

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

(Reframed curriculum – implemented from June-2016)

First Year

Semester - 1

Course - 101 / Childhood and Growing up

Course - 102 / Contemporary India and Education

Course – 1002/ Contemporary India and Education in Nai Talim

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 to 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, neighbourhood 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 Ideology 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 Brought up and development of girls based on environment, family and education

Unit : 4 Adolescence : Understanding and Guidance

- 4.1 Adolescence : Meaning and concept
- 4.2 Specialities of Adolescents
- 4.3 Needs of Adolescents
- 4.4 Problems and solutions of Adolescents

Practicum :

1. Classroom teaching/ application of psychology in the development of a child.
2. Study of development pattern of a child.
3. Application of knowledge of child psychology by teachers.
4. Practical use of educational psychology and child psychology.
5. Study of creativity of children.
6. Visit of paediatrician or a hospital to get the information regarding growth and development of children.
7. Visit and study of schools of special children regarding growth and development of children.
8. Study of behavioural thinking and humanistic thinking.
9. Study the students of a class from one school regarding growth and development.
10. Study the individual differences of students studying in one classroom.
11. Measurement of interest/aptitude/personality/ intelligence of students of a classroom.
12. Special role of a teacher in the context of individual differences of children.
13. Study the individual differences observed in the students.
14. Study the goal awareness of students having high educational achievements.
15. Effect of various social changes on children.
16. Study the inter relations of a child with his/her society (language, games, character adjustment, mental health)
17. Study the problems of adolescents
18. Dramatization of various stages from pregnancy to adolescence.
19. Study the book ' Divaswapna' written by Gijubhai Badheka.
20. Study the book 'Totto chan'.

Field Works:

1. Visit the institutes for special children and prepare a report on that.
2. Visit the Aaganvadi and child day care centre and prepare a report on that.
3. Visit the centre that gives educational guidance and counselling and prepare a report on that.
4. Study the characteristics/ problems of adolescents of slum area of city and find out the possible solutions.
5. Comparative study of adolescents of village and city regarding their economical/social/educational/ characteristics.
6. Study/visit of a psychology laboratory and prepare a report on that.
7. Try out the psychology test for the students of particular standard.
8. Comparative study of the adolescents from high economical background and low economical background regarding their characteristics.
9. Case study of the employees of the institutes for special children.
10. Study of education as a factor affecting the socialization of children.
11. Study the effect of education on the brought up and development of a girl child.
12. Study of facilities and organisation of the guidance and counselling for adolescents at schools.
13. Visit the juvenile home and prepare a report on that.
14. Study the use of mobile and internet by adolescents.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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.
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- 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 customs 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 remove them - Role of teacher in taking these 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. Discussion on diversity in integration.
2. Evaluation on the assistance provided to the schedule caste and schedule tribe.
3. Should the program of Mid day meal be continued or be stopped?- discuss
4. Get the suggestions about 25% reservation in private schools.
5. Visit the management of any three girls' schools and study the problems they face in school management.
6. Study the effect of riots on social, economic growth of an area.
7. Should there be privatization in education? - discuss
8. Study the traditions of a religion from scientific point of view.
9. Study how far the provision of sarva shiksha abhiyan show success.
10. Study the customs of languages from scientific point of view.
11. Intolerance created through freedom of speech in the country.- discuss
12. Study the assistance given to minority by the Government.
13. Get the information about the third language for the people of Bihar, Madhy Pradesh who have hindi as their first language.

Field Work:

1. Study of traditions in the society by visiting minimum two leaders and five families from schedule caste of one village.
2. Find out the customs observed in the language by visiting and communicating with ten families of an area.
3. Understand the traditions of religions by selecting and communicating with minimum two leaders of a religion.
4. Visit three schools and get the information about the reasons of drop out student by visiting their families.
5. Visit three schools and study the students who failed in standard 9.
6. Study the activities of any two Uttar Buniyadi schools.
7. Study the history and activities of any two girl schools of village and city area.
8. Visit a school and study the provision of 25% reservation and pass out without taking exam for the poor children under right to education act.
9. Study the Mid day Meal Programme of any three schools.
10. Comparative study of grant in aid and private schools regarding physical facilities.
11. Study the conformity among languages/dialects/religions in an area.
12. Study the facilities provided to the schedule tribe students in a school.
13. Study the assistance given under RUSSA to five colleges affiliated to the university.
14. Visit schools of an area and study the students who haven't enrolled in the schools.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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
૬. 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)) (સુપ્રિમકોર્ટજમે-૨)
16. Hill and Roskam (2009) Privatization, Globalization માટે જોવું.
17. RTE Act (2009)

B.Ed. – Sem 1

Course 1002

Contemporary India and Education in Nai Talim

Objectives:

Trainees will have to be...

1. Made to know the Nai Talim Education Concept of Gandhiji
2. Made capable of analyzing Indian Society and its trends
3. Made capable to making efforts to achieve unity in diversity of Society
4. Made to know the National Education Policy
5. Made to understand the contemporary education situation

Unit 1 Education of Nai Talim

- 1.1 Nai Talim- origin- aims & objectives – specific characteristics
- 1.2 Principles and Basic Elements of Nai- Talim Education
- 1.3 Nai Talim – Problem – Remedies
- 1.4 Education of Backward class children: problems- Remedies.

Unit 2 Unity in Social diversity

- 2.1 Concept and Meaning of Unity
- 2.2 Scientific studies of costumes of languages, Religion and tribe
- 2.3 Meaning and characteristics of Collective living in multi facet society and stages for its formation
- 2.4 Importance of Peace and Justice for unity in Diversity

Unit 3 Values in Indian Constitution

- 3.1 Study of preamble of constitution-study of values in the constitution: Freedom, Equality, Brotherhood and Justice
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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 of Dalits who have done study till twelve std.
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 area.
6. Study of reasons of quarrel and how to remove them of any one area from last twenty years.
7. Study the effectiveness of naitalim of Buniyadi Shala.
8. Study the effectiveness of “Tribhasi Yojana” and Discussion, report writing.
9. Survey/ project/evaluation of Mid day Meal Programme of any three schools.
10. Provisions of Sarwashiksha Abhiyan & its implementation.
11. Group Discussion on Privatization in Education & Preparing a report on it.
12. Discussion/ Dialogue regarding class diversion due to privatization of education.
13. Dialogues with responsible persons regarding the benefits of women, dalits and their implications.
14. Study the admission of deprived groups who taken admissions through Right Education Act during last two years in any five schools.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

સંદર્ભ પુસ્તકો

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 and state policies
4. Govinda(2011) Inequality Discrimination
5. De Khera, Samson and Shivakumar (2011) – The PROBETEAM, 199
6. GOI (2009) – Right to Edu. મૂલે
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8. R.Govinda and Josephne (2004)
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11. Chakravati (1998) Women dalits and tribe મૂલે
12. Scrace (2002) language policy મૂલે
13. National policy of Education 1986
14. Review of national policy on education 1986 Govt. of India 1992

15. <http://www.right> to food campaign in) (સુપ્રિમ કોર્ટ જજમેન્ટ)
16. Hill and Roskam (2009) Privatization, Globalization માટે જોવું
17. RTE Act (2009)
18. બુનિયાદી શિક્ષણ, ડૉ. અંજનીબહેન મહેતા, ગૂર્જર પ્રકાશન, અમદાવાદ
19. વિકાસમાન ભારતીય સમાજ અને નઈ તાલીમ, ડૉ. રવીન્દ્રભાઈ અંધારિયા, નીરવ પ્રકાશન, અમદાવાદ
20. સમૂહજીવનનો આધાર, બબલભાઈ મહેતા, ગુજરાત વિદ્યાપીઠ
21. શાશ્વત શાંતિનું પગેરુંફ બુનિયાદી શિક્ષણ, અરુણકુમાર દવે, ગુજરાત વિદ્યાપીઠ
22. નઈ તાલીમ ગાંધીજીનાં પરિપ્રેક્ષ્યમાં, ડૉ. જયેશકુમાર ડી. પટેલ, અમોલ પ્રકાશન
23. ભારતમાં શિક્ષણ પ્રણાલીનો વિકાસ અને આંકડાશાસ્ત્ર, ડૉ. જયેશકુમાર ડી. પટેલ, અમોલ પ્રકાશન

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, 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 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 Characteristics and importance
- 2.4 Language Culture : Strong medium for Preservation and Cultivation

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.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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) Linguistie 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) મોતીભાઈમ.પટેલઅનેઅન્ય(૨૦૨)ગુજરાતીવિષયવસ્તુનુઅધ્યન(બી.એસ.શાહ,પ્રકાશન,અમદાવાદ)
- (ઠ) તેજસ(૨૦૨)ગુજરાતીશિક્ષણપદ્ધતિ,અધ્યનસપૂટ,ધવલપ્રકાશન.

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 the objectives of teaching various school subjects.
4. To obtain knowledge regarding various teaching approaches.
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 familiarize 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 of various subjects
- 1.3 Objectives of Teaching Subjects
- 1.4 Co-relations
 - Co-relation of various languages
 - Co-relation of Science and Mathematics
 - Co-relation of Economics and Social Science

Unit : 2 Contexts of Curriculum

- 2.1 Syllabus and curriculum : Definition, concept and difference
- 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, Social Science, Economics/Accountancy.

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.
12. Study the syllabus of various boards at state level.
13. Critical analysis of various literature.
14. Case study of poet/ author/ scientists/ mathematician.
15. Discussion and reading of reference books.
16. Organise a lecture on eminent personalities and prepare a report on that.
17. Book reading and book review.
18. Discussion on the usefulness of various subjects.
19. Teaching through modern and new technology.
20. Seminar/ penal discussion/ debate on various subjects.
21. Prepare a list of problems and solutions of various subject.

FIELD Work:

1. Visit of an individual / institute.
2. Study of attitude/opinion of student- teachers and various subjects.
3. Problems, reasons and solutions in the students regarding language teaching.
4. Action researches on the problems in the various subjects.
5. Experimental study for pronunciation.
6. Visit of book fair/ science fair.
7. Participation in the language workshop.
8. Participation in exhibitions organised in various subjects.
9. Visit of the institutes of Horticulture, Animal husbandry, Tour and Hotel Management
10. Maths spark and puzzles.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

References :

- (1) Studying school subject A guide by Ivo & F. Goodson
- (2) Curriculum & Instruction E.S. 331 - IGNOU study book.
- (3) પાઠ્ય ચર્ચા અને અનુદેશ (હિન્દીમાં પુસ્તક) IGNOU Study book.
- (4) Curriculum & instruction IGNOU Study book.
- (5) School Subjects and academic disciplines A. wood, & K. Wier (Eds).
- (6) Course 104, Vidya ane vishoyo ni samaj, Varishen Prakashan, Ahmedabad

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.
13. Collection of Sanskrit subhashita regarding value education (meaning and appreciation)
14. Collection and explanation of 10 thoughtful sentences regarding moral education.
15. College of five moral based stories.
16. Writing and publication of 'charcha patro' in the news paper.
17. Five prayer lectures for presenting in prayer assembly.

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References

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૩. ડો.મોતીભાઈપટેલઅનેશાસ્ત્રીજયેન્દ્રદે,વાચનશિક્ષણ,બી.એસ.શાહપ્રકાશન
૪. ડો.મોતીભાઈપટેલઅનેશાસ્ત્રીજયેન્દ્રદેઅને અન્યગુજરાતીઅધ્યાપનુપરિશીલન,બી.એસ.શાહ પ્રકાશન
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VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT
B.ED. CURRICULUM
Implementation from Academic Year 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 affecting to the learning : related to learners, teachers, process and content
- 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, Achievement Motivation: meaning, characteristics of achievement motivated person

Unit : 2 Teaching

- 2.1 Teaching : concept, various Maxims of teaching, concept, importance, illustrations
- 2.2 Factors affecting to teaching process: prediction, reference, process and result oriented
- 2.3 Teaching as a profession
- 2.4 Analysis of classroom interaction : factors of classroom analysis by Ned Flanders, Importance

Units 3 New Trends of Teaching Learning

- 3.1 Use of ICT in teaching - learning
- 3.2 E- learning: Meaning, Definition, concept
- 3.3 Learner - centred Approach : Meaning and importance
- 3.4 Teacher of 21st Century : With reference to ICT, Action Research, 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 Model

Practicum

1. Analyse the classroom interaction of a teacher.
2. Brain storming on any one problem.
3. Try out the achievement motivation test.
4. Organisation and application of a seminar on a subject.
5. Construction and try out of the Inductive-deductive model.
6. Construction and try out of the PPT on the unit of one subject.

7. Get the opinion of students on E-learning.
8. Visit the schools and prepare a report on the teaching learning process with photographs.
9. Try out the achievement motivation test on the students of any standard (9 to 12).
10. Organisation of the seminar on any problem of the country based on the educational point.
11. Try out the induction Model prepared at M.Phil or Ph.D. level and study the effect of it.
12. Analyse the classroom interaction of student teachers or teacher educators and study the effectiveness of it.
13. Brainstorming on any problem and find out the best solution for the problem.
14. Get the opinion of student teachers regarding the effectiveness of peer group learning of informal kind of group in the classroom.
15. Discussion on the articles of three experts on the blog.
16. Analyse the educational programmes telecast on the BISAG.
17. Visit any five schools and collect the information regarding steps they have taken for their professional development.
18. Study the effectiveness of the Thorndiek's principle of learning on slow learners.

Field Work:

1. Try out the achievement motivation test on the students of standard 9.
2. Observe and analyse the classroom interaction of a teacher in the school.
3. Know the attitude of student teachers about ICT. (Prepare an opinionnaire and report)
4. Get the opinion of teachers regarding teaching as a profession. (prepare an opinionnaire and get filled with teachers of five schools)
5. Action research on the students who remain absent in the school. (any other problem can be taken)
6. Development and try out of the inductive model in the subject ___of std___.
7. Study the learning pattern of a school. (opinion from students and teachers)
8. Comparative study of brain storming with lecture method.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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૨. અધ્યયન અધ્યાપન પ્રક્રિયા, લેખક : ડૉ.મોતીભાઈ પટેલ અને સત્યો પ્રકાશક : બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
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૫. અધ્યેતા : સ્વરૂપ અને વિકાસ લેખક : ડૉ.રવિન્દ્ર અંધારિયા પ્રકાશન : વારિષેણ પ્રકાશન, અમદાવાદ.
૬. અધ્યયન અધ્યાપન પ્રક્રિયા : ડૉ.રવિન્દ્ર અંધારિયા પ્રકાશન : વારિષેણ પ્રકાશન, અમદાવાદ.
૭. શૈક્ષણિક મનોવિજ્ઞાન : ડૉ.ગુણવંત શાહ, પ્રકાશન : યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ.
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B.Ed. First Year – Sem. – 2

Course – 202 /1 શાલેય વિષયોનું અધ્યાપન શાસ્ત્ર – ગુજરાતી

હેતુઓ –

પ્રશિક્ષણાર્થીઓ...

- 1 માતૃભાષાનું મહત્ત્વ સમજે.
- 2 ધોરણ – 6 થી 12માં સમાવિષ્ટ ગુજરાતી ભાષાના સ્વરૂપો અને સાહિત્યથી પરિચિત થાય.
- 3 માતૃભાષા શિક્ષણના કૌશલ્યો કેળવે.
- 4 માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓ જાણે.
- 5 માતૃભાષા શિક્ષણની મૂલ્યાંકન પ્રવિધિઓથી પરિચિત થાય.
- 6 માતૃભાષા શિક્ષણમાં સર્જનાત્મકતા કેળવે.

એકમ – 1 માતૃભાષાનું મહત્ત્વ, આયોજન હેતુઓ અને શિક્ષણ

- 1.1 માતૃભાષા – સંકલ્પના, મહત્ત્વ.
- 1.2 માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- 1.3 તાસ આયોજન અને એકમ આયોજન – સંકલ્પના, મહત્ત્વ, સોપાનો
- 1.4 માતૃભાષામાં ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણના હેતુઓ, મહત્ત્વ અને મર્યાદાઓ
લેખન શિક્ષણ – નિબંધ લેખન, અરજી લેખન અને અહેવાલ લેખન

એકમ – 2 માતૃભાષાના કૌશલ્યો, પદ્ધતિઓ, ઉપકરણો અને મૂલ્યાંકન

- 2.1 માતૃભાષા કૌશલ્યોના વિકાસ માટેની વિવિધ પ્રવૃત્તિઓ
- 2.2 માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓ – વ્યાખ્યાન, આગમન-નિગમન, નાટ્યીકરણ, પશ્ચોત્તરની સંકલ્પના, મહત્ત્વ અને મર્યાદા
- 2.3 માતૃભાષા શિક્ષણની સામગ્રી અને ઉપકરણો
 - માતૃભાષા શિક્ષણની સામગ્રીની સંકલ્પના અને ઉપયોગિતા – પાઠ્યપુસ્તક, શબ્દકોશ, વિશ્વકોશ.
 - માતૃભાષા શિક્ષણના ઉપકરણોની સંકલ્પના અને ઉપયોગિતા – ચિત્રો, કમ્પ્યુટર, ઈન્ટરનેટ.
- 2.4 માતૃભાષા શિક્ષણનું મૂલ્યાંકન
 - ત્રિ-પરિમાણદર્શક સારણી
 - નિદાનાત્મક અને ઉપચારત્મક કાર્ય

પ્રાયોગિક કાર્ય

- 1 ધોરણ 6 થી 12 ની વ્યાકરણની બુકમાંથી દરેક વ્યાકરણના વિષયની વ્યાખ્યાત્મક નોંધ અને તેના પાંચ ઉદાહરણોની નોંધ કરે.
- 2 ધોરણ 6 થી 12 માં આવતા ગદ્ય લેખકો પૈકી કોઈપણ એક લેખક વિશેના જીવન-કવન વિશે ઈન્ટરનેટ કે સંદર્ભગ્રંથોની મદદ લઈ માહિતી તૈયાર કરે. કોઈપણ એક ગદ્ય લેખકના પુસ્તકની સમીક્ષા કરે.
- 3 ધોરણ 6 થી 12 માં આવતા કવિઓ પૈકી કોઈપણ એક કવિના જીવન-કવન ઈન્ટરનેટ કે સંદર્ભ ગ્રંથોની મદદ લઈ માહિતી તૈયારી કરવી.
- 4 ધોરણ 6 થી 12 ના ગ્રંથ કાવ્યોમાંથી કોઈપણ એક ધોરણના કાવ્યો પસંદ કરી પોતાના સૂરમાં રેકોર્ડિંગ કરેલ સી.ડી. તૈયાર કરવી.
- 5 કોઈપણ એક નિબંધ, અરજી અને અહેવાલ લેખન મૌલિક રીતે તૈયાર કરવું
- 6 માતૃભાષા કૌશલ્યો પર વિવિધ પ્રવૃત્તિઓ કરાવી એની નોંધ તૈયાર કરવી.
- 7 ધોરણ 6 થી 8 ની સ્વાધ્યાય સ્વરૂપે આટલું કરો ની પ્રવૃત્તિઓ કોઈપણ એક પાઠને આધારે તૈયાર કરે.

સંદર્ભ ગ્રંથો

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4. ધોરણ 6 થી 12 ના ગુજરાતી (પ્રથમ ભાષાના) પાઠ્યપુસ્તકો અને વ્યાકરણના પુસ્તકો, ગાંધીનગર – ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ 'વિદ્યાચન' સેક્ટર 10 એ.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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

Practicum and Field Work:

1. Prepare a questionnaire to know the application/understanding of teachers regarding MODCOM approach.
2. Collect activities/stories/ poems/ games/ rhymes/exercises to teach different functions.
3. Conduct a small action research in one of the practice teaching schools.
4. Prepare a lesson plan based on ICT. (Websites)
5. Collect activities/stories/ poems/ games/ rhymes/exercises to teach language skills.
6. Collect activities for vocabulary enrichment.
7. Prepare a list of magazine used in English language teaching and review one of them.
8. Study the text book of standard 8/9 and note the positive and negative points of them.
9. Imagine yourself as a textbook writer and prepare a unit for the textbook of std 8/9.
10. Visit a Language laboratory and discuss the role of it in English language learning.
11. Prepare a question paper for the student of standard 8/9.
12. Prepare a questionnaire to know the problems of students in learning of English.
13. Prepare a wall magazine in your method class.
14. Prepare a questionnaire to know the views of teachers for the textbook of std 8/9.
15. Celebrate 'English Day' in a school and prepare a report on that.
16. Collect the name of websites useful in English language teaching.
17. Visit any 'Spoken English Class'/'Scope Centre' and review the course.
18. Collect Audio/ Video helpful in English Language Teaching at schools.
19. Study the syllabus of English of different boards (GUJARAT/ CBSE/ICSE).
20. Prepare worksheets to teach English at secondary level.
21. Study the evaluation system for English language teaching in schools.
22. Conduct an interview with an English teacher to know the difficulties faced by the teacher in the classroom.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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 practice the responsibilities of teacher by knowing them.
4. To make classroom teaching effective by getting information regarding various methods and tools of teaching.
5. To use the form of evaluation of economical activities.
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. Importance of Economics subject at Higher Secondary Level.
 - D. Economical Values
2. Lesson planning :
Meaning, importance, steps, one model lesson plan for any one Topic
 - A - Stray lesson
 - B - Unit lesson
3. Co-relation in Economics
 - A - Meaning, Importance
 - B - Co-relation of economics with geography, mathematics and commerce
4. Teacher of economics
 - A. Quality, Duties, Planning for Professional Development
 - B. Research as a teacher's work : Action Research

Unit : 2 Teaching of Economics

1. Methods and Techniques of Teaching Economics - Meaning, Advantages and Disadvantages and its Application in Teaching
 - A. Methods : Inductive - Deductive, Project, Assignment
 - B. Economics Room and Club
2. Teaching learning material in Teaching Economics (Construction, Merits, Limitation, Application in Teaching)
 - A. **Visual aids** : Bulletin Board, Charts, Magazines
 - B. **Audio Visual Aids**: 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 Economics text book of std. XI & XII

Practicum:

1. Development and try out of computer programme.
2. Study of students' awareness regarding economical Values
3. Know the Effectiveness of education based on correlation .
4. Awareness of Economics' teachers regarding ICT .
5. Study of Professional efficiency of economics teacher.
6. Remedial work with reference of Economics.
7. Development and tryout of any one method and to analyze its effectiveness.
8. Development of scrapbook and its implementation in education.
9. Acquiring and use of references by a teacher
10. Use of RLPI for effectiveness for lesson planning.
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 in learning of economics.
14. Report writing by visiting one institution
15. Interviewing one industrialist, Economist, Economics' Teacher and presentation of problem or incident in its regard.
16. Testing 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.
20. Graphical presentation of information taken from Internet.
21. Preparation of Unit lesson plan.
22. Collecting information regarding Indian and western Economists.
23. Collecting information regarding economists who have received Nobel Prize.
24. Planning of teaching for the topic of standard 12 covering correlation.
25. Criticism on the blueprint of the board's Question paper of Economics of standard 12.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

संदर्भपुस्तको:

१. अर्थशास्त्रशिक्षणडो.रामपालसिंहआर.लाबुकडिपो.मेरठ (उ.प्र.)वर्ष:209
२. अर्थशास्त्रशिक्षणगुरसनदासत्यागी,श्रीविनोदपुस्तकमंदिर,आगरा(उ.प्र.)वर्ष201
3. Teaching of economics N. R. Saxena. surya publication, meerut. (U.P.)
Year : 2007.
4. Teaching of Economics: A practical Approach J. C. Aggarwal Agra, (U.P.)
Year : 2007
5. Methods of Teaching Economics B. Rudramamba New Delhi 2004
६. अर्थशास्त्रअध्यापनपुपरिशिलनीरवप्रकाशन,अमदावाद
७. अर्थशास्त्रअध्यापनपुपरिशिलनी.ऐस.शाडप्रकाशन,अमदावाद
८. अर्थशास्त्रधोरण १२ श्रीलक्ष्मणके.ठाकर,गुजरातराज्यपाठयपुस्तकमंडलगाधीनगरवर्ष२०८

Course -202 /4
Pedagogy of a School Subject : Science and Technology

Objectives

Student- Teachers will be able....

1. To prepare form of stray lesson planning and unit lesson planning.
2. To understand various objectives of science and technology teaching.
3. To understand various methods of science teaching .
4. To make competence regarding effective teaching.
5. To understand the importance of audio-visual aids in teaching science and technology.
6. To know the supportive activities and facilities for teaching science and technology .
7. To understand importance of correlation.
8. To know the characteristics of ideal text book of science and technology.

Unit - 1 Lesson planning, scientific attitude, methods, correlation, and Science teacher.

- 1.1 Forms of stray lesson planning and unit lesson planning and its difference.
- 1.2 Activities to develop scientific Aptitude in students.
- 1.3 Methods of science teaching
 - (a) Experimental method
 - (b) Demonstration method
 - (c) Project method
 - (d) Group-discussion method
- 1.3 Co-relation : Meaning, importance, intra co-relation of science.
- 1.4 Characteristics and professional efficiency of Ideal science teacher

Unit- 2 Facilities of science and technology teaching, activities Textbooks, audio-visual aids

- 2.1 Facilities of science & technology teaching
 - Laboratory at secondary level
 - Botanical Garden
 - Aquarium
 - Sky vision
 - Field Trip
- 2.2 Supportive activities for science and technology teaching
 - Science club
 - Science fair
 - District science centre.
- 2.3 Characteristics of Ideal textbook, critical evaluation of the textbooks of std.-9(sem - 1 and sem - 2).
- 2.4 Importance of audio-visual aids in teaching of science and technology

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 attitude 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 centre.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

Reference Books

1. ચટ્ટોપાધ્યયનનેવ્યાસ-Experiments in Science New Delhi, Learners Press Green park extension.
2. મહેન્દ્રયાદવ-Basic Facts on Science New Delhi, Anmol Pub, Private Ltd.
3. રવિકુમાર-S.K. Teaching of Science, જયપુર, મગલદીપબ્લિકેશન.
4. Sen, B.R. Teaching of sci. in Secondary School, New Delhi, Common Wealth Pub.
5. Vinayak Malhotra Encyclopaedia of Modern Methods of Teaching Science New Set Recent Pub. Corporation
6. Thurber & Collette. Teaching of science.

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. To develop efficiency by becoming positive and contribute in the development of the country in reference to social, economical, cultural, topographical situations.

Unit - 1 Meaning of Social Science, Scope and Lesson Planning

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

Unit - 2 Methods & Techniques of Teaching Social Science, Teaching Aid, Evaluation of Text book

- 2.1 Methods of Teaching in social science: Meaning, Concept, Advantages, Disadvantages and Implementation in Classroom
 - Project, Directed Study
 - Techniques: Interview, Role play & Tour
- 2.2 Tools for Teaching of Social Science: Concept, Advantages, Disadvantages and Implementation in Classroom -Maps, Chart, Pictures, Globe, News Papers, Magazines, Bulletin Board, Computer, Internet, Smart Board,
- 2.3 Characteristics of an ideal Social Science Subject Teacher & Suggestions to Improve Professional Competency of the Teacher.
- 2.4 Evaluation 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 blind faith.
8. Present the drama, songs, action songs and patriotic songs.
9. Diagnostic and remedial works.
10. Present the drama on the content come under the text books of std 8 and 9.
11. Organise the exhibitions of religions, dresses, culture, caste on Gandhi Jayanti, Gandhi Nirvan Din or birthday of any leaders.
12. Present the action songs, patriotic songs etc.
13. Prepare the album and perform drama on social and religions prevalent ills.
14. Educate through descriptive and tour methods.
15. Organise the discussion on the items displayed on the bulletin board.
16. Organise group discussion on maps, pictures, charts and globes.
17. Organise the brain storming programme- method or the characteristics of social science teachers- suggestions to improve the professional efficiency of teachers.

FIELD WORK

1. Organise lectures and study on the contribution on the social educationalists, historians and astronauts.
2. Prepare a report of the visit of the historical places.
3. Prepare a report of the visit of social places.
4. Prepare a report on the visit of farmers or agricultural centres.
5. Visit the industrial units and prepare a report on the visit of Dairy, museum, co operative societies.
6. Visit the particular castes like Gamit, Chaudhari, Bheel and Prepare a report on their life styles, culture etc.
7. Prepare a report on the visit of various fairs, festivals.
8. Visit the particular area and prepare a report about their life style.
9. Study the problems of social science teachers.
10. Study the activities of social science room and social science club.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

Reference Books

૧. સામાજિક વિજ્ઞાનનું અધ્યાપનશાસ્ત્ર : લેખક : મોતીભાઈ પટેલ, બી.એસ.શાહ પ્રકાશન : અમદાવાદ.
૨. સામાજિક વિજ્ઞાનનું અધ્યાપન : નીરવ પ્રકાશન : અમદાવાદ.
૩. સામાજિક વિજ્ઞાનનું આદર્શ અધ્યાપન : અમોલ – વારિષેણ પ્રકાશન, અમદાવાદ
૪. સામાજિક વિજ્ઞાન વિષય પદ્ધતિ : અક્ષર પબ્લિકેશન : અમદાવાદ
૫. Effective Methods of Teaching Social studies Dr.S.Paul (2003) ABC Publishers Jaipur.
૬. Teaching Social studies. Avdhesh S. JHa APH Publishing Corporation Darya Ganj; New Delhi - 110002
૭. Teaching Social studies (Second Edition) Suman Pandey – Agrawal publication: Ahmedabad.

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 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. Aims 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. Comparative study of accounts of Individual business and partnership business.
2. Comparative study of accounts of Individual business and the business of a hospital or a club.
3. Prepare a question paper of 25 marks on any unit of std 11 or 12.
4. Analyse the question paper of std 12 board question paper based on blue print.
5. Present a chart of profit and loss of a unit/ a company.
6. Prepare a scrap book from the articles published in the newspapers, magazine regarding content and use them in a classroom.
7. Study the profit of any one company / society regarding their annual audit.
8. Student will learn preparing accounts of vouchers on the basis Tele software.
9. Analyse the financial structure of a company.
10. Detail study of the financial schemes published in the newspapers.
11. Study any case and find out the hidden problems and state the possible solutions for them.
12. Visit any partnership business and study the contract of partnership.

Field Work:

1. Diagnosis and remedial study for the slow learners in accountancy in std 11 or 12.
2. Visit the college of your area and study the activities of account teachers they did for their professional development during last three years.
3. Visit the schools of your area and study the facilities they have regarding education.
4. Study the activities for making the subject of account interesting in schools.
5. Study the question paper of account of std 11 as per blue print.
6. Analytical study of preset text books of std 11.
7. Study the result of account subject of last five years.
8. Get the information of the students who have created their own images and prepare and present a report on it.
9. Study the form of repetitive activities regarding the subject of account in schools.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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 values of Mathematics Education.
3. To understand the Objectives of Mathematics Education.
4. To understand Approaches, Methods and Techniques of Teaching of Mathematics.
5. To understand the planning of lesson.
6. To understand and create and implement the Teaching Aids in mathematics education.
7. To understand co-relation in Mathematics.
8. To participate in Math activities at State and National Levels.
9. To understand the textbooks of Mathematics and to get skills of its effective Evaluation.
10. To get the knowledge about uses (popularity), activities, clubs of Mathematics.
11. To develop efficient Teacher of Mathematics through experimental work and activities.
12. To understand the use of Mathematics Laboratory.

Unit : 1 Mathematics Education: Concept of Mathematics, Objectives, Values, Lesson Planning, Methods and Approaches, Mathematics Laboratory

- 1.1 Meaning and Concept of Mathematics; Objectives of Mathematics Education
- 1.2 Cultural, Utilitarian and Disciplinarian Value of Mathematics Education ;
Lesson Planning : Meaning, Types and Difference
- 1.3 Inductive - Deductive Approach, Analytical - Synthetic method and Experimental method
- 1.4 Importance and Activities of Mathematics Laboratory

Unit 2 : Review of Text-Books, Question Paper, Teacher of Mathematics, Teaching Aids, Maths Club, Correlation.

- 2.1 Mathematics Text - Book :Characteristics of an Ideal Text-Book, Review of the present Text-Book of Std. 9th & 10th
- 2.2 Construction of an ideal question paper : Steps and Importance.
- 2.3 Characteristics of an Ideal Teacher of Mathematics; Construction and Implementation of Teaching Aids in Teaching of Mathematics
- 2.4 Maths Club : Construction, Objectives, Activities;
Correlation : meaning and intra correlation of Mathematics

Practicum and Field Work:

1. Make Unit lesson planning for selected topic.
2. Make lesson Planning with two different methods for the same topic.
3. Make lesson planning by use of Inductive - Deductive Approach, Analytical - Synthetic method and Experimental method.
4. Construct a teaching or learning aid for a selected topic and implement it.
5. Develop PPT and apply it in teaching practices
6. Download Mathematics videos, PPTs and apply it in teaching practices.

7. Use Mathematics Laboratory Strategy in Class room teaching.
8. Make lesson planning of teaching by use of Mathematics Laboratory for selected topic.
9. Make Lesson planning with use of ICT for a selected topic.
10. Introduce of great Mathematicians of world and give their introduction with multimedia presentation to students in School.
11. Collect the opinions of some mathematics teachers about mathematics education.
12. Make a Blue Print for certain marks and make a Question Paper based on it.
13. Make and Implement a PPT on Role of Mathematics in daily life – like..House, Nature, Business, Games / Sports, Beauty, Leisure Time.
14. Collect the trick of Vedic Maths.
15. Apply Vedic Mathematics in classroom.
16. Organize Mathematics Quiz Competition.
17. Get introduction and activities of maths club like Gujarat Ganit Mandal, All India Ramanujan Maths Club, and VASCSC, and prepare report.
18. Get Introduction of mathematics magazine like Suganitam, Ganit Utkarsh, Majanu Ganit, and collect some articles from it.
19. Celebrate mathematics Day.
20. Take visit of a Mathematics Laboratory and prepare Report.
21. Take Visit of any Maths Club and prepare Report.
22. Take visit of some Mathematics Teachers of two or three schools and collect the reasons of fear of their students in mathematics education .
23. Take visit of some Mathematics Teachers of two or three schools and collect efforts of their to create positive impact of maths to their students .
24. Collect the articles about mathematics from news papers.
25. Make multimedia presentation about Correlation of maths.
26. To enrich maths educations, accomplish various co curricular activities in school related to maths.
27. Collect the Mathematics logic, reasoning, questions for competitive exams like TAT,TET,H-TATetc..

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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](http://www/http/ncte.nic.in)
7. Thakur Rajesh, THE Essentials of VEDIC Mathematics Rupa Publications, New Delhi, 2013
8. डॉ.आर्.अेय.डॉक्टर,गणितअध्यापनपद्धति,अनडाप्रकाशन,अमदावाद.

B.Ed. First Year - Sem. 2
Course -203 / 5 Teaching Precepts of different
Subject :- Sanskrit

Objective
Students

1. Introduce with Indian culture.
2. To know the form of Sanskrit language.
3. To appreciate Sanskrit literature.
4. To develop ideal skills of Sanskrit language.
5. To develop creativity skills of students.
6. To enrich vocabulary in Sanskrit.
7. To get acquainted with the activity based teaching.
8. To develop skill of Listening, Speaking, Writing and Reading of students.

Unit – 1 Sanskrit Introduce

- 1.1 Sanskrit language : Nature, Importance (cultural, in reference to national integrity, practical)
- 1.2 Principles of Sanskrit language Teaching.
- 1.3 Methods for teaching Sanskrit (Inductive – deductive, khandanvay- dandanvay, Dramatization, Direct)
- 1.4 Sanskrit literature, objectives of Sanskrit language teaching

Unit – 2 Sanskrit Teaching

- 2.1 Sanskrit Teacher, Text books of Sanskrit (analysis of books of Sanskrit of std. 8 & 9)
- 2.2 Sanskrit lesson planning (Motivation, Content, Evaluation)
- 2.3 Sanskrit Authors or writers (Kalidas, Bhas Bhavbhuti)
- 2.4 Importance in Sanskrit Teaching (Dictation, Reading, Anulekhan, Subhashit, Three types of teaching aids)

Probable Contents for Project work for field work.

1. Understand and prepare a list of the forms of various teaching methods used by teaching in Sanskrit teaching at schools.
2. To know the problems faced by the students in Sanskrit teaching at school level.
3. To know the problems faced by the teachers in Sanskrit teaching at school level.
4. Planning the prose lessons of standard 8 and 9 with various methods.
5. Planning the poem lessons of standard 8 and 9 with various methods.
6. Planning the grammar lessons of standard 8 and 9 with various methods.
7. Prepare a list of objectives for teaching Sanskrit at school level from teachers.
8. Get the opinion about the academic and professional efficiency of Sanskrit teachers from the Sanskrit teachers.
9. To know the specialties and limitations of the text books of standard 8 and 9 from the Sanskrit teachers.
10. To know the suggestions for removing limitations of the text books of standard 8 and 9 from the Sanskrit teachers.
11. To make a list of the teaching aids used in the Sanskrit subject at school level from the Sanskrit teachers.
12. Prepare a list of daily used things in Sanskrit with images.

13. Prepare the names of animals in Sanskrit with images.
14. Prepare the names of birds in Sanskrit with images.
15. Prepare the various Sanskrit verbs with images.
16. Collection of masculine words with images.
17. Collection of feminine words with images.
18. Collection of neuter words with images.
19. To know the problems faced by Sanskrit teachers in teaching of Grammar at school level.
20. To get the opinions of teachers regarding the place and importance of Sanskrit subject at school level.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

संदर्भग्रंथो

1. संस्कृतअध्यापनपरिशीलन.डॉ.श्रीकान्तअव्यकर,बी.एस.शाहप्रकाशन:अमदावाद
2. Problems of Sanskrit Teaching -G.S.Uparikar.
3. व्याकरणशिक्षणविधेय:-डॉ.रेदेवनाथ-भारतीयविद्यासंस्थान:वाराणसी
4. संस्कृतशिक्षणम् -डॉ.इतेहसिंह-भारतमुद्राप्रकाशन:केरला-त्रिपुर
5. संस्कृतपद्धतिअनेविषयवस्तु-डॉ.विनयअन.पटेल
6. संस्कृतव्याकरणअने लेखन-प्रो.शिंदे

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 of sociology teaching 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-relation 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, Case Study, Comparative Study
Techniques: Questionnaire, Interview, Lecture, Tour, Field Trip
- 2.3 Audio-Visual Aids in Sociology Education:
 - Chart, Computer, Magazines. T.V., Slides, Radio, Tape-reorder, VCR-DVDs, newspapers etc. With reference to Educational usage.
 - Characteristics of an 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. Study of Primary and higher secondary education.
4. A study of contemporary social and political problems.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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 & foregin.
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.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

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, self –Assessment, Peer group assessment
- 2.2 Triarchical Theory of sternberg
- 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 (with illustrations), normal distribution: meaning and characteristics
- 3.4 Interpretation of result and Graphical Representation : Usefulness and creation of graph(column chart and frequency polygon)

Unit : 4 Innovative Trends in Assessment for Learning

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

Practicum :

1. Application of continuous comprehensive evaluation in any school by student teachers
2. Learning and evaluation by understanding the constructive approach of learning
3. Apply tools of Assessment in schools: Rubric, portfolio presentation, written Report, questionnaire etc.
4. Organise and application of Self assessment and peer group assessment
5. Experiment on the improvement in learning by the students by feedback mechanism
6. Organise and management of open book examination

FIELD WORK

1. Study the formative and summative assessment in a school and prepare a report on that
2. Study the efforts of teachers for their professional development and prepare a report on it.
3. Calculate the measurement of central tendency and deviation based on the marks of a particular subject of students of a school or a college
4. Organise, manage and evaluate the parents meeting in the context of learning and evaluation of students and prepare a detailed report on that
5. Visit the students appear for online exam and study their experience, prepare a report on it.
6. Study the opinion of teachers, principals and guardians regarding present examination system
7. Survey about the relevance of RTE Act (2009) provisions regarding assessment.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

Reference :

1. Curriculum framework, Two year B.Ed. programme National Council for Teacher Education
2. Shepard L.A. (2000) The role of assessment in a learning culture educational Research, 4-14
3. Statistics in Psychology and Education By : Henry E. Greett. International library of Education, cosmo publication
4. Sternberg R. J. (2013) Intelligence competence and expertise. In A. J. Elliot & C. S. Dweck (Eds.), Handbook of competence and motivation (PP-15-30) Guilford publications.
5. Stiggins R. (2005) from formative assessment to assessment for learning: A path to success in standards - based schools - phi. Delta Kappan, 325 328.
6. Thwaite, A. & Rivalland, J (2009) How can analysis of classroom talk help teachers reflect on their practices ? Australian Journal of language and literacy. The, 32 (1) 38.
7. શૈક્ષણિક આકાશવાણી લેખક: ત્રિવેદી અને પારેખ યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ
૮. શૈક્ષણિક સંશોધન લેખક: ડો. દિપીકા શાહ યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ
૯. શૈક્ષણિક માપન લેખક: ડો. કૃષ્ણકાંત ગોપાળજી દેસાઈ, યુનિ. ગ્રંથનિર્માણ બોર્ડ, અમદાવાદ

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

Aims and objectives:

1. The Trainees reflect, introspect and act with a deep relationship among the head, heart and hand.
2. The Trainees integrate various domains of knowledge through Drama and Art, so that the 'curricular' encompasses all, and is not separated from the co-curricular or extra-curricular activities.
3. The Trainees enhance Learning through Drama and Art to make themselves sensitized about 'Self, Society and Education'.
4. The Trainees enhance their multiple perspectives through Drama and Art techniques.
5. The Trainees enhance Learning looking at reality through imagination and fantasy using Drama and Art techniques.
6. The Trainees enhance Learning predicting everyday situations in order to cope with unpredictable unsettling experiences in life.
7. The Trainees understand the media of Performing Arts, Fine arts and Literary Arts to utilize them for active Teaching-Learning experiences instead of moral sermons like lecturing in the class.
8. 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.
9. 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.
10. The Trainees empathize for and relate with the other through Theatre and Art techniques based on experience, emotion and interpretation.
11. The Trainees move beyond the classroom to invoke the collective consciousness and involve the community to participate in educational and social change.
12. The Trainees understand the 'Self' and express themselves effectively utilizing different media for enhancing their creativity.
13. The Trainees develop their aesthetic sensibility practising Performing Arts, Fine arts and Literary Arts to utilize them for active Teaching-Learning experiences, for educational and social change.

Possible Activities:

1. Mono acting script writing
2. Mono Acting
3. Short Drama Writing
4. Short Drama Direction
5. Demonstration of puppet Show
6. Plan and organize best from waste activities
7. Creation of slogan
8. Interpret the programmes related to art
9. Poem writing
10. Story writing

11. Drawing
12. Creative Activities
13. Contribution of dance, music and drawing in our various festivals: investigation, research, review and report writing
14. Related to Traditional folk dances of Gujarat... --live video recording and interpretation --History(Examples, nature, today and tomorrow)
15. Collection audio recording and its interpretation of traditional cultural creation "Parodhiyaa, marasiya, khayana, lagn gito, folk songs, halarada"
16. Collection, compiling and review related to history, types and usefulness of garaba.
17. Lecture, exhibition, discussion and documentation on life story of artist who make folk literature alive
18. Contribution of folk music to make various local social and religious events meaningful
19. The journey of Gujarati Filmy music: Report, Lecture, Exhibition, discussion, review
20. Origin and development of gujarati sugam sangeet : report(photographs of artist, famous creation, characteristics, audio collection)
21. Folk songs in regional dialect: live recording in various festivals and writing and its interpretation.
22. Music Instruments related to Folk Music: photographs of instruments, nature, origin- development and collection of information, report writing.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

