

Kadi Sarva Vishwavidyalaya Sector-15, Gandhinagar

(Established Under The State Act of Gujarat, No-21, 2007)

Curriculum

Bachelor of Education



Department of Education

Sector-23, Gh-6, Gandhinagar
Gujarat (India)

Phone : (079) 23244181, 23248131

Web addresses : www.rhpeducation.org
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KADI SARVA VISHWAVIDYALAYA

DEPARTMENT OF EDUCATION

(RULES FOR B.ED.COURSE)

OBJECTIVES

The following are the objectives of our Bachelors of Education Programme:

1. To develop knowledge and understanding among the teacher trainees about the Indian socio-cultural context and the role of education in national development.
2. To develop professional competencies and skills relating to effective communication and effective curriculum transaction, utilizing learning resources of various kinds and employing interactive teaching learning strategies to promote all round growth of learners.
3. To develop professional competencies and skills relating to effective management of learning within and outside the classroom to maximize learners' growth.
4. To develop an understanding of psychology of students as to improve their professional competencies and skills for catering to the learning needs of various type of students (such as normal children, special groups of children like: the gifted, the slow learners etc.
5. To offer guidance to students in their personal, academic and occupational problems.
6. To develop social commitment through participation in developmental activities in the community, extension activities and community service in teacher trainees.
7. To develop a commitment towards complementary and parallel educational services systems like non-formal education, adult education, and workers education in teacher trainees.
8. To cultivate rational thinking, scientific temper and positive attitude towards children, learning, school, professional growth, and manual work.

Edu. R.1

A candidate for the degree of Bachelor of Education (B.Ed.) must be a graduate of Kadi Sarva Vishwavidyalaya or any other university recognized by UGC (except university transacting in distance mode). The students belonging to reserved category would be given admission by abiding to the rules of the state government and NCTE.

Edu. R.2

A candidate admitted to the B.Ed. programme shall undergo a regular course of study for one academic year that consists of two terms (first and second) covering theory and practical courses in constituent colleges of Kadi Sarva Vishwavidyalaya. He/she has to complete the course to the satisfaction of Principal in which the candidate is studying. The course consists of:

1. Theoretical papers as mentioned in Edu. R.3
2. Teaching practice of not less than 40 lessons in two subjects (20 in each subject) selected by the candidate, distributed over standard VIII to XII of the recognized secondary and higher secondary schools.
3. Practical works as mentioned in Edu. R.3

Edu. R.3

The overall evaluation for the B.Ed. programme is of 1600 marks which is as follows:

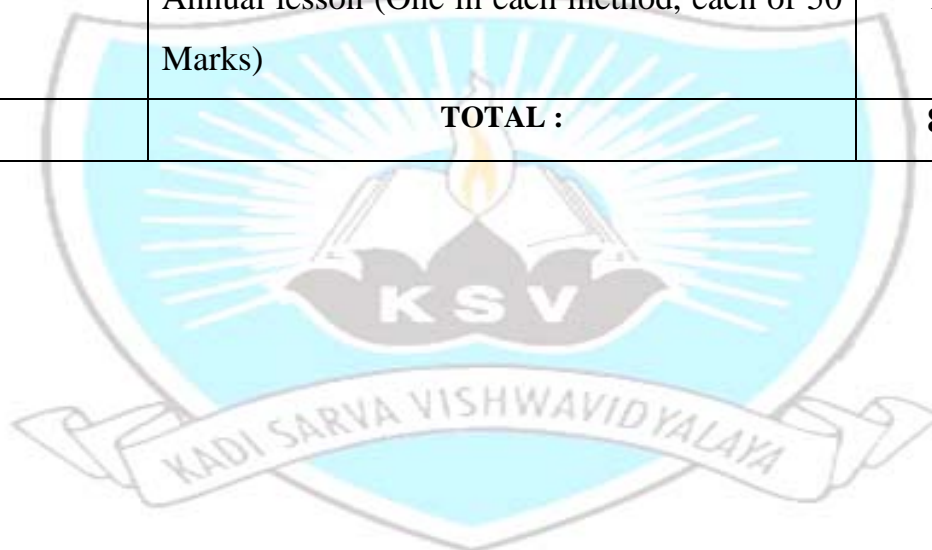
External Evaluation: Total of 800 marks which includes Annual written examination of the theory courses and Annual lessons.

Internal Evaluation: total of 800 marks which includes Practical works and terminal examination of theory courses.

A candidate is eligible for appearing in annual examination only after fulfilling the required attendance criteria in both the terms of the course and also only after successful completion of the practical work as per the requirements of the course.

The candidates would be evaluated externally in following way.

PAPER	PARTICULARS	MARKS
1.	Philosophical and Sociological Foundations of Education	100
2.	Fundamentals of Educational Psychology	100
3.	Development of Educational System in India and School Management	100
4.	Educational Technology and Evaluation	100
5 & 6	Content cum Methodology	200
7.	Elective Paper	100
	Annual lesson (One in each method, each of 50 Marks)	100
	TOTAL :	800



Theory papers are as follow:

A) COMPULSORY PAPERS:

- Paper I:** Philosophical and Sociological Foundations of Education
Paper II: Psychological Foundations of Education
Paper III: Development of Education System in India and School Management
Paper IV: Educational Technology and Evaluation.

B) CONTENT CUM METHODOLOGY PAPERS (PAPER V AND VI):

Candidate can opt for any two of the following methods one from each group:

Group A	Group B	Group C	Group D	Group E
Commerce	Mathematics	Gujarati	Hindi	Sanskrit
English	Social Science	Sci. & Tech.	Ele. of	Economics
			Accountancy	

Each student has to opt two content cum methodology papers. The weightage of each would be as follow.

Content:	40 marks
Methodology:	40 marks
Content cum methodology:	20 marks
Total marks:	100 marks

C) SPECIAL FIELD (PAPER VII):

Candidate have to opt any one of the following subjects as a special field:

1. Information Technology in Education
2. Educational Measurement and Evaluation
3. Value Education
4. Environmental Education
5. Guidance and Counseling

Note: Rules for Information Technology in Education: (Special field)

1. Total time for theory will be 60 hours and practical will be 40 hours in an academic year.
2. The exam of this subject will be conducted in following two parts: Theory and Practical. Both theory and practical would be given equal weightage.

The candidate will be evaluated internally in following way.

Sr. No.	Particulars	Marks
1	40 Practice Teaching Lessons *	150
2	Activities mentioned in seven papers **	140
3	Internship	40
4	Action Research	30
5	Blue Print (one in each method, each of 20 marks)	40
6	Psychological Test	20
7	Co-curricular Activities	20
8	Book Review/ Science Experiments	20
9	Attendance	30
10	Viva Voce***	20
11	Teaching Aids	20
12	Intel – Teach to the future (PBL presentation)	40
13	Presentation / Seminar	20
14	Social Work	10
15	1 ST and 2 nd Exam	200
	Total	800

* For practice teaching lessons, any one of the following pattern can be adopted

Pattern -I

20 stray lessons in recognized schools

20 lessons in recognized secondary and higher secondary school during two phases of block teaching

Or

Pattern -II

* 40 Practice Teaching lessons consist of:

10 micro teaching lessons

4 Simulation lessons

10 Stray lessons in recognized schools

16 lessons in recognized schools during two phases of block teaching

The candidate will be required to maintain the following records for the inspection:

A note book containing the criticism on the demonstration lessons and atleast 40 lessons of other candidates observed by them during the year

A journal/file containing lesson plans of atleast 40 lessons given during the year and the criticisms of the guides their in.

NOTE:- Block teaching should be arranged after completing atleast six stray lessons.

In block teaching, a candidate cannot give more than two lessons a day.

** The activities to be performed in the theory courses are mentioned in the syllabus.

The candidate must perform atleast two activities (one in each term) in each subject.

Each activity carries a wieghtage of 10 marks.

*** The viva voce will be conducted at the end of the academic year by a committee of teacher educators appointed by the head of the college. The viva voce test will focus on the candidates understanding of his/her knowledge of theory courses, practice teaching, practical work etc.

Edu. R.4

Standards of Passing

A candidate must obtain not less than 40% marks in each paper and 50% marks in aggregate of seven papers during annual examinations. A candidate will be eligible to appear in external examination only after completing all practical work and internal examination satisfactorily with minimum aggregate (sum of internal evaluation) of 50% marks. In case a candidate fails in annual exams, he/she has to clear it within the three subsequent academic years.

To pass the annual lessons, a candidate should score a minimum of 50% marks in each annual lesson. In case a candidate fails in annual lesson, he/she is required to give the annual lessons again within three following academic years else the admission will be considered as cancel.

Edu. R.5

Candidates who score an aggregate of 70% or more in each part shall be declared to have passed the examination with distinctions. Candidates who scores aggregate of 60% or less than 70% in each part shall be declared to have passed the examination with First class. Candidates who scores aggregate 50% or less than 60% in each part shall be declared to have passed the examination with Second class.

Edu- R-6

Every student should have atleast 80% of attendance as to qualify for appearing in annual examination.

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SR. NO.	TITLE OF PAPERS	PAGE NO.
	COMPULSORY PAPERS	
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5	Guidance and Counseling	82 - 84

PAPER-1

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

RATIONALE

According to the needs of 21st century, teacher's professional competency should be modernized and make him/her ready to take global educational challenges and develop adequate understanding about them.

There are mainly three foundations of education i.e., philosophy, sociology and psychology. The student teachers comprehend fundamentals of philosophy and sociology like "concept of education", "Education and philosophy", "Contribution of Indian and Western thinkers", "democracy", "national and international understanding", "human Resource Development", "Contribution of education in social changes" etc and ensure that this knowledge reaches the pupils.

Keeping all the above points in mind, the course "Philosophical and Sociological Foundations of Education" is included in B.Ed. course.

Objectives:

To enable student teachers to-

1. understand concept and nature of education
2. understand relation between philosophy and education
3. get acquainted with various schools of philosophy and eminent educational thinkers
4. become aware for the need of value education
5. understand the role of education in various sociological perspectives
6. understand the means and measures towards the promotion of national integration
7. develop understanding about the role of Education in promoting democracy, secularism and international understanding.
8. become aware with the role of education in facing out challenges of 21st century in context of Indian society.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Concept of Education and Educational Philosophy	10
2	Western Philosophy and Western Educational Thinkers	13
3	Educational Thinkers of India and Value Education	13
4	Education and Sociology	13
5	Education and Emerging Indian Society	15
	Total :	64

Unit-1: Concept of Education and Educational Philosophy (15%)

1.1 Meaning of Education:

- Narrow and broader meaning of education, causes of differences in definitions of education
- Indian view about 'Vidya' and 'Shiksha'.
- Nature : formal, informal, non-formal, education for fuller life
- Aims: Form, determiners, individual aims, social aims and harmonious aims

1.2 Philosophy and Education

- Philosophy and Educational philosophy: Concept
- Relationship and difference between education and philosophy
- Factors affecting education: philosophical, social, political, economical, cultural

Unit-2: Western Philosophy and Western Educational Thinkers: (20%)

2.1 Western Schools of Philosophy: (With reference to Principles, Aims, curriculum, Methods of teaching, discipline and its impact on present educational system)

- Idealism
- Naturalism
- Pragmatism

2.2 Western Thinkers: (With reference to Principles, Aims, Methods of teaching, teacher-pupil relationship, discipline and its impact on present educational system)

- Jean Jack Rousseau
- John Dewey

Unit-3: Educational Thinkers of India and Value Education: (20%)

3.1 Educational Thinkers of India : (With reference to Principles, Aims, Method of teaching, teacher's role)

- Rabindranath Tagore
- Swami Vivekananda
- Gijjubhai Badheka

3.2 Mohandas Karamchand Gandhi:

- Gandhiji's thought on Basic Education and its educational relevance

3.3 Value Education:

- concept of value and its types
- concept of value education and its need

Unit-4: Education and Sociology: (20%)

4.1 Educational Sociology: Concept and Nature

4.2 Relationship between Sociology and Education:

- Educational sociology :aims and functions

4.3 Education and Socialization:

- Concept and nature of socialization
- Role of a school in process of socialization

4.4 Education as an Effective Medium for Social Change

4.5 Education for Democracy and Secularism:

- Concept of democracy
- School programmes to cultivate democratic attitude
- Meaning of secularism
- Obstacles in establishment and prevalence of secularism
- School programmes to develop secular outlook

Unit-5: Education and Emerging Indian Society

(25%)

5.1 Education and Human Resource Development:

- Concept of HRD and role of education in HRD

5.2 Education And National & Emotional Integration:

- Concept of National and Emotional integration and its importance and obstacles
- Role of education in establishing national and emotional integration

5.3 Education And International Understanding:

- Concept of international understanding and its need and obstacles
- Role of education in developing international understanding

5.4 Challenges of 21st century for education in context of Indian society

- Concepts and impact of the following on education:
-urbanization, liberalization, privatization, globalization, modernization

5.5 Delors Report: Seven Tensions, Four Pillars of Education

Suggested Activities and Practical work (Any Two):

1. Formulate your personal philosophy of education citing various authors/thinkers whose views helped develop your own.
2. Design and present a skit based on any one school of philosophy and submit a report.
3. Select any one unit from your school subject and prepare and present a lesson by enlisting various values that can be developed through that content.
4. List the activities to be conducted in the schools to promote democracy/secularism/national-emotional integration and international understanding and organize an activity in the school to promote any one of the above mentioned values and submit a report.
5. Quoting the support of various sources (like education commissions, committees, reports, new paper articles etc) prepare a detailed report on **“Changing Landscape of Indian Education”**.
6. Visit to a slum area and study of slum dwellers in light of the following aspects: Surroundings, occupation, health, housing, educational facilities and organizing activities for them and submit a report.
7. Visit and organizing of activities in a special type of school for dumb/deaf, blind, or mentally retarded children submission of the report.
8. A visit to any NOS center and preparation of a comparative report on the functioning of formal school and ‘Open School of Education’.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concept of Education and Educational Philosophy	15
2	Western Philosophy and Western Educational Thinkers	20
3	Educational Thinkers of India and Value Education	20
4	Education and Sociology	20
5	Education and Emerging Indian Society	25
	Total :	100

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PAPER II

FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

RATIONALE

Student is one of the most important pillars of educational system. Now-a-days teaching learning process becomes student centered. For a teacher, it is much essential to know the various facets of child psychology so that he/she can manage the class well. There are individual differences under a single roof and hence it is not easy to take task from all at a moment. If a teacher does not know the child psychology, the class environment will be spoiled. To avoid such harmful circumstances and to create conducive class-room environment, the course “Fundamentals of Educational Psychology” is included in B.Ed programme.

Objectives:

To enable student teachers to-

1. acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners.
2. develop understanding of process of learning in the context of various theories of learning.
3. develop insight about intelligence, motivation and various types of exceptional children.
4. develop skills for guiding the students for effective learning.
5. grasp the meaning and significance of adjustment and guidance and counseling services.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Concept of Educational Psychology, Growth and Development Process	13
2	Psychology of Learning and Motivation	16
3	Intelligence, Aptitude and personality	16
4	Individual Difference, Exceptional Children And Adjustment	13
5	Guidance and Counseling	6
	Total :	64

Unit-1: Concept of Educational Psychology, Growth and Developmental Process (20%)

1.1 Educational Psychology:

- Meaning, nature & scope of educational psychology
- Application and Methods of educational psychology (Observation, Interview, experiment, case study and sociometric method)

1.2 Growth and Development:

- Concept, Difference between growth and development
- Types and Stages of development
- Principles of development
- Factors Affecting growth and development
- Educational implications of growth and development

1.3 Adolescence in Indian Context:

- Concept, Characteristics, developmental tasks
- Problems, their needs and role of the teacher

Unit-2: Psychology of Learning and Motivation (25%)

2.1 Learning:

- Concept and factors affecting learning

2.2 Learning Theories:

- Thorndike's theory of Trial and Error
- Pavlov's theory of Classical Conditioning
- B.F.Skinner's theory of Operant Conditioning
- Kohler's theory of theory of Learning by Insight
- Educational implications of these theories

2.3 Transfer of learning:

- Concept, significance of transfer of learning
- Types , Principles of transfer of learning
- Educational implications of transfer of learning

2.4 Motivation:

- Concept, importance of motivation
- Techniques of motivation
- Principles of motivation
- Maslow's theory of hierarchy

Unit-3: Intelligence, Aptitude and Personality (25%)

3.1 Intelligence:

- Concept, characteristics of intelligence
- Theories of intelligence: Guilford's SOI model of intelligence, Multiple Intelligence - Howard Gardner, Emotional Intelligence Daniel Goldman.
- Measurement of Intelligence: Verbal and Non- verbal.

3.2 Aptitude:

- Concept, importance of aptitude
- Types of aptitude tests
- Uses of Aptitude test

3.3 Personality:

- Concept of personality
- Factors affecting personality
- Theories of personality: Trait theory - G.W. Allport's, R.B. Cattell's Type theory - C.G.Jung Classification
- Assessment of personality: Subjective (Inventory), Objective(Rating scale) and Projective (TAT)

3.4 Transactional analysis (TA):

- Concept of Transactional Analysis
- Theories: Structural Analysis and Transactional Analysis
- Advantages of Transactional Analysis

Unit-4: Individual Differences, Exceptional Children and Adjustment (20%)

4.1 Individual differences:

- Concept, types of individual differences
- Determinants of individual differences
- Educational implications of the psychology of individual differences
- Provisions for individual differences in schools

4.2 Exceptional children:

- Concept of exceptional children
- Classification of exceptional children
- Educational provisions for exceptional children

4.3 Adjustment:

- Concept of Adjustment ,Methods of adjustment
- Maladjustment ,Conflict and frustration
- Mental health: Concept, Role of Teacher

Unit-5: Guidance and Counseling

(10%)

5.1 Guidance:

- Concept, importance of guidance
- Types, Organization of school guidance services and role of Teacher as a Guide

Counseling:

- Concept, importance, types and role of Teacher as a Counselor
- Tackling emerging social issues

Suggested Activities and Practical work (any two) :

1. Observe the adolescents and enlist their common characteristics, problems and suggest your strategies to overcome their specific undesirable behavior.
2. Conduct any one psychological experiment and interpret the results
3. Take interview of five low achievers and high achievers and find out their ways of learning.
4. Visit a practice teaching school and find out the different measures/activities taken by schools or teachers for healthy mental health of the children
5. List down various functions and measures taken by Guidance and Counseling centers run by various schools.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concept of Educational Psychology, Growth and Development Process	20
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3	Intelligence, Aptitude and personality	25
4	Individual Difference, Exceptional Children And Adjustment	20
5	Guidance and Counseling	10
	Total :	100

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PAPER III

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA AND SCHOOL MANAGEMENT

RATIONALE:

Teacher should have the knowledge of ancient education system and its related problems. Various post independence commissions give rise to in depth understanding of various needs of the Society which should be reflected in the Education system. Teacher has to perform multiple roles. Not only the teaching – learning process he/she has to carry out but also he/she has to know the administrative portfolios of the education system. Teacher must be aware of the quality aspects of school system. In order to understand the evolution of education system and its problems this paper is introduced in the B.Ed programme.

Objectives:

To enable the student teachers to:

1. acquire knowledge of ancient & medieval period of education
2. know the development and change after independence of India
3. appreciate the development in Indian education in post independence era
4. acquaint with the concepts, process, and styles of management
5. understand the Secondary Education Administration of the state
6. acquaint with the concept of quality in education.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Education in India during Vedic, Medieval & British period	13
2	Post independence major Commissions of India	15
3	National Policy of Education (1986)	13
4	Role of constitutional provisions regarding administration of education in India	13
5	Management of School system	10
	Total :	64

Unit-1: Education in India during Vedic, Medieval & British period (20%)

- 1.1 Vedic Period (Aims of Education in ancient India, Characteristics, Educational System, Curriculum)
- 1.2 Medieval Period (Aims of Medieval Period, Educational Institutions and Method of Teaching)
- 1.3 Education under British rule:
 - Maculay's minutes,
 - Wood's dispatch,
 - Hunter Commission

Unit-2: Post independence major Commissions of India (25%)

- 2.1 Radhakrishnan Commission (1948-49)
 - Major recommendations
- 2.2 Secondary Education commission (1952-53)
 - Major recommendations
- 2.3 Kothari Commission (1964-66)
 - Major recommendations:
 1. National aims of Education
 2. Structure of Education
 3. Teacher's training
 4. Equalization of Educational opportunities
 5. Vocational, Technical and Engineering education
 6. Three language formula
 7. Work experience

Unit-3: National Policy of Education (1986) (20%)

- 3.1 Need, Aims and Issues
- 3.2 Review of implementation effects of NPE (Revised NPE 1992)
- 3.3 Open University

Unit-4: Role of constitutional provisions regarding administration of education in India (20%)

- 4.1 Education system at central level
 - Advisory bodies like NCERT, UGC, NCTE (Aims and Functions)
- 4.2 Education system at State level
 - Advisory bodies like GCERT, CTE, IASE, DIET, Board of Secondary Education (Aims and Functions)

Unit-5: Management of School system (15%)

- Curricular and co-curricular activities.
- Discipline.
- Developing School culture.
- Role of Principal in quality improvement.

Suggested Activities and Practical work (Any Two):

- 1 Prepare a report on comparative picture of aims of education of Vedic and Medieval periods and find out its relevance in present education system.
- 2 A Comparative study of the recommendations of various commissions of post independence era.
- 3 A visit to a Vocational educational institutions and examine the role of the government in its functioning. Place your views regarding such kind of institutions.
- 4 Prepare a comprehensive note on functioning of IGNOU.
- 5 A survey of the success and failures of some of the innovative ideas in educational institutions.
- 6 Review of the literature on Quality Management in Educational Institutions.
- 7 A visit to GCERT to study its Administrative aspects and various functioning areas.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Education in India during Vedic, Medieval & British period	20
2	Post independence major Commissions of India	25
3	National Policy of Education (1986)	20
4	Role of constitutional provisions regarding administration of education in India	20
5	Management of School system	15
	Total :	100

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PAPER IV

EDUCATIONAL TECHNOLOGY AND EVALUATION

RATIONALE:

The whole world has become a global village today, consequently the Scenario of Education is changing and has become challenging nowadays. The demand of the society is continuously shifting from tradition methods of teaching to modern and virtual methods of teaching. In this state of scenario, it is essential for a teacher to be well versed with education technology as to cope up with the upcoming transformations in the field of education and make transaction process effective. This technology helps to bring positive change in Cognitive, Affective and Psychomotor domains of the learner and teacher without which all round development of the learner will not be possible. Hence, the subject entitled “Educational Technology and Evaluation” is introduced in the course of B.Ed.

Objectives:

To enable the student teachers to-

1. obtain a total perspective of the role of technologies in present and future education.
2. impart knowledge and training to student teachers in various methods, media, and use of technology with a view to enhancing instructional practices.
3. get acquainted with skill developing technology to increase efficacy of classroom instructions.
4. get acquainted with the basic scientific concepts and practices in the educational measurement and evaluation.
5. be aware and equipped with present day examination reforms to understand future issues and trends.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Educational Technology	06
2	Teaching And Learning Technologies	13
3	Skill Developing Technologies	12
4	Introduction of Computer	10
5	Educational Evaluation And Measurements	23
	Total :	64

Unit-1: Educational Technology

(10%)

1.1 Introduction to Educational Technology:

- Definition, nature, scope, distinction between hardware and software technologies. Their role in modern educational practices.

1.2 Hardware Technology:

- Uses and limitations of some important accessories : OHP, Audio-Video recording instruments (Tape recorder, Video Camera), T.V.

1.3 Software Technology:

- Types, Uses and limitations of Transparencies, Maps and Charts
- Uses and limitations of Models and Pictures

Unit-2: Teaching and Learning Technologies (20%)

2.1 Teaching Technologies:

- Use of strategies like Tele conferencing, Language laboratory : Concept and importance.
- Models of Teaching: Concept, importance, syntax and types (special emphasis on concept attainment model).

2.2 Learning Technologies:

- Programmed learning – Meaning, importance, steps of construction, Types : linear and branching programmes, limitation

2.3 Psychological uses for modern technologies:

- Cone of experience (Edger Dale):- importance.

2.4 e Learning: Concepts

2.5 Systems Approach: Concept, Steps of Systems' approach applicable in classroom.

Unit-3: Skill Developing Technologies (15%)

3.1 Meaning of Teaching:

- Old and new concept, Characteristics of good teaching and maxims of teaching.

3.2 Micro Teaching:

- Meaning, importance, limitation and organization patterns.

3.3 Teaching Skills: Concept and Components of Skills (Set induction, Reinforcement, Fluency in Questioning, Using Black board, Probing questions, Illustration, Using Audio video Aids, Silence and non verbal, stimulus variation, Explanation)

3.4 Classroom interaction:

- Concept, components, Flanders' Classifications of classroom events, limitation.

Unit-4: Introduction of Computer (15%)

4.1 Introduction of Computer system:

- Input, Output, Processing Unit, How computer works.

4.2 Introduction of Microsoft windows and MS Office:

- Desktop, icons, My Computer,
- Creating, Copying, Deleting and Moving data
- Formation of folders and files
- Getting started with MSWord : creating new document / opening old documents of MSWord, Formatting of Paragraph, Creation of Tables
- Getting started with MSEXcel : concept of spread sheet, formatting, calculation, charts with conditional formatting. (After this they can create student mark sheet)
- Getting started with MSPower Point : creation of slide, use of slide sorter view, slide transition, Custom Animation, Importing Clips, Action Buttons (After this they can create own presentation in effective manner etc.)

4.3 Introduction of Internet and e-mail.

4.4 Use of ICT in Education

Unit-5: Educational Evaluation and Measurements (40%)

5.1 Educational Evaluation:

- Meaning of Educational Evaluation
- Differentiate Evaluation, measurement

- Steps in the process of Evaluation
 - Characteristics of Evaluation process: Continuous and Comprehensive
 - Uses of Evaluation
- 5.2 Tools and Techniques of Evaluation:
- Tools and Techniques: - Teacher made test, Standardized tests, Rating Scale, Checklist, Cumulative Record Card
- 5.3 Reforms in Examination:
- Internal Assessment,
 - Semester System,
 - Grading System,
 - Question Bank,
 - Open Book Examination
 - On Demand Examination
- 5.4 Educational Statistics:
- Meaning and importance of educational statistics
 - Frequency distribution with graphical representation
 - Measures of central tendency: Mean, Median, Mode and their comparison with respect to utility
 - Measures of dispersion: Quartile Deviation, Mean Deviation, Standard Deviation
 - Percentile and percentile rank: Concept and interpretation
 - Correlation: Concept, Types of correlation, interpretation and Rank Correlation with computation

Suggested Activities and Practical work (Any Two):

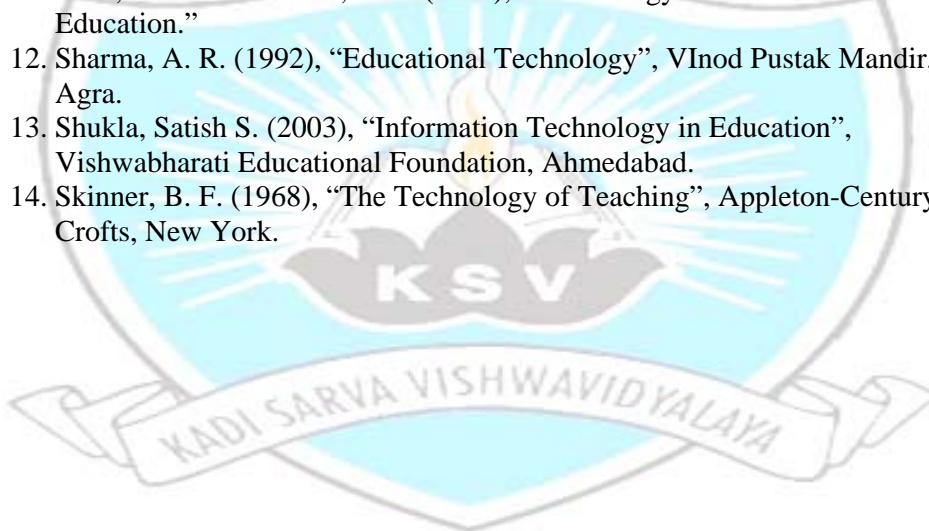
1. Visit one school with marking system of evaluation and the other one with grading system of evaluation and make a presentation based on the data collected.
2. Visit an institute promoting Educational Technology and prepare a report on it.
3. Make a power point presentation on any topic.
4. Prepare a Question bank of a unit from your school subject. Incorporate all open and closed response items in it.
5. Prepare a Programmed learning material of a unit from your school subject.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Educational Technology	10
2	Teaching And Learning Technologies	20
3	Skill Developing Technologies	15
4	Introduction of Computer	15
5	Educational Evaluation And Measurements	40
	Total :	100

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PAPER – V & VI

ELEMENTS OF ACCOUNTANCY CONTENT CUM METHODOLOGY

RATIONALE:

Accountancy as a subject is both science and an art. Accountancy as a subject is mixture of various subjects like mathematics, commerce etc hence, it requires more understanding, mathematical aptitude and logical thinking etc. To develop all these abilities among students, the role of accountancy teacher becomes crucial. For this, an accountancy teacher should be competent enough in both the content and methodology of transacting the content. To make the teacher competent, he/she should have knowledge of innovative and modern methods, techniques and approaches of teaching the accountancy. Qualities like professional skills, proper planning, proper evaluation of students etc would make him/her competent enough to teach accountancy more effectively. With the objective of preparing a competent accountancy teacher, this course “Elements of Accountancy Content Cum Methodology” is introduced in B.Ed.

Objectives:

To enable student teachers to-

1. acquire the knowledge of current higher secondary school syllabus of Elements of Accountancy.
2. understand the nature of Elements of Accountancy defines the specific objectives of teaching and present in behavioural terms.
3. understand the teaching methods, techniques, devices, lesson planning process etc for effective teaching learning process and better instruction in Elements of Accountancy.
4. understand the concept and use of evaluation process, diagnostic test and concept of remedial measures in Elements of Accountancy.
5. understand the importance and the place of elements of accountancy in higher secondary school syllabus.
6. develop attitude to be a committed and competent Accountancy teacher.
7. develop interest for the betterment of curriculum for teaching elements of accountancy in higher secondary syllabus.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Elements of Accountancy: Importance, Aims, Objectives and Scope	7
2	Teaching methods, approaches and techniques	14
3	Planning and Correlation in Elements of Accountancy	7
4	Teaching Aids, Accountancy club, Textbook, Reference material and Accountancy Teacher	9
5	Evaluation in Elements of Accountancy	11
	Total :	64

CONTENT

A current syllabi of Elements of Accountancy for higher secondary school (Std. 11th, 12th) prescribed by Gujarat Secondary Education Board, Gandhinagar. Allocation of the same is as given below.

Exam	Standard	Chapter Number
First Terminal	11 th Part – 1	1 to 10
	11 th Part - 2	1,2
Preliminary	11 th Part – 2	3 to 10
	12 th Part – 1	1 to 4
Annual	12 th Part – 1	5 to 7
	12 th Part – 2	1 to 6

METHOD

Unit-1: Elements of Accountancy: Importance, Aims, Objectives and Scope (15%)

- 1.1 History of Elements of Accountancy, Importance and Scope
- 1.2 The Aims of teaching Elements of Accountancy at the Higher Secondary Level
- 1.3 Basis of Construction of Aims
- 1.4 Aims of Elements of Accountancy: Utilitarian, Knowledge acquisition and Cultural Aims
- 1.5 A List of Objectives of Teaching of Elements of Accountancy according to the report of Tara Devi Seminar
- 1.6 General and specific objectives and expected behavioral change in teaching of Elements of Accountancy.

Unit-2: Teaching methods, approaches and techniques (25%)

- 2.1 Concept and importance of teaching methods, approaches and techniques
- 2.2 Methods: Lecture, Project, Demonstration, Narration cum Discussion, Practical work, Supervised Study, Assignment, Analytic and Synthetic, Comparative
- 2.3 Approaches: Inductive - Deductive, Problem solving Approach
- 2.4 Techniques: Drilling, Review, Illustration, Questioning
- 2.5 Special Activities: Field work, survey and visits

Unit-3: Planning and Correlation in Elements of Accountancy (15%)

- 3.1 Educational Planning:
 - Concept, Importance and Types (Annual, Monthly and Lesson Planning)
- 3.2 Lesson Planning:
 - Micro teaching lesson, Macro Lesson, Unit Planning, Difference between Unit Planning and Lesson Planning
- 3.3 Correlation in Elements of Accountancy:
 - Concept, Importance, correlation with different units of the same subject, with different subjects (Commerce, Economics, Statistics, Geography and Science), correlation with daily life activities.

Unit-4: Teaching Aids, Accountancy club, Textbook, Reference material and Accountancy Teacher (20%)

- 4.1 Teaching Aids of Elements of Accountancy:
 - Concept, Importance and Types of teaching aids: Visual (Charts, Models, Documents, Transparency, power point presentation), Audio: (Tape recorder and Dialogue), Audio-Visual (Television, Video C.Ds.)

- 4.2 Teacher of Accountancy:
- Educational Qualification, training, Professional development, Essential qualities.
- 4.3 Accountancy club:
- Concept, Objectives, Importance, Structure, Activities and role of a teacher.
- 4.4 Accountancy Text book:
- Importance and utility of a text book, criteria of a ideal text book, critical analysis of current text books. Evaluation of the text book with the help of rating scale.
- 4.5 Useful reference material:
- Teachers hand book, magazine, News papers, Reference books, work book

Unit-5: Evaluation in Elements of Accountancy (25%)

- 5.1 Concept and steps of evaluation
- 5.2 Evaluation tools used in Accountancy
- 5.3 Objective type, Short answer type and Essay type items in Elements of Accountancy.
- 5.4 Blue Print and ideal question paper
- 5.5 Diagnostic test in Elements of Accountancy
- 5.6 Error Analysis
- 5.7 Remedial Teaching in Elements of Accountancy

Suggested Activities and Practical work (Any Two):

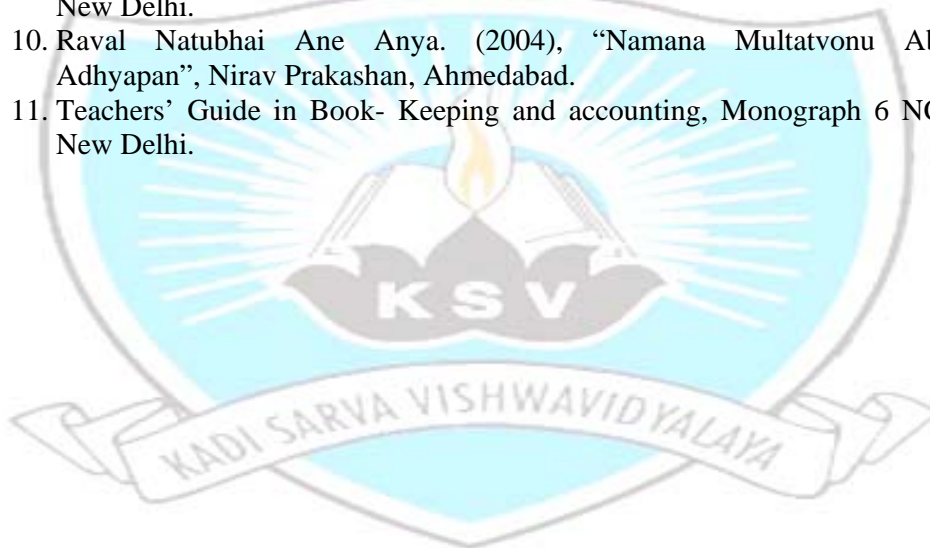
1. Prepare a report based on analysis of current accountancy curriculum and also give suggestions to improve it.
2. Prepare Power Point Presentation on any topic of standard 11th or 12th Accountancy with various effects.
3. Prepare an yearly plan for accountancy subject of standard 11th or 12th.
4. Take interview of a successful Accountancy teacher and prepare a report based on following points: Classroom teaching, Professional growth, Philosophy etc
5. Prepare a diagnostic test of accountancy and administer it on students and prepare an error analysis report of the test results.
6. Visit to a commercial unit and prepare a report on how accounts are maintained there.
7. Prepare a comparative report on the syllabus of Elements of Accountancy prescribed by GSEB, CBSE and ICSE for higher secondary.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Elements of Accountancy: Importance, Aims, Objectives and Scope	15
2	Teaching methods, approaches and techniques	25
3	Planning and Correlation in Elements of Accountancy	15
4	Teaching Aids, Accountancy club, Textbook, Reference material and Accountancy Teacher	20
5	Evaluation in Elements of Accountancy	25
	Total :	100

References:

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PAPER – V & VI

SCIENCE CONTENT CUM METHODOLOGY

RATIONALE:

Present age is marked by the rapid progress and development in Science and Technology. The Progress of the society is directly linked with the quality of science education and science teachers. Science education in modern times has gone under tremendous changes due to new discoveries and innovations.

For imparting correct content in an effective manner, knowledge of methodology of teaching is essential. Hence to equip the teacher trainees with the modern methodology of teaching of science and technology, the subject entitled “Teaching of Science content cum methodology” has been introduced in the course of B.Ed.

Objectives:

To enable the student teachers to-

1. acquire mastery over the science content of std. 8th, 9th & 10th.
2. understand the nature and importance of science and the aims and objectives of science teaching.
3. understand the techniques and methods of science teaching.
4. possess certain basic skills for science teaching.
5. select and use the appropriate tools and techniques of evaluation in science.
6. develop scientific attitudes to be a committed and competent science teacher.
7. appreciate the contribution of Indian and other world scientist.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	The nature of science, aims and objectives of science teaching.	9
2	Methods, planning and approaches of science teaching.	9
3	Teaching aids and activities for science teaching.	15
4	Science curriculum, text-book, other reading material and evaluation	9
5	Evaluation	6
	Total :	64

Content

A current syllabi of Science & Technology for secondary school (std. 8th, 9th, 10th) prescribed by the Gujarat Secondary Education Board, Gandhinagar.

Allocation of the same is as given below:

First Terminal Examination: Syllabi of Std. 8th

Preliminary Examination: Syllabi of Std. 9th

Annual Examination: Syllabi of Std. 10th

Method

Unit -1: The nature of science, aims and objectives of science teaching. (20%)

- 1.1 Nature of science and science teaching.
- 1.2 Contribution of Well known Scientists
- 1.3 Values of science:
 - Utilitarian, Cultural and disciplinary values.
- 1.4 General Objectives and specific objectives in terms of learning outcomes of the learner.
- 1.5 Qualities of a Science Teacher

Unit-2: Methods, planning and approaches of science teaching. (20%)

- 2.1 Importance of planning.
- 2.2 Lesson planning and unit planning.
- 2.3 Methods of science teaching:
 - Importance of methods
 - Lecture, Demonstration, Experiment, Project, Group-discussion, assignment, Seminar
- 2.4 Approaches of science teaching:
 - Problem solving, Inductive – deductive.
- 2.5 Correlation in science teaching with other subjects and daily life.

Unit-3: Teaching aids and activities for science teaching. (25%)

- 3.1 Teaching aids:
 - Importance, Visual aids- bulletin board, models and specimens, pictures, charts, Audio-visual aids- T. V., Improvised aids, Computer.
- 3.2 Specific aids:
 - Aquaverium, Vivarium, Herbarium.
- 3.3 Science Laboratory:
 - Concept, Importance, planning, management and safety.
- 3.4 Co-curricular activities:
 - Science Club, Science fair, Science exhibition, Field study, Botanical garden, Observation of sky, Planetarium, Science talent search programme.

Unit-4: Science curriculum, text-book, other reading material (20%)

- 4.1 Curriculum:
 - Approaches of curriculum formation: Historical, logical, concentric.
- 4.2 Text-book:
 - Importance, limitations and evaluation of textbook.
- 4.3 Other reading material:
 - Teachers' handbook, Reference books, Magazines and periodicals, Workbooks for pupils, journals.

Unit-5: Evaluation (15%)

- 5.1 Concept, Techniques and tools for evaluations:
 - Written Test (Essay type, Short and very short type questions) Oral test and practical test, Construction of question paper based on blue print, Diagnostic and remedial work.

Suggested Activities and Practical work (Any Two):

1. Select any one unit from the text book of std 8, 9, 10 and associate different values with each sub-topic to be taught in the class during practice teaching.
2. Conduct a seminar on current inventions in the field of science and technology.
3. Evaluation of a text-book of std 8, 9 and 10.
4. Performing 10 Experiments at Secondary level.
5. Visit a botanical garden and prepare a report for the same.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	The nature of science, aims and objectives of science teaching.	20
2	Methods, planning and approaches of science teaching.	20
3	Teaching aids and activities for science teaching.	25
4	Science curriculum, text-book, other reading material	20
5	Evaluation	15
	Total :	100

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PAPER – V & VI

MATHEMATICS CONTENT CUM METHODOLOGY

RATIONALE:

Mathematics as a subject has multifaceted usefulness beyond just some quantitative applications. There is an inherent beauty in mathematics that unfortunately stays hidden from most students today because of a lack of properly trained math teachers in our schools. To bring out this inherent beauty of the subject, a teacher should be competent not only in content of the subject but also in the methodology of how to transact the content. Hence, our course “Mathematics Content Cum Methodology” aims to prepare our secondary school teachers, not only in the content of mathematics, but also in the ways they can motivate their students to begin to appreciate the subject or its beauty as well as its application. Therefore, in the course we focus not only on the basic content to be taught in the schools, but also on methods, techniques and various other dimensions of methodology that help the student teacher to demonstrate the attractiveness of the subject matter.

Objectives:

To enable student teachers to-

1. acquire the knowledge of curriculum of mathematics for secondary school.
2. understand the nature and structure of mathematics, define the aims and objectives of teaching mathematics in terms of learning outcomes.
3. appreciate the contribution of mathematicians
4. understand the teaching methods, techniques, devices, lesson planning and unit planning process for effective teaching-learning process.
5. understand the concept and use of evaluation process, diagnostic and remedial measures in mathematics.
6. develop attitude to be a committed and competent mathematics teacher.
7. develop interest for the betterment of mathematics teaching in secondary school.
8. prepare and use teaching aids for mathematics teaching.
9. formulate the specific objectives using Bloom’s taxonomy.
10. establish correlation of mathematics its branches and with other school subjects.
11. develop and organize various curricular and co-curricular activities related to maths.
12. develop competency for use of ICT in teaching learning process.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Aims, Objectives and Values	7
2	Teaching Methods and Techniques for Mathematics teaching	12
3	Teaching Aids, Teacher and Evaluation of Text books	12
4	Evaluation	10
5	Mathematics Club and Correlation with other subjects	7
	Total :	64

CONTENT

A current syllabi of Mathematics for secondary school (Std. 8th, 9th, 10th) prescribed by Gujarat Secondary Education Board, Gandhinagar. Allocation of the same is as given below.

- First Terminal Examination: Syllabi of Std. 8th
Preliminary Examination: Syllabi of Std. 9th
Annual Examination: Syllabi of Std. 10th

METHOD

Unit-1: Aims, Objectives and Values (15%)

- 1.1 Nature of mathematics
- 1.2 Contribution of mathematicians: Aryabhata, Bhaskaracharya, Ramanujan, Pythagoras, Euclid, Charles Babbage
- 1.3 The aims and objectives of teaching mathematics
- 1.4 Bloom's Taxonomy of objectives
- 1.5 Values of mathematics
 - Disciplinary Value
 - Utilitarian Value
 - Cultural Value
- 1.6 Curriculum of mathematics
 - Concept, study of present curriculum of mathematics, difference between curriculum and syllabus

Unit-2: Teaching Methods and Techniques for Mathematics teaching (25%)

- 2.1 Planning in Mathematics teaching
 - Lesson Planning, Unit planning and their comparison
- 2.2 Methods for teaching Mathematics
 - Inductive-Deductive method
 - Analysis-Synthesis method
 - Demonstration method
 - Problem solving method
- 2.3 Techniques for teaching mathematics
 - Drill & review work
 - Assignment & supervise study techniques
 - Oral work

Unit-3: Teaching Aids, Teacher and Evaluation of Text books (25%)

- 3.1 Mathematics teacher:
 - Qualities, duties
- 3.2 Mathematics teacher's handbook
- 3.3 Qualities of ideal mathematics text book:
 - characteristics and evaluation
- 3.4 Teaching aids of mathematics:
 - Meaning, types, preparation & importance

Unit-4: Evaluation (20%)

- 4.1 Various types of tools useful in mathematics evaluation
- 4.2 Blue-print and construction of question paper
- 4.3 Diagnostic test in mathematics:
 - Concept, importance, preparation of diagnostic test, error analysis of diagnostic test results, remedial teaching

Unit-5: Mathematics Club and Correlation with other subjects (15%)

5.1 Correlation of mathematics:

- Concept, internal correlation with different units and branches of mathematics, external correlation with science and geography subjects

5.2 Mathematics club:

- Objectives and activities

5.3 Reference material:

- Magazines and journals in mathematics

Suggested Practical Work/Activities (any two):

1. Prepare a detailed report on the contribution made by various mathematicians like Aryabhata, Bhaskaracharya, Ramanujan, Pythagoras, Euclid, Charles Babbage etc.
2. Select a mathematics text book of standard VIII, IX or X and chapter wise enlist the disciplinary, utilitarian and cultural values that can be developed and explain how you can develop those values in the students.
3. Prepare a detailed comparative report on the textbook of standard VIII, IX or X prescribed by various boards like GSEB, CBSE, ICSE etc and give suggestions for improvement.
4. Prepare a teachers' handbook on any one branch of mathematics (algebra, arithmetic's, trigonometry, co-ordinate geometry etc) from the textbook of standard VIII, IX or X
5. Prepare error analysis of a test result of mathematics test
6. Organize any one activity in mathematics club and prepare a report

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Aims, Objectives and Values	15
2	Teaching Methods and Techniques for Mathematics teaching	25
3	Teaching Aids, Teacher and Evaluation of Text books	25
4	Evaluation	20
5	Mathematics Club and Correlation with other subjects	15
	Total :	100

References:

1. Bhatt, Shukla Ane Parekh. (2003), "Nutan Ganitnu Adhyapan", C. Jamanadas Co., Ahmedabad.
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Websites:

<http://www.mathguru.com>

<http://www.sakshat.com>

<http://www.educationinindia.net>



PAPER – V & VI

ECONOMICS CONTENT CUM METHODOLOGY

RATIONALE:

Economics is such a subject which is inevitable in all walks of life as the various aspects of political, social and economical life of a man are directly related with Economics. The words written in black & white in a text book are dead unless it comes out effectively from the mouth of an Economics teacher. To an effective economics teacher, both mastery in content and methodology of how to transact the content are equally important. Hence, this course “Economics Content cum Methodology” is introduced in the B. Ed. Programme.

Objectives:

To enable the student teacher to-

1. strengthen the knowledge about the meaning, importance, nature and scope of economics.
2. acquaint with the aims and objectives of teaching economics at higher secondary level.
3. develop lesson plans for suitable transaction of economics.
4. acquire the knowledge of aims & objectives teaching economics.
5. understand the importance of learning economics education.
6. formulate general & instructional objectives in economics.
7. understand appropriate evaluation techniques to assess the progress and achievement of pupils.
8. develop competent & committed attitude as a economics teacher.
9. develop interest in economics subject among the pupils.
10. acquire the ways to develop interest towards commerce among the pupils.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Need, Scope and Aims of teaching economics at higher secondary level	10
2	Lesson Planning	7
3	Teaching methods, Techniques and Teaching aids	14
4	Economics Textbook, Economics Teacher, Correlation and Economics Club	7
5	Evaluation	10
	Total :	64

CONTENT

A Current syllabus of Economics of higher secondary school prescribed by Gujarat Higher Secondary Education Board. The internal weightage for the content of the textbooks of 11th & 12th will be proportionately added in the total content syllabus.

Exam	Standard	Chapter Number
First Terminal	11 th Part-1	1 to 7
Preliminary	11 th Part-2	01 to 06
	12 th	01 to 04
Annual	12 th	05 to 13

METHOD

Unit-1: Need, Scope and Aims of teaching economics at higher secondary level (20%)

- 1.1 Concept of Economics
- 1.2 Need of teaching economics at higher secondary level
- 1.3 Scope of economics education
- 1.4 Aims and Objectives of teaching economics at higher secondary level of education
- 1.5 The general and specific objectives of teaching economics at higher secondary level
- 1.6 Development of social, intellectual and cultural values of teaching of Economics

Unit-2: Planning in Economics Education (15%)

- 2.1 Educational Planning
 - Meaning, types (annual planning, Lesson planning) advantages and limitations of planning
- 2.2 Lesson planning:
 - Micro Teaching & Macro (Concept, Stages, model lesson)
- 2.3 Unit planning:
 - Concept, Importance and model lesson
- 2.4 Difference between unit plan and lesson plan

Unit-3: Teaching methods, Techniques and Teaching aids (30%)

- 3.1 Teaching Methods:
 - Lecture method
 - Project method
 - Seminar method
 - Assignment method
 - Sample survey method
 - Discussion method
 - Comparative method
 - Problem Solving
 - Source method
- 3.2 Teaching Techniques:
 - Questioning
 - Illustration
 - Field work

- Survey
- 3.3 Teaching Aids:
- Concept and Importance
 - Types: Charts, Models, Magazines and Newspapers, Reference books, Documents, Slides, Television, Scrap book, Computers, VCD.

Unit-4: Economics Textbook, Economics Teacher, Correlation and Economics Club (20%)

- 4.1 Economics Text book:
- Importance
 - Criteria of a good text book
 - Critical evaluation of the current textbooks of economics
- 4.2 Economics Teacher:
- Training
 - Qualifications
 - Qualities
 - Professional development
- 4.3 Correlation:
- Concept
 - Importance and types of correlation
 - Correlation with Commerce, Statistics, Accountancy, Social Studies
- 4.4 Economics Club:
- Concept, Objectives and importance
 - Structure
 - Activities
 - Role of Teacher
- 4.5 Economics Room
- Concepts, Need and layout

Unit-5: Evaluation (15%)

- 5.1 Concept
- 5.2 Types of evaluation tools used in Economics
- 5.3 Concept, Importance, and Construction of Essay type, Short answer type and objective type of Questions
- 5.4 Blue print and ideal question paper.

Suggested Activities and Practical work (Any Two):

1. A comparative study of functioning of nationalized banks and private banks
2. Listing of activities to be carried out in economics club and organizing any one activity
3. A critical evaluation of any unit of the syllabus.
4. A report on the economic problems and challenges in India
5. Suggestions to improve teaching of economics education in schools
6. A critical analysis of the current year's budget.
7. Survey of the economic problems like child labour, unemployment, poverty, inflations and prepare a report. (on any one problem)

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Need, Scope and Aims of teaching economics at higher secondary level	20
2	Lesson Planning	15
3	Teaching methods, Techniques and Teaching aids	30
4	Economics Textbook, Economics Teacher, Correlation and Economics Club	20
5	Evaluation	15
	Total :	100

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PAPER – V & VI

COMMERCE CONTENT CUM METHODOLOGY

RATIONALE:

Commerce is a practical and fastly growing important subject. In an emerging country like India, importance of commerce is growing day by day. To prepare the future generations to cope up with these fast changing trends in the field of commerce, we need competent and highly professional commerce teachers at higher secondary level.

A commerce teacher should not only have the knowledge about the latest trends in the field of commerce but also she/he should be capable enough to express her/his ideas in an effective manner in front of students so that she/he can create interest for the subject in the students. As commerce is a theoretical subject, a commerce teacher should use more and more interesting methods and techniques of teaching to make the teaching learning process more effective and live. Besides this, a commerce teacher should be equally competent enough in various skills like preparing and using teaching aids, effective planning of transacting the content, proper evaluation of students etc. To provide an opportunity to develop all the above mentioned skills and competencies in a commerce student teacher, this course “Commerce Content Cum Methodology” is introduced in B.Ed. programme.

Objectives:

To enable the student teacher to-

1. understand the nature, structure and scope of Commerce Education.
2. acquire the knowledge of aims and objectives of teaching Commerce.
3. understand the importance of learning Commerce Education.
4. formulate general & instructional objectives .
5. understand appropriate evaluation techniques to assess the progress and achievement of pupils.
6. develop competent & committed attitude as a Commerce teacher.
7. acquire the ways to develop interest toward commerce among the pupils.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Need, Scope and Aims of teaching commerce at higher secondary level	7
2	Planning in Commerce Education	10
3	Teaching methods, Techniques and Teaching aids	14
4	Commerce Text book, Commerce Teacher, Correlation and Commerce Club	10
5	Evaluation in Commerce Education	7
	Total :	64

CONTENT

A Current syllabi of Organization of Commerce for Higher secondary school prescribed by the Gujarat Higher Secondary Education Board, Gandhinagar. The allocation of chapters is given below.

ORGANIZATION OF COMMERCE

Content Syllabus for Exams

Exam	Standard	Chapter Number
First Terminal	11 th	1 to 11
Preliminary	11 th	12 to 17
	12 th	01 to 06
Annual	12 th	07 to 16

METHOD

Unit-1: Need, Scope and Aims of teaching commerce at higher secondary level (15%)

- 1.1 Need of teaching commerce at higher secondary level
- 1.2 Scope of commerce education
- 1.3 Difference between aims and objectives of commerce education.
- 1.4 Aims of teaching commerce at higher secondary level of education
- 1.5 The general and specific objectives of teaching commerce at higher secondary level

Unit-2: Planning in Commerce Education (20%)

- 2.1 Educational Planning:
 - Meaning, Importance & types (Annual, monthly & lesson planning).
- 2.2 Lesson planning:
 - Micro Teaching, Macro (Concept, Stages & model lesson)
- 2.3 Unit planning:
 - Concept, Importance, Stages & model lesson
- 2.4 Difference between unit plan and lesson plan

Unit-3: Teaching methods, Techniques and Teaching aids (25%)

- 3.1 Concept & importance of Teaching methods and techniques
- 3.2 Teaching Methods:
 - Lecture method
 - Project method
 - Seminar method
 - Assignment method
 - Exhibition method
 - Group Discussion method
 - Comparative method
 - Problem Solving
 - Demonstration
- 3.3 Teaching Techniques:
 - Questioning
 - Illustration
 - Field work
 - Survey
 - Visits

- Role playing
- Tutorials
- Review
- Narration

3.4 Teaching Aids:

- Concept, Importance and use of teaching aids in class room teaching.
- Types: Charts, Models, Magazines and Newspapers, Reference books, Documents, Slides, Tape Recorder, Television, Scrap book, Computers.

Unit-4: Commerce Text book, Commerce Teacher, Correlation and Commerce Club (20%)

4.1 Commerce Text book:

- Importance
- Criteria of a ideal text book
- Qualities of an Ideal text book
- Critical evaluation of the current commerce text books

4.2 Commerce Teacher:

- Qualification
- Qualities
- Training and Professional development

4.3 Correlation:

- Concept
- Importance and types of correlation
- Correlation with Economics, Accountancy, Social Studies.

4.4 Commerce Club:

- Concept, Objectives and importance
- Structure
- Activities
- Role of Teacher
- Commerce room: importance and layout

Unit-5: Evaluation in Commerce Education (20%)

5.1 Concept and importance

5.2 Evaluation tools used in Commerce

5.3 Concept, Importance, and Construction of Essay type, Short answer type and objective type Questions

5.4 Blue print and ideal question paper.

Suggested Activities and Practical work (Any Two):

1. Select a chapter from the class XI/XII and prepare specific objectives and classify them according to Bloom's Taxonomy.
2. Prepare a yearly planning of the Textbook of class XI/XII.
3. Visit to nationalized and private banks and prepare a comparative study of functioning of nationalized bank and private bank.
4. List out activities to be carried out in commerce club and organize any one activity and prepare a report.
5. Prepare different types of objective types of test items on any topic of text.
6. Prepare a report based on analysis of the current curriculum of Commerce and give suggestions to improve it.
7. Suggestions to improve teaching of commerce education in schools.
8. A report on future trends in commerce Education.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Need, Scope and Aims of teaching commerce at higher secondary level	15
2	Planning in Commerce Education	20
3	Teaching methods, Techniques and Teaching aids	25
4	Commerce Text book, Commerce Teacher, Correlation and Commerce Club	20
5	Evaluation in Commerce Education	20
	Total :	100

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PAPER – V & VI

ENGLISH CONTENT CUM METHODOLOGY

RATIONALE:

English is a window to the world. No field remains untouched with influence of English language. Teaching profession is one of the best means to cope up with such an international language. But to make this task easier, there are some methods, techniques, approaches in B.Ed. syllabus. There are two parts content and method, one for getting mastery over the content of English subject and the other for getting mastery over English language. Both content and method should be powerful for an effective English teacher. To compete at global level as an English teacher, the course “English Content Cum Methodology” is included in B.Ed programme.

Objectives:

To enable the student teachers to-

1. develop understanding about nature and characteristics of language
2. gain insight into psychology of language learning
3. gain insight as to how to develop various receptive as well as productive skills in English.
4. critically review and use appropriate different approaches and methods of teaching English language
5. develop thorough familiarity with the process of teaching of the various textual items like prose, poetry, grammar, composition, etc.
6. choose, prepare and use various appropriate audio visual aids for effective teaching of English.
7. develop skills to evaluate learner performance through various procedures of evaluation.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Nature and Importance of English language	12
2	Methods & Approaches of teaching English language	10
3	Teaching language skills and planning	10
4	Techniques and ICT in English Language Teaching	10
5	Evaluation	6
	Total :	64

CONTENT

A current syllabi of English for secondary school (Std. 8th, 9th, 10th) prescribed by Gujarat Secondary Education Board, Gandhinagar. Allocation of the same is as given below:

- First Terminal Examination: Syllabi of Std. 8th
 Preliminary Examination: Syllabi of Std. 9th
 Annual Examination: Syllabi of Std. 10th

METHOD

Unit-1: Nature and Importance of English language (25%)

- 1.1 Concept of language, its system
- 1.2 Language as a tool of communication, its process and cycle.
- 1.3 Importance of English Language
- 1.4 Position and importance of English as language in India and Gujarat.
- 1.5 Psychology of language learning
 - Psychological principles of language learning
 - Problems faced by Gujarati learners in learning English language.
- 1.7 Qualities of English teacher
- 1.8 Critical study of English textbooks of Std VIII to X prescribed by GSEB

Unit-2 Methods & Approaches of teaching English language (Nature, principles, procedure, merits and demerits) (20%)

- 2.1 Method
 - Direct method
 - Bilingual method
 - Grammar translation method

- 2.2 Approaches
 - Situational approach
 - Communicative approach

Unit- 3: Teaching language skills and planning (20%)

- 3.1 Teaching of Listening, Speaking, Reading, Writing skills
- 3.2 General and specific objectives of teaching English at secondary and higher secondary level.
- 3.3 Planning of poetry, prose and grammar
- 3.4 Teaching of prose, poetry, grammar, letter writing, report writing and composition

Unit-4 Techniques and ICT in English Language Teaching (20%)

- 4.1 Techniques of teaching language:
 - Role-play, Simulation, Dialogue, Language games, Seminar, Library-work
- 4.2 ICT in English language teaching:
 - Effective use of television, tape-recorder, VCD/DVD player, OHP, Multimedia Projector, Slide projector
 - Language laboratory
- 4.3 Effective use of non-projection devices like- chalkboards, charts, maps, drawing / sketches, photographs, pictures, bulletin board

Unit-5: Evaluation (15%)

- 5.1 Concept of evaluation; difference between examination and evaluation
- 5.2 Teacher made tests and standardized tests
- 5.3 Tools for evaluation
- 5.4 Diagnostic testing and Remedial teaching
- 5.5 Construction of question paper on the basis of blue-print

Suggested Activities and Practical work (Any Two):

1. Organize a group discussion on any current issue related to English Language Teaching.
2. Prepare a power point presentation for English Language Teaching on any one unit of Standard VIII or IX.

3. Prepare a teaching aid for English Language Teaching
4. Visit to a language laboratory and prepare a report on uses of it.
5. Critical Evaluation of English Text book of Standards VIII/IX/X prescribed by GSEB.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Nature and Importance of English language	25
2	Methods & Approaches of teaching English language	20
3	Teaching language skills and planning	20
4	Techniques and ICT in English Language Teaching	20
5	Evaluation	15
Total :		100

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PAPER – V & VI

SOCIAL SCIENCE CONTENT CUM METHODOLOGY

RATIONALE:

The teaching of social science is of great significance in the building of a nation. It promotes civic competence to present students with the opportunity to obtain an understanding of how the world we live in can both affect and be changed by diverse individuals. The students must understand about races, religions, political conditions, and economic backgrounds and get opportunity to develop the skills of critical thinking, appreciate the basic values of human beings and judgment to make our society a stable one. It is essential for a social science teacher to have command over methodology of teaching social science as to make teaching learning process effective. Hence, it is included in B.Ed Syllabus.

Objectives:

To enable the student teachers to-

1. develop understand the concept, nature, aims, and scope of social science.
2. understanding about correlation of various subjects of social science.
3. understanding about lesson planning.
4. acquaint the methods of teaching social science.
5. prepare and utilize different teaching aids
6. organize field work, social science club
7. understand about the qualities of social science teacher.
8. develop understanding about evaluation of social science textbook.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Nature, Scope, Objectives, Aims and Correlation of Social Science	10
2	Lesson Planning, Measurement and Evaluation of Social Science, Social science Text book Evaluation.	12
3	Methods and Techniques of teaching Social Science	10
4	Teaching Aids, Field Work and Survey	10
5	Teacher of Social Science, Social Science Room, Social Science club	6
	Total :	64

Content

A current syllabi of Social Science for secondary school (Std. 8th, 9th, 10th) prescribed by the Gujarat Secondary Education Board, Gandhinagar. Allocation of the same is as given below:

- First Terminal Examination: Syllabi of Std. 8th
- Preliminary Examination: Syllabi of Std. 9th
- Annual Examination: Syllabi of Std. 10th

Method

Unit –1: Nature, Scope, Objectives, Aims and Correlation of Social Science (20%)

- 1.1 Meaning, definition of social studies and social science
- 1.2 Scope of social science
- 1.3 Aims of teaching Social science
- 1.4 Objectives of teaching Social science
- 1.5 Importance of teaching social science
- 1.6 Correlation of Social Science with other subjects (Science, Mathematics, and Economics)

Unit- 2: Lesson Planning, Measurement and Evaluation of Social Science, Social science Text book Evaluation (25%)

- 2.1 Lesson Planning
 - Meaning and importance of lesson planning.
 - Micro lesson planning
 - Unit –planning
- 2.2 Measurement and Evaluation of Social Science
 - Concept, importance, methods of measurement and evaluation and its limitation.
 - Construction of ideal question paper and Blue-Print.
- 2.3 Text book Evaluation
 - Characteristics of good Social science text book, Importance of text-book.
 - Evaluation of social Science Text books of Standard viii, ix and x

Unit- 3: Methods and Techniques of teaching Social Science (20%)

- 3.1 Methods teaching Social Science
 - Lecture method
 - Source method
 - Exhibition method
 - Project method
 - Group Discussion method
 - Assignment method
 - Seminar method
- 3.2 Techniques of teaching Social Science
 - Questioning, Demonstration, Role play

Unit- 4: Teaching Aids, Field Work and Survey (20%)

- 4.1 Teaching Aids
 - Concept and significance of teaching aids,
 - Types of teaching aids
 - Maps, Globe, Atlas, Map book, Pictures, Charts, Slides, Bulletins, Graphs. Epidiascope, Video-library, Magazines, News- papers, T.V., Coins, Stamps, Scrape books, Date line
- 4.2 Field Work and Survey

Unit- 5: Teacher of Social Science, Social Science Room, Social Science club (15%)

- 5.1 Teacher of Social Science:
 - Qualities, basic qualification duties, professional growth of social science teacher
- 5.2 Social Science Room:
 - Importance, Form (Lay out), Arrangement of the materials, Advantages of Social Science Room, Limitation of Social Science Room.
- 5.3 Social Science Club and its function

Suggested Activities and Practical work (Any Two):

1. Group discussion based on “Need of teaching Social Science”.
2. Assignment and presentation on the evaluation of the Textbooks of Standard 8, 9 & 10 prescribed by GSEB.
3. Visit a historical place and write a report on it.
4. Preparation of scrape book
5. Enlist the problems faced by Social Science Teacher and suggest solution for the same.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Nature, Scope, Objectives, Aims and Correlation of Social Science	20
2	Lesson Planning, Measurement and Evaluation of Social Science, Text book Evaluation.	25
3	Methods and Techniques of teaching Social Science	20
4	Teaching Aids, Field Work and Survey	20
5	Teacher of Social Science, Social Science Room, Social Science club	15
	Total :	100

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PAPER – V & VI

SANSKRIT CONTENT CUM METHODOLOGY

Rationale

Sanskrit language is the most ancient and has the glorious tradition. Sanskrit is the mother of many languages. It is the sacred responsibility of the teachers to sustain its pride. They have to see that in the modern world of technology the Sanskrit does not extinct. The teaching of Sanskrit, which is rich in literature and grammar, can be made easy and popular through the application of appropriate methods and techniques. The subject “Sanskrit content cum methodology” has been included to draw the attention of future teacher towards the culture and “Sanskrit” and their sustenance, development and transfer.

Objectives:

To enable student teachers to-

1. understand the importance of Sanskrit language.
2. understand the general and specific objectives of teaching Sanskrit.
3. become familiar of the methods of teaching Sanskrit.
4. become familiar with the grammar of Sanskrit subject.
5. attain language skills.
6. understand various evaluation processes.
7. acquire competency of a Sanskrit teacher.
8. become familiar with the syllabus of Sanskrit subjects.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
	Content	16
1	Importance of Sanskrit	8
2	Principles, methods and Objectives of Teaching Sanskrit	9
3	Language Skills	13
4	Sanskrit Lesson plan, Teaching aids, and Evaluation	9
5	Various issues of Sanskrit Teaching	9
	Total :	64

Content

A current syllabi of Sanskrit for secondary school (Std. 8th, 9th, 10th) prescribed by the Gujarat Secondary Education Board, Gandhinagar. Allocation of the same is as given below:

- First Terminal Examination: Syllabi of Std. 8th
Preliminary Examination: Syllabi of Std. 9th
Annual Examination: Syllabi of Std. 10th

Method

Unit: 1 Importance of Sanskrit

(15%)

- Utility of Sanskrit in our life
Corelation of Sanskrit with other subjects
Recommendations of Sanskrit Commission

Unit-2 Principles, methods and Objectives of Teaching Sanskrit (20%)

- 2.1 General and Specific objectives of Teaching Sanskrit
- 2.2 Methods of Teaching Sanskrit – Traditional, modern, questioning, Assignment, Group- discussion, Inductive-deductive method
- 2.3 Principles of Teaching Sanskrit

Unit-3 Language Skills (25%)

- 3.1 Teaching of Reading in Sanskrit
 - Importance
 - Types
 - Characteristics
 - Demerits
- 3.2 Writing in Sanskrit
 - Importance of good handwriting
 - Characteristics
 - improvisation
- 3.3 Oral work in Sanskrit
 - importance
 - Defects
 - Pronunciation
 - Memorization

Unit-4 Sanskrit Lesson plan, Teaching aids, and Evaluation. (20%)

- 4.1 Importance and utility of Teaching aids
- 4.2 Various ways of evaluation
- 4.3 Prose – Poetry and grammar lesson planning.

Unit-5 Various issues of Sanskrit Teaching (20%)

- 5.1 Sanskrit Teacher
- 5.2 Establishing Sanskrit room.
- 5.3 Way of making Sanskrit popular.
- 5.4 Teaching unfamiliar words.
- 5.5 Sanskrit Syllabus: Characteristics of Good textbook.

Suggested Activities and Practical work (Any Two):

1. Make a list of Sanskrit words which are used in day to day life.
2. Present a lesson using any one effective method in your classroom teaching.
3. Memorize and present any ten meaningful shlokas.
4. Make an effecting teaching aid.
5. Evaluate the Sanskrit text book of std. 8th or 9th.

Assessment scheme:

UNIT	TOPICS	PERCENTAGE WAITAGE
1	Importance of Sanskrit	15
2	Principles, methods and Objectives of Teaching Sanskrit	20
3	Language Skills	25
4	Sanskrit Lesson plan, Teaching aids, and Evaluation	20
5	Various issues of Sanskrit Teaching	20
	Total :	100

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PAPER-VII

EDUCATIONAL MEASUREMENT AND EVALUATION

RATIONALE:

The role of the teacher is to shape the human resource of the nation and destiny of the nation thereby. To do so, he transacts the curriculum to the students by indoor and outdoor activities, practical and theoretical processes etc. but the task of the teacher does not end with the teaching rather it is essential to measure and evaluate the performance of the learner and carry out research to resolve the emerging problems evolved in the field of education too. Hence, in order to equip a teacher with evaluation and research methodology, the subject entitled “Educational Measurement and Evaluation” is introduced in the course of B.Ed.

Objectives:

To enable student teachers to:

1. get acquainted with the basic scientific concepts and practices in the educational and mental measurement.
2. be aware about examination reforms for improving the present day examination.
3. develop an understanding of the concepts of validity, reliability, objectivity and usability of a test.
4. develop the skills in statistical analysis and interpretation of school examination results.
5. develop skills and competencies for the administration, analysis and interpretation of psychological tests.

SEHEME OF TEACHING

UNIT	TOPICS	THEORY HOURS
1	Educational Evaluation and Scales of Measurement	10
2	Educational Statistics	13
3	Interpreting Statistics	21
4	Characteristics of Good Instrument	10
5	Different types of Standardized Tests	10
	Total :	64

Unit-1: Educational Evaluation and Scales of Measurement (15%)

- 2.4 Meaning of Educational Evaluation
- 2.5 Differentiate Evaluation, Measurement
- 2.6 Steps in the process of Evaluation
- 2.7 Characteristics of Evaluation process: Continuous and Comprehensive
- 2.8 Formative and summative Evaluation
- 2.9 Methods of teacher evaluation
- 2.10 Uses of Evaluation Scales of measurement- Nominal Scale, Ordinal or Ranking Scale, Interval Scale and Ratio Scale

Unit-2: Educational Statistics (20%)

- 2.1 Meaning and importance of educational statistics
- 2.2 Continuous and discrete series
- 2.3 Frequency distribution with graphical representation (histogram, Polygon, Ogive)
- 2.4 Measures of central tendency: Mean, Median, Mode and their comparison
- 2.5 Measures of dispersion: Quartile Deviation, Mean Deviation, Standard Deviation
- 2.6 Percentile and percentile rank: Concept, computation and interpretation
- 2.7 Correlation: Concept, Types of correlation, Rank Correlation and product moment correlation: computation and interpretation

Unit-3: Interpreting Statistics (35%)

- 3.1 Normal Probability Curve:
 - Concept, Properties and Uses
- 3.2 Divergence in Normality:
 - Skewness (Sk), Kurtosis (Ku) with meaning, computation and educational implication
- 3.3 Standard Score:
 - Meaning, importance with computation, different types of Standard Score, uses and limitations
- 3.4 Inferential Data Analysis:
 - Concept of Statistical inferences, Central Limit theorem, Parametric tests, The concept of Testing Statistical inferences, Comparison of two means of two independent groups, The level of significance, two tailed and one tailed tests, degree of freedom

Unit-4: Characteristics of Good Instrument (15%)

- 4.1 Concept of validity, reliability, objectivity, norms, usability of test
- 4.2 Types of Validity:
 - Content validity
 - Criterion related validity: Concurrent and predictive Validity
 - Construct Validity
 - Face Validity
 - Factorial Validity
- 4.3 Types of Reliability:
 - Test Retest Reliability
 - Split Half Reliability
 - Equivalent form Reliability
 - Kuder Richardson Reliability
- 4.4 Item Analysis: Estimation of difficulty index and discriminating index

Unit-5: Different types of Standardized Tests (15%)

- 5.1 Achievement test: Nature, steps of construction and standardization
- 5.2 Concept of Intelligence, Binet Intelligence test theory, Concept of IQ, Intelligence tests available in Gujarat
- 5.3 Individual and group test
- 5.4 Attitude and personality test: nature, meaning, some available tests in Gujarat
- 5.5 Uses of Interest Inventories: some available interest inventories in Gujarat

Suggested Activities and Practical work (Any Two):

6. Administer and interpreting the results of one standardized test.
7. Draw NPC and interpret the results of raw data.
8. Compare the results of two subjects of any class of the secondary/higher secondary school and find the correlation and interpret it.
4. Take 30 examples of various nature of data and classify according to scales of measurement.
5. Take 5 items of statistics and administer them on 30 or more students and do their item analysis.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Educational Evaluation and Scales of Measurement	15
2	Educational Statistics	20
3	Interpreting Statistics	35
4	Characteristics of Good Instrument	15
5	Different types of Standardized Tests	15
	Total :	100

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PAPER-VII

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Instructions:

- 1) Total hours for theory will be 50 and, practical will be 50.
- 2) The theory paper will carry 50 marks and of 1.5 hours duration. The practical examination will carry 50 marks and of 1 hour duration. Total marks of the subject will be 100.

RATIONALE

Across the world, computer technology and the Internet are revolutionizing the school education sector in a way never seen before. Overall, more and more schools are using technology to increase interaction, track student performance and provide tutoring. Technology today has moved right next to the black board, inside the classrooms. No matter whether the child is studying at an up-market school in the capital city or at an obscure village, their education will inevitably be touched by technology at some point. "The difference between teaching with technology and teaching without technology is like watching an ordinary movie and a 3D movie," Keeping all these points in mind, the course "Information and Communication Technology In Education" aims to develop all those basic skills which make a teacher competent enough not only to handle computers but also to make the effective use of computers in teaching-learning, evaluation etc.

Objectives:

To enable student – teachers to develop:

- 1) awareness of potentiality of Information and Communication Technology.
- 2) detailed knowledge of functioning of Computers and internet
- 3) hands on experience of using computers and Internet.
- 4) knowledge of Windows based operating system.
- 5) skills in word processing, spreadsheet, database, presentation applications.
- 6) knowledge of educational software.
- 7) understanding about applications of ICT in education system.

SCHEME OF TEACHING:

Units	Topics/Units	Hours
Unit-1	Concepts, use and importance of Information Technology and computer systems	6
Unit-2	introduction to operating system	6
Unit-3	Office Automation Package	6
Unit-4	Communication, Web and Internet	6
Unit-5	HTML	2
Unit-6	Use of Multimedia and presentation software for instructional design	6
	Total	32
Practical		
Units	Topics/Units	Hours
1	M.S. Office (Word, Excel, Power point)	24
2	Operating System, MS-Access	4
3	Internet	4
		32
* Extra periods of 36 hours would be allotted for theory and Practical during zero periods.		

A. THEORY**(50 Marks)****Unit - 1 Concept, use and importance of Information Technology and Computer Systems [20%]**

- 1.1 Concept of IT –Data, Information, Information Processing, Applications of IT in different areas.
- 1.2 Types of Computers and languages – Analog, Digital(Super computer, main frames, micro computer etc.) and Hybrid, Higher level and Lower level languages
- 1.3 Number system - Binary system-usage, bit, byte.
- 1.4 Central Processing Unit – microprocessor chip, memory, memory types, port types

Unit-2 Introduction to Operating System [16%]

- 2.1 Types of software – System Software and Application software
- 2.2 Functions of an operating system: Multitasking, Multithreading, Multi-user, Multi processor
- 2.3 BIOS.
- 2.4 File management-Files, Folders, drives, trees, paths. File utilities-formatting, defragmenting, disc scanning, file deletion; recycle bins

Unit-3 Office Automation Packages, its application in Education [20%]

- 3.1 Word Processing – Document - creation, formatting, editing, spell/grammar checking, page-layouts, linking, insertion of text and images, table creation, Mail Merge and printing in MSWORD.
- 3.2 Spreadsheets-Work sheet - Entering data, formatting, editing, formulas and functions, charts in MS-EXCEL.
- 3.3 MS Access – Database - creation of database(fields and records) creating forms, queries generating and printing reports in MS-ACCESS.

Unit - 4 Communication, Web and Internet [16%]

- 4.1 Types of Network –
 - 4.1.1 LAN – Topology, Protocol and media
 - 4.1.2 WAN - Public Networks, Intranet, Extranet, Firewalls
 - 4.1.3 Internet – History, Advantages & Disadvantages, Access options, ISP, MODEM,
- 4.2 World Wide Web –Browser, URLs, Web sites and Web pages, E-mail, search engines.

Unit - 5 HTML [8%]

- 5.1 Importance of HTML – meaning, tags, characteristics of HTML tags, layout
- 5.2 Creation of HTML document by adding heading, title, paragraph, bullets and numbering, line breaks, images etc.

Unit-6 Use of Multimedia and Presentation Software for instructional design [20%]

- 6.1 Multimedia –meaning and uses. Tools of Multi media – Paint and draw, 3D, Graphics, Animation, morphing, sound and music, MIDI, Video CODEC- Interframe and Intraframe Compression, authoring packages, Multimedia projectors, kiosks.
- 6.2 Presentation Software – Preparing a lesson plan by using all features of a presentation package such as MS-POWERPOINT.

B. PRACTICAL (50 Marks)

1. Functions of Operating System like Windows -XP File Handling [4 Hrs]
(a) Folder Preparation (b) Observing Tree (c) Saving files in different folders (d) Rename the file (e) Copying files in same drive (f) Copying files from one drive to another (g) Creation of folders within the folder (h) Changing time and date of the computer (i) Deleting file (j) Restoring files from recycle bin.
2. Word Processing [10 hrs.]
(a) Writing paragraph using different fonts styles, sizes and colours, spell check and grammar check (b) Write an application for the job of a teacher (c) Preparation of C.V. (d) Preparation of the timetable for a high school/college (e) Report writing using clip art, word art and drawing toolbar (f) Linking different files into a current file (g) mail merge
3. Spread Sheet [10 hrs.]
(a) Preparation of attendance sheet of the students (b) Preparation of mark sheet with percentage result (Pass, Fail, First. Second, Distinction etc., rank and chart of result, and conditional formatting. (c) Preparation of pay roll (D.A., HRA, GPF, Total Pay, Net pay etc) (d) Preparation of student's merit list (name, method, b'date, joining date, last attended university etc.) Use of sort and filter options to arrange data according to given criteria (e) Preparation of time table for school or college
4. Ms-Access [8 hrs.]
(a) Preparation of students information table by using different data types by different methods(design view, wizard, entering data). (b) Preparation of form based on table. (c) execution of different types of queries (d) preparation of reports
5. Presentation Software(Package) (Power Point) [7 Hrs]
Preparation of a presentation on any school subject by including following options :
 - Auto layout for slides
 - Format on text, background or design in slides
 - Inserting word art, auto shapes, pictures, graphs, sound, animation, hyperlink etc.
 - Adding header and footer, slide master
 - Use of action buttons, custom animation, slide transition, rehearse timings etc.

Note: Each student has to save all exercises stored either in CD or flash drive which is to be presented at the time of practical exam.

Suggested Activities and Practical work (Any Two):

1. Prepare a detailed project report on "Latest inventions and innovations in the field of Information and Communication Technology"
2. Develop a comparative report on the syllabus of "Computer Education" prescribed by various boards like GSEB/CBSE/ICSE etc for standard VIII or IX or X.
3. Prepare a comparative report on the various features available in Windows XP and Windows Vista.

4. Prepare a detailed report about various educational web sites and the information that is found in these web sites.

ASSESSMENT SCHEME FOR THEORY:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Concepts, use and importance of Information Technology and computer systems	20
2	introduction to operating system	16
3	Office Automation Package	20
4	Communication, Web and Internet	16
5	HTML	8
6	Use of Multimedia and presentation software for instructional design	20
	Total :	100

ASSESSMENT SCHEME FOR PRACTICAL :

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	M.S. Office (Word, Excel, Power point)	50
2	Operating System, MS-Access	30
3	Internet	20
	Total :	100

References :

1. Bartee Thomas C. (1983), "Digital Computer Fundaments", Ms.Graw-Hill international book.
2. Dave Saket. (2003), "Shikshanma Information Technology", Anada Book Dipo, Ahmedabad.
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PAPER-VII

VALUE EDUCATION

RATIONALE:

Human values are universal but in practicing these values, a nation differs from other nation. India is well known for her culture and value practice. Education plays an important role for value inculcation among pupils, and channelization of these values from one generation to another. Being a part of this channel, value education is included as a subject for future teachers.

Objectives:

To enable the student Teacher to:

1. understand the nature and sources of values.
2. understand the classification of values under different types.
3. develop knowledge about human values and value education.
4. appreciate theories of values and methods of value education.
5. orient student Teachers to theories of moral and spiritual development.
6. organize activities and develop curriculum for developing values of students.
7. appreciate educational values.
8. know the Gandhian values and values of Bhagavad Geeta.

SEHEME OF TEACHING

UNIT	TOPICS	THEORY HOURS
1	Meaning and determinants of values	12
2	Value Education	16
3	Theories of value development	16
4	Indian culture and Human values	10
5	Evaluation of values	10
	Total :	64

Unit-1: Meaning and determinants of values (20%)

- 1.1 Meaning and nature of values.
- 1.2 Types of values: Material, social, moral and spiritual values

Unit-2: Value Education (25%)

- 2.1 Meaning, importance and objectives of value education
- 2.2 Sociological basis and needs
- 2.3 Role of school in value development

Unit-3: Theories of value development (25%)

- 3.1 Social learning theory
- 3.2 Psychoanalytic theory
- 3.3 Cognitive Development Theory

Unit-4: Indian culture and Human values (15%)

- 4.1 Valuation of Indian culture
- 4.2 Gandhian guidelines
- 4.3 Human values from 13th and 16th cantos of Bhagavad Geeta

Unit-5: Evaluation of values**(15%)**

5.1 Needs and methods of evaluation of values

5.2 Value laden Evaluation of teachers and other school personal

Suggested Activities and Practical work (Any Two):

1. Organize the value dilemma/situations or skit showing value conflict.
2. Visit to NGOs and organize various activities.
3. Organize a cleaning day in the campus.
4. Organize Ecology related activities.
5. Review the autobiography of Gandhiji.
6. Enlist the values imbibed in standard VIII/IX/X/XI/XII GSEB text book.(any subject)

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Meaning and determinants of values	20
2	Value Education	25
3	Theories of value development	25
4	Indian culture and Human values	15
5	Evaluation of values	15
	Total :	100

References:

1. Chitakara M. G. (2007), "Education & Human Values", APH Publication, New Delhi.
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PAPER-VII

ENVIRONMENTAL EDUCATION

RATIONALE:

Scientific and technological developments have set mankind in disequilibrium with the environment. If a proper environmental consciousness is not developed, the collusion between the growth ethics and natural limits is bound to occur. The environmental education plays a significant role to make the people aware about the various problems of environment which are very dangerous to the lives of human being. So teacher trainees need to be made aware of environmental problems and ways to preserve it. Hence, it is included in the B.Ed syllabus.

Objectives:

To enable the student teacher to:

1. acquaint the student with the concept, objectives and importance of EE.
2. develop awareness and concern for the Environmental issues.
3. develop a sense of awareness about environmental pollution and hazards, its causes and remedies.
4. acquaint with different methods and techniques of teaching EE.
5. understand about the various measures to conserve the environment.

SCHEME OF TEACHING

UNIT	TOPICS	THEORY HOURS
1	Environmental Education	9
2	Basic Environmental Concepts	16
3	Environmental Awareness	13
4	Methods and Techniques of Teaching EE	14
5	Biodiversity : Conservation of genetic diversity	12
	Total :	64

Unit-1: Environmental Education

(15%)

- 1.1 Meaning
- 1.2 Definition, Nature and Scope
- 1.3 Objectives
- 1.4 Need and Importance of EE

Unit-2: Basic Environmental concepts

(25%)

- 2.1 Ecosystem
- 2.2 Biotic and abiotic factors
- 2.3 Factors affecting Environmental pollution-Air, water, soil, Noise
- 2.4 Acid rain
- 2.5 Green house effect
- 2.6 Soil erosion
- 2.7 e-wastes

Unit-3: Environmental Awareness (20%)

- 3.1 Salient features of Environmental awareness through education
- 3.2 Programmes for creating environmental awareness in secondary school children.
- 3.3 Role of NGOs.
- 3.4 Role of mass-media in Environmental Awareness

Unit-4: Methods and techniques of teaching EE (20%)

- 4.1 Field trip
- 4.2 Role play
- 4.3 Poster presentation
- 4.4 Quiz
- 4.5 Debate
- 4.6 Project
- 4.7 Rally
- 4.8 Seminar

Unit-5: Biodiversity: Conservation of genetic diversity (20%)

- 5.1 An important environment priority: learning to live in harmony with nature
- 5.2 Role of schools in environmental conservation and sustainable development.

Suggested Activities and Practical work (Any Two):

- 1. To prepare a program for environmental awareness and to conduct the same with the school children
- 2. Conduct a seminar on basic environmental concepts
- 3. To participate in one of the activity conducted by NGOs for protection of environment of the city
- 4. To study the steps taken by AMC to improve the environment of the city
- 5. To organize and participate in nature club activities

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Environmental Education	15
2	Basic Environmental Concepts	25
3	Environmental Awareness	20
4	Methods and Techniques of Teaching EE	20
5	Biodiversity : Conservation of genetic diversity	20
	Total :	100

Reference:

- 1. A. Panneerselvam (2002), "Environmental Science Education" New Delhi.
- 2. Ahirrao, Alizad, Patil (1988), "Environmental Silence", (Part- I and Part II), Vaibhav Publication, Pune.
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PAPER-VII

GUIDANCE AND COUNSELING

RATIONALE:

Guidance has emerged as the most important area in the field of education. In order to make educational endeavor worthwhile for the learner, expert guidance is the most vital variable. In spite of doing many efforts, in the absence of proper guidance and counseling, an individual cannot achieve his goals. The teacher should identify the individual differences found among the learners and provide them the required guidance and counseling. A competent teacher should remain up to date with the activities of various guidance and counseling centers. Understanding the fundamentals of guidance and counseling is very essential because they help individuals to discover their potentialities. Keeping these aspects in the mind, the course “Guidance and Counseling” is offered in B.Ed. programme.

Objectives:

To enable the student teachers to

1. understand the basic Concept of Guidance and Counseling.
2. understand the basic types of Guidance and Counseling.
3. get an idea about the need and importance of Guidance and Counseling.
4. understand the qualities of guide and Counsellor.
5. understand the various tools and techniques of Guidance and Counseling.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Fundamentals of Guidance	10
2	Importance and Types of Guidance	12
3	Fundamentals of Counseling	10
4	Types of Counseling	16
5	Essential fields of Guidance and Counseling	16
	Total :	64

Unit-1: Fundamentals of Guidance (15%)

- 1.1 Concept, Nature of Guidance
- 1.2 Characteristics and need of Guidance
- 1.3 Principles and Functions of Guidance.

Unit-2: Importance and Types of Guidance (20%)

- 2.1 Importance of Guidance
- 2.2 Educational Guidance (Concept, Scope)
- 2.3 Vocational Guidance (Concept, Scope)
- 2.4 Personal Guidance (Concept, Scope)

Unit-3: Fundamentals of Counseling (15%)

- Concept, Nature of Counseling
- Characteristics, Need of Counseling
- Principles and Functions of Counseling.
- Importance of Counseling

Unit-4: Types of Counseling (25%)

- 4.1 Directive Counseling
- 4.2 Non Directive Counseling
- 4.3 Eclectic Counseling
- 4.4 Qualities of Guidance and Counseling process
- 4.5 Difference between Guidance and Counseling

Unit-5: Essential fields of Guidance and Counseling (25%)

- 5.1 Requirement for Guidance and Counseling at school level
- 5.2 Guidance and Counseling programme at school level
- 5.3 Tools and Techniques of Guidance and Counseling
- 5.4 Role of a school teacher in vocational Guidance and Counseling

Suggested Activities and Practical work (Any Two):

1. Prepare a report on the problems arising due to lack of guidance.
2. Prepare a report on various options available to the students after class X and XII.
3. Organize a visit to functional Counseling centre and prepare a report.
4. Visit nearest secondary school and identify any one problematic child with the help of class teacher and provide your constant counseling to that child and prepare a report about his/her behavioural changes.
5. Conduct a survey of guidance services in various schools.

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Fundamentals of Guidance	15
2	Importance and Types of Guidance	20
3	Fundamentals of Counseling	15
4	Types of Counseling	25
5	Essential fields of Guidance and Counseling	25
	Total :	100

Reference:

1. Bhatt G. P. and S.J. Bhavsar. "Shaikshanik Ane Vaigyanik Margdarshan", Gangajal Prakashan, Aliyabada, Jamnagar.
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