekananda
2. Rabindranath Tagore
3. Mahatama Gandhi
4. Gijubhai Badheka

## REFERENCE BOOKS

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- Sharma R.N. (1972), 'Indian Philosophy', Orient Longmire, New Delhi.
- Shurma R.A. (2004), 'Development of Education System in India', R. Lal Book Depo, Meerut.
- Umesh Mishra (1948), 'History of Indian Philosophy', Vol.1, Allahabad.
- Verma M. (1969), 'The Philosophy of Indian Education', Meenakshi Prakashan, Meerut.
- Ambedkar B. R. (2003)(Re-print), 'The Buddha and his Dharmma, Buddha Bhumi Publication, Nagpur.
- Belvalkar S.K. (1929), 'Vedant Philosophy', Pune.
- माथुर असे.असे.,(2006), 'शिक्षा के दार्शनिक एवं सामाजिक आधार', विनोद पुस्तक मन्दिर, आग्रा.
- मिश्रा आत्मानंद.,(1972),भारतीय शिक्षा के प्रवर्तक, विनोद पुस्तक मन्दिर, आग्रा.
- यादव सुकेश तथा सक्सेना सरोज, (2007), शिक्षा के दार्शनिक आधार, विनोद पुस्तक मन्दिर, आग्रा.
- ભરવાડ, અમૃત અને રમેશ પટેલ. (2013) *વિકાસમાન ભારતીય સમાજમાં શિક્ષક*. આગ્રા:અગ્રવાલ પબ્લિકેશન્સ
- દવે જયેન્દ્ર શાસ્ત્રી,(1983), 'કેળવણીના તાત્વિક આધારો', યુનિવર્સિટી ગ્રંથ નિમાર્ણ બોર્ડ,અમદાવાદ.
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- પંડિત સુખલાલજી,(1977), 'જૈન ધર્મનો પ્રાણ', સસ્તુ સાહિત્યવર્ધક કાર્યાલય,અમદાવાદ.
- શાહ નગીન જી.,(1978), 'બૌદ્ધ દર્શન', સરદાર પટેલ યુનિવર્સિટી,વલ્લભવિદ્યાનગર.

## CP – 3 (7) : EDUCATIONAL RESEARCH

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Broad Educational Objectives

- To help students understand the research process in an educational setting;
- To provide students with the opportunity to study and improve their own teaching through the enactment of an action research project;
- To help students learn the importance of collaboration in examining their own teaching, through membership in a research group;
- To show students how research on the improvement of one's own teaching can have a transformative effect on school improvement and change.

### Instructional objectives :

To enable the teacher trainees:

- To understand the concept of research.
- To understand the process of research.
- To know the different types of research.
- To know the importance of educational research.
- To find out research problem for their research work
- To find the related literature of research work.
- To make research review in scientific manner.
- To make meta analysis of previous research work.
- To understand the concept of variable and hypothesis
- To frame hypothesis.
- To differentiate different kind of hypothesis.
- To understand the different types of research method design.
- To know the concept of population and different types of sampling techniques.
- To know the different data analysis techniques.
- To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- To identify and formulate suitable problems for Action Research.
- To get acquainted with the various steps of conducting Action Research.
- To understand and use descriptive statistical techniques in Action Research and to acquire the skills of planning executing evaluating and reporting an Action Research.

### UNIT-1 Research and Education

- 1.1 Research & Educational Research - Meaning, Definition
- 1.2 Process of research
- 1.3 Types of Research : Meaning of Each Type of Research
- 1.4 Importance of educational research in School Education

### Unit-2 Review of Related Literature

- 2.1 Reference / Related Literature : Meaning
- 2.2 Objectives of Study of Reference / Related Material / Literature

- 2.3 Sources of Reference / Related Literature / Information :Preliminary Sources, Primary Sources, Secondary Sources
- 2.4 Steps of Reviewing Related Literature

### Unit-3 Research Method ,Variable & Hypothesis

- 3.1 Population, Sample and Sampling : Meaning
- 3.2 Sampling Techniques : Probability Samling, Non – Probability Sampling
- 3.3 Variable- meaning and its types
- 3.4 Hypothesis- meaning and types .

### Unit-4 Research Tool

- 4.1 Research Tool : Meaning and Importance, Criteria for selecting readymade research tool.
- 4.2 Types of research Tool : Meaning, Importance of each of them
- 4.3 Attitude Scale : Use, Steps of Preparing Attitude Scale by Likert Method
- 4.4 Aptitude Test : Use and Steps to Prepare Aptitude Test.

### Suggested Readings :

- Arya, D. et al. *Introduction to Research in Education*. Holt Rinehart and Winston, New York, 1972.
- Best, J.W. *Research in Education*. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A. *Shikshak Anushahan Ka Vidhishastra*. Rajasthan Hindi Granth Academy, Jaipur, 1972.
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- Good, C.V. *Essentials of Educational Research*. Methodology and Designs. Appleton Century Crofts, New York, 1941.
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- શુક્લ, સતીશપ્રકાશ. (2012) *અધ્યાપન અને અધ્યયનના અધિનિયમો અને પ્રયુક્તિઓ*. આગ્રા: અગ્રવાલ પબ્લિકેશન્સ

## CP – 3 (8) : STATISTICS IN EDUCATIONAL RESEARCH

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Unit-1 Introduction of Educational Research and Statistics

**Credit: 0.5**

- 1.1 Educational research : Meaning, Concept, Objectives, Characteristics
- 1.2 Educational Statistics : Meaning, Need
- 1.3 Measurement scale
- 1.4 Frequency Distributions: Continuous , discrete series

### Unit-2 Basic Statistics

**Credit: 0.5**

- 2.1 Measurement of Central Tendency: Mean, Median, Mode: Meaning, Merits and demerits
- 2.2 Calculation of Mean, Median and Mode
- 2.3 Measurement of Dispersion: Range, Quartile deviation, Standard deviation: Meaning, Merits and demerits
- 2.4 Calculation of Quartile deviation, Standard deviation

### Unit-3 Correlation

**Credit: 0.5**

- 3.1 Correlation: Meaning, Types
- 3.2 Method of Correlation
- 3.3 Carl Pearson's Method: Calculation
- 3.4 Rank difference method of Charles Spearman Calculation

### Unit-4 Percentile, Percentile Rank, NPC

**Credit: 0.5**

- 4.1 Percentile: Meaning, Application, Calculation
- 4.2 Percentile Rank: Meaning, Application, Calculation
- 4.3 Normal Probability Curve: Meaning, Characteristics
- 4.4 Skewness and Kurtosis: Meaning, Calculation

### Suggested Readings :

- Entanistte, N.J. and Neshat, P.D. *Educational Research*. Hodder Strongton, London, 1972.
- Garrett, H.E. *Statistics in Psychology and Education*. Vakil Faffer and Simon, Bombay, 1975.
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## CP – 3 (9) : VALUE EDUCATION

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### COURSE OBJECTIVES:

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

### COURSE CONTENTS:

#### Unit-1 The Socio Moral and Cultural Context

- 1.1 Value : Meaning and Concept
- 1.2 Types of Value : Social, Ethical, Religious, Cultural
- 1.3 Diversity of Culture : Indian Culture and Human Value
- 1.4 Moral Development of Child at School level...
  1. Secularism
  2. Co-Existence

#### Unit-2 Natural Concept of Morality and Moral Education

- 2.1 Concept of Value Education
- 2.2 Need of Value Education
- 2.3 Medium for Value Education
- 2.4 Approaches for Value Education

#### Unit-3 Moral Learning to Moral Education

- 3.1 Importance of Value Education
- 3.2 Moral learning out side the school, media and moral learning
- 3.3 NPE (1986) : Values
- 3.4 Curriculum and Moral Education

#### Unit-4 Assessment of Moral Maturity

- 4.1 Value Classification Model
- 4.2 Value Analysis Model
- 4.3 Social Action Model
- 4.4 Value Education and Sanskar

### REFERENCES

- ભરવાડ, અમૃત અને રમેશ પટેલ.(2013)*વિકાસમાન ભારતીય સમાજમાં શિક્ષક*. આગ્રા:અગ્રવાલ પબ્લિકેશન્સ

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**CP – 3 (10) : EDUCATION FOR HUMAN RIGHT**

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Unit-1 Human Rights**

- 1.1 Human Rights -Concept, at International and National Context.
- 1.2 Types of Human Rights- Natural, Positive, Negative, Legal.
- 1.3 Right of Vulnerable and disadvantaged group, Woman Rights
- 1.4 Human Right Education- meaning, significance need of Human Right Education, pedagogy for Human Right Education.

**Unit-2 Child Rights**

- 2.1 Concept of Child Right
- 2.2 Need and importance of Child Right
- 2.3 Need and Importance of Child Right to teachers
- 2.4 Child Right given by UNCRC and India Constitution.

**Unit-3 Teachers' Rights**

- 3.1 Concept of teachers' rights
- 3.2 Provisions for teachers' rights in Gujarat
- 3.3 Legal and Moral Duties of teachers
- 3.4 Criticism of Teachers' rights

**Unit-4 RTI & RTE**

- 4.1 RTI – Meaning and Legal Provsions. Basis of RTI Act
- 4.2 Advantages of RTI, Suggestions to Make RTI act more effective.
- 4.3 RTE – Meaning and Legal Provsions. Basis of RTE Act
- 4.4 Advantages of RTE, Suggestions to Make RTE act more effective.



## CP – 3 (11) : VOCATIONAL EDUCATION

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

### Objectives

#### To make the student teacher

- familiar with Educational Guidance.
- understand the need of Vocational Education.
- familiar with tools of Vocational Education.
- aware of the courses and subjects are available at secondary and higher secondary level.
- familiar with the functions of educational and vocational institute of Gujarat state.

### UNIT-1 Educational and Vocational Information

1. Introduction, Concept, Meaning, Definition
2. Objectives, Importance
3. Role of School and Teachers in Providing Vocational Information
4. Role of Media in Providing Vocational Information

### UNIT-2 Tools for Identifying Vocational Ability of The Students

1. Meaning, Need, Importance
2. Various Tools : Rating Scale: Meaning (Graphic rating scale), merits and demerits
3. Psychological Tests: Introduction, Importance, Limitations Steps of developing Psychological Test, Administration
4. Introduction to some IQ tests, Aptitude Test, Interest Inventories, Personality Test

### UNIT -3 Vocational Education at secondary and higher school levels of education

1. Secondary Education: Courses available after Std.-10 : Diploma Courses, I.T.I. Courses, Certificate Courses
2. Courses available after higher secondary education : Science stream : Group- A - Maths substance and Chemical Science, Group- B – Substance Chemical and Biology, Group A-B Maths and Science
3. Courses Available for Commerce Students after + 2 level, Importance of each course
4. Courses Available for Arts Students after + 2 level, Importance of each course

### UNIT – 4 Institute in Gujarat Giving Vocational Guidance and its Role

1. Guidance and Vocational Guidance : Meaning and Need at Secondary and Higher Secondary level of Education
2. Basis for deciding vocational opportunities for the students
3. Types of Guidance : Meaning, Advantages and Limitations
4. Role of School and Teachers in Vocational Guidance

### Reference Book

- ShaikshaniK ane vyavsayik margdarshan ni pravidhio, Dr.k.g.desai, University granth nirman board, Ahmedabad

- karkirdi margdarshan antrgat karkirdi mahiti, Nirav prakashan, Ahmedabad
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- શુક્લ, સતીશપ્રકાશ. (2011) *શૈક્ષણિક મનોવિજ્ઞાન*. આગ્રા : અગ્રવાલ પબ્લિકેશન્સ
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**CP – 3 (11) : EDUCATION FOR LIFE SKILL**

<b>Semester – 4</b>	<b>17 Hours per Credit</b>	<b>Maximum Marks: 50</b>	
<b>Total Credit: 2</b>	<b>2 Hours Per Week</b>	<b>Internal Marks : 15</b>	<b>External Marks : 35</b>

**Objectives :**

- To Introduce definition , meaning and concept of Life Skills
- To Understand the meaning, Approach and importance of life skills education
- To emphasize the importance of Life skills
- To know Barriers of various Life Skills
- To know Categories of Life Skills
- To outline techniques and activities for enhancing various life skills
- To emphasize the Need For Life Skill Training and criteria for using life skills

**Unit : 1**

- 1.1 Definition , Concept and Importance of Life Skills
- 1.2 Meaning, Approach and Importance of Life Skills Education
- 1.3 Categories of Life Skills
- 1.4 Need For Life Skill Training and criteria for using life skills

**Unit : 2**

Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills

- 2.1 Self Awareness
- 2.2 Dealing (Coping) with Emotion and stress
- 2.3 Empathy
- 2.4 Problem Solving

**Unit : 3**

Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills

- 3.1 Interpersonal Relationship
- 3.2 Effective Communication
- 3.3 Creative and Critical Thinking
- 3.4 Decision Making

**Unit : 4**

Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills

- 4.1 Responsible Citizenship and Community Service Volunteering
- 4.2 Self discipline and Self responsibility
- 4.3 Goal Setting and Wise Use of Resources
- 4.4 Time management and Career Planning

## **Suggested Structure of Question Paper for Theory Exam**

### **1. Structure for Question Paper of Three Hour duration with weightage of 70 marks**

- |   |            |
|---|------------|
| Q. 1 (A) Answer any Two Questions. (Out of Three Questions from unit – I)   | Marks - 8  |
| Q. 1 (B) Answer any One Questions. (Out of Two Questions from unit – I)   | Marks - 6  |
| Q. 2 (A) Answer any Two Questions. (Out of Three Questions from unit – II)  | Marks - 8  |
| Q. 2 (B) Answer any One Questions. (Out of Two Questions from unit – II)  | Marks - 6  |
| Q. 3 (A) Answer any Two Questions. (Out of Three Questions from unit – III)   | Marks - 8  |
| Q. 3 (B) Answer any One Questions. (Out of Two Questions from unit – III)   | Marks - 6  |
| Q. 4 (A) Answer any Two Questions. (Out of Three Questions from unit – IV)  | Marks - 8  |
| Q. 4 (B) Answer any One Questions. (Out of Two Questions from unit – IV)  | Marks - 6  |
| Q. 5 Answer any Seven Questions. (Out of Ten Questions from all units – Not more than 3 questions should be asked from any single unit) | Marks - 14 |

### **2. Structure for Question Paper of One and Half Hour duration with weightage of 35 arks**

- |   |           |
|---|-----------|
| Q. 1 (A) Answer any Two Questions. (Out of Three Questions from unit – I & II)  | Marks - 8 |
| Q. 1 (B) Answer any One Questions. (Out of Two Questions from unit – I & II)  | Marks - 6 |
| Q. 2 (A) Answer any Two Questions. (Out of Three Questions from unit – II & III)  | Marks - 8 |
| Q. 2 (B) Answer any One Questions. (Out of Two Questions from unit – II & III)  | Marks – 6 |
| Q. 3 Answer the Following Questions. (Questions from all units – Not more than 2 questions should be asked from any single unit – Total sevn Questions) | Marks - 7 |

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## **Source for Guideline for Developing Curriculum**

- **Curriculum frame work for two year B. Ed. Programme (December 2014) : NCTE New Delhi : [www.ncte-india.org](http://www.ncte-india.org)**
- **Curriculum frame work (NCF - 2009) for Teacher Education, towards preparing professional and humane Teachers, NCTE, New Delhi.**
- **Guidelines given by an NCTE appointed Committee at CASE, Vadodara, Gujarat.**

**Suggestions given to improve the curriculum of B. Ed. To make the teacher education programme more effective and fruitful are appreciated by Education Faculty of Gujarat University**