

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
B.ED. CURRICULUM
Implementation from Academic Year June 2015-16

First Year

Semester - 1

Course - 101 / Childhood and Growing up

Course - 102 / Contemporary India and Education

Course - 103 / Language Across the Curriculum

Course - 104 / Understanding Disciplines and School Subjects

Course - EPC-1 / Reading and Reflecting on Texts

- Field-Work

B.Ed. First Year - Sem. 1
Course - 101 Childhood and Growing up

Objectives :

Student- Teachers will be able....

1. To be familiar with the different stages of Growth and Development
2. To understand the factors affecting the process of socialization as well as the factors that are responsible for it.
3. To understand the various ways of growing-up a child considering the Social and Political realities with special reference to family, school, neighborhood and society.
4. To understand the principles of child development with reference to the inter-relationship among cross-cultural, Psychology, Sociology and Anthropology.
5. To understand the Adolescence with reference to different social, economical and Cultural conditions.
6. To get related life experiences.
7. To know the physical changes and its effect on human behaviour.
8. To present the information collected through various media about the understanding of the real scenario of role of gender, poverty, growing-up of a child in various classes of society as well as Adolescence.

Unit: 1 Understanding Educational Psychology and Child Psychology

- 1.1 Educational Psychology : Meaning, Concept and Nature
- 1.2 Child Psychology : Meaning, Concept and Nature
- 1.3 Educational Psychology and Child Psychology : Importance and Scope
- 1.4 Schools of Psychology : Behaviourism and Gestalt Theory

Unit : 2 Growth and Development : Understanding and Affecting Factors

- 2.1 Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre- Adolescence, Adolescence, Difference between Growth and Development and Effect of Heredity and Environment on Growth and Development
- 2.2 Individual Differences : Meaning, Concept, Scope and its Educational Implications
- 2.3 Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture
- 2.4 Thinking process at different stages of Child Development : Logical, Problem-solving, Creativity and Language

Unit : 3 Understanding the Child's Social Growth

- 3.1 Socialization : Concept and Process
- 3.2 Factors affecting Socialization of the child
- 3.3 Understanding Social Change and its effects on a child
- 3.4 Problems of the Marginalised sections of the society and the Remedies

Unit : 4 Adolescence : Understanding and Guidance

- 4.1 Adolescence : Concept and Characteristics
- 4.2 Understanding Adolescents and their Needs
- 4.3 Adolescents : Challenges, Problems and Teacher's Role
- 4.4 Counseling Adolescents for their Career and personal Problems

Practicum :

1. Try-out of an any Psychological Test.
2. Case- study of a special child.
3. Gijubhai Badeka : Study of Child psychology.
4. Find out the video clips regarding the behavioural problems of learners and interpret them.
5. Nand House : Study of a pre-school/Aganwadi.
6. Observation of a group of Adolescents and note their characteristics and problems. (Adolescents from Urban, Rural, Slum Area etc.)
7. Understand the factors affecting Socialization of a child.

References :

- Aggarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN : 978 - 81259-1056-5.
- Aggarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas Publishing House Pvt Ltd., New Delhi.
- Aggarwal, J. C. (2004). Essential of Educational Psychology. Vikas publishing House Pvt Ltd, New Delhi.
- Bhatia & Bhatia (2006). A Textbook of Educational Psychology, Doaba House, Delhi
- Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
- Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling Publishers Private Limited, New Delhi.
- Kuppuswamy, B. (2010) Advanced Educational Psychology. Sterling Publishers Private Limited, New Delhi.
- Mangal, S. K. Advanced Educational Psychology, Second Edition, Prentice Hall of India Private Limited, New Delhi..

B.Ed. First Year - Sem. 1
Course - 102 Contemporary India and Education

Objectives

Student - Teacher will be...

- (1) capable of analysing Indian Society and its trends
- (2) capable to making efforts to achieve unity in diversity of Society.
- (3) familiar with the National Education Policy.
- (4) understand the contemporary education situation.

Unit -1 Unity in Social Diversity

- 1.1 Concept and Meaning of Unity
- 1.2 Scientific studies of costumes of language, Religion and tribe
- 1.3 Meaning and characteristics of Collective living in multi facet society and stages for its formation
- 1.4 Importance of Peace and Justice for unity in Diversity

Unit -2 Values in Indian Constitution

- 2.1 Study of preamble of constitution - study of values in the constitution: Freedom, Equality, Brotherhood and justice.
- 2.2 Fundamental Rights and Duties of citizens according to constitution.
- 2.3 Study of guiding Principles in the Constitution for formulating the state policy.
- 2.4 Factors resisting Democratisation of Education- Study of Inequality, Discriminations and Marginalisation (In the context of constitutional Values) and the role of teacher in removing them.

Unit : 3 Policy formation for Public Education in India

- 3.1 Factors affecting on formation of Education Policies of Government (In context of Right to Education Act & Sarvashiksha Abhiyan)
- 3.2 Causes of child not attending & leaving the school. steps to them - Role of teacher in taking this steps.
- 3.3 Relation between labour and Education along with involvement of society (Principles of Nai Talim be taken as guidelines)
- 3.4 Contribution of various social institutions in spreading modern Education in Independent India.
Study of efforts for Education : Women, Dalits & Tribes.

Unit : 4 Policy Formation and Contemporary Trends

- 4.1 Evaluation of Three Language formula and its Constitutional Provision.
- 4.2 Study of National Educational Policy - 1986 with amendments till now.
- 4.3 Evaluation of Mid-Day Meal scheme in context of removal of discrimination and child labour along with nutritional food (on the basis of Supreme Court Judgement)
- 4.4 Evaluation of Globalization, Privatisation and Class-Division which have entered education and in this context evaluation of the provision of 25% reservation for poor in Right to Education Act as a solution.

Practicum:

1. Group discussion on concept of social Diversity & writing a report on it.
2. Survey regarding the traditions of religions by scientific way (Any five)
3. Analysing the information of deprived groups i.e. women or Dalits who have done study till std.-12- of last 5 years.
4. Small projects regarding various people living in streets or villages who are following various religions.
5. Study of advantages taken by deprived groups of any one area.
6. Study of reasons of quarrel and how to remove them of any one area from last twenty years.
7. Study the admission of deprived groups who taken admissions through Right Education Act during last two years in any five Schools.
8. study the effectiveness of Nayi-Talim of Buniyadi Shala.
9. Study the effectiveness of "Tribhasi yojana" and Discussion & writing a report on it.
10. Survey/ project on Evaluation of Mid day Meal Programme of any three schools.
11. Provisions of Sarwashiksha Abhyan & its real implementation.
12. Group Discussion on Privatization in Education & Preparing a report on it.
13. Discussion / Dialogue regarding class diversion due to privatization of education.
14. Dialogues with responsible authorities regarding the plans for the upliftment of women, deprived, dalits and its implementations and preparing a report on it.

References:

1. NCERT Report 2006a, 2006b, 2006c, 2006d.
2. Ilaih, 1996, letter to a teacher, 1970
3. constitution, preamble, fundamental Rights and Duties of citizen and the directive principles of state policies
4. Govinda (2011) Inequality Discrimination
5. De Khera, Samson and shivakumar (2011)-The PROBETEAM,199
6. GOI (2009) - Right To Edu. માટે
7. Raina (2011) Right to Edu. માટે
8. R. Govinda and josephne (2004)
9. Hindustani Jalimi sangh (1938)
10. Sykesh (1987) - Nayee Talmme માટે
11. Chakravati (1998) Women dalits and tribe માટે
12. Scrace (2002) language policy માટે
13. National policy on Education 1986
14. Review of national policy on educatio 1986 Govt of India 1992
15. [http:// www. right to food campaign in](http://www.righttofoodcampaign.in) (સુપ્રિમ કોર્ટ જજમેન્ટ)
16. Hill and Roskam (2009) Privatization, Globalization માટે જોવું.
17. RTE Act (2009)

B.Ed. First Year - Sem. 1
Course - 103 Language Across the Curriculum

Objectives :

Student - Teachers will be able.....

1. To know the meaning, concept and need of language.
2. To know the difference between the language and dialect.
3. To understand the alphabet screen with reference to place of articulation and pronunciation and reference of vowels.
4. To know the different forms of language
5. To develop oral and written expression
6. To understand the concept of communication.
7. To develop communication skills.
8. To know the media of communication and to know the characteristics and importance of good communication.
9. To understand the relation between language and culture.
10. To know that language is a strong medium for preservation and cultivation of culture.

Unit 1 : Language and Nature of Language

- 1.1 Language : Meaning, Concept, Importance.
- 1.2 Language and Dialect : Difference, Effect of Regional pronunciation and Remedies to remove them.
- 1.3 Place of Articulation, organ of speech and understanding of alphabet with reference to pronunciation.
Audio, Visual and touchable / physical forms.
- 1.4 Expression : Written, (writing), Reading, and oral speech.

Unit : 2 Mother Tongue, Communication and Language Culture :

- 2.1 Mother tongue : Meaning, Importance, Proper use of mother Tongue through Education and Remedial Work.
- 2.2 Concept of Communication Role of Language in Communication
Communication as a Process, Media of Communication and Characteristics of Good Communication and Importance.
- 2.3 Language Diversity
- 2.4 Language Culture : Strong medium for Preservation and Cultivation

Prose activities / Practical work :

- (1) To arrange group discussion on the importance of Language.
- (2) To arrange the language games for Pronunciation.
- (3) To arrange the activities for Creative Writing.
- (4) To arrange the activities of Oral Skill.
- (5) To prepare the report of experiences during Communication.
- (6) To introduce different language through listening experience.
- (7) To conduct drama activities in rural area by organizing really for the cultural expression.
- (8) To celebrate Mother Tongue day.

- (9) To Conduct Diagnostic and Remedial Work for the deficiency in Pronunciation.

References :

- (1) Braner, J. S., (1975), Language as an Instruments of Thought. In Davies, Alam (ed) problems of language and learning condone. Heileman.
- (2) Corson, D. (1990), Language Across the curriculum (LAC) In corson Devid (ed.) Language policy. Across the Curriculum clevendon Muthliguel Matters, 72-140.
- (3) Cummins J. (1979) Linguistic interdependence and the educational development of bilingual children Review of educational Reseach 49, 222-251.
- (4) Halliday, M. A. K. Hason R. (1989) Uanaaze context and text As peots of language in a social semiotic prespective D.A. (2002) Techniques of Teaching English - Harsh Prakashan, Ahmedabad.
- (પ) મોતીભાઈ મ. પટેલ અને અન્ય (૨૦૦૨) ગુજરાતી વિષય વસ્તુનું અધ્યયન (બી.એસ. શાહ, પ્રકાશન, અમદાવાદ)
- (દ) તેજસ (૨૦૦૦) ગુજરાતી શિક્ષણ પદ્ધતિ, અધ્યયન સંપૂટ, ધવલ પ્રકાશન.

B.Ed. First Year - Sem. 1
Course - 104 Understanding Disciplines and School Subjects

Objectives

Student - Teachers will be able

1. to know the meaning, nature, and role of various subjects.
2. to obtain knowledge regarding various professional subjects.
3. to obtain the knowledge regarding various teaching approaches.
4. to know the information regarding the correlations among various subjects.
5. to get the information regarding the co-relation among various subjects.
6. to get the information regarding the relation among syllabus & curriculum.
7. to know need and inclusion of production base subject in school syllabus.
8. to know the remedies of the problems & remedies of teaching - learning process for school subjects.
9. to know the steps to make teaching interesting of school subject..
10. to familiarized with all the subjects taught in the school.

Unit : 1 Multiple Concept of School Subjects

- 1.1 Various subjects : Concept, Definition and Nature
- 1.2 Usefulness and role of various subjects
- 1.3 Approaches and objectives of Teaching Subjects
- 1.4 Co-relations of Various Subjects.

Unit : 2 Contexts of Curriculum

- 2.1 Difference between syllabus and curriculum
- 2.2 Principle of the Construction of Curriculum
- 2.3 Inclusion of production based subjects in school syllabus and their need.
(Horticulture, Animal husbandry, Tour and Hotel Management)
- 2.4 Problems and Remedies of teaching - learning of various subjects.

Notes :

1. Whole syllabus should be with reference to Upper Primary, Secondary and Higher Secondary School level's Curriculum.
2. Whole syllabus should be with reference to Languages, Mathematics, Science & Technology and Social Science.

Practicum :

1. A critical study of various school curriculum.
2. A critical study of Literary work with reference to Language Teaching
3. A case study of Poet, Writer, Scientist, an Economist, a Sociologist and the study of their creation & work.
4. Interview of subject experts and report writing.
5. Visit to the institutions / person
6. Study of the attitudes of student - teacher regarding subjects being taught at school level

7. Weakness / Limitations of students related to Language Teaching and their reasons, remedies and Diagnostic work.
8. Practical work of Science and Technology related to day to day life.
9. Experiments regarding pronunciation of student teacher in language lab.
10. Case study of mathematics lab.
11. Mathematical puzzles, Experiments of Science, Construction of teaching aids and their effectiveness, appreciation of poem, elaboration of meanings of the given lines and a book review.

References :

- (1) Studying school subject A guide by Ivo & F. Goodson
- (2) Curriculum & Instruction E.S. 331 - IGNOU study book.
- (3) पाठ्यचर्चा तथा अनुदेश ES 331 IGNOU Study book.
- (4) Curriculum & instruction IGNOU Study book.
- (5) School Subjects and academic disciplines A. wood, & K. Wier (Eds).

B.Ed. First Year - Sem. 1
Course EPC-1 Reading and Reflecting on Texts

Objectives

Student - Teachers will be able

1. To develop the reading capacity.
2. To develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
3. To develop the methods and approaches about reading.
4. To know the measurement and evaluation of reading.
5. To understand the co-relation among different subject.
6. To know the diagnostic and remedial of reading.
7. To be motivated to writing on different topic and to be aware of difficulties or Reading and writing.
8. To develop the interest in reading and writing.
9. To attain mastery over language through reading and writing.
10. To learn reflecting texts through reading & writing.
11. To be motivate for discussion in small groups by reading and writing.
12. To learn to care for books.
13. To learn to use reading and writing work done in classroom.
14. Best qualities can develop in student teacher due to best reading and writing.
15. Be motivated to bring essential changes in their lifestyle because of best type of reading and writing.

Activities and Evaluation for Reading and Reflecting on Texts

(Any five activities must be done, 10 (Ten) marks for each activity)

1. Book review, Appreciation of Poetry
2. Dictation
3. Reading of autobiography and try to written own autobiography (Autobiography of Gandhi and Narmad)
4. Picture story writing and give suitable title
5. Discussion, debate based on reading of books
6. Reading and criticism editorial articles of newspaper.
7. Various types of report writing
8. Reading of Thinking magazines available in the library.
9. Planning special activities. (Paad Purti, Vichar Vistar, Quiz, Essay etc.)
10. Diagnostic & Remedial work for Reading and Writing Skill.
11. Tests of reading effectiveness
12. Group discussion on the books that are being read.

References

૧. પ્રિ. ડો.ભાઈલાલભાઈ પટેલ અને ડો. ઈન્દ્રવદન જે. ઉપાધ્યાય વાંચન વિજ્ઞાન, યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય અમદાવાદ - ૬૧૮૮૪
૨. ડો. રવિન્દ્ર અંધારિયા, ચિંતનાત્મક શિક્ષણ (સિદ્ધાંત અને વ્યવહાર) યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય અમદાવાદ.
૩. ડો. મોતીભાઈ પટેલ અને શાસ્ત્રી જયેન્દ્ર દવે, વાંચન શિક્ષણ, બી.એસ. શાહ પ્રકાશન
૪. ડો. મોતીભાઈ પટેલ અને શાસ્ત્રી જયેન્દ્ર દવે અને અન્ય ગુજરાતી અધ્યાપનનું પરિશીલન, બી.એસ. શાહ પ્રકાશન
5. Harris Albert, how to increase reading ability Longmans, New York 1940 - P-16
6. Thaorndike E.L./ The Vocabulary of books of Children in Gradee 3 to 8 / Teacher college Record, Vol-38, 1936-37
7. Hue Edmund B. The psychology and pedagogy of Reading, The Macmillon co. New York 1908.
8. Barn and Roe-Reading Activities for Today's Elementary Schools Rond menolly college pub. co. chicago 1979
9. Ross D. Bondy, E. & Kyle D. (1993) Reflective teaching for student empowerment : Elementary curriculum and methods New Yourk : Macmullan.
10. Schon, D. A. (1983) The reflective practitioner : How professionals think in action. New York : Basic Books.
11. Zeichener, K & O. Listion (1987) Teaching student teachers to reflect, HER, 57 1, pp 22-48
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VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
B.ED. CURRICULUM
Implementation from Academic Year June 2015-16

First Year

Semester - 2

Course - 201 : Learning & Teaching

Course - 202 : Pedagogy of a School Subject

202 : 1. Gujarati

202 : 2. English

202 : 3. Economics

202 : 4. Science and Technology

Course -203 : Pedagogy of a School Subject

203 : 1. Hindi

203 : 2. Social Science

203 : 3. Elements of Accountancy

203 : 4. Mathematics

203 : 5. Sankrit

203 : 6. Sociology

203 : 7. Agronomy

Course - 204 : Assessment for Learning

Course - EPC-2 : Drama & Art in Education

Field work

B.Ed. First Year - Sem. 2
Course - 201 Learning & Teaching

Objectives

Student- Teachers will be able....

1. To understand the concept of learning
2. To understand the importance of motivation in learning
3. To understand the concept of teaching
4. To accept teaching as a profession
5. To analyze and interpret the class room interaction.
6. To know the new trends of teaching and learning
7. To know the activities of teaching learning and apply it in the class room.

Unit : 1 Learning

- 1.1 Learning : Concept (in the context of social and cultural)
- 1.2 Factors affected to the learning
- 1.3 Principles of learning (Pavlov, Thorndike, Kohler) and their educational implications
- 1.4 Motivation in learning : Concept and educational implications Abraham Maslow's Motivational Theory.

Unit : 2 Teaching

- 2.1 Teaching : concept, Mayims of teaching
- 2.2 Factors affected to teaching process
- 2.3 Teaching as a profession
- 2.4 Analysis of classroom interaction

Units 3 New Trends of Teaching Learning

- 3.1 Use of ICT in teaching - learning
- 3.2 E- learning: Meaning, Difinition, concept
- 3.3 Student - centred Approach : Meaning and importance
- 3.4 Teacher of 21st Century : With reference to ICT, Reseach, professional values

Units 4 Methods of Teaching - Learning (Nature - Importance - Limitations)

- 4.1 Peer Group Learning
- 4.2 Brain Storming
- 4.3 Seminar
- 4.4 Inductive - Deductive Model

Practicum

1. To analyze any one teacher's classroom interaction
2. To do brain storming on any one problem.
3. To apply achievement motivation test.
4. To Organize and implement Seminar on any one Subject.
5. To develop and apply Inductive - Deductive Model

6. To develop and apply PPT on any one subject or unit.
7. To collect the opinions of students regarding E-learning.
8. To Visit different schools and prepare a report on teaching Procedures of Schools with Photographs.

B.Ed. First Year - Sem. 2
Course -202 /1 શાલેય વિષયોનું અધ્યાપન શાસ્ત્ર : ગુજરાતી

હેતુઓ :

પ્રશિક્ષણાર્થીઓ.....

૧. માતૃભાષાનું મહત્ત્વ સમજે.
૨. ધો. ૬ થી ૧૨ માં સમાવિષ્ટ ગુજરાતી ભાષાના સ્વરૂપો અને સાહિત્યથી પરિચિત થાય.
૩. માતૃભાષા શિક્ષણના કૌશલ્યો કેળવે.
૪. માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓ જાણે.
૫. માતૃભાષા શિક્ષણની મૂલ્યાંકન પ્રવિધિઓથી પરિચિત થાય.
૬. માતૃભાષા શિક્ષણમાં સર્જનાત્મકતા કેળવે.

એકમ : ૧ માતૃભાષાનું મહત્ત્વ, આયોજન હેતુઓ અને શિક્ષણ

- ૧.૧ માતૃભાષા : સંકલ્પના, મહત્ત્વ અને ઐતિહાસિક ભૂમિકા
- ૧.૨ માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૧.૩ તાસ આયોજન અને એકમ આયોજન : સંકલ્પના, મહત્ત્વ, સોપાનો
- ૧.૪ માતૃભાષામાં ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણ
ગદ્ય શિક્ષણ : હેતુ, મહત્ત્વ, મર્યાદા અને ઉપાયો
વ્યાકરણ શિક્ષણ : હેતુ, મહત્ત્વ, ઉપેક્ષાના કારણો, સમાસ, અલંકાર, છંદ (ધો. ૮ થી ૧૦માં સમાવિષ્ટ)
લેખન શિક્ષણ : હેતુ, મહત્ત્વ, નિબંધ લેખન, અરજી લેખન, અને અહેવાલ લેખન

એકમ : ૨ માતૃભાષાના કૌશલ્યો, પદ્ધતિઓ, ઉપકરણો અને મૂલ્યાંકન

- ૨.૧ ભાષા કૌશલ્યો : શ્રવણ, કથન, વાચન અને લેખન કૌશલ્ય: સંકલ્પના, મહત્ત્વ અને વિકાસ માટેની પ્રવૃત્તિઓ
- ૨.૨ માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓ : વ્યાખ્યાન, આગમન-નિગમન અને નાટ્યીકરણ
(પદ્ધતિઓની સંકલ્પના, મહત્ત્વ અને મર્યાદા)
રમત-ગમત, કથનચર્યા, પ્રશ્નોત્તરીની સંકલ્પના, મહત્ત્વ અને મર્યાદા
- ૨.૩ માતૃભાષા શિક્ષણની સામગ્રી અને ઉપકરણો :
- માતૃભાષા શિક્ષણની સામગ્રીની સંકલ્પના અને ઉપયોગિતા : પાઠ્ય પુસ્તક, શબ્દકોશ, વિશ્વકોશ,
- માતૃભાષા શિક્ષણના ઉપકરણોની સંકલ્પના અને ઉપયોગિતા :
ચાર્ટ, ચિત્રો, પ્રતિકૃતિ, કમ્પ્યુટર, સ્માર્ટ બોર્ડ, ઇન્ટરનેટ
- ૨.૪ માતૃભાષા શિક્ષણનું મૂલ્યાંકન
- ત્રિપરિમાણદર્શક સારણી
- નિદાનાત્મક અને ઉપચારાત્મક કાર્ય
- મૌખિક અને લેખિત મૂલ્યાંકન પ્રયુક્તિઓ

પ્રયોગિક કાર્ય

- (૧) ધો. ૬ થી ૧૨ માં આવતા ગદ્યલેખકોની પૈકી કોઈપણ એક લેખક વિશેના જીવન-કવન ઇન્ટરનેટ કે સંદર્ભગ્રંથોની મદદ લઈ માહિતી તૈયાર કરે. કોઈપણ એક ગદ્ય લેખકના પુસ્તકની સમીક્ષા કરે.
- (૨) ધો. ૬ થી ૧૨ માં આવતા કવિઓ પૈકી કોઈપણ એક કવિના જીવન - કવન ઇન્ટરનેટ કે સંદર્ભ ગ્રંથોની મદદ લઈ માહિતી તૈયારી કરે. કોઈપણ એક કવિના કાવ્ય સંગ્રહની આસ્વાદ સમીક્ષા એકત્ર કરે.
- (૩) ધો. ૬ થી ૧૨ ના ગ્રંથ કાવ્યોનું કોઈપણ એક ધોરણના કાવ્યો પસંદ કરી પોતાના સૂરમાં રેકોર્ડિંગ કરેલ સી.ડી. તૈયાર કરવી.
- (૪) કોઈપણ એક નિબંધ, અરજી અને અહેવાલ મૌલિક રીતે અભિવ્યક્તિ કરી તૈયાર કરવું.
- (૫) માતૃભાષા કૌશલ્યો પર વિવિધ પ્રવૃત્તિઓ કરાવી એની નોંધ તૈયાર કરવી.

(ઢ) ધો. ઢ થી ઢની સ્વાધ્યાય સ્વરૂપે ‘આટલું કરો’ની પ્રવૃત્તિઓ કોઈપણ ઁક પાઠને આધારે તૈયાર કરે.

સંદર્ભ ગ્રંથો

- (૧) પટેલ મોતીભાઈ મ. અને અન્ય (૧૯૯૯) ગુજરાતી અધ્યાપન પરિશીલન, (બીજી આવૃત્તિ), અમદાવાદ : બી. ઁસ. શાહ પ્રકાશન
- (૨) ગામીત ડી. ઁમ. (૨૦૧૩) ગુજરાતી પદ્ધતિ અને વિષય વસ્તુ (પ્રથમ આવૃત્તિ), દિલ્હી : ઁમ. ઁન. ઁસ. પબ્લિકેશન હાઉસ
- (૩) પટેલ જી.વી. (૨૦૧૩) ગુજરાતી પદ્ધતિ અને વિષયવસ્તુ (પ્રથમ આવૃત્તિ), દિલ્હી : ઁમ. ઁન. ઁસ. પબ્લિકેશન હાઉસ
- (૪) ધોરણ ઢ થી ૧૨ ના ગુજરાતી (પ્રથમ ભાષાના) પાઠ્ય પુસ્તકો, ગાંધીનગર : ગુજરાત રાજ્ય શાળા પાઠ્ય પુસ્તક મંડળ ‘વિદ્યાયન’ સેક્ટર ૧૦ ઁ.

B.Ed. First Year - Sem. 2
Course -202 /2 Pedagogy of a School Subject : English

Objectives

Student- Teachers will be able....

1. To understand the importance of ELT in the Post Modern context.
2. To develop their Language Skills in English.
3. To understand and utilize skill and activity based Techniques to make ELT a joyful and meaningful hence effective experience.
4. To develop creative designs and plans to teach English understanding the diverse needs of the learners.
5. To understand the concepts of Functional English, ELT, Communicative Approach, T-L Design & Unit Plan, Language Skills and their components.
6. To develop their competencies of Language Skills through practicing them in English.
7. To develop T-L Design, Stray Lesson & Unit Plans to teach English.
8. The Trainees apply Functional English and Communicative Approach to teach English.
9. To utilize skill and activity based interactive techniques of teaching English according to Communicative Approach.
10. To understand and apply the evaluation techniques of ELT.

Note:

- Understanding the Units and Textbooks, Content Analysis (Function, Vocabulary, Theme, Values, Form, & Pedagogic Study of the Subject English will be included in the Course 5.
- T-L & Evaluation Techniques will be included in the Course 7.
- Blue Print for setting a Question-Paper will be included in the Course 9.

Unit 1: English & Communicative Approach

1. EFL, ESL, Functional English & ELT
 - Language Functions & their Structural Grammar Points
2. Communicative Approach & Direct Method to teach English
 - Meaning, Principles, Activities, Materials, Evaluation, Benefits & Limitations
3. Teaching-Learning Design & Lesson Plan
 - Stage wise Learning: Small Talk, Pre-Task, Main Task, Post Task, Do it At Home Activity
 - Skill based Lesson Plan
4. Unit Planning
 - Prose: Language Function, Vocabulary, Reading Piece, Writing (Composition)
 - Poetry: Recitation & Rhythm, Vocabulary, Appreciation & Meaning, Composition

Unit 2: Language Skill Development

- Comprehension & Expression Skills
- Listening: Components of Listening, Activities to Develop and Evaluate Listening
- Speaking: Components of Speaking, Activities to Develop and Evaluate

Speaking

- Phonetics: Pronunciation, Intonation (With Transcription)
- Conversation, Speech (Oral Composition), and Interaction
- Reading: Components of Reading, Activities to Develop Skimming & Scanning and Evaluate them
- Intensive & Extensive Reading, Supplementary Reading,
- Writing: Components of Writing, Activities to Develop and Evaluate Writing
- Composition Writing: Guided, Semi guided & Free Writing, Formal & Informal Writing
- Web World to master the Language Skills

References:

- Teach English : a Training Course for Teachers, Adrian Doff - Cambridge ; New York : Cambridge University Press , 1989.
- Methods Of Teaching English, Lalitha Krishnaswamy & N Krishnaswamy , Macmillan India Limited,
- Teaching of English, Y.K. Singh, APH Publishing Corporation, New Delhi, 2005
- Approaches and Methods in Language Teaching, By Jack C. Richards & Theodore S. Rodgers, Cambridge University Press, 2001
- Teaching Foreign-Language Skills, Wilga M. Rivers, The University of Chicago Press Books, USA, 1981
- English Language teaching; Approaches, Methods, and Techniques, Geetha Nagaraj, Orient Longman Pvt. Ltd., Hyderabad, 2005
- <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>
- www.britishcouncil.org
- <http://www.splendid-speaking.com>

B.Ed. First Year - Sem. 2
Course -202 /3 Pedagogy of a School Subject : Economics

Objectives

Student- Teachers will be able....

1. To clarify the economical concepts and to be ready to use them.
2. To understand the effect of economy on day to day life incidences of person.
3. To be ready to use the responsibilities of teacher.
4. To make classroom teaching effective by getting information regarding various methods and tools of teaching.
5. To implement the economical activities and nature of evaluation in a day to day life.
6. To develop the competencies being positive toward giving contribution in the development of country.
7. To develop scientific approach regarding various economical problems.

Unit 1 Commencement (Beginning) of Economic

1. Economics
 - A. Meaning, Definition
 - B. Objectives of Economics
 - C. Place of Economics in school as subject and its important in day to day life
 - D. Economical Values
2. Lesson planning :
Meaning, importance, steps, one model lesson plan for any one Topic
 - A - Micro lesson
 - B - Stray lesson
 - C - Unit lesson
3. Co-relation in Economics
 - A - meaning, importance
 - B - Co-relation of economics with geography, mathematics, political science, commerce
4. Teacher of economics
 - A. Quality, Duty of Professional Development
 - B. Role of Teacher with reference to evaluation, Research & uses of Technology and carrying of economic values

Unit : 2 Teaching of Economics

1. Methods and Techniques of Teaching Economics - Meaning, Advantages and Disadvantages and Application in Teaching
 - A. Methods : Inductive - Deductive, Problem Solving, Group Discussion, Project, Assignment
 - B. Techniques: Demonstration, Dramatization, Exhibition
2. Teaching learning material in Teaching Economics (Construction, Merits, Demerits Application in Teaching)
 - A. **Visual aids** : Bulletin Board, Charts, Reference Books, Magazines, Newspaper, Scrape Book, Audio, Radio, C. D. Player, Audio Visual,

- Smart Board, Internet, Computer, CBL, CAL Mobile, L.C.D. Projector
3. Characteristics of ideal Question Paper, Blue Print formation and uses.
 4. Text book: Meaning, Importance, Characteristics of ideal Text Book.
Review of present text book of std. XI & XII

Practicum:

1. Development and try out of computer programme.
2. Study of awareness regarding economical Values
3. Effectiveness of correlative education.
4. Awareness regarding ICT of Economics' Teacher
5. Study of Professional, proficiencies of economics teacher.
6. Remedial work with reference to economical concepts
7. Development and tryout of any one method and to analyze its effectiveness.
8. Development of scrapbook and implementation of it in education
9. Achievement of references and implication by teacher
10. Effectiveness of lesson planning and used of RLPI.
11. Survey of any one economical problem
12. Comparison of any one special method and lecture method.
13. Study of the problems faced by the students regarding economics learning.
14. Report writing an any one institutions
15. Take interview of one industrialist, Economist, Economics' Teacher with reference to one problem or incident.
16. Evaluation of the effectiveness of the nature of various tests.
17. Evaluation of textbook of standard 11 and 12.
18. Self work proficiency of economics teacher
19. Construction of question paper with the help of blueprint and evaluation of question paper of standard 12 based on blueprint.
20. Graphical presentation of information taken from Internet.
21. Preparation of Unit lesson plan.
22. Collecting information regarding Indian and western Economists.
23. Collecting in formations regarding economists who have received Nobel Prize.

સંદર્ભ પુસ્તકો :

૧. અર્થશાસ્ત્ર શિક્ષણ ડો. રામપાલ સિંહ આર. લાલ બુક ડિપો. મેરઠ (ઉ.પ્ર.) વર્ષ : 2009
૨. અર્થશાસ્ત્ર શિક્ષણ ગુરસનદાસ ત્યાગી, શ્રી વિનોદ પુસ્તક મંદિર, આગરા (ઉ.પ્ર.) વર્ષ 2011
૩. Teaching of economics N. R. Saxena. surya publication, meerut. (U.P.)
Year : 2007.
૪. Teaching of Economics: A practical Approach J. C. Aggarwal Agra, (U.P.)
Year : 2007
૫. Methods of Teaching Economics B. Rudramamba New Delhi 2004
૬. અર્થશાસ્ત્ર અધ્યાપનનું પરિશીલન નીરવ પ્રકાશન, અમદાવાદ
૭. અર્થશાસ્ત્ર અધ્યાપનનું પરિશીલન બી. એસ. શાહ પ્રકાશન, અમદાવાદ
૮. અર્થશાસ્ત્ર ધોરણ ૧૨ શ્રી હર્ષદ કે. ઠાકર, ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ ગાંધીનગર વર્ષ ૨૦૦૮

B.Ed. First Year - Sem. 2
Course -202 /4 Pedagogy of a School Subject : Science and Technology

Objectives

Student- Teachers will be able....

1. To understand the nature of science.
2. To know the scope of science in the present situation.
3. To understand the behavioural changes of students with reference to achieve various objectives of science teaching.
4. To clarify the concept of approaches and methods of science teaching and to use them properly.
5. To understand the need of planning in science teaching and develop the lesson planning based on objectives.
6. To make competent regarding effective teaching.
7. To understand the facilities and activities regarding science teaching and to develop the skill of their development, preservation and conducting.
8. To manage the co-curricular activities regarding science teaching.
9. To develop the skill of using education technology.
10. To do remedial work on various educational problem by evaluating trainees' development.

Unit - 1 Theoretical paradigms of science teaching, Methods, Approaches and science teacher.

- 1.1 objective of science teaching
 - Scientific aptitude (concept, characteristics, activities to develop scientific Aptitude)
 - Planning of Teaching process of practice teaching lessons and unit lesson planning)
- 1.2 Methods and approaches of science teaching
 - Experimental, Demonstration method, project method, Group-discussion method.
 - Approaches :-
Inductive - deduction approach, problem solving approach, Inquiry approach.
- 1.3 Qualities and professional efficiency of Ideal science teacher
- 1.4 Co-relation : Meaning, importance, co-relation of science with other educational branches.

Unit- 2 Facilities of science and technology teaching, activities Tools/instruments, textbooks.

- 2.1 Facilities of science & technology teaching
 - Laboratory at secondary level
 - Botanical Garden
 - Aquarium
 - Field Trip
- 2.2 Supportive activities for science and technology teaching
 - science club- science fair - district science centre.

- 2.3 Educational technology in teaching of science and technology - use of audio-visual aids, - classification, benefits - Lamentations, Development of teaching material.
- 2.4 Characteristics of Ideal textbook, critical evaluation of the textbooks of std.- 9 & std-10, Importance of Diagnostic & Remedial work in science teaching.

Practicum :

1. To collect the information of gradual development of science and technology.
2. To prepare Ideal lesson plan/unit lesson plan.
3. to prepare lesson plan based on different methods.
4. To check the use of different methods and approaches used during teaching work in various schools
5. To develop aptitude among teachers school to increase professional efficiency.
6. To study the strategies used by school to develop scientific tendency among students by school.
7. To assess science laboratory of schools
8. To study the active role and facilities of school to arrange special activities in science
9. To visit science center.

Reference Books

૧. ચટ્ટોપાધ્યાય અને વ્યાસ - Experiments in Science New Delhi, Learners Press Green park extension.
૨. મહેન્દ્ર યાદવ - Basic Facts on Science New Delhi, Anmol Pub, Private Ltd.
૩. રવિકુમાર - S.K. Teaching of Science, જયપુર, મંગલદીપ પબ્લિકેશન.
૪. Sen, B.R. Teaching of sci. in Secondary School, New Delhi, Common Wealth Pub.
૫. Vinayak Malhotra Encyclopaedia of Modern Methods of Teaching Science New Set Recent Pub. Corporation
૬. Thurber & Collette. Teaching of science.

B.Ed. First Year - Sem. 2
Course -203 /1 शालेय विषयोंका अध्यापन शास्त्र: हिन्दी

उद्देश्य : प्रशिक्षणार्थीओ का / की -----

१. श्रवण कौशल का विकास करना ।
२. अर्थग्रहण कौशल का विकास करना ।
३. लेखन अभिव्यक्ति का विकास करना ।
४. मौखिक अभिव्यक्ति का विकास करना ।
५. सृजन शक्ति का विकास करना ।
६. गद्य पद्य का रसास्वाद कर सके ।
७. पठन अभिरुचि बढे ।
८. योग्य उच्चारणो के साथ बोलना सीखे ।
९. शिष्ट भाषा में बोलना सीखे ।

इकाई : 1 हिन्दी भाषा शिक्षण

- १.१ भाषा का अर्थ, भाषा की परिभाषा, महत्त्व (सांस्कृतिक, साहित्यिक, व्यावसायिक, प्रशासकीय महत्त्व)
- १.२ हिन्दी भाषा की प्रवर्तमान स्थिति एवं सुधार के उपाय ।
- १.३ भाषा की विधिर्या प्रत्यक्ष परोक्ष, शब्द प्रतिपादित की विधिर्या
- १.४ कक्षा 8 ओर 9 के हिन्दी पाठय पुस्तक की समीक्षा एवं हिन्दी भाषा शिक्षा में उपयोगी प्रवृत्तियाँ का अभ्यास ।

इकाई 2 हिन्दी भाषा शिक्षा के कौशल और हिन्दी शिक्षा के रूप

- २.१ गद्य शिक्षा का महत्त्व, गद्य शिक्षा के विविध रूप कहानी, एकांकी निबंध लेखन ।
- २.२ पद्य शिक्षा का महत्त्व, पद्य शिक्षा की पद्धतियाँ, पद्य शिक्षा में ध्यान देने योग्य बाते ।
- ३.३ पाठ आयोजन महत्त्व : सोपान, ध्यान देने योग्य बाते ।
- ४.४ लेखन शिक्षा का महत्त्व, लेखन दोष कारण एवं उपाय। मौखिक अभिव्यक्ति का महत्त्व, उच्चारण दोष होने के कारण एवं सुधार के उपाय ।

प्रायोगिक कार्य

१. चित्रवार्ता - चित्र के आधार पर कहानी लेखन
२. कहानी के आधार पर चित्र बनाना ।
३. हिन्दी वर्तमानपत्र का पठन करके अहवाल लेखन करना
४. शब्द समृद्धि के लिए कसोटी की रचना एवं अजमायश करना ।
५. खेल के माध्यम से व्याकरण शिक्षा
६. हिन्दी लेखित अभिव्यक्ति विकास के लिए हिज्जे दोष की प्रवृत्तियाँ।
७. किसी भी एक मुद्दे को लेकर चर्चा ।
८. गांव के विद्यालय एवं शहर के विद्यालय में हिन्दी भाषा का तुलनात्मक अभ्यास करना ।

संदर्भ साहित्य

१. हिन्दी अध्यापन परिशिलन, बी. एस. शाह प्रकाशन डो. रविन्द्र अंधारिया और अन्य
२. हिन्दी अध्यापन पद्धति - डो. शशीकान्त अभ्यंकर और अन्य ।
३. हिन्दी अध्ययन और अध्यापन डो. पुरुषोत्तम पटेल ।
४. हिन्दी साहित्य का अध्यापन - राम शुक्ल पांडेय ।

B.Ed. First Year - Sem. 2
Course -203 /2 Pedagogy of a School Subject : Social Science

Objectives :

Student - Teachers will be able.....

1. To clarify the concept of social science.
2. To understand the effect of day to day life incidents on social science.
3. to know the responsibilities of social science teacher and to rise readiness to implement the responsibilities.
4. To know various methods and teaching aids and make the classroom teaching effective.
5. Implementation of evaluation & structure in practice.
6. Too.....

Unit - 1 Methods of Social Science, Scope and lesson Planing

- 1.1 Social Science : Meaning, Concept, Scope, Importance
- 1.2 Social Science : Objectives - General & Specific
- 1.3 Co-ralation of Social Science Meaning and Importance
 - Social Science with Psychology
 - Social Science with Science & Technology
- 1.4 Lesson Planning in Teaching of Social Science: Meaning and Nature Merits & Demerits.
 - Evaluation in Teaching of Social Science
 - Blue Print & Ideal Question Paper
 - Characteristics of Ideal Question Paper
 - Diagnostic and Remedial Work

Unit - 2 Methods & Techniques of Teaching Social Science, Teaching Aid, Characteristics of Text Book

- 2.1 Methods of Teaching in social science:
Meaning, Concept, Advantages, Disadvantages and Implementation in Classroom
 - Project, Group Discussion Techniques, Interview, Survey, Dramatization & Tern
- 2.2 Tools for Teaching of Social - Science:
Concept, Advantages, Disadvantages and Implementation in Classroom
 - Maps, Chart, Pictures, Globe, News Papers, Magazines, Bulletin Board, Radio, Computer, Internet, Smart Board,
- 2.3 Characteristics of a ideal Social Science Teacher & Suggestions to Improve Professional Competency of the Teacher.
- 2.4 Evaluation of Ideal Characteristics of Present Text Book of std: 8th , 9th -
Social science Room : Concept, Importance
 - Social Science Club : Construction, Planning & Activities

Practicum:

1. Study the contribution of sociologists.
2. Visit, study & report writing of historical place
3. Visit to industrial & geographical places: Dairy, Bank, co-operative institutes, Hospitals, Museum.
4. Understand, Visit & write report on various religious places & various religious symbols.
5. Agriculture related - Agriculture, land, interview of a farmer & report - writing
6. Arrange an exhibition: Various religions, Castes, dressing, culture, language, life style, etc.
7. Awareness programs to remove the prevalent.

B.Ed. First Year - Sem. 2

Course -203 /3 Pedagogy of a School Subject : Elements of Accountancy

Objectives :

Student - Teachers will be able.....

1. To be familiar with Elements of Accountancy and Concepts, principles and rules of Accounting.
2. To understand of basic and technical concepts of Elements of Accountancy.
3. To develop the necessary skill regarding Elements of Accountancy in such a way that they can start using them in real life.
4. To be aware of new trends and standards of Elements of Accountancy.

Unit: 1 Regarding Accountancy

- 1.1 Meaning, Characteristics, History, Understanding developed by the students coming from different social strata regarding Accountancy Education. Objectives of Accountancy Education at Higher Secondary Level
- 1.2 Correlation: Definition, Importance, Intra-correlation of Accountancy. Correlation with other Subjects:
(1) Economics (2) Business Administration.
- 1.3 Lesson Planning and unit planning in Accountancy Education: Definition, Importance, steps of each planning.
- 1.4 Following methods in Context with Accountancy Education and its application in classroom, Definition, Advantages and Limitations
 - Inductive Deductive Method
 - Supervisor study method
 - Analytic-synthetic method
- 1.5 Tools: Definition, Importance & application of
 - Charts -Scrap Book -Smart Board -Computer

Unit: 2 Evaluations in Accountancy Education:

- 2.1 An Ideal Teacher of Accountancy (Required Qualities & Professional Capabilities)
- 2.2 Importance of Text book of Elements of Accountancy Evaluation of present text book of std XI
- 2.3 Evaluation:
 - Written, oral and Experimental Evaluation
 - Ideal Question paper of Accountancy (Blue print) Characteristics
 - Accountancy Education Improvement techniques: Revision, Diagnosis. Remedial work
- 2.4 Application of Specific techniques in Accountancy Education and their Evaluation.
 - Exhibition - Survey - Case Study.
- 2.5 References: Reference Books, News papers, E-Journal.

Practicum :

1. Comparing Accounts of two Business Units.
2. Comparing Accounts of Business & Non Business Institute
3. Preparing Question paper with the help of Blueprint
4. Graphical Presentation of Accounts on the basis of information.
5. Preparing Scrapbook
6. Testing the effectiveness of any one method and its application.
7. Visiting an Institute and Presenting its report.
8. Visiting any one unit and studying its accounts and presenting their interpretation on its base.
9. Studying the ration of any one Company.
10. Collecting the information regarding financial skill published in the newspapers and analyzing it.
12. Preparing accounts of Vouchers on the basis Tele Software.

References:

1. Chaudhari Bhachandra R: Namana Moltattavonun Adhyapan, Dhaval Prakashan, Ahmedabad. 380013
2. Kapadia Ashvini M: Namana Moltattavonun Adhyapan, Semester.1 Amol Prakashan. varishan Prakashan (2011), Ahmedabad.
3. Kapadia Ashvini M: Namana Moltattavonun Adhyapan, Semester.2 Amol Prakashan. varishan prakashan (2012), Ahmedabad.
4. Patel Bhagavanbhai S: Namana Moltaattaavonun parishilan. (1999-2000). B.S.Shah prakashan, Ahmedabad.

B.Ed. First Year - Sem. 2
Course -203 /4 Pedagogy of a School Subject : Mathematics

Objectives :

Student - Teachers will be able.....

1. To develop the skills in Teaching of Mathematics.
2. To understand the importance of the goals of Mathematics Education.
3. To understand the role of Mathematics Education.
4. To understand the Objectives, Approaches, Methods and Techniques of Teaching of Mathematics.
5. To understand co-rrelation and lesson planning.
6. To get introduced to Great Mathematicians.
7. To understand process of Vedic Mathematics.
8. To participate in Math activities at State and National Levels.
9. To understand the textbooks of Teaching of Mathematics and to get skills of effective Evaluation.
10. To get the knowledge about uses (popularity), activities, clubs and magazines of Mathematics.
11. To make practice Mathematical reasoning for different competitive exams.
12. To get the knowledge about the fear of Mathematics, positive impact of Mathematics and special education through field work.
13. To develop efficient Teacher of Mathematics through experimental work and activities.
14. To develop the understanding that Mathematics is a pleasant subject.

Unit : 1 Role of Teaching of Mathematics, Values, Planning, Co-rrelation, Objectives, Methods, Means, Mathematicians, Vedic Mathematics

- 1.1 Role of Mathematics Education : Meaning, Concept, Importance
Values of Mathematics Education, Cultural, Utility Value, Disciplinary Value
- 1.2 Lesson Planning : Meaning, Importance, Types and Difference
- 1.3 Objectives of Mathematics Education : Inductive Deductive Approach, Analytical Synthetic and Experiment co-rrelation
- 1.4 Construction and Implementation of Teaching Aids in Teaching of Mathematics
Black - Board, Charts, ICT, (T.V., Film, Transparency, VCR, Internet)
Role of Mathematicians (Bhaskaracharya, Aryabhatta, Lilavati, Ramanujan, Ukilad, Pythagorus), Introduction of Vedic Mathematics.

Unit 2 : Review of Text-Books, Question Paper Teacher of Mathematics , Math Lab, Math Club, Mathematical Reasoning

- 2.1 Mathematics Text - Book : Characteristics of an Ideal Text-Book, Review of the present Text-Book of Std. 9th & 10th, Construction of an ideal question paper : Steps and Importance.
- 2.2 Characteristics of an Ideal Teacher of Mathematics
Math Lab : Importance, Activities, Limitations

B.Ed. First Year - Sem. 2
Course -203 /5 શાલેય વિષયોનું અધ્યાપન શાસ્ત્ર : સંસ્કૃત

હેતુઓ :

પ્રશિક્ષણાર્થીઓ....

૧. ભારતીય સંસ્કૃતિથી પરિચિત થાય.
૨. સંસ્કૃત ભાષાના સ્વરૂપનો ખ્યાલ મેળવે.
૩. સંસ્કૃત સાહિત્યનો આસ્વાદ માણે.
૪. સંસ્કૃત ભાષાના આદર્શ કૌશલ્યો વિકસે.
૫. વિદ્યાર્થીઓની સર્જનાત્મક શક્તિ ખીલે.
૬. શબ્દભંડોળની વૃદ્ધિ થાય.
૭. પ્રવૃત્તિલક્ષી શિક્ષણનો પરિચય કેળવે.

એકમ : ૧ સંસ્કૃત પ્રારંભ

- ૧.૧ સંસ્કૃત ભાષાનો ઉદ્ભવ, સ્વરૂપ અને મહત્ત્વ
- ૧.૨ સંસ્કૃત સિદ્ધાંતો અને અધ્યાપન પદ્ધતિઓ
- ૧.૩ ભાષાકીય કૌશલ્યો અને સંસ્કૃતનું સ્થાન, સમસ્યાઓ અને સાહિત્ય
- ૧.૪ સંસ્કૃત લેખન અને સંભાષણ

એકમ : ૨ સંસ્કૃત અધ્યાપન

- ૨.૧ સંસ્કૃત અધ્યાપનના હેતુઓ, સામાન્ય અને વિશિષ્ટ.
- ૨.૨ સંસ્કૃત પાઠ આયોજન, હેતુઓ, મહત્ત્વ અને સોપાનો અને ગદ્ય-પદ્ય-વ્યાકરણ
- ૨.૩ સંસ્કૃત શિક્ષક, ઉપકરણ અને પાઠ્યપુસ્તક, દ્રશ્ય-શ્રાવ્ય ઉપકરણો, પાઠ્યપુસ્તકની સમીક્ષા ધો.૮ અને ૯
- ૨.૪ સંસ્કૃત સાહિત્યકારો
 ૧. કવિ કાલિદાસ
 ૨. નાટ્યકાર ભાષ
 ૩. ભવભૂતિ
 ૪. બાણ
 ૫. શ્રી હર્ષ

પ્રાયોગિક કાર્ય

૧. ત્રિભાષા સૂત્રનો શાળા કક્ષાએ અમલ જાણવા આસપાસની પાંચ શાળાઓની મુલાકાત લઈ અહેવાલ તૈયાર કરવો.
૨. શાળા કક્ષાએ સંસ્કૃત વિદ્યાર્થીઓની સમસ્યા જાણવા વિદ્યાર્થીઓની મુલાકાત લઈ સમસ્યાઓ સમજવી અને તેની યાદી તૈયાર કરવી.
૩. આસપાસની શાળાના શિક્ષકોની મુલાકાત લઈ સંસ્કૃત વિષયક તેમની સમસ્યાઓની યાદી તૈયાર કરવી.
૪. રોજિંદા વપરાશમાં આવતી ચીજવસ્તુઓ તેમજ પ્રાણીઓ, પક્ષીઓના નામ સચિત્ર સંસ્કૃત ભાષામાં તૈયાર કરવા.
૫. ધોરણ-આઠ અને નવ ના ગદ્ય પાઠોનું વિવિધ પદ્ધતિએ આયોજન કરવું
૬. ધોરણ - આઠ અને નવના પદ્ય પાઠોનું વિવિધ પ્રવૃત્તિઓ સહ આયોજન કરવું.
૭. ધોરણ- આઠ અને નવના વ્યાકરણ પાઠોનું વિવિધ પદ્ધતિએ આયોજન કરવું.
૮. આસપાસની પાંચ શાળાઓની મુલાકાત લઈ સંસ્કૃત શિક્ષકની વ્યવસાયિક સજ્જતાના લક્ષણોની યાદી તૈયાર કરો.
૯. આસપાસની પાંચ શાળાઓની મુલાકાત લઈ સંસ્કૃત વિષય શિક્ષક શિક્ષણકાર્યમાં ઉપયોગમાં લેતા શૈક્ષણિક ઉપકરણોની માહિતી મેળવી તેની યાદી તૈયાર કરવી.
૧૦. આસપાસની શાળાઓમાં ઉપયોગમાં લેવાતા શૈક્ષણિક સાધનોની યાદી મેળવવી.
૧૧. આસપાસની પાંચ શાળાઓની મુલાકાત લઈ સંસ્કૃત શિક્ષક પાસેથી સંસ્કૃત અધ્યાપનના હેતુઓ જાણી યાદી તૈયાર કરવી.

संदर्भ ग्रंथो

१. संस्कृत अध्यापन परिशीलन. डॉ.शशीकान्त अत्यंकर, बी.अस.शाह प्रकाशन: अमदावाढ
२. Problems of Sanskrit Teaching -G.S.Uparikar.
३. व्याकरण शिक्षण विषय :- डॉ.रेडेवनाथ- भारतीय विद्यासंस्थान: वारणसी
४. संस्कृतशिक्षणम् - डॉ.इतेहसिंह- भारतमुद्रा प्रकाशन: केरला-त्रिपुर
५. संस्कृत पद्धति अने विषयवस्तु - डॉ.विनय अने.पटेल
६. संस्कृत व्याकरण अने लेखन - प्रो.शिंदे

- 2.3 Math Club : Construction, Objectives, Planning, Activities
Introduction of the active Institutions / Clubs and Magazines / Periodicals at the National and International levels, Gujarat Math Club (Mandal), All India Ramanujan Math Club, VSSCC (Ahmedabad) Clubs at the District / City levels.
Periodicals / Magazines - Suganeetam, Teacher of Mathematics, Majanu Ganeet, Ganeet Utkarsh
- 2.4 Subject Related Thinking
Fear of Mathematics, Creation of the positive impact of Mathematics
Special Education: 1. Fast Learner 2. Slow Learner
Mathematical Reasoning (Only Numbers) (Open - Competitive Exams at the level of Student Teachers)

Practicum :

1. Unit Planning
2. Lesson Planning with two different methods for the selected topic.
3. Construction of an educational tools.
4. To develop PPT slides.
5. Introduction of Mathematicians.
6. Educational kit for unit (only in a written version)
7. Blue Print and a Question Paper based on it.
8. Role of Mathematics in daily life - House, Nature, Business, Games / Sports, Beauty, Leisure Time.
9. Vedic Mathematics.
10. To organize Mathematics Quiz Competition.
11. Critical analysis of any text book of Std. 6th, 7th, 8th.

References :

1. Adenegan, K.E. (2001). Issues and Problems in the National Mathematics Curriculum of the Senior Secondary Schools Level. Pp.4-5. Unpublished Paper.
2. Andnegan, K.E. (2007). Teaching Methodologies: Issues, Challenges and implications on the Teaching and Learning of Mathematics in Primary School, Nigerian Journal o Research in Primary Education (NJORPED), ondo. Vol.1 NO.1 Pp 29-35
3. Castells, M. (2007): The rise of the network society: The information age: Economy, society, and culture (vol. I, II & III) john wiley & sons.
4. NCERT, New Delhi: A test of Mathematics, Prakash Brothers, Ludhiana
5. Bhatnagar, A.B.: New Dimensions in the teaching of Mathematics, Modern Publishers, Meerut.
6. Website: www/http/ncte.nic.in
7. Thakur Rajesh, The Essentials of VEDIC Mathematics Rupa Publications, New Delhi, 2013
8. ડૉ. આઈ.એચ. ડૉક્ટર, ગણિત અધ્યાપન પદ્ધતિ, અનડા પ્રકાશન, અમદાવાદ.

B.Ed. First Year - Sem. 2
Course -203 /6 - Pedagogy of a School Subject : Sociology

Objectives :

Student - Teachers will be able.....

1. To make understand the students the necessity of teaching sociology at higher-secondary level.
2. To get knowledge about Educational Sociology.
3. To familiarize the students with the contribution of the sociologists in the development of the sociology.
4. To acquaint the students with the co-relation of Sociology with the other sciences.
5. To make the students capable to plan in sociology education.
6. To acquaint the students with lesson-planning, unit planning and the use of group research.
7. To acquire various capabilities about social reality by teaching sociology.
8. To develop skill of various methods and techniques of sociology education.
9. To use various educational technology to make the study of sociology interesting and influential.
10. To get knowledge about sociology and its teachers.

Unit : 1 Teaching of Sociology & the Level of Higher Secondary

- 1.1 Definition of sociology: Meaning, Objectives and Importance of Sociology Education
- 1.2 Role (contribution) of Sociologists in the Development of Sociology :
 - Herbert Spencer
 - Emile Durkheim
 - Max Weber
 - Robert Merton
 - I.P. Desai
- 1.3 Co-rrrelation of Sociology with other sciences viz. Psychology, Economics, Social Science, and History.
- 1.4 Introduction and Limitations of Sociology as Social Science

Unit : 2 Lesson-Planning in Sociology, uses of Audio-Visual Aids and Ideal Teacher

- 2.1 Analysis of Sociologists :
Lesson-Planning (Micro, Macro Lesson Planning, Unit Lesson-Planning etc.
- 2.2 Research Methods and Techniques in Sociology:
Methods: Survey, Demonstration, Personal Study, Comparative Study
Techniques: Questionnaire, Interview, Lecture, Tour, Field Trip, Introduction
- 2.3 Audio-Visual Aids in Sociology Education:
 - Discuss Chart, Computer, Magazines. T.V., Slides, Radio, Tape-reorder, VCR-DVDs, newspapers etc. With reference to Educational usage.
 - Characteristics of ideal Teacher in Contemporary Indian Society

- 2.4 Construction of three-dimensional table based on the Blue-Print for preparing a question paper in Sociology

Practicum :

1. Activity and practical work to be done regarding different social problems.
2. Group discussion with reference to any one of the following: AIDS, feticide, malnutrition etc.
3. Primary and higher secondary education.
4. A study of contemporary social and political problems.

Reference Books :

1. Research Methods and Techniques (Sanshodhan Padhdhatio ane Pravidhio) - A.G.Shah/ J.k.Dave
2. Sociology of Education (Shikshannu Samajshastr) - Shah B.V.Granth Nirman Board Ahmedabad
3. Sociological Principles (Samajshastriya Sidhdhanto)- Dr. Y.A.Parmar
4. Sociology Method and Subject Part-I & II (Samajshatra Padhdhati ane Visayvastu Bhag-1&2) - Prof. R.G.Gamit Urmil Manas Prakashan
5. General sociology (Samaya Samajshatra) A.H.Shah; J.K.Dave
6. Sources of Thinking Process About Sociology (Samajshastra Vichardharana Adharo) - A.G.Shah; J.K.Dave
7. An Introduction to Sociology (Samajshastrano Parichay) Dr.Ani H. Vaghela
8. Teacher and Education in indian Society (Bhartiya Samajma Shiksak Ane Shiksan) - Raval N.V.
9. Current Trends and Educational Evaluation in Indian Secondary Education (Bharat ma Madhyamik Shiksanna Pravaho ane Shaiksanik Mulyankan) Granth Nirman Board, Ahmedabad.
10. Sociologists (Samajshastriya Vicharako) A.G.Shah; J.K.Dave
11. Samajshastraki Sahojagita Pustak N.C.E.R.T. New Delhi
12. Sociology of Education

B.Ed. First Year - Sem. 2
Course -203 /7 Pedagogy of a School Subject : Agronomy

Objectives

Student - Teachers will be able to.....

1. Understand the importance of Agronomy in India & foreign.
2. Understand the importance Agriculture and Agronomist.
3. Establish a live relation with the earth & cherish nature-beauty.
4. Understand the books of std VI to X.
5. Learn to make planning of teaching of Agronomy subject.
6. Develop the tools for agriculture education.
7. know and efficiently use the methods of evaluation of agronomy

Unit 1 : Agronomy:

- 1.1 Agronomy: Concept, aims & objectives & Importance.
- 1.2 Methods of Agronomy Education: Demonstration, Experiment, Project, Debate, Lecture.
- 1.3 Tools - Sample, Objects, Pictures, Charts, Maps, Slides, Film, T.V., Agriculture Magazines.
- 1.4 Lesson Planning & Unit Planning:
Text books of Agriculture of std.-8,9,10th / Study & book Review.

Unit -2 Agronomy & Animal Husbandry.

- 2.1 Land: Definition, Physical Elements, Chemical elements, types of Land, Land fertility and its care.
- 2.2 Various Crops: Corn Category, Pulse crop, Cash crop, Vegetable crops, Fruit crops, Spices crops.
- 2.3 Animal Husbandry & Dairy Science: Importance - Indian cows and foreign cows, Gir, Kankrej, Dangi, Jarshi, H.F., Hybrid Cows.
- 2.4 Animal Husbandry: Inbreeding, out breeding, Artificial Insemination
- Animal therapy - Common Disease, Digest tract's disease, Bacterial and Viral diseases

Practicum :

1. Various process should be done in syllabus of std 6 to 10
2. Demonstration of Tools, Make chart, Map.
3. Visit of farms and farmers / shepherds
4. Make note of visit of the best farmers farm.

References

1. Agriculture Education In India
2. Soil science, land management
3. Crop Production Science
4. Soil Conservation and water collection
5. Agriculture Science
6. Horticulture and Forestry
7. Animal Husbandry
8. Practicals of cow rearing

B.Ed. First Year - Sem. 2
Course - 204 Assessment for Learning

Objectives

Student - Teachers will be able to.....

1. Understand the concept of Measurement, Assessment and Evaluation.
2. Apply the formative and summative Assessment.
3. Understand the constructivist Theory of learning.
4. Understand and apply the various tools and techniques of Assessment for Learning.
5. Understand the need and use of feedback.
6. Understand and apply basic descriptive Statistics.
7. Analyze innovative trends in Assessment.

Unit : 1 Basics of Assessment for Learning

- 1.1 Measurement Assessment & Evaluation : Meaning, Concept, Objectives
- 1.2 Types of Assessment : Formative and summative Assessment, concept, importance and examples
- 1.3 Continuous comprehensive Evaluation and Assessment for Learning
- 1.4 An Introduction of Constructivist Approach of Assessment for Learning

Unit : 2 Tools and Techniques of Assessment for Learning

- 2.1 Tools & Techniques for Assessment : Rubric, portfolio, written reports, presentations, Anecdotes, Questionnaire
- 2.2 Triarchical Theory of sternberg : self - Assessment and peer group Assessment
- 2.3 Continuous professional development of a teacher : Meaning, Importance and strategies
- 2.4 Role of Feedback to enhance the learning process : Parents' & Teachers Feedback

Unit : 3 Measurement of Learning

- 3.1 Measures of central tendency (with illustrations)
- 3.2 Measures of Deviation (with illustrations)
- 3.3 Percentile, percentile rank and normal distribution
- 3.4 Interpretation of result and Graphical Representation

Unit : 4 Innovative Trends in Assessment for Learning

- 4.1 Alternative Assessment : concept, objectives, Advantages & Limitation
- 4.2 Online exam and open book exams : Meaning, objectives, advantages, limitations
- 4.3 Commercialization of Assessment : challanges and Threats
- 4.4 Relevance of provisions of RTE Act (2009) with reference to Assessment for learning

Practicum :

1. Apply continuous comprehensive evaluation in any school.
2. Apply formative and summative Assessment in a school, focusing on any one subject
3. Teach and evaluate according to constructivist theory of learning
4. Apply tools of Assessment in classroom : Rubric, portfolio presentation, written Report etc.
5. Do the self - Assessment and peer group assessment based on the theory of Sternberg.
6. Self improvement with the help of peer feedback
7. Communicate with parents to gain feedback for learning enhancement
8. Arrange and organize a parent teacher meeting and discuss about student's learning and evaluation.
9. Apply statistical Techniques and graphical presentation for the results of any one subject of a class.
10. Organize online Assessment
11. Organize and manage the open book assessment
12. Survey about the relevance of RTE Act (2009) provisions

Reference :

1. Curriculum framework, Two year B.Ed. programme National Council for Teacher Education
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- ૧૦ RTE એક્ટ ૨૦૦૯

B.Ed. First Year - Sem. 2
Course EPC-2 Drama & Art in Education

Objectives :

1. The Trainees understand the media of Performing Arts, Fine arts and Literary Arts to utilize them for active Teaching - Learning experience instead
2. The Trainees utilize the media of Performing arts, Fine arts and literary Arts to transpose into a different time and space, to shape consciousness through introspection and imagined collective experience.
3. The Trainees utilize their ability of thinking and imagining to stretch themselves into areas of 'discomfort' and 'confusion', to then seek resolution, clarity and understanding.
4. The trainees empathize for and relate with the other through Theatre and Art techniques based on experience, emotion and interpretation.
5. The Trainees move beyond the classroom to invoke the collective consciousness and involve the community to participate in educational and social change.
6. The Trainees understand the 'self' and express themselves effectively utilizing different media for enhancing their creativity.
7. The Trainees develop their aesthetic sensibility practising performing Arts, fine arts and literary arts to utilize them for active Teaching - Learning experience, for educational and social change.

"Drama in Education is not merely doing theatrics or 'acting' in a superficial manner, but is for creating that 'dramatic pressure' or tension, where the student would arrive at a problem or an understanding in a new way." (Heathcote & Bolton, 1994)

"The challenge of teacher educators lies not only in expanding the landscapes of children's art, but in also perceiving their world. their artistic processes and then from that sense of understanding, explore ways of assessing their work." (Carini, 2001)

"Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative language to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature." (Armstrong, 1980, Davis, 2008)

Veer Narmad South Gujarat University, Surat
Syllabus for B. Ed. II Years Course to be Implemented from the year 2015-16
Course EPC 2 : Drama & Art in Education

Unit : 1 DIE, TIE & Arts as Expression & Experience (Marks 10)

- Performing Arts : Music, Dance, Drama
- Fine Arts : Drawing & Painting, Sculpting
- Literary Arts : Poetry & Prose
- Classroom Drama & Drama in Education (DiE), Theatre Art & Theatre in Education (TiE)

(Mode : Workshop : Rhythm, Ice-Breaking Exercise & Games, Image Making, Action Reaction, Improvisation & Assignment)

Unit : 2 Self (Marks 10)

- Physical self, Mental Self & Social Self
- Thinking & Ideology
- Nature
- Behaviour
- Personality

(Mode Workshop : Rhythm, Exploratory Exercises, Literary Arts Techniques, Fine Arts Techniques, Expression & Exhibition, Interaction, Improvisation, Skits etc.) (10 Hrs)

Unit : 3 Self & Family (Marks 10)

- Roots, History, Heredity & Environment
- Types of Family
- Family Tree
- Family Keepsake/s
- Family Get - together
- Relationships & Words

(Mode : Workshop : Exercises & Games story Telling, improvisation & Interaction, Fine Arts, Expression, Exhibition etc.) (10 Hrs)

Unit : 3 Self & Society

- Society : Composition
- Social Classes & their Characteristics
- Indian Society : Characteristics
- Indian Society : SWOC Analysis
- Indian Culture

(Mode : Workshop: Field Visit, Interview, Exhibition, Demonstration & Discussion Improvisation, Skits etc.) (10 Hrs)

Unit : 4 Self & Education

- Education : Real & Pseudo
- Types of Education
- How do we Learn ?
- School, Teacher, Principal
- Education of Tomorrow

(Mode: Workshop, Exercise & Games, Interaction & Discussion, Improvisation, Skits ect.)