GUJARAT UNIVERSITY

BACHELOR OF EDUCATION (B. Ed.)

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

WEF JUNE - 2015
# Gujarat University

## Bachelor of Education (B. Ed.)

**WEF – JUNE, 2015**

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Bachelor of Education (B. Ed.)

Framework of the Course

WEF – JUNE, 2015

Structure of the Course

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Over All Summary of Credit, Hours and Marks

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<tr>
<th>Particular</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation of student teacher in any one teaching strategy out of Seminar / Workshop / Project / Symposium</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Administration of any Psychological test and report writing</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Book Review</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Development of PPT programme based on any unit of any of CPS1 and CPS2 with at least 10 slides</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Observation of Demonstration Lessons (One lesson of each of CPS1 and CPS2 offered by the College) and observation of the lessons of peer group (Total 25)</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Practical Lessons, Critical discussion, Follow up Work : Simulation 4 + 4 and Stray Lessons 3 + 3 (Out of which one will be of two periods)</td>
<td>3</td>
<td>102</td>
<td>75</td>
</tr>
</tbody>
</table>

| Total      | 16 | 16 | 272 | 120 | 280 | 400 |
| Total      | 10 | 340 | 250 |
Semester – 3

Summary of Credit, Hours and Marks for Semester – 3

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>8</td>
<td>136</td>
<td>200</td>
</tr>
<tr>
<td>Practicum</td>
<td>14</td>
<td>476</td>
<td>350</td>
</tr>
<tr>
<td>$^{a}$</td>
<td>22</td>
<td>612</td>
<td>550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>8</td>
<td>136</td>
<td>200</td>
</tr>
<tr>
<td>Practicum</td>
<td>14</td>
<td>476</td>
<td>350</td>
</tr>
<tr>
<td>$^{a}$</td>
<td>22</td>
<td>612</td>
<td>550</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Hrs./Week</th>
<th>Total Hours</th>
<th>Marks</th>
<th>Particular</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS1</td>
<td>Content – 1</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>Workshop for Action Research – Action Research and Report Writing</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>CPS2</td>
<td>Content – 2</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>Internship (11 Weeks) in Higher Primary School</td>
<td>9</td>
<td>306</td>
<td>225</td>
</tr>
<tr>
<td>a</td>
<td>RTE &amp; NCF – 2005</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>FC3 – Sports &amp; FC4 – Yoga</td>
<td>2</td>
<td>68</td>
<td>50</td>
</tr>
<tr>
<td>b</td>
<td>Use of Media in Education</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>Prepartion of TLM (One in Each School Subject)</td>
<td>1</td>
<td>34</td>
<td>25</td>
</tr>
</tbody>
</table>

| Total | 8 | 8 | 136 | 200 | 0 | 200 | Total | 14 | 476 | 350 |
## Semester – 4

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

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>12</td>
<td>204</td>
<td>90</td>
</tr>
<tr>
<td>Practicum</td>
<td>8</td>
<td>272</td>
<td>200</td>
</tr>
<tr>
<td>Annual Lessons (one in each School Subject)</td>
<td>4</td>
<td>136</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>612</strong></td>
<td><strong>290</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Hrs/Wk</th>
<th>Total Hours</th>
<th>Int</th>
<th>Ext</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE4</td>
<td>Knowledge and Curriculum – I and II</td>
<td>4</td>
<td>4</td>
<td>68</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE5</td>
<td>Gender, School and Society</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE6</td>
<td>Creating Inclusive School</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP4</td>
<td>Understanding Self</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CP3</td>
<td>Optional Paper</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>PE</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>204</strong></td>
<td>90</td>
<td>210</td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Particular</th>
<th>Credit</th>
<th>Hrs</th>
<th>Int</th>
<th>Ext</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blue print and Preparation of Question Paper (One in each of the School Subject)</td>
<td>1</td>
<td>34</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Internship (Four Weeks)</td>
<td>4</td>
<td>136</td>
<td>100</td>
<td>100</td>
<td></td>
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<tr>
<td></td>
<td>Block Teaching (5 + 5 Lessons)</td>
<td>2</td>
<td>68</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portfolio of Student teacher and Viva</td>
<td>1</td>
<td>34</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Lessons (one in each School subject)</td>
<td>4</td>
<td>136</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Prac</strong></td>
<td><strong>12</strong></td>
<td><strong>408</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>
OBJECTIVES OF THE COURSE

To enable the Student-teacher (teacher trainee)

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

Edu. O. 1: Eligibility of Candidate:

1. A candidate seeks admission in Bachelor of Education (B. Ed.) must be a graduate from the Gujarat University or from any University Grants Commission (UGC) recognised university or from any other University recognised as an equivalent for the purpose.
2. The candidate must have completed his graduation in 10 + 2 + 3 or 11 + 4 pattern of educational structure. If he/she has completed graduation under 10 + 2 + 2 pattern of education or under any other pattern in which graduation can be completed in less than 15 years, including school education, he must have master’s degree (Post Graduate degree) in the subject related to his/her subjects at Under Graduate level.
3. The candidate must have 50 percent marks in Bachelor’s degree and/or in Master’s degree in Science/Social Science/Humanities/Commerce or a Bachelor’s in Engineering or Technology with specialization in Science and Mathematics with minimum 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
4. Relaxation for SC/ST/OBC/PWD and other applicable categories will be as per the rules of the State Government.
5. A candidate admitted to the B.Ed. programme cannot do any other course during his study of B. Ed.

Edu. O. 2: Admission Procedure:

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

Edu. O. 3: Intake and Reservation:

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

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

Edu. O. 4 : Teacher Education Institute :

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

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

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

<table>
<thead>
<tr>
<th>Particular</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>Semester</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Working Days</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td>Hours</td>
<td>612</td>
<td>612</td>
</tr>
</tbody>
</table>

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

Edu. O. 6 : Attendance :

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th></th>
<th></th>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Internal</td>
<td>External</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>16</td>
<td>272</td>
<td>120</td>
<td>280</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td>10</td>
<td>340</td>
<td>250</td>
<td>-</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>612</td>
<td>370</td>
<td>280</td>
<td>650</td>
<td></td>
</tr>
</tbody>
</table>
Table – 4

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

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

3. Any one of the following school subjects will be offered to the student teachers as CPS1 that is related to his / her subject/s at final year of Graduation.
   Mathmematics, Science and Technology, Hindi, Gujarati, English, Elements of Accountancy, Commerce, Urdu, Economics, Psychology, Social Science

4. Any one of the following school subjects, other the subject selected in CPS1 will be offered to the student teachers as CPS2 that is related to his / her subsidiary subject/s at final year of Graduation.
   Mathmematics, Science and Technology, Hindi, Gujarati, English, Elements of Accountancy, Commerce, Urdu, Economics, Psychology, Social Science

5. The examination of CPS1 and CPS2 in semester – 1 will be based on the concepts included in respective school subjects at higher primary level of education. The candidate who has been offered CPS1 and CPS2 belonging to higher secondary school subjects have to give exam for CPS1 and CPS2 based on the concepts of respective school subjects of standard 11.

6. Combine external examination will be conducted for EPC1 and EPC2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.

7. In the same way, combine external examination will be conducted for CPS1 and CPS2. The question paper will be given separately for each paper. Student has to answer in separate answersheet for questions of each paper. The total time for these paper will be 3 hours.
8. The following teaching skill should be taught for micro lessons. Fluency in Questioning, Black Board, Set Induction, Stimulus Variation, Illustrating with Examples, Probing by Questioning, Explanation, Reinforcement.

9. Four micro lessons are to be given by the student in each of the school subjects. No teaching skill is to be repeated in different lessons.

10. One integrated lesson is to be given by the student in each of the school subjects. No teaching skill is to be repeated in different lessons.

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

**Table – 5**

Summary of Credit, Hours and Marks for Semester – 2

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>Theory</td>
<td>16</td>
<td>272</td>
<td>120</td>
</tr>
<tr>
<td>Practicum</td>
<td>10</td>
<td>340</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>612</strong></td>
<td><strong>370</strong></td>
</tr>
</tbody>
</table>

**Table – 6**

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Theory</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE3</td>
<td>Learning and Teaching</td>
<td>4 4 68 30 70 100</td>
<td>Participation of student teacher in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>any one teaching strategy out of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seminar / Workshop / Project /</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Symposium</td>
</tr>
<tr>
<td>CP1</td>
<td>Assessment of Learning</td>
<td>4 4 68 30 70 100</td>
<td>Administration of any Psychological</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>test and report writing</td>
</tr>
<tr>
<td>CP2</td>
<td>Language in Curriculum</td>
<td>2 2 34 15 35 50</td>
<td>Book Review</td>
</tr>
<tr>
<td>EPC3</td>
<td>Critical Understanding of ICT</td>
<td>2 2 34 15 35 50</td>
<td>Development of PPT programme based</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>on any unit of any of CPS1 and CPS2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with at least 10 slides</td>
</tr>
<tr>
<td>CPS1</td>
<td>Pedagogy of School Subject</td>
<td>2 2 34 15 35 50</td>
<td>Observation of Demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lessons (One lesson of each of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPS1 and CPS2 offered by the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>College) and observation of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lessons of peer group (Total 25)</td>
</tr>
<tr>
<td>CPS2</td>
<td>Pedagogy of School Subject other than Selected in CPS1</td>
<td>2 2 34 15 35 50</td>
<td>Practical Lessons, Critical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discussion, Follow up Work :</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Simulation 4 + 4 and Stray Lessons 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ 3 (Out of which one will be of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>two periods)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FC2 – ICT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 68 50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16 272 120 280 400</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>10 340 250</strong></td>
</tr>
</tbody>
</table>
12. Question paper for external exam of CPS1 and CPS2 will be based on teaching methods in Semester – 2.
13. Combined external examination will be conducted for CPS1 and CPS2 in Semester – 2. The question paper will be given separately for each paper. Student has to answer in separate answer sheet for questions of each paper. The total time for these paper will be 3 hours.
14. Combined external examination will be conducted for CP2 and EPC3 in Semester – 2. The question paper will be given separately for each paper. Student has to answer in separate answer sheet for questions of each paper. The total time for these paper will be 3 hours.
15. All the lessons are to be arranged at any one level in Semester – 2. (at Higher Primary of High School and for Higher Secondary Subjects in Std. 11 or in Std. 12)
16. Each Professor is to give at least one demonstration lesson of at least 40 minutes before real school students. Each student teacher will observe at least one demonstration lesson of each school subject.
17. Theory papers and practicals with credits and marks for Semester – 3 are given in the following tables.

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

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>Theory</td>
<td>8</td>
<td>136</td>
<td>200</td>
</tr>
<tr>
<td>Practicum</td>
<td>14</td>
<td>476</td>
<td>350</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>612</td>
<td>550</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Hrs / Week</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internal</td>
<td>External</td>
<td>Total</td>
</tr>
<tr>
<td>CPS1</td>
<td>Content – 1</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Workshop for Action Research</td>
<td>1</td>
<td>34</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>CPS2</td>
<td>Content – 2</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Internship (11 Weeks) in Hig</td>
<td>9</td>
<td>306</td>
<td>225</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>RTE &amp; NCF – 2005</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>FC3 – Sports &amp; FC4 – Yoga</td>
<td>2</td>
<td>68</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Use of Media in Education</td>
<td>2</td>
<td>34</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Preparation of TLM (One in Each School Subject)</td>
<td>1</td>
<td>34</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Experiment (Ten) / Map-Filling (Ten) / Interpretation of Balance Sheet (Ten) / Psychological Experiment (Ten) / Analysis of Budget / Review of Prose or Poem (Ten)</td>
<td>1</td>
<td>34</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

| Total     | 8      | 136     | 200     | 0      | 200  |
|           | 14     | 476     | 350     | 0      | 350  |

18. Content based exam is taken in semester 3 for CPS1 and CPS2, which will be based on Secondary School subjects or on Subject of Std. 12 for Higher Secondary School Subjects
19. Internship is to be arranged at different level in Semester – 3 and semester – 4 (Higher Primary, Secondary and Higher Secondary)
20. The following activities are to be carried out by each student during internship in Semester – 3 and Semester – 4. Distribution of the activities in Semester – 3 and 4 will be done by the TEI for the student teachers.

a. Maintaining Reflective Diary.
b. Teaching 5 illiterate children other than school going children. Record of such children of each student teacher is to be maintained by TEI.
c. Making the school student do Project work based on any school subject.
d. Arranging PTM (Parent Teacher Meeting)
e. Interview of School Administrator / Principal / Teacher and Report Writing.
f. Mentoring
g. Study of School Documents like register, progress report, pay slip etc.
h. Maintaining Logbook
i. Arranging and conducting School Assembly and participation in it
j. Recording results of CCE (Continuous and comprehensive Evaluation) of any five students.
k. Arranging Cultural Programme
l. Making School Calendar

18. General activities can be carried out in both the Semesters 3 and 4.
19. Theory papers and practicals with credits and marks for Semester – 4 are given in the following tables.

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

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td>Theory</td>
<td>12</td>
<td>204</td>
<td>90</td>
</tr>
<tr>
<td>Practicum</td>
<td>8</td>
<td>272</td>
<td>200</td>
</tr>
<tr>
<td>Annual Lessons (one in each School Subject)</td>
<td>4</td>
<td>136</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>612</td>
<td>290</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Theory</th>
<th>Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Crdt</td>
<td>Hrs/Week</td>
<td>Marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Hrs</td>
<td>Int. Ext.</td>
</tr>
<tr>
<td>PE4</td>
<td>Knowledge and Curriculum – I and II</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PE5</td>
<td>Gender, School and Society</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PE6</td>
<td>Creating Inclusive School</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EP4</td>
<td>Understanding Self</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CP3</td>
<td>Optional Paper</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>12</td>
<td>204</td>
</tr>
</tbody>
</table>
20. TEI has to offer any three of the following optional subjects to the student teachers in Semester – 4, out of which a student teacher has to select any one subject: Education for Peace, Environment Education, Guidance and Counselling, Health – Physical Education and Yoga, School Administration and Management, Indian Philosophy and Education, Educational Research, Statistics in Educational Research, Vocational Education, Education for Life Skill, Value Education, Education for Human Right, Any one School Subject that is not Selected by student teacher in CPS1 or CPS2.

21. Each TEI has to submit the timetable of annual lessons to examination department of Gujarat University two days before the Annual Lesson Starts.

22. Student teacher is not allowed to give two annual lessons in a day.

23. Each annual lesson will be of 40 minutes.

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

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

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

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

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

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

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

1. Student teacher must obtain 40 % of maximum marks in both internal and external examination of each theory course in each semester for clearing the respective theory course (paper) successfully.
2. The student teacher must obtain 50 % marks in aggregate in all theory papers to clear the semester successfully.
3. He / she has to secure at least 50% marks during respective semester in each of the practical examination and / or practical work that do not have any external marks and in annual lessons in semester – 4. Evaluation for such practicals and examination will be done by TEI itself. Annual lessons will be observed and examined by the examiners appointed by the University.

4. If the student teacher is successful in fulfilling all the above mentioned three conditions, he / she will be declared ‘Pass’ in respective semester.

5. If the student teacher fails in clearing the theory paper separately or in aggregate in any semester, he will be declared fail in that particular semester and will be allowed to join next semester. But the result of next semester will not be declared until he / she clears the theory paper/s of previous semester.

6. In the cases, such as mentioned above in para 5, if he / she is declared ‘Pass’ in theory paper/s according to the conditions mentioned in Para 1 and 2 of Edu. R. 2, his / her result of latest semester will be declared and he / she will be allowed to join next semester.

7. If still he / she cannot clear the theory paper/s of previous semester, his / her result of latest semester will not be declared and he / she will not be allowed to join the next of the latest semester for which he / she has given the last examination. If his / her latest semester is fourth semester, the result of the same will not be declared until he clears the theory paper of previous semester.

8. If the student teacher fails in clearing any of the practical exam or fails in obtaining minimum marks in any of the practicals in any semester, all the conditions as mentioned in para 5, 6 and 7 of Edu. R. 2 will be applied in terms of practicals and practical exam.

9. Student teacher has to complete all the practicals and practical examinations before theory examination conducted by the University commences.

10. The head or the principal of TEI has to approve the practicals of the student teacher in each semester before he / she starts giving semester end theory exam of respective semester.

11. The student teacher has to produce original copies of such all approval at the time of annual lessons, if the examiner asks for the same. He / she has to produce all the lesson plans, internship record and observation book at the time of annual lessons in semester four.

12. Student teacher can get his / answer book reassessed or rechecked according to the common rules of the University.

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

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

<table>
<thead>
<tr>
<th>Percentage of Marks in Internal and External Exam</th>
<th>Grade Point</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 and Above</td>
<td>8.5 to 10</td>
<td>O*</td>
</tr>
<tr>
<td>70 to 84.99</td>
<td>7.0 to 8.49</td>
<td>O</td>
</tr>
<tr>
<td>60 to 69.99</td>
<td>6.0 to 6.99</td>
<td>A</td>
</tr>
<tr>
<td>55 to 59.99</td>
<td>5.5 to 5.99</td>
<td>B*</td>
</tr>
<tr>
<td>50 to 54.99</td>
<td>5.0 to 5.49</td>
<td>B</td>
</tr>
<tr>
<td>40 to 49.99</td>
<td>4.0 to 4.99</td>
<td>C</td>
</tr>
<tr>
<td>Below 40</td>
<td>0</td>
<td>D</td>
</tr>
</tbody>
</table>
2. Grade and grade point will be assigned to practicals and practical exam on the basis of the percentage of total marks of all the practicals obtained by the student teacher irrespective semester, if he / she has fulfilled the conditions given in Para 2 and 3 of Edu. R. 2. The grade and grade point will be assigned on the basis of percentage of Total marks of practical as shown in Table – 11.

3. Grade and grade point will be assigned to total marks of theory papers in each semester on the basis of percentage of marks according to Table – 11, if the student teacher clears all the theory papers according to the conditions given in Para – 1 and 2 of Edu. R. 2.

4. Class of the student teacher in each semester for total marks of theory papers and practicals will be awarded separately on the basis of Grade Point and Grade according to Table – 12.

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

5. A lowest class, out of the classes awarded to the student teacher in External exam and Internal Exam in any semester, will be awarded for the final result of respective semester.

6. A lowest class, out of the classes awarded to the student teacher in four semesters, will be awarded for the final result of B. Ed..

7. SGPA and CGPA are calculated according to common rules of Gujarat University.

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

1. Percentage of total external marks of all the semesters is considered to award any award, scholarship or prizes declared by the Gujarat University.

2. These marks are to be decided only after the declaration of reassessment process of last semester exam.

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

Semester wise syllabi of Theory Papers are given from the next pages.
SEMESTER - 1

SYLLABI
OF
THEORY PAPERS
Summary of Credit, Hours and Marks for
Semester – 1

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Credit</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>16</td>
<td>272</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>280</td>
</tr>
<tr>
<td>Practicum</td>
<td>10</td>
<td>340</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>612</td>
<td>370</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>280</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
<th>Credit</th>
<th>Hours / Week</th>
<th>Total Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE1</td>
<td>Childhood and Growing up</td>
<td>4</td>
<td>4</td>
<td>68</td>
<td>30</td>
</tr>
<tr>
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<td>Case Study of Exceptional Child</td>
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<td>Criticism of any encient Indian Vidyapith</td>
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<td>2</td>
<td>2</td>
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<td>Workshop for Content Analysis and Evaluation of any one textbook of school subject</td>
<td>1</td>
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<td>Script writing for any one drama / Street paly / Role play</td>
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<td>Micro teaching – Demonstration, Critical Discussion (By Professors and student teachers), Lesson Planning and Practical Lessons (4 + 4 Micro Lessons and 1 + 1 Integreted lessons)</td>
<td>2</td>
<td>68</td>
<td>50</td>
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<td>CPS2</td>
<td>Understanding Disciplines and Subjects – 2</td>
<td>2</td>
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<td>Visit to any Educational Institution (Other than School and College) and report writing</td>
<td>1</td>
<td>34</td>
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<td>Study of social structure of any One social group.</td>
<td>1</td>
<td>34</td>
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<td>FC1 –Performing Art (with review of any one Art / sculpture)</td>
<td>2</td>
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Objectives:
Student-Teachers should:

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

Unit-1 Educational psychology: Growth and development

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

Unit-2 Childhood and Adolescence

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

Unit-3 Individual differences and learners with special needs

3.1 Individual differences: Meaning and aspects of differences, Factors responsible for it (Heredity, Environment, Social, Economical, Cast, Gender, Residential area). Educational implications (Role of school and teacher)
3.2 Socialization: Meaning, Process of socialisation, Role of family, friends, neighbours, school, and mass media, theory of Bandura (Meaning of social learning, Essentials of social learning, social learning process)
3.3 Identification of Learners with special needs, problems and guidance (Gifted, Backward in learning, Physically handicapped, Children coming from different areas, Children coming from different social and economical class, Children with single parent) Educational implications (Role of school and teacher)

3.4 Personality: Meaning, Nature, Types of personality given by Carl Jung, Educational implications.
Adjustment: Meaning, characteristics of well adjusted and mal-adjusted person, Techniques of adjustment

Unit-4 Learning:

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

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

References
- Shukla, Satishkrishna. (2012) अर्थोंतम पुस्तिका आने विकास. अन्तर्दृष्टि : अन्तर्दृष्टि पुस्तिका
- Shukla, Satishkrishna. (2011) शैक्षिक मनोविज्ञान. अन्तर्दृष्टि : अन्तर्दृष्टि पुस्तिका
- Jha, B N., (1946) Modern Educational Psychology. Allahabad : Indian Press Ltd. Knight,
PE – 2 EDUCATION AND CONTEMPORARY INDIA

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<th>Semester – 1</th>
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Objectives: The student teacher

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

Unit: 1 – Contemporary Indian Society and Education

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

Unit: 2- Indian Constitution and Education

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

Unit: 3- Special Recommendations of Education Commissions

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

Unit: 4 – Various Programmes of quality Improvement for Education

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

References

- भारतीय शिक्षा अवस्था : कृष्णलाल दी. नाथ, पुनि. अंबानिमाल्य ओर्ड, अमरावती
- भारतीय विश्वारंभियों के प्रति संबंध, दी. मोहनलाल पाटेल, ए. अंब. संसद, प्रधान, अमरावती
- कशिका अवस्था समाजवादी अध्याय : पुनि. अंबानिमाल्य ओर्ड, अमरावती
- वैदिक अवस्था अविकर विश्वास संगठन : गुरुस्वामी संस्था तथा विश्वविद्यालय- (2012) अंबरवाल, पुलिस्किएशन, भारत
- भारतीय अवस्था, अंब. शी. अ. पुलिस्किएशन, अमरावती
- Sarva Shiksha abhiyan (2011) framwork GOI
- Report of Edu. commission (1966) GOI
- Chaule S.P. Philosophical and Sociological foundations of education, Vinod Pustak Mandir, Agra
EPC – 1 READING AND REFLECTING ON TEXT

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<td>2 Hours Per Week</td>
<td>Internal Marks: 15</td>
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</table>

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

UNIT 1 INTRODUCTION TO READING
1.1 Reading: meaning, concept, importance
1.2 Aim and objectives of reading
1.3 Types of reading: Informative, Critical, Creative reading (meaning)
1.4 Factors affecting reading: readiness, motivation, need, interest, environment, availability of source

UNIT 2 UNDERSTANDING OF REFLECTIVE THINKING
2.1 Reflective thinking: meaning, concept, importance
2.2 Aim and objectives of reflective thinking
2.3 Tools of reflective thinking: Autobiography, reflective diary, Teaching portfolio, Text-book analysis (basic understanding)
2.4 Reflective diary: meaning, nature, types, preparation of reflective diary

UNIT 3 READING COMPREHENSION AND REFLECTION
3.1 Reading comprehension: concept
3.2 Reading comprehension: components
3.3 Factors affecting reading comprehension: style of reading, language competency, readability
3.4 Interpretation and analysis of a book: Divaswapna by Gijubhai Badheka

UNIT 4 CONTENT ANALYSIS
4.1 Content analysis: Meaning and need
4.2 Content analysis process: steps and usage
4.3 Sources of reading material (article): Newspaper, Magazine, Reference books
4.4 Content analysis of article (articles from the newspaper, magazine, reference book)

Activity (any one)
- Reading of ‘Satyana prayogo’ by Gandhiji’ and make reflective note on any one incidence mentioned in this book.
- Reading of ‘Angad no pag’ by Haresh Dholakiya’ and make reflective note on any one incidence mentioned in this book.
- Reading of ‘Kelavanina vaikalpik madhyamo’ by___________’ and make reflective note on any one topic mentioned in this book.
- Write your own reflective diary for week.
References:

- શાસ્ત્રીજયેન્દ્રદવે- મોતીભાઈપટેલ : વાચનશશક્ષણ, બી.એસ. શાહપ્રકાશ, અમદાવાદ
- શાસ્ત્રીજયેન્દ્રદવે–ઇન્દ્રવદનભાઈઉપાધ્યાય : વાચનશશક્ષણ, યુનિવર્સિટીગ્રંથનિમાંઝા બોર્ડ, અમદાવાદ
- રવીન્દ્ર અંધારરયા (2005) : ચચિંતનાત્મક શશક્ષણ - શસદ્ાંત અને વ્યવહાર, યુનિવર્સિટીગ્રંથનિમાંઝા બોર્ડ, અમદાવાદ
- The reflective teacher : NCERT guideline- 2006, Department of Teacher Education and Extension.
- Constructive approaches to Teaching and Learning: Hand book for Teachers of Secondary stage, Editor: Santosh Sharma.
**EPC – 2 DRAMA AND ART IN EDUCATION**

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

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

**UNIT -1 INTRODUCTION TO DRAMA AND ART**

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

**UNIT-2 INTRODUCTION OF INDIAN ARTISTS**

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

**UNIT-3 INCLUSION OF ART IN EDUCATION**

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

**UNIT-4 APPLICATIVE IN CLASSROOM TEACHING**

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

**Practical work:** (anyone)

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

**References:**

CPS 1 & 2 UNDERSTANDING DISCIPLINES AND SUBJECTS

Any two of the Following Subjects


CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS:

GUJARATI

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ધ્યેયો:

શિક્ષણ પ્રશિક્ષક

- માતૃભાષાની સંક્લના અને મહત્ત્વને જાણે.
- માતૃભાષાની જીવન વિવાહમાં ઉપયોગ કરે.
- વ્યક્તિગણત વયસ્ક્તના બાળકો અને તેની વયસ્ક્તના ઉપયોગ કરે.
- માતૃભાષા સાહિત્યક્ષરાંદ્રો અને સાહિત્ય સવરૂપો વિશે જાણે.
- માતૃભાષા વિવિધ પક્ષોની આભાસકત કરે અને તેની વચનનંદન અને સાહિત્ય ઉષ્મની ઉપયોગ કરે.
- લાખા શિક્ષણ વિવિધ સંખ્યાઓ અને શિક્ષણકર સાહિત્ય ઉપયોગ કરે.
- શિક્ષણ તરીકે વિવિધ શિખાણી કરી અથવા તે શિખા કરે.

અંકમણ: 1 સુજવની માતૃભાષા: અંક પ રયા

1.1 વિવિધ અંક બિનાખાણક તરફ લે.
1.2 ગ્રાહક અને માતૃભાષા: અંક અને સંખ્યા.
1.3 માતૃભાષા શિક્ષણનું મહત્ત્વ.
1.4 માતૃભાષા શિક્ષણની મહત્ત્વની સ્વાગત સ્વરૂપો ઉપયોગ.

અંકમણ: 2 વાયક્ષટ – 1

2.1 સંદર અને વધારણ, સંક્ષપ અને તેના અહિ.
2.2 વિવિધ બિન્દુ, (પ્રિંસિપલ, માટ્સરા, માર્ટિમેટિક, પ્રિંસિપલ, પ્રથમ અને સમર વિદ્યાર્થી જેવા).
2.3 વચન અને તેના અહિરો (વિવિધ, નિર્ધાર, આખ્યાત, પ્રથમ અને પ્રથમ વચન અહિરો).
2.4 તલેજી અને તેના અહિરો અને સાર્વત્રિક અને તેના અહિરો.

અંકમણ: 3 વાયક્ષટ – 2

3.1 નિપાદ અને તેના અહિરો.
3.2 સંદર અને વચન અને તેના અહિરો.
3.3 અંક્ષણ અને તેના સદાચર, સાધુ અને તેના અહિરો.
3.4 કૃત્રિમલાખ, અભેદ, કૃત્રિમલાખ, અભેદ અને સાર્વત્રિક પક્ષો ઉપયોગ.

અંકમણ: 4 સુરક્ષા અધયાપન

4.1 સુરક્ષા અધયાપન - સંક્લના અને મહત્ત્વ - સોનાનો.
4.2 શિક્ષકો, વિવિધાદભૂત, પ્રથમ અને સમર, અભેદ, કૃત્રિમલાખ અને ઉત્સાહ.
4.3 સુરક્ષા અધયાપનનું પણ અધયાપન.


### 4.4 સેટ્સન

સંક્ષેપિક:

- દ્યો.શાિી જયેનં, 'કવિતાનું શૈલ્ય', વલલં વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી વિભેદી ગુજરાત, સાંસ્કૃતિક શૈક્ષણિક પ્રક્રિયા, અમદાવાદ, રાજય શૈક્ષણિક સાધન
- પટેલ અશીક (2019), 'ગુજરાતીનું અધ્યાપન', અમદાવાદ, અમદાવાદને વારિશેત્ર પ્રકાશન
- ------- (2010) 'લાખા વિષય' (ભીન આંદોલન), ગાંધીનગર, લાખા નિર્માણ કથાયેરી, ગુજરાત રાજય
- પટેલ વિનોદ જ. અને પટેલ રાહણાલાત, (1985), 'અધ્યાપન અધ્યયન પદ્ધતિ' (શૈક્ષણિક અને મૂલવિદ્યા), અમદાવાદ, અનડા પ્રકાશન
- વયાસ કાલેલાલ બાનેરેશ્રાય, (1945), 'ગુજરાતી શાસ્ત્ર, ધ્રુગમન, બિનસ અને સબખ', મુંબઈ.
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- દેવાણ હેમંત, 'કવિતાની સમજ', ગુજરાત યુનિવર્સિટી ગ્યંહ નિર્માણ વોલી, અમદાવાદ
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- મોતીલાખ અને અંબ્ય (2003 - 04) ગુજરાતી વિજ્ઞાનવસ્તુનું અધ્યાપન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ
ORDER, CURRICULUM FRAMEWORK, RULES, SYLLABUS

CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS:

HINDI

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उदेश्य:

प्रश्नावधी:

- हिंदी भाषा के भाषाय तत्त्वों की जानकारी प्राप्त करें।
- हिंदी भाषा शिक्षा के उद्देश्य एवं महत्त्व समझें।
- हिंदी भाषा में प्रक्तय कार्य करना सीखें।
- हिंदी भाषा में सूक्ष्म अध्यायन का महत्त्व जानें।
- हिंदी भाषा में सूक्ष्म अध्यायन कौशल्यों का वर्ग खंड में विनिमय करें।

युनिट: 1 भाषा

1.1 विनयप्रण एक विधायकार के रूप में
1.2 भाषा की परिभाषा, विशेषता एवं महत्त्व
1.3 राष्ट्रभाषा की शिक्षा, महत्त्व
1.4 राष्ट्रभाषा हिंदी की वर्तमान स्थिति

युनिट: 2 भाषीय तत्त्व

2.1 वर्ण विचार: परिभाषा, भेद, उच्चारण स्थान के आधार पर वर्ण वर्गीकरण
2.2 धातु विचार: धातु और धातुधातु, स्वर और ध्वनि
2.3 सर्व रचना: संरचना के आधार पर – संज्ञा, सर्वनाम, विशेषण, क्रिया विशेषण और अवच
2.4 विविध चिह्न

युनिट: 3 वाक्य रचना

3.1 अर्थ के आधार पर वाक्य के प्रकार
3.2 रचना के आधार पर वाक्य के प्रकार
3.3 वाक्य परिपूर्णन: तत्त्व, क्रियान्वयन, भाव व्यक्तग
3.4 प्रक्तय कार्य: संक्षिप्तकथा, पत्रलेखन, खाँचे पर से कहाणी लेखन

युनिट: 4 सूक्ष्म अध्यायन

4.1 सूक्ष्म अध्यायन: अर्थ, संक्लना, सौधान, गृष-दोष, महत्त्व
4.2 विविध अध्यायन कौशल: विषयावस्थिता, प्रमुखप्रवाहिता, स्थायीता कार्य, सप्तकीकरण, उदाहरण, उत्तरीन्यरित्ति
4.3 सूक्ष्म अध्यायन: पाठ योजना
4.4 संक्लित पाठ

प्रश्निया:

- व्याकरण का ज्ञान एवं शब्दक्रियाओं का बहाया हो इसलिए शब्द खेलो का सूचन कीजिए।
- कक्षा - 5 से 8 तक के हिंदी पाठवकालों में बाहरारों में उपयुक्त व्याकरण के 10 वाक्य उंगिरें और चर्चा करें।
- किसी दो स्कूलों की मुलाकात कीजिए और –
  1. वर्गखंड में हिंदी अध्यायन की कक्षा कया है?
  2. वर्गखंड में प्रश्न और अध्यायन सामग्री का उपयोग कितना होता है? इसकी नोंध तेज़ चर्चा कीजिए।
संदर्भ

• वी.ए. शर्मा, हिन्दी सिखाओ, साहित्य प्रकाशन, आमरा,
• पी.ने. अंबेडकर, हिंदी सिखाओ, अनन्दोल प्रकाशन, नई जिल्ही
• कामता प्रायू गुरु, हिन्दी व्याकरण
• पुरुषोत्तम पटेल, हिन्दी व्याकरण और रङ्ग, ज्ञान प्रकाशन, अहमदाबाद
UNDERSTANDING DISCIPLINES AND SUBJECTS:
ENGLISH (Lower Level – LL)

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To enable the student Teachers:

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

Unit -1  Introduction to English language:

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

Unit: 2  Grammar and usage-1

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

Unit: 3  Grammar and usage-2

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

Unit 4:  Micro Teaching and Instruction Skills

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

Activities:

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

- General English for High school classes English grammar, Jawahar prakashan pvt.ltd., Gaziabad
- Wren and Martin, English grammar and composition, S. Chand
- Contemporary English grammar for scholars and students, J D Murthy, Book palace, New Delhi Leech Geoferey & Svartvik J.,
- A Communicative Grammar of English, Longman, ELBS
- Nasr R. T., Teaching and Learning English, Longman
- English language Teaching Approches and Methodology Navita arora, tata McGraw hill education private limited, New Delhi
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
ENGLISH (Higher Level – HL)

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Objectives:

To enable the student teachers:

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

Unit -1 English language:

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

Unit:2 Sentence patterns:

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

Unit:3 Grammar and usage:

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

Unit 4: Micro Teaching

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

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

References:

- *General English for High school classes English grammar*, Gaziabad Jawaharprakashan pvt.ltd.,
- *Joseph K H, English grammar and figures of speech*, Gold Rock publication
- Leech Geofferey & Svartvik J., *Contemporary English grammar for scholars and students*, Book palace, New Delhi
- Wren and martin, *English grammar and composition*, S. Chand
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
SANSKRIT

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प्रशिक्षणीयों...

- संस्कृत भाषानी मूलभूत परिवाधायोंनी समज केल्यावे.
- संस्कृत भाषाना पाठ्यमिक व्याख्यानी समज केल्यावे.
- संस्कृत भाषाना स्वरूप अनेक महत्त्वाचे समजे.
- संस्कृत पंचवी स्त्रांगावूनी परिशिष्ट वापर.
- संस्कृत शिक्षकांनी संज्ञान केले.
- संस्कृत मार्गिधारिणी वापर.
- संस्कृतत्वाच्या मार्गिधारिणी विविध क्रियावृत्ती केले.

अंकम : 1 विद्यार्थ्यांना संस्कृत

1.1 संस्कृत भाषाचा स्वरूप (प्रशिक्ष) अनेक महत्त्व (संस्कृती, भावानमक अनेक साधनिक)
1.2 संस्कृत भाषाचा महत्त्व
1.3 संस्कृत पंचवी स्त्रांगावूनी परिशिष्ट
1.4 संस्कृत विषयांमध्ये पातील मूलभूत परिवाधायो अनेक उद्वृत्त करवावा उपयोग

अंकम : 2 संस्कृत विषयवस्तुची मूलभूत परिवाधायो

2.1 भारतीय सूत्र ओळख : उद्वृत्त अनेक स्वरूप स्पष्टीकरण
2.2 वर्तमान ओळख : संक्षेपण, प्रकाश अनेक तक्तावत
2.3 प्रश्नपत्र परिचय
2.4 विविध परिचय

अंकम : 3 संस्कृत विषयवस्तु

3.1 भारत, रूप, धर, आह्वान, अनेक अनेक रूपनी संक्षेपण अनेक उदाहरणो
3.2 वर्तमानकारण (1, 4 अनेक 10 धरण)ना परस्परचर अनेक आत्मनंपद धरण
3.3 संबंधाने अनेक संबंधाने वाचक शब्द(1 ते 100 सूत्र)
3.4 नामाचा धरण : आ कारंश पुवित्रना अनेक पुवित्रविलितात तथा आ कारंश स्मृतविलिता धरण

अंकम : 4 संस्कृत भाषा : मार्गिधारिणी

4.1 मार्गिधारिणी : संक्षेपण, सोपाने, महत्त्व अनेक मधोळा
4.2 मार्गिधारिणी धातवणे : (विशेषज्ञतानुसार, प्रतियोगितावतस्का, स्पष्टीकरण, धातवणे नौप)
4.3 मार्गिधारिणी पाठ आयोजन
4.4 सेच पाठ आयोजन

प्रश्नितिच्यांना...

- संस्कृत भाषाची मजबूत विस्तार करा माने संस्कृत शिक्षकांनी मुखाकात करेल अनेकात तेंदूर करो.
- अवकाशांस लाई संस्कृत भाषाना विषयांच्या

• वाण्डर रामजिस्क, ‘संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.
• आकृतियाला वी. डी., (1956). ‘संस्कृत विवेचन शब्दकोष’, राष्ट्र प्रकाशन, आमेरवाड़े.
• आकृतियाला वी. डी., (1966). ‘संस्कृत विवेचन शब्दकोष’, राष्ट्र प्रकाशन, आमेरवाड़े.
• बंड़ वी. जी. म., ‘संस्कृत वास्तव प्रबंधन’, असाध्य निपुण प्रकाशन, आमेरवाड़े.
• मणिकलन जी. व. जी. ब., ‘संस्कृत अध्ययन मंदिर’, अमेर पुस्तक, आमेरवाड़े.
• नाकम गोविंदबाई, ‘संस्कृत वास्तव प्रबंधन’, वी. जी. म., आमेर प्रकाशन, आमेरवाड़े.
• संस्कृत माध्यम पुस्तक, घोषण 6 वी. 10, भारत माध्यम पुस्तक मंडल, गांधीनगर.
• संस्कृत माध्यम पुस्तक, घोषण 6 वी. 10, NCERT.
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS:

**URDU**

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Sem I Content

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CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
MATHEMATICS

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Objectives:

To enable student teacher to…

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

Unit – 1 Mathematics as discipline

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

Unit – 2 Concept

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

Unit – 3 Concepts

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

Unit – 4 Micro-teaching

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

References:


**Gujarati :**

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

**Website**

• http://thinkbuzan.com/how-to-mind-map/
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
SCIENCE & TECHNOLOGY

<table>
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<th>Semester – 1</th>
<th>17 Hours per Credit</th>
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<tbody>
<tr>
<td>Total Credit: 2</td>
<td>2 Hours Per Week</td>
<td>Internal Marks : 15</td>
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Objectives:
To enable the student teacher to-
- Understand the nature of the science.
- Make aware about the place and importance of science in school curriculum.
- Explain and understand the role of science in development of nation and society.
- Explain and understand the science as process.
- Understand the basic concept of science form upper primary school level.
- Explain the importance of micro-teaching to develop science teaching skills.
- Practice various micro-teaching skills in science teaching.
- Integrate various micro-teaching skills in science teaching.

Unit – 1 Science as a Discipline
1.1 Science : Meaning, Concept & Nature
1.2 Place and Importance of science teaching at school level
1.3 Role of science in development of nation and society
1.4 Science as a process (observation, inquiry, hypothesis, experimentation, data collection, generalization)

Unit-2 Concept – I (Standard – 6 And 7)
2.1 Physics related concepts
   - Magnetism, Reflection of light, Refraction of light, Echo, Noise
   - Motion, Speed, Gravitational force, Friction Force, Density, Electric circuit, Electric conductor, Insulator, Leaver, concave lens, convex lens

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

2.3 Biology related concepts
   - Germination, Photo synthesis, Cell, Digestion

2.4 General science related concepts
   - Pollution
   - Irrigation, Atomic energy, Wind energy, Hydral energy, Solar energy, Geothermal energy, Bio-mass energy, Acid rain, Food chain

Unit-3 Concept – II (Standard – 8)
3.1 Physics related concepts
   - Center of Curvature, Principle Axis, Optical Center, Radius of Curvature, Focal Point, Real and Virtual Image,

3.2 Chemistry related concepts
   - Chemical Reaction, Molecular Structure, Atom, Electric Current, Orbit, Ion
   - Allotrope, Corrosion, Alloys, Oxidation
- Fossil Fuel, Fractional Distillation

3.3 Biology related concepts
- Pollination, Fertilization
- Microbes, Vaccine
- Adaptation, Aquatic Animals, Avion, Terrestrial, Xerophyte, Hydrophyte and Mesophyte
- Reproductive System, Excretory System, Fertilization,

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

Unit-4 Micro-teaching

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

References

- ધોરણ : 5 વિદ્યાનાં તેક્નોલોજિનું પાઠ્ય પુસ્તક (સત્ર 1 અને 2) ગામીનગરને: ગુ.રા.શા.પા.પુ. મંર્ળ
- ધોરણ : 7 વિદ્યાનાં તેક્નોલોજિનું પાઠ્ય પુસ્તક (સત્ર 1 અને 2) ગામીનગરને: ગુ.રા.શા.પા.પુ. મંર્ળ
- ધોરણ : 8 વિદ્યાનાં તેક્નોલોજિનું પાઠ્ય પુસ્તક (સત્ર 1 અને 2) ગામીનગરને: ગુ.રા.શા.પા.પુ. મંર્ળ
- જોષી, હરિપ્રસાદ ઓ.અને અન્ય. વિદ્યાન અધ્યાપન અખ્યાત પશુપટ્ટલાં, બી.એસ. શાહ પ્રકાશન, અમદાવાડ
- હૈરસાર, એસ. અને અન્ય. વિદ્યાન શિક્ષણ પદ્ધતિ, અનની પ્રકશન, અમદાવાડ
- રાવત, એસ. અને અન્ય. વિદ્યાન અને તેક્નોલોજિનું અખ્યાત અધ્યાપન, નીરાવ પ્રકાશન, અમદાવાડ
- પટેલ, પી.અને અન્ય. વિદ્યાન અખ્યાત અધ્યાપન, વિષયના પ્રકાશન, અમદાવાડ
- જડપેશ, અ.નીરાવ. વિદ્યાન અને તેક્નોલોજિનું અધ્યાપન, અન્ય: અંગુલિત પ્રકાશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod Pustak Mandir, Agra
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
ELEMENTS OF ACCOUNTANCY

<table>
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<th>Total Credit: 2</th>
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<tr>
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Objectives

To enable student teacher to….
- Understand The Meaning, Objectives And Importance Of Book Keeping.
- Understand The Importance And Objectives Of Elements Of Book Keeping Of Higher Secondary Level.
- Understand The Importance Of Micro Teaching For Development Of Teaching Skills Of Elements Of Book Keeping.
- Acquire the micro teaching skills for teaching of elements of book keeping.

Unit – 1 Understanding Discipline

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

Unit – 2 Concepts – 2(Std-11)

2.2. Journal Proper, Account, Ledger, Posting, Trial Balance, Voucher
2.3. Bed dept, Business Account, Profit And Loss Account, Balance sheet, Error Correction Note, Bank Reconciliation
2.4 Depreciation, Bill Of Exchange, Promissory Note, Reserve, Provision, One Entry Book Keeping Method, Non Commercial Organization

Unit – 3 Concepts – 2 (Std-12)

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

Unit – 4 Microteaching

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

References:

• Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi; Doaba House
• Forkner, Hamden L., *The Teaching of Book-keeping*
• Lewis D., (1955). *Methods of teaching Book-keeping*, Cincinnati; South-Western Publishing,
• Shukla, Satishprakash, (2011) अध्यापन अने अध्ययनना अधिनियमांच्या अने प्रयुक्तत्वांमध्येAgra : Agrawal Publications.
• Shukla, Satishprakash, (2011) अध्यापन अने अध्ययनना अधिनियमांच्या अने प्रयुक्तत्वांमध्येAgra : Agrawal Publications.
• मह. पद्मवाणे अने मह. अभियंतांमध्ये. म. अर. (2006). नामंत्रण अध्ययनाची विषयांची पढती, अभ्यास प्रकाशित, अमिदवार.
• हार्दिक, सुशील, बुक-सुधारादृशी गुजरात प्रकाशन, अमिदवार.
• महाकवी, गीताचारी स.सं. (2014). म्हणजे टिमीन, SSTCT प्रकाशन, अमिदवार.
• पटेल, कृष्णांबाबू, अंब. अने प्राध्यापक मोहनमाला अंब. (2006-10). नामांत्रण अध्ययनाची अध्यापनांची प्रविष्टता.
• ग. अंबा. (2006-10). प्रकाशन, अमिदवार.
• शुक्ल, सतीश, अंब. अंब. शेषाली गोपाल अने गुरुंदास गुजरात प्रकाशन, अमिदवार.
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
BUSINESS ORGANIZATION & MANAGEMENT

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<td>Total Credit: 2</td>
<td>2 Hours Per Week</td>
<td>Internal Marks : 15</td>
</tr>
</tbody>
</table>

OBJECTIVES

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

Unit-1 Concepts

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

Unit -2 Concepts

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

Unit-3

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

Unit-4 Micro Teaching

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

SOCIAL SCIENCE

<table>
<thead>
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<th>Semester – 1</th>
<th>17 Hours per Credit</th>
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</table>

OBJECTIVES:

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

Unit 1  Social Science as a Discipline

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

Unit: 2  clarification of concept of Social science -1

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

Unit: 3  clarification of concept of Social science -2

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

Unit: 4  Micro Lesson plan

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

REFERENCES

- Tyagi & Others, Teaching of History, Agra; Vinod Pustak Mandir
- Sanjay Datt & Others, Teaching of Geography, Agra; Vinod Pustak Mandir
- Sharma, R. L. & Others, Teaching of Social Studies, Agra; Vinod Pustak Mandir
• Shukla, Dineshbhai and others. Social Sciences. Standard IX. Gandhinagar: Gujarat State School Textbook Board.
• पटेल, अशोक. (२००८). माहिको टीचिंग. अम्बावाड : वारिषेन प्रकाशन.
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS

PSYCHOLOGY

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Objectives:
- To equip the student teachers with the knowledge of teaching Psychology
- To enable the understanding of the significance of psychology in the curriculum
- To enable student teachers to analyze the content of standard 11th and 12th and critically evaluate the same
- To enable student teachers to identify the different teaching methods and evaluation techniques appropriate for the topics included in the course
- To train the student teachers in lesson planning and unit planning
- To train the student teachers in lesson planning and unit planning
- To train the student teachers in lesson planning and unit planning
- To train the student teachers in lesson planning and unit planning
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To develop appropriate skills and desirable traits for the teaching of psychology and make him an effective teacher.
- To help the student-teachers to identify the use of community resources
- To use proper teaching aids for make teaching effective
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To help the student-teachers to identify the use of community resources
- To develop appropriate skills and desirable traits for the teaching of psychology and make him an effective teacher.

1 Psychology as a subject

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

2 Concepts:1

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

3 Concepts:2

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

4 Micro Teaching

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

- Report of UGC review committee ‘Psychology in the Indian University.

On line references:

- Andrew N. Christopher, (Editor), ‘Teaching of Psychology’, Albion College, USA
- http://www.sagepub.com/journals/Journal202003
CPS 1 or 2 UNDERSTANDING DISCIPLINES AND SUBJECTS
ECONOMICS

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Unit – 1 Meaning, Importance and scope of Economics

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

Unit – 2 Concept (I)

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

Unit – 3 Concept (2)

3:1 Perfect competion, monopolictic competition, Balance of True and Bulance of paymaents
3:3 Opportunity cost, Fixed, Variable, Total, Avrage, Marginal Cost
3:4 Budget – Blance, Debkit, Surplus Budget, Revenue deficit Budgetary kit, Fiscal deficit, Primary debkit

Unit – 4 Micro Teaching

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

संदर्भों

- अर्थशास्त्रों परिचय - स. अ. सो. पटेल - सी जम्नादास प्रकाशन
- अर्थशास्त्र - डॉ. जन्मोहन नारायण - भी. अंस. शास प्रकाशन
- Principles of Economics - N. Gregorymank Sixth Edition
- पंजीकरण अर्थशास्त्र - डॉ. आर. अंम. शास - भी. अंस. शास प्रकाशन
- भारतीय अर्थव्यवस्था - डॉ. आर. अंम. शास - भी. अंस. शास प्रकाशन
- अंतरराष्ट्रीय अर्थशास्त्र - डॉ. विनोद भीमा - कुमार प्रकाशन
- भर्ति - महामणिप्रकाश - भोगी प्रकाशन
SEMESTER - 2

SYLLABI
OF
THEORY PAPERS
### Summary of Credit, Hours and Marks for Semester – 2

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

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<td>CP1</td>
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<td>CP1</td>
<td>Administration of any Psychological test and report writing</td>
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<td>CP2</td>
<td>Book Review</td>
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<td>EPC3</td>
<td>Development of PPT programme based on any unit of any of CPS1 and CPS2 with at least 10 slides</td>
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<td>CPS1</td>
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<td>25</td>
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| Total     | 10  | 340 | 250 |
PE – 3 : LEARNING AND TEACHING

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Objectives:

To enable student teacher…

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

Unit:-1 Learning and Behaviour Area

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

Unit:-2 Teaching

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

Unit:-3 Learning-Teaching

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

Unit:-4 Educational and Instructional Technology

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

Activities (Any One)

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

- "References in Gujarati."
CP – 1 : ASSESSMENT OF LEARNING

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Objectives:

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

Unit 1: Measurement and Evaluation
1.1 Measurement : Meaning, Types,
1.2 Evaluation : Concept, characteristics and principles of Educational Evaluation
1.3 Steps of Educational Evaluation Process,
1.4 Difference between measurement and evaluation

Unit 2: Tools of Evaluation
2.1 Standardized Tests : Meaning, Characteristics, Types and Steps
2.2 Diagnostic Tests : Meaning, Uses of Diagnostic Test, Steps of Constructing Diagnostic Test
2.3 Types of Questions
2.4 Teacher Made Test : Characteristics, Importance, Limitations, Steps of Constructing Teacher made Test

Unit 3: Examination System
3.1 Examination : Meaning, Types, Objectives of Examination
3.2 Current Examination System, Suggestion of NEGER for Examination Reforms, Limitations
3.3 On-Line Examination : Meaning, Advantages, Limitations, Requirements for on-line Exam.
3.4 Open Book Examination (OBE): Meaning, Types, Objectives, Advantages, Limitations.

Unit 4: Basics of Educational Statistics
4.1 Educational Statistics : Meaning, Need
4.2 Measurement of Central Tendency : Mean, Mode, Median : Advantages, Limitations, Calculations
4.3 Measurement of Variance : Mean Deviation, SD, Quartile Deviation : Meaning, Need, Calculations
4.4 Percentile, Percentile Rank : Meaning, Need, Calculations

References:
• Joshi, Kirit. (2011). **Child, Teacher and Teacher Education.** Gandhinagar: Children University.
• Sharma, R. A., (1996). **Distance Education.** Meerut: R. Lal.
• Shukla, Satishprakash, (2012) *व्याख्याता अनुसार शिक्षा के निजी संस्थानों.* Agra: Agrawal Publications.
• Skinner, B. F., (1968) **Technology of Teaching.** New York: Meredith Corporation.
CP – 2 : LANGUAGE ACROSS THE CURRICULUM

<table>
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Objectives: The Student Teachers Will

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

Teaching Strategies:

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

1 Language And Society

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

2 Language Acquisition

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

3 Reading, Writing & Analysis

3.1 Reading in the Content Areas: - Social Science, Science and Maths.
3.2 Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts
3.3 Schema Theory; Text Structures and Examining Content Area textbooks
3.4 Reading Strategies for Children
   - Note Making
   - Summarizing
- Making Reading - Writing Connection
  - Process Writing
  - Analyzing Children’s Writing to Understand their Conception
  - Writing with a Sense of Purpose; Writing to Learn and Understand

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

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

References:
- शत्रुवेदीजे.आर.(1980) वाचनशास्त्र,अम्बाड़ा.अंजुसहत्वनिविदित्ती.
- http://www.pgce.soton.ac.uk/IT/Teaching/Questioning/
- http://languagedevelopment.tripod.com/id15.html
- https://crentsijlas1.wordpress.com/2013/11/20/real-life-example-of-reflexive-writingcomprehension/
EPC – 3: CRITICAL UNDERSTANDING OF ICT

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Objectives:
To enable student teacher to ....
- Acquire understanding of basics of ICT.
- Acquire understanding of effective communication
- Acquire introduction of current trends of internet and networking
- Understand the role of ICT in education and society.

Unit 1 Introduction of ICT in education
1.1 ICT: Meaning, concept – information, technology, information technology, ICT
1.2 Basics of computer: Parts (units) of computers, hardware, software
1.3 Operating system: Meaning, function of OS, Types - multi tasking, multi threading,
   Introduction to different OS – windows, Linux, Android,
1.4 Storage devices: Primary storage, Secondary, Virtual storage (cloud)

Unit 2 Communication and Internet
2.1 Communication process – Meaning, Elements of communication, Barriers of communication, Effective communication
2.2 Types and Media of communication – Verbal, Non-verbal, Printed, Electronic
2.3 Computer Network: Meaning, concept, Types – LAN, MAN, WAN: (intranet, extranet)
   History of internet, Use of search engine
2.4 Social Network in terms of education – Concept of social network, Educational use of social network like facebook, blog, instagram, whatsapp

Unit 3 Current trends in ICT based academic support
3.1 Virtual classroom – Concept, advantages, limitations, role of teacher in effective use
3.2 Smart class - Concept, advantages, limitations, role of teacher in effective use
3.3 Edusat- Concept, advantages, limitations, role of teacher in effective use
3.4 Online learning resources – e-library, websites, MOOC (Massive open online course), NROER (National repository open education resource)

Unit 4 ICT, Education and society
4.1 Scope of ICT in education- Material development, evaluation and administrative use
4.2 Recommendation for ICT in school education by GCERT and NCERT
4.3 Challenges against the use of ICT in education – Challenges against values, society, legal challenges, Technological challenges
4.4 Effect of ICT on society – Positive and negative effect of ICT on society and vice-versa,

References

**Suggested Reading:**


• www.funlurn.com

• www.netfundu.com

• www.teachervision.com
CPS1 OR 2: PADAGOGY OF SCHOOL SUBJECTS

GUJARATI

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Objectives: Subject Pedagogy

- Marxist Principles
- Marxist Principles of School Teaching
- Marxist Principles of School Teaching
- Marxist Principles of School Teaching
- Marxist Principles of School Teaching

Semester 2

1.1 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
1.2 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
1.3 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
1.4 Marxist Principles of School Teaching: To understand the differences between various teaching methods.

Semester 3

2.1 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
2.2 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
2.3 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
2.4 Marxist Principles of School Teaching: To understand the differences between various teaching methods.

Semester 4

3.1 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
3.2 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
3.3 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
3.4 Marxist Principles of School Teaching: To understand the differences between various teaching methods.

References:

4.1 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
4.2 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
4.3 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
4.4 Marxist Principles of School Teaching: To understand the differences between various teaching methods.
• દેવ, શાશ્વત જેટલા, ‘કૃષીના વિધાન’, વલલલ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી ત્રિવેદી ગુજરાત, ‘સાચા શિક્ષણની પ્રક્રિયા’, અમદાવાદ, રાજકોટ શિક્ષણ સંસ્થા.
• વાળુદભાઇ પટેલ, ‘માનવશાસ્ત્રના સભ્યતાને અભિવૃવતિ’, મોરાબાદર, બી.ડી.આઇએ કોલેજ અધ્યાપન પ્રક્રિયા.
• પટેલ અશીક (2011), ‘ગુજરાતી અધ્યાપન’, અમદાવાદ, અમદાવાદ અને વાયિયશ પ્રકાશન.
• ---- (2010) ‘લાખા વિદેઝ’ (જીજી આધવિ), ગાંધીનગર, લાખા નિયામકકારી ક્રેચ્યુ પ્રોક્રિયા, ગુજરાત રાજકોટ.
• પટેલ વિનોઠ જ. અને પટેલ શિખાલાલ, (1885), ‘અધ્યાપન અધ્યયન પ્રક્રિયા’ (શિક્ષણ અને મુખ્યકાંત), અમદાવાદ, અનેક પ્રકાશન.
• વ્યાસ રાણિલાલ બંગલેજાય, (1885), ‘ગુજરાતી લાખા, દુધપટમ વિશ્વસ અને મૃત્યુ’, મુંબઈ,
• અમ.અમ.વૃદ્ધિ દેવ, શાશ્વત જેટલા, ‘કૃષીના વિધાન’, વલલલ વિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી.
• નદીમાય રાવલ અને અન્ય (2010), ગુજરાતી અધ્યાપનનું પરિશ્્લિન, નીરવ પ્રકાશન, અમદાવાદ.
• ડેસાઇ હેમંત, ‘કૃષીના સમજ’, ગુજરાત યુનિવર્સિટી ગંધ નિમંષા વોરી, અમદાવાદ.
• મોનીલાલ અને અન્ય (2005 - 07) ગુજરાતી અધ્યાપનનું પરિશ્્લિન, બી.એસ.શાખ પ્રકાશન, અમદાવાદ.
• મોનીલાલ અને અન્ય (2003 - 04) ગુજરાતી વિજ્ઞાનસત્તતનું અધ્યાપન, બી.એસ.શાખ પ્રકાશન, અમદાવાદ.
CPS1 OR 2 : Padagogy of HINDI

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उद्देश्य : प्रशिक्षार्थी

- हिंदी भाषा की उद्देश्यवादी शिक्षा का महत्व समझो।
- राष्ट्रभाषा हिंदी में अध्यापन विधियाँ का महत्व समझो।
- हिंदी भाषा में अध्यापन कौशलों का वर्गवांड में विनियोग करें।
- हिंदी भाषा में पाठ आयोजन करना सीखें।
- हिंदी भाषा के पाठ्यपुस्तक का मूल्यांकन करना सीखें।

युनिट : 1 राष्ट्रभाषा शिक्षा के उद्देश्य एवं हिंदी शिक्षक

1.1 राष्ट्रभाषा हिंदी की उद्देश्यवादी शिक्षा का महत्व
1.2 हिंदी भाषा शिक्षण के समान्य एवं विशिष्ट उद्देश्य
1.3 राष्ट्रभाषा हिंदी का अन्य विषयों से अनुक्रम
1.4 राष्ट्रभाषा हिंदी का शिक्षक (शैक्षिक एवं व्यापारिक योग्यताओं)

युनिट : 2 अध्यापन तकनीकी

2.1 भाषा शिक्षा के विषय कौशल (श्रेणी, कथन, बाचन, लेखन)संकल्पना, महत्व और उस के विकास की प्रस्तुतियाँ
2.2 भाषा शिक्षा की विधियाँ (प्रत्यक्ष विधि, परिक्रमा विधि, व्याख्याविधि, आयुक्त-नियमनविधि)संकल्पना, महत्व और उस के विकास की प्रस्तुतियाँ
2.3 भाषा शिक्षा के सिद्धांत सूची
2.4 हिंदी शिक्षा में पृथ्वी-अर्थ उपकरण, महत्व, हिंदी शिक्षा में उपकरणों का विनियोग

युनिट : 3 राष्ट्रभाषा हिंदी की शिक्षा

3.1 गद्य की शिक्षा- उद्देश्य, महत्व, प्रविधि और पाठ आयोजन
3.2 गद्य की शिक्षा- उद्देश्य, महत्व, प्रविधि और पाठ आयोजन
3.3 व्याकरण की शिक्षा- उद्देश्य, महत्व, प्रविधि और पाठ आयोजन
3.4 रचना की शिक्षा- उद्देश्य, महत्व, प्रविधि और पाठ आयोजन

युनिट : 4 परिश्रम एवं मूल्यांकन

4.1 मूल्यांकन - अर्थ, संकल्पना, महत्व, विधि मूल्यांकन कसोटीवाँ
4.2 प्रश्नपत्र की रचना - क्या प्रिंट और प्रश्न प्रकार के आधार पर प्रश्नपत्र निर्माण
4.3 पाठ्य पुस्तक का मूल्यांकन
4.4 माध्यम कहा का महत्व

प्रश्नियाँ

माध्यमिक और राष्ट्रभाषा विषय पर वर्गवांड में चर्चा करियें।
हिंदी में प्रश्नोत्तर का निर्माण और संचालन करियें।
कहाँ-६ में बाचन कौशल के विकास के लिए तीन प्रश्नियाँ का निर्माण करियें।
कहाँ-७ के लिए कल्याण कौशल के विकास के लिए तीन प्रश्नियाँ का निर्माण करियें।
कहाँ-८ के लिए कल्याण कौशल सुधार के लिए दो प्रश्नियाँ का निर्माण करियें।
संदर्भ ग्रंथ
• हिन्दी अध्यापन परिक्षितन : धी.एस. शाह प्रकाशन
• हिन्दी का आदर्श अध्यापन : वारिष्ट्रण प्रकाशन
• हिन्दी अध्यापन परिशीलन- नीरव प्रकाशन
• हिन्दी भाषा : भोलानाथ तिवारी
• हिन्दी शिक्षण, साहित्य प्रकाशन, आगरा
• हिन्दी शिक्षण, अनमोल पत्रिकाशन, नई दिल्ली
CPS1 OR 2: Padagogy of ENGLISH (Lower Level – LL)

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Objectives:

To enable the student teachers to:

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

Unit: 1 Objectives of Teaching and the English Teacher

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

Unit: 2 Planning and Methodology of Teaching ESL

2.1 Lesson Plan: Importance, constituents and types (simulation, period plan, unit plan)
2.2 Approaches (meaning, principles and procedure): The communicative Approach, The Structural Approach, The Situational Approach
2.4 Techniques: questioning, pair work, group work, role play, dramatisation, language games, story telling, discussion

Unit 3 Teaching ESL

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

Unit 4 Use of ICT and Evaluation of Learning

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

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

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

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Objectives:

To enable the student teachers:

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

Unit :1 Language and language learning

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

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

2.1 Aims and objectives of teaching English as a first language
2.2 Lesson planning: constituents and types (Micro, simulation, period plan, unit plan)
2.4 Methods and maxims of teaching:
   - Techniques: pair work, group work, role play, dramatisation, language games, storytelling, discussion

Unit 3 Teaching and learning of English as a first language

3.1 Developing Language skills (LSRW)
3.2 Teaching of vocabulary, prose, poetry, Grammar and composition
3.3 Textbook as a Resource: Evaluation of English textbooks of std. IX and X (H.L)

Unit: 4 Evaluation and ICT

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

Activities:

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

References:

- French, F. G., Teaching of English Abroad- Parts 1, 2 and 3, Delhi; Oxford University Press
- Ghanchi D. A., Teaching of English in India, Ahmedabad; Sharda Prakashan
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- CPS1 OR 2: *Padagogy of Sanskrit*

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• संस्कृत पाठ्यपुस्तक, भाग 6 यी 10, NCERT.
CPS1 OR 2: Pedagogy of URDU

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Gujarat University, Bachelor of Education
CPS1 OR 2: Pedagogy of MATHEMATICS

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Objectives: To enable student teacher to...

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

Unit – 1 Planning of teaching mathematics

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

Unit – 2 Pedagogy of teaching mathematics

2.1 Methods of teaching of mathematics: (concept, merits, limitations, With specific illustrations for their use in teaching of Mathematics)
   2.1.1 Inductive-deductive method
   2.1.2 Analysis-synthesis method
   2.1.3 Demonstration method
2.2 Methods of teaching of mathematics: 2 (concept, merits, limitations, With specific illustrations for their use in teaching of Mathematics)
   2.2.1 Experiment method
   2.2.2 Project method
2.3 Techniques/Approach of teaching mathematics- 1
   2.3.1 Oral work
   2.3.2 Drill-review work
2.4 Techniques/Approach of teaching mathematics- 2
   2.4.1 Mind mapping
   2.4.2 Assignment technique

Unit – 3 Learning resource for teaching mathematics

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

Unit – 4 Evaluations in Mathematics

4.1 Evaluation:
   4.1.1 Concept
4.1.2 different types of questions useful in evaluation
4.1.3 construction of blueprint

4.2 Formative assessment in mathematics as per CCE (meaning, different types of activities for FA)

4.3 Diagnostic-remedial work (Concept, importance, preparation of diagnostic tool, error analysis)

4.4 Talent search program in mathematics: Role of teacher and school

References:


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

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CPS1 OR 2 : Pedagogy of SCIENCE & TECHNOLOGY

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Objectives:

To enable the student teacher to-

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

Unit – 1 Planning of teaching science

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

Unit-2 Pedagogy of teaching science

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

Unit-3 Learning Resources for Teaching Science

3.1 Community learning resources: Science City, Aquarium, Print and electronic Media, Community Science Center
3.2 Teaching aid as a Learning Material: Meaning of teaching aids, Types of teaching aids (Audio, Visual, Audio-Visual, ICT based aids), Importance of teaching aids, Self made teaching aids and its importance
   Internal and external co-relation of science
3.4 Science Laboratory: Meaning, Concept and Importance, Designing a General Science Laboratory, Management and safety of General Science Laboratory
Unit-4  Evaluation and Co-curricular Activities in Teaching Science

4.1 Evaluation and outcomes of Science Teaching: Evaluation: Meaning and Concept, Scholastic Comprehensive Evaluation Diagnosis and remedial work: Meaning, Need and Importance

4.2 Science Club: Concept, Aims and Establishment, Activities, Importance

4.3 Science Exhibition: Concept, objectives, planning and organization, Importance Types of Science fair

4.4 Science Talent Search: Objectives, Programme and importance Role of teacher and school in promoting science talent search

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CPS1 OR 2 : Pedagogy of ELEMENTS OF ACCOUNTANCY

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Objectives:

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

Unit: 1 Aims & Objectives of Accountancy

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

Unit: 2 Planning and Educational Methods of Accountancy

2.1 Simulation : Meaning, Importance & Planning
2.2 Lesson Plan: Meaning, Importance & Planning
2.3 Unit Plan : Meaning, Importance & Planning
2.4 Educational Method
   Inductive-Deductive method
   Analysis-Synthesis Method
   Project Method
   (Nature, merits & demerits And Teachers Role in Method.)

Unit: 3 Accountancy Textbook and Correlation

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

Unit: 4 Accountancy Teacher, Club and Evaluation

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

Activities (Any One)
1. Teach any one unit with use of Teaching method.
2. Correlation Account subject with different subjects and prepare a list of chapters.
4. Prepare Question paper on the bases of Blue print.

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- Forkner, Hamden L., The Teaching of Book-keeping
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CPS1 OR 2: Pedagogy of BUSINESS ORGANIZATION & MANAGEMENT

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Unit : 1 Aims of BOM

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

Unit : 2 Methods & Techniques

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

Unit : 3 Text book & Co-relation of BOM

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

Unit: 4 Blue Print & Ideal Question Paper

4.1 Blue print: Meaning, Concept
4.2 Characteristics
4.3 Structure of Blue Print
4.4 Construction of Ideal Question Paper
CPS1 OR 2: Pedagogy of SOCIAL SCIENCE

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OBJECTIVES

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

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

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

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

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

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

3.1 Teacher of social sciences: qualification, training, characteristics, professional traits
3.2 Room of social sciences – importance, decoration, activities
3.3 Social sciences club – importance, activates
3.4 Correlation of social sciences with other subjects: literature, sciences and mathematics

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

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

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- Sanjay Datt & Others, Teaching of Geography, Agra; Vinod Pustak Mandir
- Sharma, R. L. & Others, Teaching of Social Studies, Agra; Vinod Pustak Mandir
Unit-1 Introduction of Psychology

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

Unit-2 Objectives of Teaching Psychology

2.1 Blooms’ Taxonomy – Classification of Objectives
2.2 Aims / Objectives – Importance, Difference between general and specific objectives
2.3 General Objectives of teaching Psychology at Higher Secondary Level

Unit-3 Planning and Methods/Techniques of Teaching Psychology

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

Unit-4 Teaching Aids and Measurement and Evaluation

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

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CPS1 OR 2: Pedagogy of ECONOMICS

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Objectives....

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

Unit-1 Lesson Planning
1.1 Importance and scope of Economics at higher secondary school level.
1.2 General and specific objectives of teaching Economics
1.3 Lesson Planning - Stages, Detail Planning, Model Plan
1.4 Unit Plan- Stages, Detail Planning, Model Plan

Unit-2 Method, Techniques and Teaching Aid
2.1 Various methods of teaching Economics. Source method, group discussion, assignment method, comparative study method, project method, Problem solving method.
2.2 Techniques of teaching : Economics roleplay, questionnaire, observation, narration.
2.3 Teaching Aid of Economics - Classification and importance
2.4 Value in teaching of Economics

Unit-3 Teacher-Economics Club Room
3.1 Economics Teacher: qualification, training, characteristics and vocational proficiency.
3.2 Economics club: Requirement and different activities
3.3 Economics room: Arrangement, need and importance
3.4 Book Review of well-known economist Prof. Marshall, Prof. J.M. Keynes, Prof. Amartya Sen

Unit-4 Text Book- Correlation-Evaluation
4.1 Correlation: meaning, types, importance of correlation of Economics with other school sub.
4.2 Evaluation: Concept, aims, tools
4.3 Criteria of a good text book: - Evaluations present Economics text book

Reference
- AMA: Teaching of Economics in Secondary School, New Delhi, Continental Book Co.
- प्लागे, गुलाबनदला, अर्थशास्त्र शिक्षण, आग्रा, विश्वविद्यालय मंडित
- दंबे आम्राए अंज, अर्थशास्त्र शिक्षण पढ़ि, अम्बावाड संघी
- पाटेल, मोतीबाई तथा अम्बा, अर्थशास्त्र अध्यापन की परिकल्पना, अम्बावाड, भी. अंज. शाखा प्रकाशन
- पाटेल, विश्वनाथ, भ. अर्थशास्त्र अध्यापन, अम्बावाड अंज. शाखा प्रकाशन
- शर्मा आर. आम. तथा अम्बा (2008) अर्थशास्त्र अध्यापन अध्यापन, अम्बावाड, नीरव प्रकाशन
SEMESTER - 3

SYLLABI
OF
THEORY PAPERS
### Summary of Credit, Hours and Marks for Semester – 3

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CPS 1 or 2 : Content of Teaching : GUJARATI

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<td>Internal Marks : 50</td>
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आक्रम-1: वेषनना विवेच स्वतः

1.1 पार वेषन, अतेराच वेषन
1.2 संबंधीकरण, सारसूचना, विचार विस्तार
1.3 निम्नवेषन
1.4 अनुवाद

आक्रम-2: साहित्यना स्वतः अने साहित्यकारों परिषद

2.1 सोंगो, मंकाण, नवबिद अने नववकाय
2.2 मध्यकालीन गुजराती साहित्य – मीरां, अने नरसिंह
2.3 अवधारित गुजराती साहित्य – प्रमाणार्थ पटवण अने वार्ता अवगुण
2.4 आदेशिक बोधीयो: सोरठी, सुरती, धरोतरी अने पटवणी

आक्रम-3: साहित्यिक समीक्षा, छंद अने अंबंध

3.1 गध समीक्षा
3.2 पध समीक्षा
3.3 गुजराती समथाय पत्ने 3 सामयिकोमांची साहित्यिक वेषनों सरी
3.4 छंद (सिरिशी, मंकाण, अनुवाद, सोरठी) अने अंबंध (उपयुक्त, संज्ञारोपण, व्यतिरिक्त, दृष्टिका) –

आक्रम-4: विश्वविद्यालय अने प्रथागत आवाहित मुदाओ

4.1 पालककल: अवं, पालकता स्थानाना विस्फोटो, आवर्त पालकपुस्तकना कल्याण
4.2 पदोंत: 8.8 अने 10.8 पालकपुस्तकं मुख्यांकन
4.3 गुजराती साहित्यिक संस्थाओ अने तेना क्राक्ष, साहित्यमा उपक्रम गुजराती
4.4 वाण्य मंत्र, वाण्य प्रयोगशास्त्र अने वाण्यमंत्र

प्रकृतियां:

- कोई साहित्यकारी मुदाकाल अने तेनु अधेदाच वेषन
- कोई साहित्यिक संस्थानी मुदाकाल अने तेनु अधेदाच वेषन
- गुजरातीना विकसिती मुदाकाल अने तेना अध्यायमध्ये समस्यांधोपत्य अध्ययन
- गुजराती वाण्यमा उपक्रम कोई पारं भेजसारेंद्रीं अध्ययन अने तेना सार्वजनिक अंशोंवर वेषन करो.
- कोईहला पारं विधेयकोने गुजराती वाण्यमा अध्ययनमध्ये पातली मुद्देवीयो जडानी.
- वर्गवर्गांना काहीसंभोगतानु आयोजन करो.
- अध्ययन कार्यक्रमांमध्ये आयोजण करो.
- संगीतमध्ये वर्हेनां गुजराती क्राक्ष/गोतिता जन/अंत्यावधीनो कार्यक्रम
- साहित्यकारोंतरी कोटीआंध्र भाषातील साहित्यकारों नाम जडावो. – कविता कार्यक्रम
- मोक्षाधिक उत्तरां उत्तरण करी आर्थिक संबंधांमध्ये रुपेंद्रकरत करो.
- व्याकरणीय शास्त्र तथा शास्त्रमंडळ तपासते रंगतोपुरु उत्तरण करु.
CPS 1 or 2 : Content of Teaching : HINDI

<table>
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<td>2 Hours Per Week</td>
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 प्रशिक्षाधीन

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

युनिट 1 : हिंदी व्याकरण

1.1 शब्द भंडारणात्मक शब्द, विलोम शब्द, समरूपकारित शब्द, अनेकार्थी शब्द, अद्वितियार्थी शब्द, अद्वितियार्थी शब्द, अद्वितियार्थी शब्द, अद्वितियार्थी शब्द, अद्वितियार्थी शब्द
1.2 उपसर्ग और प्रवचन (परिभाषा और प्रकार)
1.3 संधि-परिभाषा और प्रकार
1.4 समास-दंड समास, दिव्य समास, कर्मधाराय समास, भूविधी समास

युनिट 2 : साहित्यिक विधायें एवं लेखन

2.1 उपन्यास, कहानी, नाटक, एकांकी संस्कृति
2.2 संकल्पकथा और महाकाव्य
2.3 हिन्दी लेखन, अभ्यासभार
2.4 पत्रलेखन, (शिक्षातीपथ, आवेदनपत्र)

युनिट 3 : क़ाँग्रेज़ की कृतियों की समीक्षा एवं कवि/साहित्यकारों का परिचय

3.1 पद
3.2 गद्दी
3.3 पद
3.4 गद्दी

युनिट 4 : क़ाँग्रेज़ की कृतियों की समीक्षा एवं कवि/साहित्यकारों का परिचय

4.1 पद
4.2 गद्दी
4.3 पद
4.4 गद्दी

प्रश्नसूत्रों :

- हिंदी क़ाँग्रेज़ की पाठ्यपुस्तकों में से मुहावरे और कहावतों की सूचि बनाए।
- अपनी परंपरा की किसी दो कहानी की समीक्षा कीजिए।
- क़ाँग्रेज़ की पाठ्यपुस्तक में से छात्रों की सृजनात्मकता को बढ़ाया देने वाले 30 प्रश्न दुर्दिष्ट और क़ाँग्रेज़ से चारों कीजिए।
  - अपने चर में पास की गन्तव्य होने की आवश्यकता करने के लिए निर्देशात्मका को शिकायती पत्र लिखिए।
CPS 1 or 2: Content of Teaching: ENGLISH (LL)

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Objectives: To enable the student teachers:

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

To enable the student teachers to:

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

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

Unit: 2 Detailed study of Grammar and Usage

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

Unit: 3 Grammar in Context

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

Unit: 4 Comprehension and Composition

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

Activities:

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

References:

- General English for High school classes English grammar, Jawahar prakashan t.ltd., Gaziabad
- Wren and Martin English grammar and composition, s.chand
- Contemporary English grammar for scholars and students, J D Murthy, Book palace, New Delhi
- Nasr R. T., Teaching and Learning English, Longman
- English language Teaching Approaches and Methodology, Navita arora, tata McGraw hill education private limited, New Delhi
Objectives:

To enable the student teachers to:

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

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

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

Unit: 2 Detailed study of Grammar and Usage -1

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

Unit: 3 Detailed study of Grammar and Usage -2

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

Unit: 4 Comprehension and Composition

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

Activities:

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

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- Contemporary English grammar for scholars and students, Book palace, New Delhi
CPS 1 or 2: Content of Teaching: SANSKRIT

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अंक - १ विषयवस्तु

1.1 सर्वत्र ज्ञातात्व (सार. अविभाजन) (१, ४, १० गल्ल) परस्पर अनेक अलग अलग अर्थों में पूर्ण
1.2 आमचार्य, विषयवस्तु पूर्ण (गल्ल - १, ४, १०) परस्पर अनेक अलग अलग अर्थों में पूर्ण
1.3 संधि (संदर्भ, मार्ग, पृष्ठ - ८, १० मुख)
1.4 उपसर्ग (संबंधपण, उदा संग्रह संयुक्त)

अंक - २ विषयवस्तु

2.1 नामन कारण (५, ७ - पुलिक, ६, ७, ८ - सौंदर्य)
2.2 संवादकारण कारण (अन्य, कुमार, तथा, यदि, दूम) (५, ६, ७)
2.3 अभ्यास (संदर्भ के अनेक उपयोगों)
2.4 विविध विविध प्रयोगों

अंक - ३ विषयवस्तु

3.1 संसार (संज्ञान, प्रयोग)
3.2 शृंखला (संदर्भ, मार्ग) (केहतर विषय, संवादिक, विषयवस्तु, अंतर अने क्रमांक)
3.3 शृंखला, क्रमश: वाच्यवेचना अनेक व्याख्या प्रयोग
3.4 अधिकारीयह, ब्रेथार्कर्ष विशेषता

अंक - ४ संस्कृत पाठ्यपुस्तक अने मुद्यांकन

4.1 आदर्श पाठ्यपुस्तकला वाच्य (पृष्ठ - ८ अने १० ना पाठ्यपुस्तकला मुद्यांकन
4.2 अद्वैत विभाग अने प्रमाण रचन (पृष्ठ - ८ - १०)
4.3 अध्यायत कहत समयमती प्रमुखताओं
4.4 अनानंदकारण क्लोटोर रचना (अद्वैत अध्याय, अद्वैत प्रमाण क्लोटी)

प्रयोजनिक अर्थ

1. कोई भी सामाजिक अथवा शैक्षिक संस्थानी मुद्यांकन अने अध्याय के लिए
2. सामाजिक व्यक्तियों सा मत्ता आपारित दृष्टिकोण अथवा आयोजन
3. The theme is the study of Sanskrit and its teaching in different educational institutions.

SANSKRIT

• चाणक्य साधन, ‘संस्कृत शिक्षण, विनोद पुस्तक मंदिर’, आगरा.
• आकाशवाला श्री. (1956). ‘संस्कृत अध्ययन, आध्यात्मिक’, मार्टल प्रकाशन, अमेरिका.
• आकाशवाला श्री. (1966). ‘संस्कृत शिक्षण: विषयक’, मार्टल प्रकाशन, अमेरिका.
• भारी श्री. जी.; ‘संस्कृत वाक्य संग्रहण’; साधन विक्रेता प्रकाशन, अमेरिका.
• शिवकृत आच्छंद, ‘संस्कृत अध्ययन मंदिर’, अन्तर भाक दक्षिण, अमेरिका.
• नकुम गोविंदबाई, ‘संस्कृत वाक्य विकास’, भो. जेस. शाक प्रकाशन, अमेरिका.
• संस्कृत पाठ्यपुस्तक, धार्मिक 6 वीं 10, गुजरात पाठ्यपुस्तक मंडल, गांधीनगर.
• संस्कृत पाठ्यपुस्तक, धार्मिक 6 वीं 10, NCERT.
### CPS 1 or 2: Content of Teaching: URDU

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**Semester – 3 Content**

1. اضافہ کیمی
2. کیمی کے باعث
3. پردہ کا ناگ
4. شوق
5. فیصلہ
6. مصنف اور ناگ
7. بڑی خون
8. شاک
9. فیصلہ
10. منی
11. مصنف اور ناگ
12. عمل
13. جن
14. دُم
15. جن
16. دُم
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38. دُم
39. جن
40. دُم
41. جن
42. دُم

**References**

1. Akhtar Hussain Akhtar: Urdu ki Tadris, Ahad
2. Alabaksh Shaikh: Urdu ki Tadris, Ahad
3. Alka Ahuja: Teacher Education, New Delhi, A Mittal Publication
4. Arun Athreya, A Text Book of Teacher Education, New Delhi: Dominant Publishers and Distributors
5. Mehmoodan Shaikh: Urdu Zaban ki Tadris, New Delhi

*سَرْيَّتَ:*
CPS 1 or 2 : Content of Teaching : MATHEMATICS

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Objectives:

To enable student teacher to…

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

Unit – 1  Concepts

Std: IX  Chapter-1 Setoperations, Chapter-3 Polynomials
Std: X  Chapter-3 Linear equation of two variables, Chapter-5 Linear progression, Chapter-6 Similarity of triangles, Chapter-7 Similarity and pythagorus theorms

Unit – 2 Concept

Std: IX  Chapter-Primary concepts of geometry-2, Chapter-9 Triangles
Std: X  Chapter-9 Trigonometry, Chapter-10 Height and distance, Chapter-11 Circle, Chapter-13 Area related to circle

Unit – 3 Concepts

Std: IX : Chapter-12 Circle, Chapter-14 Heron’s Formula
Std: X : Chapter-12 Construction, Chapter-14 Surface area and volume, Chapter-15 Statistics, Chapter-16 Probability

Unit – 4 Content cum methodology

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

References:

English


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

  o Website
• http://thinkbuzan.com/how-to-mind-map/
CPS 1 or 2 : Content of Teaching :
SCIENCE & TECHNOLOGY

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Objectives:

To enable the student teacher to-

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

Unit – 1 Physics

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

Unit – 2 Chemistry

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

Unit – 3 Biology

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

Unit – 4 Content cum Methodology

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

- Dhorse – 8 Vidyan ane Teknolej (Sem. 1 ane Sem. 2) nu Pathypustak, Gandhinagar : G.S. Sh. Pa. Mandir
- Joshi, Hariprasad ane ane. Vidyanadyoapannu Parishilan, Pr. Ch. Sh. Prakashan, Ahmedabad
- Gawas, Ch. Sh. Ane ane. Vidyan Shikshapath, Anandprakashan, Ahmedabad
- Chavan, Ane Ane. Vidyan ane Teknolej anu Abhinyavadyapan, Nirmaanprakashan, Ahmedabad
- Patel, Ane ane. Vidyananu Advashyapann, Darichetuprakashan, Ahmedabad
- ........ Vidyanadyoapannu 1, Dr. Babasaheb Ambedkar Universiti, Ahmedabad
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod Pustak Mandir, Agra
CPS 1 or 2 : Content of Teaching:
ELEMENTS OF ACCOUNTANCY

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Objectives:
Enable student teacher…

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

Unit:1 Content based on std:12th Textbook

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

Unit:2 Content based on std-12th Textbook

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

Unit:3 Content based on std-12th Textbook

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

Unit:4 Content cum Methodology

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

Practical Work (Any One)

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

- Forkner, Hamden L., *The Teaching of Book-keeping*
- इत्यादित बीजवार, बुद्ध-सुधा गुप्ता, गुर्जर प्रकाशन, अमनावाद.
- परोफ़ेसर, महाविद्या अंब. अने प्रशांत मोहनबाई अंब., (2006-10). नम्मान मुण्डत्वी माध्यमान संस्थापक.
- वोल्कार, आरे.अंबे, नासारी बिन्धा, अने गुर्जर प्रकाशन, अमनावाद.
- वोल्कार, आरे.अंबे, नासारी बिन्धा, अने गुर्जर प्रकाशन, अमनावाद.
CPS 1 or 2 : Content of Teaching :
BUSINESS ORGANIZATION & MANAGEMENT

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Unit-1 Planning

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

Unit -2 Consumer Protection

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

Unit-3 Communication

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

Unit-4

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

Reference

- Khan, M. S., Commerce Education, New Delhi; Sterling Publication (P) Ltd.
- Sharifkhan, Mohd., The teaching of Commerce New Delhi, Sterling Publication (P) Ltd.
CPS 1 or 2 : Content of Teaching : SOCIAL SCIENCE

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OBJECTIVES:

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

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

Unit: 2 Social sciences content – 2
2.1 Indian Democracy
2.2 India : Place and region
2.3 Climate
2.4 Wild life

Unit: 3 Social sciences content – 3
3.1 Cultural Heritage of India: Handicraft and Elegant Art
3.2 Places of Indian Cultural Heritage
3.3 Preservation of our Heritage
3.4 Natural Resources

Unit: 4 Social sciences content – 4
4.1 Water Resources
4.2 Economic Liberalization and Globalization
4.3 Price Rise and Consumer Awareness
4.4 Social Change

ACTIVITIES RELATED TO TEACHING SOCIAL SCIENCES

- Educational tour
- Visit to local areas
- Visit to a historical places
- Visit to a co-operative society
- Visit to a bank
- Visit to a dairy
- Visit to an agriculture production market committee
- Visit to a government library
- Visit to a veterinary hospital
- Visit to a museum
- Visit to Mamalatadar office and collector offices
- Visit to a district information office
- Visit to a district employment office
- Visit to a Taluka Panchayat office
- Visit to an industrial residential
- Visit to an Legislative Assembly House

References :

- Tyagi & Others, Teaching of History, Agra; Vinod Pustak Mandir
- Sanjay Datt & Others, Teaching of Geography, Agra; Vinod Pustak Mandir
- Sharma, R. L. & Others, Teaching of Social Studies, Agra; Vinod Pustak Mandir
CPS 1 or 2 : Content of Teaching : PSYCHOLOGY

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Unit-1 Intelligence

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

Unit-2 Adjustment and Group

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

Unit-3 Therapy

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

Unit-4 Counseling

4.1 Ethos of Counselling, Effective Listening
4.2 Quality of Good Psychologist.
4.3 Counseling process gains for the client, Stages of Counselling process
4.4 Characteristics and skills of an effective counsellor
CPS 1 or 2 : Content of Teaching : ECONOMICS

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Objectives :

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

Unit - 1 Economic growth & Development

1:1 Types of diagrams :- Bar Diagram, Cluster Diagram, Pic Diagram
1:2 Growth & Development - meaning & concept
1:3 Difference between growth & Development
1:4 Indicators of Development : PQLI, HDI, HPI

Unit-2 Money and poverty

2:1 Meaning and defects of Barter system - function of money
2:2 Meaning and nature of poverty
2:3 Indicators of poverty - Absolute & Relative poverty

Unit - 3 Problems of Unemployment & population

3:1 Meaning and types of unemployment
3:2 Causes and Remedies of Unemployment
3:3 Population Transaction theory
3:4 Causes for higher birth rate and lower death rate

Unit -4 Agriculture & Industry (content cum method)

4:1 Present situation of of Indian Agriculture
4:2 Green Revolution - Agriculture Productivity
4:3 Industrial Structure - (Classification)
4:4 Importance of Small scale Industyries

Note :- Unit - 4 Questions are asked on content cum methodology type
A : RTE & NCF – 2005

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Right to Education (RTE)

Objectives:

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

Unit: 1 Right to education and responsibility

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

Unit: 2 provision of physical and human resources

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

Unit: 3 school management

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

Unit: 4 learning and right to education

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

Objectives:

The student teachers
• Enable to understand the need of NCF
• Get the knowledge of the principles of NCF guideline
• Get aquatinted about the goals of education
• Enable to understand about the educational experiences and vocational knowledge
• Enable to understand about the correlation between child’s knowledge and surrounding knowledge.
• Enable to comprehend the scope of curriculum
• Enable to identify the factors need in learning process
• Enable to know about the opportunities of implications of education

Unit 1 National Curriculum and Goal

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

Unit-2 Scope of the curriculum

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

Unit-3 Knowledge and learning process

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

Unit-4 educational environment and quality

4.1 Physical and competent environment
4.2 Learning resources
4.3 Evaluation and quality
4.4 New implications in education
B : USE OF MEDIA IN EDUCATION

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Unit 1 Media

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

Unit 2 Role of media in educational policy making

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

Unit 3 Media in different mode of education

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

Unit 4 Role of media in school management and classroom teaching

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

Suggested reading

https://mygov.in/new-education-policy-group.html
http://www.academia.edu/6593481/Role_of_Media_and_Technology_in_Education
http://epaa.asu.edu/ojs/article/view/1706
SEMESTER - 4

SYLLABI
OF
THEORY PAPERS
Summary of Credit, Hours and Marks for Semester – 4

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PE – 3: KNOWLEDGE & CURRICULUM 1 & 2

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Objectives:

To enable the student teacher...

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

1 Epistemology and its Fundamentals

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

2 Knowledge and Education

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

3 Curriculum and its Fundamentals

3.1 Dimensions of curriculum and their relationship with aims of education
3.2 Concept and relationship between curriculum framework and syllabus
3.3 Foundations of curriculum in Indian context (philosophical, sociological, psychological and technological foundations)

4 Curriculum Development and Evaluation

4.1 Steps of curriculum development
4.2 Models of curriculum development (Hilda Taba and Tylor)
4.3 Curriculum evaluation: Meaning and Need
4.4 Obstacles of Development of ideal curriculum

Activities:

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

References:


पंडेय, अशोक. अने अमृत (2003). विकासात भारतीय समाजांची शिक्षा. अमृतवांक: पार्श्व प्रकाशन.
PE – 5 : GENDER, SCHOOL & SOCIETY

<table>
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<th>Semester – 4</th>
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Objectives

By the completion of the study, the student teacher

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

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

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

Unit: 2 Gender status of the present society

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

Unit -3 (Gender ) Student and the school

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

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

4.1 The role of the textbook and Curriculum: In removing gender biases and promoting woman empowerment
4.2 Positive / encouraging role of the school, peer group teachers and co-curricular activities in developing gender equality.
4.3 Constitutional provisions for the protection of woman and human rights
4.4 Woman reservation Bill- history and current scenarios, plans and policies for the promotion of woman development
PE – 6 : CREATING AN INCLUSIVE SCHOOL

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Objectives: To enable student teachers to:

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

Unit – 1 Inclusive School

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

Unit – 2 Disability and disabled child

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

Unit – 3 Policies for promotion of inclusive school

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

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

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

References:

- Kohama, Angela (2012). Inclusive Education in India: A country in Transition. Department of International Studies at the University of Oregon
- Angela Kohama (NCERT, 2000), Assessment of Needs for Inclusive Education: Report of the first Regional Workshop for SAARC countries, NCERT, New Delhi, India.
- NCERT, 2001. Inclusive Education: Orientation Package for Teacher Educators. Unpublished manuscript, New Delhi, India
- Sarva Shiksha Abhiyan : Training module on multiple disabilities.
- Tony Booth and Mel Ainscow (2000). Index for inclusion: Developing Learning and Participation in School. Published by Center for Studies in Inclusive Education
- United Nation’s Convention on rights of person with disabilities and optional protocol.
- UNICEF (2003). Examples of inclusive education (India), The United Nation’s Children Fund. UNICEF.

http://web.jhu.edu/disabilities/faculty/types_of_disabilities/
EP – 4 : UNDERSTANDING SELF

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**Aim of the Course:**
Generally we as people do not pay attention of knowing our own selves. Though Indian philosophy has paid the highest thrust ‘to know thy self’. The ultimate goal of life is to become aware of one’s own self and then to attain transcendence of being own self.
Today’s changing world has created tremendous pressure and stress in our life so understanding self will our make life more peaceful and harmonious. If the teacher would understand his/her self then he/she would be able to contribute in all round development of their students.

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

**Teaching strategies:**
- Lectures Role – Play
- Group – Discussion Seminar
- Field Visits Workshop
- Observation Activity based

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

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

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

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

Activities

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

References:
J. Krishnamurti, 2011, ‘Where can peace be found?’, Shambhala Publications, Incorporated, https://books.google.co.in/books/about/Where_Can_Peace_Be_Found.html?id=gNYTmQEACAAJ&hl=en

Gujarati Books:
On line references:
http://www.selfdeterminationtheory.org/theory/
http://www.simplypsychology.org/carl-rogers.html#
http://www.simplypsychology.org/self-concept.html
http://en.wikipedia.org/wiki/The_7_Habits_of_Highly_Effective_People
http://www.gurdjieff.org/G.3-1.htm
http://www.gurdjieff.org/all.htm
http://en.wikipedia.org/wiki/Looking_glass_self
https://oasiswebsite.wordpress.com/tag/oasis-publications/
CP – 3 : OPTIONAL PAPER

ANY ONE OF THE FOLLOWING SUBJECTS

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

CP – 3 (1) : EDUCATION FOR PEACE

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Objectives

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

UNIT- 1 CONCEPT OF PEACE EDUCATION

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

UNIT-2 EMPOWERMENT OF SELF THROUGH CRITICAL SELFREFLECTION

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

UNIT-3 CRITICAL PEDAGOGY OF PEACE EDUCATION

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

UNIT-4 EVALUATION OF THE PEACE-BUILDING PROCESS

4.1 Importance of evaluation of the Peace-Building Process.
4.2 Developing commitment for receiving feedback and review of strategies.
4.3 Making assessment visible through objective indicators.
4.4 The role of school in evaluation of the Peace-Building Process.
CP – 3 (2) : ENVIRONMENT EDUCATION

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Objectives:

The student teacher should be able to:

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

1 Environment

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

2 Environmental Issues and Solutions

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

3 Environmental Education

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

4 Programmes for Environment Education

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

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

References:

- Kartikey Sarabhai and others, Greening Formal Education. CEE, Ahmedabad.
CP – 3 (3) : GUIDANCE AND COUNSELLING

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Objectives

To Enable student – teacher

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

Unit-1 Guidance

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

Unit-2 Counselling

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

Unit-3 Sources of guidance

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

Unit – 4 : Role of a teacher and agencies

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

References:

- Agrawal, R (2006) Educational, Vocational Guidance and Counselling, New Delhi, Sipra Publication
- Patel, A. M. (1983). સામાજિક મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિમાણ બોર્ડ, અમદાવાદ
- Parikh, S. (1982) માર્ગદર્શન વ્યવસાય માંસા, અમદાવાદ પ્રકાશન, અમદાવાદ
- Shukla, Santosh. (2012) આધેતા પ્રકૃતિ અને વિકાસ. આજા : અગાલ પ્રકાશન
Aim of the Course:

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

Objectives:

The student teachers will

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

Teaching strategies:

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

Course Content (Proposed)

**Unit 1: Physical Health and Nutrition**

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

**Unit 2: First Aid and Prevention**

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

Unit 3: Yoga

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

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

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

Activities

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

References:

• Kulkarni, D.D., (1997) Yoga and Neuropsychology, Yoga Mimamsa, 1 and 2
• Ramesha Chandra Pradhan, 2011, ‘Foundation of Physical Education, Pinnacle Technology

Gujarati Books:

• अरोड़किरिक शिक्षा (शिक्षा आपूर्ति), तोरण – २ ढी. ज. आर. टी, आर्थिक जग
• योग – मार्गदर्शक पुस्तिका – विद्याकार, अनुरोध तेओ जण विद्यार्थी मुक्तन विद्यालय
• पुजा क्रेड, २०१४, ‘योग’ (वेबसाइट तथा वर्तमान मुद्दाएं), भारती विश्व ऑनलाइन प्रकाशन बंधन, अमेरिका.
• वन माहिर, ‘योग शिक्षा द्वारा आरोग्य’ विवेक प्रकाशक, मांजी.।
• वैज्ञानिक वेबसाइट, ‘योग साधना’ सृजन साहित्य मंडल, अमेरिका

On line Resources

http://ninindia.org/popular.htm#
http://www.humankinetics.com/physicaleducation
CP – 3 (5) : SCHOOL ADMINISTRATION AND MANAGEMENT

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OBJECTIVES:

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

Unit: 1 School Administration

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

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

2.1 Teachers job condition with regards to Gujarat secondary education act.
2.2 Code of Conduct for Secondary School Teacher: Discipline, Role as a Teacher- Uniform and Students Union.
2.3 Current Service rule for appointment of Principal, Teachers and clerks (TAT, TET and HTAT) its understanding.
2.4 Tribunal: Construction, Work area and its Power.
Unit:3 School Registers: School Infrastructural facilities and Various institution of Education.

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

Unit:4 School Climate

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

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1  Alexander V. Verghese., Higher Education and Management, Ashish Publication, New Delhi
2  B.L. Mathur., Management of Education, Arihant Publication House, Jaypur
3  Chaube Sarayuprasad., Bharatiy Shikshaki Samasya, Vinod pustak Bhandar, Agra
4  Mahida J.R and other., School Organization and Management, Varishen Prakashan, Ahmedabad
5  Mukerjee S. N., Education in India – today and tomorrow
6  Patel J.Z and other., School Organization and Management, nirav Prakashan, Ahmedabad
7  Secondary Education Act, Govt. of Gujarat
9  Shastri Jayendra Patel and other., Shilashanna nutan pravaho ane saasyao, university granath nirman Board, Ahmedabad
10 Parmar, B. R., School Organization and Management, Agra: Agrawal Prakashan
CP – 3 (6) : INDIAN PHILOSOPHY & EDUCATION

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

Unit I  PHILOSOPHY AND EDUCATION  Credit : 0.5  06 hours

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

Unit II  THOUGHTS OF INDIAN EDUCATION  Credit : 0.5  08 hours

Explain following thoughts of Indian Education reference to their Meaning, Aims, Methodology and Teacher:
1. Vedic Period
2. Buddhist System of Educational Philosophy
3. Jainism Philosophy of Education
4. Post Independent Indian Education

Unit III  MAJOR PHILOSOPHICAL SCHOOLS  Credit : 0.5  08 hours

Study of following schools with reference to their concept and basic principles, Explain following realm reference to Educational aims, curriculum, and teaching methodology
1. Idealism
2. Naturalism
3. Realism
4. Pragmatism

Unit IV  INDIAN PHILOSOPHER  Credit : 0.5  12 hours

Life Narrative, Thoughts of Indian Thinkers in relation to their formation about aims of education, curriculum, teaching methodologies, place of teacher, Effect of thinkers’ thoughts in Indian education;
1. Swami Vivekananda
2. Rabindranath Tagore
3. Mahatama Gandhi
4. Gijubhai Badheka
REFERENCES

- Umesh Mishra (1948), ‘History of Indian Philosophy’, Vol.1, Allahabad.
CP – 3 (7) : EDUCATIONAL RESEARCH

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**Broad Educational Objectives**

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

**Instructional objectives :**

To enable the teacher trainees:

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

**UNIT 1 Research and Education**

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

**Unit-2 Review of Related Literature**

2.1 Reference / Related Literature : Meaning  
2.2 Objectives of Study of Reference / Related Material / Literature
2.3 Sources of Reference / Related Literature / Information : Preliminary Sources, Primary Sources, Secondary Sources
2.4 Steps of Reviewing Related Literature

Unit-3 Research Method, Variable & Hypothesis

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

Unit-4 Research Tool

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

Suggested Readings:

- शुक्ल, सतीशप्रसार. (2014) संसाधन – अंक पाठ्य. अमानवादितिशिल्पिक्टेश-स
- शुक्ल, सतीशप्रसार. (2015) संसाधन – पहला पाठ्य. अमानवादितिशिल्पिक्टेश-स
- शुक्ल, सतीशप्रसार. (2012) अध्यापन अने अध्ययननां अधिनियमों अने प्रमुखतां. अंग्रेज़ीः अंग्रेज़ीः पुस्तकें
CP – 3 (8) : STATISTICS IN EDUCATIONAL RESEARCH

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Unit-1 Introduction of Educational Research and Statistics  
Credit: 0.5

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

Unit-2 Basic Statistics  
Credit: 0.5

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

Unit-3 Correlation  
Credit: 0.5

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

Unit-4 Percentile, Percentile Rank, NPC  
Credit: 0.5

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

Suggested Readings:

- गुमला, सतीश (2012) अध्यापन अने अध्यापकांना अधिनियमात अने प्रयुक्त यांना. आध्यात्मिक पतिक्षेत्रासही. अंतर्गत: अंतर्मानाचे पतिक्षेत्रासही.
- गुमला, सतीश (2014) संसाधनांचा पतिक्षेत्रांचे प्रयुक्त. अंतर्मानाचे पतिक्षेत्रासही.
- गुमला, सतीश (2015) संसाधनांचा पतिक्षेत्रांची वारकराती. अंतर्मानाचे पतिक्षेत्रासही.
CP – 3 (9) : VALUE EDUCATION

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**COURSE OBJECTIVES:**

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

**COURSE CONTENTS:**

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

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

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

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

**Unit-3 Moral Learning to Moral Education**

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

**Unit-4 Assessment of Moral Maturity**

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

**REFERENCES**

- भरवाड, अमृत अने रमेश पटेल (2013). विश्वास भारतीय समाजामध्ये. आंतरिक विद्यांग्रंथात्.
• Govt. of India : Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
• Mukarji, S.N. (Ed) : Education of Teacher in India (Vol.1) S.Chand and Co. Delhi, 1968.
**CP – 3 (10) : EDUCATION FOR HUMAN RIGHT**

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**Unit-1 Human Rights**

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

**Unit-2 Child Rights**

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

**Unit-3 Teachers’ Rights**

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

**Unit-4 RTI & RTE**

4.1 RTI – Meaning and Legal Provisions. Basis of RTI Act
4.2 Advantages of RTI, Suggestions to Make RTI act more effective.
4.3 RTE – Meaning and Legal Provisions. Basis of RTE Act
4.4 Advantages of RTE, Suggestions to Make RTE act more effective.
CP – 3 (11) : VOCATIONAL EDUCATION

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Objectives

To make the student teacher

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

UNIT-1 Educational and Vocational Information

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

UNIT-2 Tools for Identifying Vocational Ability of The Students

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

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

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

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

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

Reference Book

- Shaikshanik ane vyavsayik margdarshan ni pravidhio, Dr.k.g.desai, University granth nirman board,Ahmedabad
- karkirdi margdarshan antrgat karkirdi mahiti, Nirav prakashan, Ahmedabad
- Margdarshan vyavahar mimansa, Dr. jayendra parikh ane Pro. Devendra bhatt, Anada prakashan
- Shaikshanik ane vyavsayik margdarshan, Natubhai raval,Nirav prakashan, Ahmedabad
- શ્રુહત, સત્તીશ્રેષ્ઠ. (2011) શૈલીનિક માનવશાસ્ત્ર. આજીએ:અંગ્રેજલ પાબ્લિકેશન્સ
- શ્રુહત, સત્તીશ્રેષ્ઠ. (2012) અનબેટા - સ્વરૂપ અને વિકાસ. આજીએ:અંગ્રેજલ પાબ્લિકેશન્સ
CP – 3 (11) : EDUCATION FOR LIFE SKILL

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

Unit : 1
1.1 Definition, Concept and Importance of Life Skills
1.2 Meaning, Approach and Importance of Life Skills Education
1.3 Categories of Life Skills
1.4 Need For Life Skill Training and criteria for using life skills

Unit : 2
Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills
2.1 Self Awareness
2.2 Dealing (Coping) with Emotion and stress
2.3 Empathy
2.4 Problem Solving

Unit : 3
Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills
3.1 Interpersonal Relationship
3.2 Effective Communication
3.3 Creative and Critical Thinking
3.4 Decision Making

Unit : 4
Definition, Meaning, Importance, Barriers, Techniques and Activities to develop Life Skills
4.1 Responsible Citizenship and Community Service Volunteering
4.2 Self discipline and Self responsibility
4.3 Goal Setting and Wise Use of Resources
4.4 Time management and Career Planning
Suggested Structure of Question Paper for Theory Exam

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

Q. 1 (A) Answer any Two Questions. (Out of Three Questions from unit – I)  Marks - 8
Q. 1 (B) Answer any One Questions. (Out of Two Questions from unit – I)  Marks - 6

Q. 2 (A) Answer any Two Questions. (Out of Three Questions from unit – II)  Marks - 8
Q. 2 (B) Answer any One Questions. (Out of Two Questions from unit – II)  Marks - 6

Q. 3 (A) Answer any Two Questions. (Out of Three Questions from unit – III)  Marks - 8
Q. 3 (B) Answer any One Questions. (Out of Two Questions from unit – III)  Marks - 6

Q. 4 (A) Answer any Two Questions. (Out of Three Questions from unit – IV)  Marks - 8
Q. 4 (B) Answer any One Questions. (Out of Two Questions from unit – IV)  Marks - 6

Q. 5  Answer any Seven Questions. (Out of Ten Questions from all units – Not more than 3 questions should be asked from any single unit)  Marks - 14

2. Structure for Question Paper of One and Half Hour duration with weightage of 35 marks

Q. 1 (A) Answer any Two Questions. (Out of Three Questions from unit – I & II)  Marks - 8
Q. 1 (B) Answer any One Questions. (Out of Two Questions from unit – I & II)  Marks - 6

Q. 2 (A) Answer any Two Questions. (Out of Three Questions from unit – II & III)  Marks - 8
Q. 2 (B) Answer any One Questions. (Out of Two Questions from unit – II & III)  Marks - 6

Q. 3  Answer the Following Questions. (Questions from all units – Not more than 2 questions should be asked from any single unit – Total seven Questions)  Marks - 7
Syllabus Development Core Committee

1. Dr. Dushyant S. Shukla (Convener)  
2. Dr. C. P. Patel  
3. Dr. A. D. Shah  
4. Dr. Harshad A. Patel

Syllabus Review Committee (Internal)

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Syllabus Developers

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Source for Guideline for Developing Curriculum

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

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