

**BACHELOR OF EDUCATION PROGRAMME
(CBCS Pattern)**

OF

**HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,
PATAN**

In force from June-2011

Prepared in

**NATIONAL SEMINAR ON CURRICULUM
FRAMEWORK (CBCS)**

March -2011

ORGANIZED BY

L.N.K. College of Education (CTE), NAAC B⁺⁺, Patan

LIST OF CONTRIBUTORS

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B.Ed. Programme

Objectives :

The student-teacher :

- 1 Acquires competence to teach subjects of his/her specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum.
- 2 Develops skills, understanding, interests and attitude which enable him/her to foster all-round growth and development of the children under his/her care.
- 3 Develops skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
- 4 Develops understanding of psychological principles of growth and development, individual differences and similarities and cognitive and affective learning.
- 5 Develops skills in guiding and counseling the children in solving their personal as well as academic problems.
- 6 Understands the role of the home, the peer group and the community in shaping the personality of the child and helps to develop an amicable, home-school relationship for mutual benefit.
- 7 Understands the role of school in changing society.
- 8 Understands the administrative structure of secondary education in Gujarat State.
- 9 Understands theoretical and practical aspects of health and recreational activities.

EduR-1:

Eligibility criteria for admission to B.Ed. programme in Hemchandracharya North Gujarat University will be according to the qualifications and norms laid down by NCTE/ UGC / Hemchandracharya North Gujarat University / Government of Gujarat from time to time.

A candidate of the programme of Bachelor of Education (B.Ed.) must be a graduate of the Hemchandracharya North Gujarat University or of a University recognised by the Hemchandracharya North Gujarat University, in any faculty and in addition, must after graduations, have –

- (1) Kept both the semesters of lectures on the theory and practice of education in college affiliated to the Hemchandracharya North Gujarat University for the purpose of the B.Ed. programme, and
 - (a) completed a course of practical work extending over two semesters to the satisfaction of the Head of the college or B.Ed. department of Hemchandracharya North Gujarat University as shown in table I, II, and III.
 - (b) Observation of 32 directed lessons given by other candidates and 08 observations given by Lecturers or senior teachers.
 - (c) Attendance at the demonstration and discussion lessons.
 - (d) Attendance at tutorials for the discussion of theory courses, and
 - (e) Completion of practical work related to the theory portion.

The examination for semester-I of the B.Ed. programme shall consist of - Part - I Written Examination (Theory) AND Part II Practical teaching and semester's practical work in the college according to table I, II, and III

The examination for semester-II of the B.Ed. programme shall consist of - Part - I Written Examination (Theory) and Part - II Annual Lesson and Practical teaching and semester's practical work in the college according to table I, II, and III

EduR-2: B.Ed. Programme is a full time course and consists of two semesters as shown in table-I, II & III

Table – I : B.Ed. Programme (CBCS): Course Structure

Semester- 1

Course Code	Course Title	THEORY CREDIT AND (HOURS)	PRACTICAL CREDIT AND (HOURS)	INTERNAL EXAM (30Marks)	EXTERNAL EXAM (70 Marks)
Core Courses					
EDCC 101	PHILOSOPHICAL FOUNDATIONS OF EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 102	DEVELOPMENT OF LEARNER AND LEARNING PROCESS	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 103	DEVELOPMENT OF SECONDARY EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 104	INFORMATION & COMMUNICATION TECHNOLOGY	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
Core Elective Course (Any one of the following)					
EDCE 111	POPULATION EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCE 112	ELEMENTARY EDUCATION				
EDCE 113	CAREER GUIDANCE				
EDCE 114	VALUE EDUCATION AND HUMAN RIGHTS				
EDCE 115	EDUCATIONAL EVALUATION AND STATISTICS				
EDCE 116	APPLICATION OF TECHNOLOGY IN EDUCATION				

Elective Courses					
Content and Method (Any two of the following)					
EDEC 121	Gujarati	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 10Assignment 5 Field work	70 Marks
EDEC 122	Hindi				
EDEC 123	English				
EDEC 124	Sanskrit				
EDEC 125	Social Science				
EDEC 126	Mathematics				
EDEC 127	Science and Technology				
EDEC 128	Computer Science				
EDEC 129	Elements of Book Keeping				
EDEC 130	Commerce				
EDEC 131	Economics				
EDEC 132	Home Science				
Foundation Course (Any one of the following)					
EDFC 141	Yoga and Education	1.5 (23 HOURS)	--	--	50 marks
EDFC 142	Communication Skills				
EDFC 143	Life Skills				
EDFC 144	Global Challenges				
EDFC 145	Environmental Studies				
Total		19 (289HOURS)	3.5 (105 HOURS)	210	540
		22.5CREDIT(394 HOURS)			

Semester- 2

Course Code	Course Title	THEORY CREDIT AND (HOURS)	PRACTICAL CREDIT AND (HOURS)	INTERNAL EXAM (30Marks)	EXTERNAL EXAM (70 Marks)
Core Courses					
EDCC 201	SOCIOLOGICAL FOUNDATIONS OF EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 202	TEACHING PROCESS AND GAUGING DEVELOPMENT	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 203	MANAGEMENT OF SECONDARY EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCC 204	COMPUTER IN EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
Core Elective Course (Any one of the following)					
EDCE 211	POPULATION EDUCATION	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 5 Seminar/Quiz 5 Assignment 5 Field work	70 Marks
EDCE 212	ELEMENTARY EDUCATION				
EDCE 213	CAREER GUIDANCE				
EDCE 214	VALUE EDUCATION AND HUMAN RIGHTS				
EDCE 215	EDUCATIONAL EVALUATION AND STATISTICS				
EDCE 216	APPLICATION OF TECHNOLOGY IN EDUCATION				

Elective Courses					
Content and Method (Any two of the following)					
EDEC 221	Gujarati	2.5 (38 HOURS)	0.5 (15 HOURS)	15 Test 10Assignment 5 Field work	70 Marks
EDEC 222	Hindi				
EDEC 223	English				
EDEC 224	Sanskrit				
EDEC 225	Social Science				
EDEC 226	Mathematics				
EDEC 227	Science and Technology				
EDEC 228	Computer Science				
EDEC 229	Elements of Book Keeping				
EDEC 230	Commerce				
EDEC 231	Economics				
EDEC 232	Home Science				
Foundation Course (Any one of the following)					
EDFC 241	Yoga and Education	1.5 (23 HOURS)	--	--	50 marks
EDFC 242	Communication Skills				
EDFC 243	Life Skills				
EDFC 244	Global Challenges				
EDFC 245	Environmental Studies				
Total		19 (289HOURS)	3.5 (105 HOURS)	210	540
		22.5CREDIT(394 HOURS)			

Note: If a candidate selected Computer science as Elective Course, he/she cannot select APPLICATION OF TECHNOLOGY IN EDUCATION as a Core Elective Course.

Table – II
B.Ed. Programme (CBCS): Practice Teaching

Semester – 1

Course Code	Course Title	Hours	Credit	Marks
EDPT 161	PRACTICE TEACHING	95 Hours	3 Credit	65 Marks
	(A) Micro teaching (B) Macro lesson (C) Stray Lessons (D) Unit Lesson (E) Digital Lesson	75 Hours	2.5 Credit	65 Marks
	Observation	20 Hours	0.5 Credit	
	EDPT 171	Field Based Experience	60 Hours	2 Credits
	(A) Two psychology Tests	30 Hours	1 Credit	10 Marks
	(B) Book Review	30 Hours	1 Credit	10 Marks
EDPT 181	Community Work, Co-Curricular Activities and Other	75 Hours	2.5 Credits	40 Marks
	(A) Social Work	15 Hours	0.5 Credit	5 Marks
	(B) Co-Curricular Activities including Games	15 Hours	0.5 Credit	10 Marks
	(C) Creative Work	30 Hours	1 Credit	10 Marks
	(D) Yoga	15 Hours	0.5 Credit	5 Marks
	(E) Viva voce			5 Marks
	(F) Attendance			5 Marks
Total		230 Hours	7.5 Credit	125 Marks

Semester – 2

Course Code	Course Title	Hours	Credit	Marks
EDPT 261	PRACTICE TEACHING	100 Hours	3.5 Credit	55 Marks
	(A) Stray Lessons (B) Unit Lesson (C) Digital Lesson	45 Hours	1.5 Credit	35 Marks
	Observation	10 Hours	0.5 Credit	
	Internship Programme for One Week 8 Lessons	45 Hours	1.5 Credit	20 Marks
	EDPT 271	Field Based Experience	75 Hours	2.5 Credits
	(A) One psychological Experiment	15 Hours	0.5 Credit	10 Marks
	(B) Blue Print Question Paper For Each Elective Course: 30 Hours (1 Credit) and 15 Marks	60 Hours	2 Credit	30 Marks
EDPT 281	Community Work, Co-Curricular Activities and Other	45 Hours	1.5 Credits	30 Marks
	(A) Social Work	15 Hours	0.5 Credit	5 Marks
	(B) Co-Curricular Activities including Games	15 Hours	0.5 Credit	10 Marks
	(C) Yoga	15 Hours	0.5 Credit	5 Marks
	(D) Viva voce			5 Marks
	(E) Attendance			5 Marks
Total		220 Hours	7.5 Credit	125 Marks

Micro Teaching: Minimum 4; Macro Lessons : Minimum 2; Stray Lessons : Minimum 8; Unit Lessons: Minimum 10; Digital Lesson : 2

Table – III
Summary of B.Ed. Programme

Semester	Hours				Credit				Examination (Marks)			
	Theory	Practical	Practice Teaching	Total	Theory	Practical	Practice Teaching	Total	Internal	External	Practice Teaching	Total
Semester – 1	289	105	230	624	19	3.5	7.5	30	210	540	125	875
Semester -2	289	105	220	614	19	3.5	7.5	30	210	540	125	875
Annual Lesson (At the end of Semester- 2) EDPT 282		60		60		02		02		50		50
Total	578	270	450	1298	38	09	15	62	420	1130	250	1800

EduR-3

- 1 Not more than two lessons per day by a candidate will be allowed. All the practice lessons should be given under the supervision of the member of the teaching staff of the college, concerned or visiting lecturers registered by the University or Head Master of secondary / higher secondary schools or senior teacher of secondary / higher secondary schools.
- 2 Candidates should use all available audio-visual equipments in his / her lessons.
- 3 Science trainees should demonstrate two science experiments related to school syllabus during their practical lessons taught in the practicing schools.
- 4 Two digital lessons during the whole year (one in each method) is compulsory.
- 5 In internship apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking attendance, participating in staff meeting, preparing 'written work', e.g. notices, examination papers, letters to parents, maintenance of school records etc)
- 6 At least one social activity per semester should be done from Blood donation, Gram safai, Adult alternative education, Rescue activities, Any other social work etc..

EduR-4:

The examinations of Part-I for both semesters may be taken after semesters attendance at an Education college or a B.Ed. Department of Hemchandracharya North Gujarat University as required in EduR-1.

Candidates will not be permitted to appear for Part-II unless they produce a completion certificate of practical work done to the satisfaction of the Head of the Education College or B.Ed. department of Hemchandracharya North Gujarat University

In part-II of the examination, candidates will be tested in their practical skill of class management and teaching the two subjects of their choices. The candidate will be required to keep the following for the inspection of the examiner:

- a) A note-book containing the criticism on the 08(eight) demonstration lessons and at least 32 lessons of other candidates. Total of 40 observed by them during the year

b) A journal/ journals containing notes of at least 36 lessons given during both the semester and the criticism of the guide therein.

c) Following logbook of practical work done during both the semester.

- 1 A list of teaching aids made by trainees during the programme and utilized by them in their practical lessons.
- 2 A note book containing administration of 2(two) Psychological tests including scoring, interpretation and one experiment done during semester –I and one Psychological experiment including collected data and interpretation done during semester – II by the trainee.
- 3 A note book containing construction of test items, unit test and examination question paper in each method.
- 4 A note book containing book review done by trainees during semester –I.
- 5 A note book containing assignments of course 1 to course 7 offered by the trainee. (one assignment in each course per semester)
- 6 A list of audio-visual equipment which trainee has utilized during the programme in lessons given by him/her.

EduR-5: Attendance

It is mandatory for every student to keep 80% of attendance in the college. Principal may condone the attendance of any student not more than 10 % of total attendance to be kept by the student for a genuine and valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the principal, the executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports/cultural activities to represent the college/the university at university/district/state/ national level the principal shall condone these days as attendance for want of completion of the required attendance by the institute.

EduR-6:

1) There will be not less than 90 teaching days (15 weeks) per semester. This does not include days for admission, examination and non instructional days for co-curricular, sports, college days . The same is summarized as follows:

Teaching Learning Process	:15 Weeks
Admission/Examination/ Non instructional Days	:05 Weeks
Vacation	:05 Weeks
Public Holidays	:01 Weeks

2) Time duration for the college of education shall be 6:30 hours instruction on each teaching day.

EduR-7:

Standard of Passing and Grade Distribution

To pass the B.Ed. Semester-1 examination a candidate must obtain at least 40 percent of the marks in each course and has to secure 50 percent in aggregate of the eight courses. Candidate has to obtain 50 percent in Practice Teaching (Internal) .

To pass the B.Ed. Semester-2 examination a candidate must obtain at least 40 percent of the marks in each course and has to secure 50 percent in aggregate of the eight courses. Candidate has to obtain 50 percentages in Annual Lessons and Practice Teaching (Internal).

Criteria for getting class for the student passing the examination successfully are as under.

Grade Points	Description	% of Marks	Division / Grade
10	Outstanding	90 % → 99 %	First with Dist. / O
9	Excellent	80 % → 89 %	First with Dist. / A
8	Very Good	70 % → 79 %	First with Dist. /B
7	Good	60 % → 69 %	First / C
6	Fair	50 % → 59 %	Second /D
5	Average	40 % → 49 %	Pass / E
4	DROPPED	Below 40 %	F

Semester Grade Point Average (SGPA) Indicates the performance of a students in a given semester. SGPA is based on the total credit points earned by the student in all the course and the total number of credits assigned to each course in a semester.

Credit point for the Course = No.of credits assigned to the course X Grade point secured for the course

SGPA = Total credit points by a students in a Semester + Total credits for that semester.

Example: for Semester – 1

Course	Credit	Percentage obtained by students	Grade Letter	Grade Point	Credit Assigned Grade Point
EDCC 101	3	60	C	7	7 × 3 = 21
EDCC 102	3	75	B	8	8 x 3 = 24
EDCC 103	3	55	D	6	6 x 3 =18
EDCC 104	3	69	C	7	7 x 3 =21
EDCE 111	3	78	B	8	8 x 3 = 24
EDEC 126	3	89	A	9	9 x 3 =27
EDEC 127	3	93	O	10	10 x 3 =30
EDFC 142	1.5	75	B	8	8 x 1.5 =12
EDPT 161	3	55	D	6	6 x 3 =18
EDPT 162	2	87	A	9	9 x 2 =18
EDPT 163	2.5	92	O	10	10 x 2.5 =25
TOTAL	30				238

SGPA = 238 /30 = 7.933 Thus SGPA for Semester –I is 7.933

Percentage for semester- I is 7.933 × 10 = 79.33

Cumulative grade point average (CGPA) is obtained by dividing the total numbers of credit points earned in all the Semester by the total number of credits in all Semester.

The Percentage will be calculated in whole number. When the percentage is in fraction, is greater than or equal to 0.50 is considered as 1 (one). For example if percentage is 69.49 then it will be considered 69, if the percentage is 69.50 to 69.99, will be considered 70.

External, Internal and Whole SGPA will be computed

EduR-8:

If a candidate passes in the Practice Teaching (Internal) but fails in the aggregate of courses, the marks obtained by him in the Practice Teaching (Internal marks excluding a annual lesson marks) shall be carried over to the subsequent Semester to semesters.

If a candidate passes in the aggregate of courses and fails in the Practice Teaching(internal) and/or Annual lessons only, he/she shall be at liability to complete all the Practice Teaching (internal) in next semester and college should send the newly obtained marks and candidate has to give Annual Lessons once again.

If a candidate fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he or she has secured minimum 50 percent marks.

Candidates whose marks are carried over under this regulation shall be declared to have passed the examination but shall not be eligible for any university awards/Rank/Gold Medal.

Candidate will be eligible for university awards, rank and Gold medal provided he/she clears the semesters in regular course and at first attempt.

EduR-9:

Candidate not able to clear first semester examination will be eligible to join the second semester and will have to clear the first semester along with the second semester.

University rank and gold medal will be awarded to a candidate on external marks excluding Annual Lesson Marks.

EduR-10: Continuous Evaluation

As a part of CBCS, Continuous Internal Evaluation (CIE) should be done by the colleges as mentioned in description of internal marks (table I, II &III).

The internal marks and attendance should be declared on notice board within a week of completion of those activities.

Structure of Examination
B.Ed. SEMESTER-I & II

Core Courses and Core Elective Course

[Time: 3 Hrs.]

[Marks 70]

Instructions:

1. All questions are compulsory. Options are internal.
2. Marks will be deducted for irrelevant matter.

Q -1	Answer any Two of the following Questions (Out of Three) (in 300 Words)	[16]
Q-2	Answer any Three of the following Questions (Out of Five) (in 200 Words)	[15]
Q-3	Answer any Three of the following Questions (Out of Five) (in 200 Words)	[15]
Q-4	Answer any Three of the following Questions (Out of Five) (in 200 Words)	[15]
Q -5 (A)	Answer the following Questions (Three out of Three)	[06]
Q-5 (B)	Answer the following Questions (Three out of Three)	[03]

Elective Courses

[Time: 3 Hrs.]

[Marks 70]

Instructions:

1. All questions are compulsory. Options are internal.
2. Marks will be deducted for irrelevant matter.

Q -1	Answer any Two of the following Questions (Out of Three) (in 400 Words)	[20]
Q-2	Answer any Two of the following Questions (Out of Three) (in 200 Words)	[10]
Q-3	Answer the following Questions (Five out of Five)	[05]
Q-4	Answer any Two of the following Questions (Out of Three) (in 400 Words)	[20]
Q -5	Answer any Two of the following Questions (Out of Three) (in 200 Words)	[10]
Q-6	Answer the following Questions (Five out of Five)	[05]

Q – 1 to Q-3 are to be asked from Content
Q-4 to Q-3 are to be asked from Method

Foundation Courses

[Time: 2 Hrs.]

[Marks 50]

Instructions:

1. All questions are compulsory. Options are internal.
2. Marks will be deducted for irrelevant matter.

- | | | |
|-------------|---|-------------|
| Q -1 | Answer any One of the following Questions (Out of Two) (in 400 Words) | [10] |
| Q-2 | Answer any Three of the following Questions (Out of Five) (in 200 Words) | [15] |
| Q-3 | Answer any Five of the following Questions (Out of Seven) (in 150 Words) | [20] |
| Q-4 | Answer the following Questions (Five out of Five) | [05] |

CORE COURSES
Course Code EDCC 101
SEMESTER -I
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

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Objectives :

Student teachers...

1. Understand the meaning and concept of education.
2. Understand the relationship between philosophy and education.
3. Familiarize with educational contribution of educational thinkers.
4. Apply different educational thoughts in classroom.

Unit – I Education : Meaning, concept and Nature :-

- Nature of education - in terms of progressive trends - Formal and Informal, Non-formal, Continuous and Distance Education.
- Futurology and Education.

Unit - II Education and Philosophy :-

- Education and Philosophy : Concept and Difference.
- Learning of Different Educationalisms :
 - Idealism
 - Naturalism
 - Pragmatism

Unit - III Contribution of philosophers in the field of Education :-

- Dr. Sarvappalli Radhakrishnan
- Shree Arvind
- J. Krishnamurti
- Gijubhai Badheka.

Unit - IV Practicum

1. Prepare a report of educational responsibilities of informal institutions after studying comparison of formal and informal institutions.
2. Prepare an article by comparing different philosophical thoughts of education.
3. Write an essay on thoughts of educational dignitaries and their relevance.

4. Planning of activities that cultivate awareness among secondary school students about international challenges of twenty first century.
5. Survey of different social problems and planning of valuable educational activities to eradicate them.
6. Prepare a value oriented educational programme to sustain democratic social arrangements.

Course Code EDCC 201
SEMESTER -II
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives :

Student teachers...

1. Understand the sociology of education.
2. Familiarize with Social Neo-construction.
3. Familiarize with the contribution of educationists with reference to their works.
4. Familiarize with value education.

Unit - I Education and Sociology :-

- Existing Indian Society.
- Social Change - Modernisation.
- Responsibilities of Teacher and Education with reference to Globalization and Privatization.
- Progressive work of Education.
- Encouragement to the Power of Innovative Thoughts.

Unit - II Education with Reference to Present World :-

- Education for Democratic life.
- Education with reference to the National and International Understanding.
- Modernism : Learning Needs.
- Cultivation and Growth of Spiritualism.

Unit - III Value Education :-

- Cultivation of existing / present Indian values - Secularism, Scientific Attitude, Co-existence.
- Professional morality and commitment
- Learner, Guardians, Society, Excellence.

Unit - IV Practicum

1. Prepare a report of educational responsibilities of informal institutions after studying comparison of formal and informal institutions.
2. Prepare an article by comparing different philosophical thoughts of education.
3. Write an essay on thoughts of educational dignitaries and their relevance.
4. Planning of activities that cultivate awareness among secondary school students about international challenges of twenty first century.
5. Survey of different social problems and palnning of valuable educational activities to eradicate them.
6. Prepare a value oriented educational programme to sustain democratic social arrangements.

સંદર્ભ ગ્રંથ

- (૧) ડૉ. ધનવંત દેસાઈ ગુણવંત શાહ "શિક્ષણની વર્તમાન ફિલસુફીઓ" – અનડા પ્રકાશન
- (૨) શાસ્ત્રી જયેન્દ્ર દવે, 'કેળવણીના તાત્વિક આધારો'
યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય, અમદાવાદ – ૬.
- (૩) શ્રી કે.સી. વ્યાસ, "કેળવણીના સમાજિક પાયા '
યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ – ૬
- (૪) શાસ્ત્રી જયેન્દ્ર દવે 'ભારતીય શિક્ષણ ચિંતકોનું શિક્ષણ ચિંતન'
યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ – ૬
- (૫) લજ્જારામ તોમર 'ભારતીય શિક્ષણના મૂળ તત્વો'
અનુવાદક – ઈન્દુમતિ કાટદરે – સુરુચિ પ્રકાશન, નવી દિલ્હી.
- (૬) પાંડેય રામશુકલ 'શિક્ષા દર્શન' (હિન્ત) વિનોદ
પુસ્તક ભંડાર, આગ્રા.
- (૭) પંડ્યા કુલીનચંદ્ર 'તાત્વિક વિચારધારાઓ અને શિક્ષણ "
બાલગોવિન્દપ્રકાશન, અમદાવાદ.
- (૮) પાઠક બી.યુ. 'મૂલ્યાંકન શિક્ષણ'
ચરોતર સાહિત્ય પરિષદ, આણંદ.
- (૯) ચંદ્રવદન શાહ (અનુવાદક) મુ.બે. બટ્રાન્ડ રસેલ
શિક્ષણ અને સામાજિક વ્યવસ્થા' ભાષાનાનિધિ, ભાવનગર.

Course Code EDCC 102

SEMESTER-I

DEVELOPMENT OF LEARNER AND LEARNING PROCESS

Objectives :

Student teachers...

1. Acquire knowledge and understanding of stages of human development with special reference to adolescent learners.
2. Develop understanding of the process of children learning in the context of various theories of learning.
3. Understand the principles and techniques of attitudinal and behaviour modification.

Unit-I Concept and Features of Learner

- A. Concept and difference between growth and development.
- B. Stages of development (with reference to adolescence)
 - Types of development: Physical, Emotional, Motor, Mental and Social (with reference to adolescence)
- C. Sex Education: Concept, Content, Necessity, Precautions of imparting sex education.
- D. Adolescence in Indian Context: Problems of adolescents, their needs and solutions.
- E. Role of teacher as a counsellor for adolescents.
- F. Some behavioral disorders: Truancy, Theft, Eve-Teasing, Aggression, Isolation.
- G. Individual Differences-Challenged Learners:
 - Meaning, Factors affecting individual differences and its educational implications.
 - Meaning & Types of challenged learners: Gifted, Mentally Retarded, Slow Learners and Orthopedically disabled.
 - Characteristics, Problems of different Exceptional learners and educational implications.

Unit-II Learning Process

- A. Concept and nature of learning.
- B. Learning Theories:
 - Classical Conditioning
 - Operant Conditioning
 - Learning through Insight
 - Robert Gagne's Theory of Learning: Learning outcomes, Learning conditions, Learning process Educational Implication of these theories.
- C. Factors affecting learning.

Unit-III Factors Facilitating Learning

- A. Adjustment: Concept
- B. Defense Mechanism
- C. Mental Health: Concept, Factors Affecting Mental Health and Characteristics of Mentally Healthy Learner.
- D. Motivation: Meaning, Types and Techniques of enhancing learner motivation and its implications
- E. Maslow's theory of Motivation.
- F. Characteristics of achievement oriented person.

Unit-IV Practicum

- 1. Visit a school and prepare a report of the challenged students.
- 2. Collect the tests and administer them. Analyse scores.
- 3. Study the defense mechanism of the students who remain absent in the school.
- 4. Analyse of classroom teaching of two teachers using Flanders's Classroom Interaction Analysis.
- 5. Collect information about Indian Psychologists.

Course Code EDCC 202 SEMESTER-II

TEACHING PROCESS AND GAUGING DEVELOPMENT

Objectives :

Student teachers...

- 1. Develop understanding of the process of children learning in the context of various theories of teaching.
- 2. Understanding intelligence, aptitude, personality, creativity, motivation and various types of exceptional children.
- 3. Develop skill of effective teaching-learning process and use of psychological tests.

Unit-I Teaching Process

- A. Concept of Teaching
- B. Models of Teaching:
 - Concept Attainment Model (J.Bruner)
 - Self-control Model (B.F.Skinner)
 - Stress Reduction Model (Rimur and Masters)
- C. Flanders's analysis of classroom interaction.

Unit - II Psychological Measurement (in the context of Gujarat)

- A. Personality, Intelligence, Aptitude: Concept, Types of Tests, Uses, Implications.
- B. Creativity: Concept, Types of Tests, Uses, Implications, Characteristics of a creative person.

Unit-III Basic Statistics

1. Importance
2. Frequency distribution
3. Measures of central tendency
4. S.D.
5. Graphical Presentation of Data:
 - Pie Graph
 - Bar Graph
 - Histogram

Unit-IV Practicum

6. Visit a school and prepare a report of the challenged students.
7. Collect the tests and administer them. Analyse scores.
8. Study the defense mechanism of the students who remain absent in the school.
9. Analyse of classroom teaching of two teachers using Flanders's Classroom Interaction Analysis.
10. Collect information about Indian Psychologists.

Reference Books:

1. Crow and Crow, "Educational Psychology".
2. Hurloc, Elizabeth, "Adolescent Development".
3. Skinner F., "Educational Psychology", New York, Prentice.
4. Mursell J.L., "Psychology for Modern Education".
5. Bernard H.V., "Psychology of Learning and Teaching", New York McGraw Hill Book Ltd. Co.
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8. Chauhan S.S. (1985), "Advanced Educational Psychology" New Delhi.
9. Hayman R.T., "Ways of Teaching", Lippincott & Co., U.S.A.
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Course Code EDCC 103
SEMESTER-I
DEVELOPMENT OF SECONDARY EDUCATION

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Objectives :

Student teachers...

1. Understand the development of Education system from Vedic education system to Modern Education in India.
2. Understand the development of secondary Education with reference to some Education commissions.
3. Become aware of current educational trends.

UNIT- I

1. Vedic Education
 - Concept
 - Merits and demerits
2. A study of Macaulay's Minutes, Wood's dispatch, Lord Curzon's educational policy, Hunter commission, Sadler commission, Wardha scheme of Education with reference to Secondary education.

UNIT- II Development of Secondary Education in Post Independence Era

1. **Kothari commission (1964-66)**
 - Needs
 - Educational pattern
 - Teacher education
 - Equal opportunity of education
 - Vocational education
 - Three language formula and language policy of Gujarat government
 - Wastage and Stagnation
2. **National policy of Education (1986)**
 - Needs and characteristics
 - Pattern of National curriculum
 - Recommendations
 - Operation black-board
 - Criticism
 - Open school and Navodaya Vidyalaya

Unit-III Current trends in Education

- A. Distance Education
 - Concept
 - Importance
 - Medium
 - Open universities
 - Problems and Suggestions
- B. Self finance educational institutions
- C. Role of teachers association
- D. Efforts of Gujarat government for quality education
 - Karmayogi talim
 - SVS (school complex / Nodel)
- E. Current problems and suggestion in secondary education

UNIT-IV PRACTICUM

- A. Visit
 - Various educational agencies
 - E. O. Office, C. T. E., I. A. S. E.
 - Visit of school in context of school climate
- B. Case study
 - Award winner teacher and principal
 - Progressive leader of teachers' association
- C. Exhibition
 - Reports of commission and books
- D. Report writing
 - Write a Report of institutional planning with reference to a particular school.

Course Code EDCC 203
SEMESTER-II
MANAGEMENT OF SECONDARY EDUCATION

Objectives :

Student teachers...

1. Understand different aspects of school management.
2. Study the educational structure of state government and various agencies with reference to Educational development.

Unit-I School Management

1. Concept, Need, Importance and Process of School Management
2. Difference between Management and Organization
3. Types of Management
4. Implication of Management

Unit-II School Teacher, Principal and Climate

- A. School teacher and Principal
 - Characteristics and Responsibilities
 - Procedure of appointment of school Teacher and Principal
 - Value and Ethics of teacher and principal
 - Code of conduct
- B. Educational planning, Climate and Human Relation
 - (1) Concept, Need and steps of planning
 - (2) Educational Climate
 - Concept, Need and factors affecting school climate
 - (3) Human Relation
 - Concept
 - Basic Principles
 - Supporting factors
 - Causes for failures

UNIT-III EDUCATIONAL STRUCTURE AND VARIOUS AGENCIES

- A. Educational structure
 - Educational structure of state government
 - Duties of Educational commissioner and D. E. O.
- B. Agencies for upliftment of Education
 - Gujarat state secondary higher secondary education board

- D.I. E. T., C. T. E., I. A. S. E., G. C. E. R.T., N. C. T. E.,
 - N. C.E. R. T., U. G. C., C. A. B. E.,
 - N A A C
- C. Knowledge commission
- Functions and recommendations on education

UNIT-IV PRACTICUM

- C. Visit
- Various educational agencies
 - E. O. Office, C. T. E., I. A. S. E.
 - Visit of school in context of school climate
- D. Case study
- Award winner teacher and principal
 - Progressive leader of teachers' association
- C. Exhibition
- Reports of commission and books
- D. Report writing
- Write a Report of institutional planning with reference to a particular school.

Reference Books :

1. પ્રા.પી.બી.પંડ્યા, ડી.એસ.એમ.પટેલ અને અન્ય, ભારતમાં શિક્ષણ પ્રણાલીનો વિકાસ, વારિષેણ પ્રકાશન, અમદાવાદ
2. ડી.ઘનવંત દેસાઈ : અર્વાચીન ભારતીય કેળવણીનો ઇતિહાસ
3. ડી.ઘનવંત દેસાઈ : કેળવણીનું નવનિર્માણલ્કોઠારી શિક્ષણ પંચની ભલામણો (એક સમીક્ષા)
4. જોષી સતીશચંદ્ર : આધુનિક શિક્ષણ પદ્ધતિનો ઇતિહાસ
5. આક્રુવાલા સી.કે. : શિક્ષણની નવી તરાહ
6. શાસ્ત્રી જયેન્દ્ર, પટેલ મોતીલાલ અને અન્ય : ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ
7. નટુભાઈ વી. રાવલ અને બીજા, ભારતમાં શિક્ષણ વ્યવસ્થા અને વિકાસ, નીરવ પ્રકાશન, અમદાવાદ
8. Global, Normal M.Q. Porter James F., "The changing Role of the Teacher" International Perspective Unesco.
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10. Kuppuswami B., "Social change in India" Vikas Publications, New Delhi.
11. Aitekar A.S. : "Education in Ancient India"
12. Mudeliar A.L. : "Education in India"
13. Mukerjee R.K. : "Ancient Education in India"
14. Mukerjee S.N. : "Education in India - Today and tomorrow"
15. Mukerjee S.N. : "Education in India in Twentieth century"
16. Mukerjee S.N. : "Education in Modern India" Nurulla & Naik : "History of Education in India" Nurulla & Naik : "History of Education in India during British rule"
17. Sayed Mahmud : "History of English Education in India" Report of the University Education Commission : (Radhakrishana Commission, Vol-I, 1949) Report of the Indian University commission, 1902)

संदर्भ सामयिको :

18. नूतन शिक्षण – शिक्षणनी नवी राष्ट्रीय नीतिना संदर्भमां वर्ष-५१ अंक १-२, ओगस्ट-सप्टेम्बर-१८७६
19. नूतन शिक्षण- ओक्टोबर-१८६२.

Course Code EDCC 104
SEMESTER-I
INFORMATION & COMMUNICATION TECHNOLOGY

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Objectives :

Student teachers...

1. Obtain a total perspective map of role of Information and Communication Technology in present and future.
2. Know the development of IT in education & emerging role of teacher in IT.
3. Understand Communication process and its usage in teaching-learning.
4. Acquire understanding about teaching & learning.
5. Develop micro teaching skills & skills of teaching using ICT.
6. Create attitude and interest in ICT in Education subject.

UNIT-I

- A. Skill developing technologies, Characteristics of good teaching and Maxims of teaching .
Micro teaching – meaning, importance, limitation and organization patterns
- B. Micro teaching skills – set induction, skill of questioning, skill of explaining, skill of Black board work, skill of illustration, skill of using teaching aids, skill of reinforcement, skill of stimulation variation.

UNIT-II

- A. Educational technology – concept , need and functions of ET.
- B. Development of Educational Technology – transfer from teacher – centered – instruction to learner – centered – instruction in reference to following points
 - Material used before machines, print material, photography, recording, audio & video recording, television, computer, internet.

UNIT-III

- A. Emerging role of teacher in developed Educational technology
 - Presentation in direct teaching
 - As manager to manage teaching resources of ET
 - As user, facilitator and producer of teaching material based on ET
- B. Communication process-concept, nature, principles, functions, types of effective classroom communication
 - Obstacles in communication and teachers’ attempts to overcome them

UNIT-IV Practicum (Any Two)

1. Prepare presentation on grading system and marking system by visiting any two such institutions using data from both systems
2. Make a power point presentation on any one national issue
3. Prepare a question bank on any one subject of B. Ed. Syllabus
4. Visit an institute promoting information and communication technology
5. Create your e-mail ID and make correspondence with your friends through your e-mail.

Course Code EDCC 204 SEMESTER-II

COMPUTER IN EDUCATION

Objectives :

Student teachers...

1. Get awareness of Computer usage and its importance in Education.
2. Understand computer networks & use of Internet in Teaching.

UNIT-I

- A. Need and importance of computer in education
 - Need and relevance of information technology in modern world
 - Importance of knowledge of using computers by the teachers in classroom teaching
 - Nature and scope of computer and IT
 - Use of computer and IT in education
- B. Computer Hardware :-
 - C P U, input devices, memory
- C. Computer Software :-
 - Operating software, computer languages, its uses
 - Differences between hardware and software technologies
 - Role of both the technologies in modern teaching systems

UNIT-II

- A. Computer networks-
 - Types of networks, use of computer networks in communication, education, evaluation & research

- B. Internet – history, use in education, advantages, disadvantages, access options, ISP, MODEM, ISDN, search engines, net surfing and use of e-mail in education

UNIT-III

- A. Teaching technology
- Use of strategies like teleconferencing, language laboratory – concept and importance, computer- assisted - instruction (CAI)
- B. Learning technology-
- Programmed learning – meaning, construction steps, types – linear and branching programmes, importance and limitations, synchronous and asynchronous learning, computer assisted learning (CAL)

UNIT-IV Practicum (Any Two)

6. Prepare presentation on grading system and marking system by visiting any two such institutions using data from both systems
7. Make a power point presentation on any one national issue
8. Prepare a question bank on any one subject of B. Ed. Syllabus
9. Visit an institute promoting information and communication technology
10. Create your e-mail ID and make correspondence with your friends through your e-mail.

Reference Books :

1. Davies, I.K. and Hartley, J. (eds) (1972), "Contributions to and Educational Technology". London, Butterworth.
2. Pfeiffer, J. (1970), "New Look at Education, System Analysis in our School and College", Odyssey Press, New York.
3. Banghart, F.W. (1969), "Educational Systems Analysis", The Macmillan Co., London.
4. J. Patel Et. Al, "A Hand-book for Programmed Learning, Centre of Advance Study in Education-CASE, Baroda.
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11. R.N. Sajaya, B.D. Shaida, "School Administration and Organization", Dhanpal rai and Sons, Jullundur, Delhi.

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13. TAbber & Others, "Learning and Programmed Instruction", Addison Westey Co. Inc., London.
14. Dunhill J. "Classroom Management", University of London Press.
15. Bell Robert, E., "Measuring Edicational Achievement, Prentice Hall of India, New Delhi.
16. Garret, Henry, "Elementary Statistics", Longmans Green & Company.
17. Green & Others, "Measurement and Evaluation in Secondary School", Longmans Green & Co.
18. Shuklas, Satish S. (2002), "Information Technology in Education", Vishwabharathi Educational Foundation, Ahmedabad.
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20. Mukhopadhyay Murmer, "Total Quality Management in Education", NIEPA, New Delhi.
21. Mukhopadhyay Murmer, "Management of Change in Education", In Search of Indian Model New Delhi, New Delhi.

CORE ELECTIVE COURSES
Course Code EDCE-111
SEMESTER-I
"POPULATION EDUCATION "

Objectives : Student teachers...

1. Understand the basic concept of population education from the view point of its nature, need and aims.
2. Acquire knowledge of various concepts and terminology of population, factors affecting population growth and scope of population education in school subjects.

Unit -I Introduction

- Meaning, Concept, Need, Scope, Importance Area and aims of Population.

Unit -II Distribution of population and the factors which are effect on population

- Population dynamics distribution and density population composition Age, Sex, Rural, Urban literacy – in India.
- Factors affecting population growth, fertility, mortality and migration (mobility)

Unit -III Population and quality of life.

- Concept of small family and its merits
- Population in relation to socioeconomic development , health status, nutrition, health services and education.
- Natural resources and effect of population explosion on environment.

Unit -IV Practicum

1. A study of illiterate persons with reference to their awareness of population
2. A survey of girl's education.
3. Arrangement of programmes like street plays, bhavai, plays for the awareness of female feoticide
4. Organising exhibition to minimize social evils.
5. Visit to primary health centre.
6. Arrangement of expert's lectures for population education.
7. Celebration of ' World Population Day.'

Course Code EDCE-211
SEMESTER-II
"POPULATION EDUCATION "

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Objectives : Student teachers...

1. Acquire the skills of working with community to build awareness for the problem of population.
2. Analyse and evaluate the growth of Indian population
3. Develop the ability to organise co-curricular activities and community resourced for promoting the population education.

Unit - I Methods and approaches.

- Inquiry approach, observation, self study discussions.
- Use of mass media, News papers, Radio. Television A.V. aids.
- Possibility of population education with reference to school subjects.

Unit -II Population education in schools.

- Correlation of population education with schools general syllabus.
- Girl Education and women empowerment
- Population and extra curricular activities.

Unit – III Role of teacher in Population Education.

- Role of teacher : Teachers role in creating awareness of the consequences of population problems, inculcation of new values and attitudes leading to modification of student behaviors.
- Causes of social problems because of women's foetus abortion.
- Social problems due to unequal gender ratio.

Unit -IV Practicum

8. A study of illiterate persons with reference to their awareness of population
9. A survey of girl's education.
10. Arrangement of programmes like street plays, bhavai, plays for the awareness of female feoticide
11. Organising exhibition to minimize social evils.
12. Visit to primary health centre.
13. Arrangement of expert's lectures for population education.
14. Celebration of ' World Population Day.'

Reference Books :

1. Agrawal S.N. (1972), "India's Population Problem", Tata McGraw-Hill, New Delhi.
2. Agrawal S.N. (1962), "Population", National Book Trust, New Delhi.
3. Bhenda, A.A. & Kavitkar Tava (1985), "Principles of Population Studies", Himalaya Publishing
House, Bombay.
4. Jain S.P., (1971), "India-Population Situation", NCERT, New Delhi.
5. Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan,
Bombay.
6. Kuppuswamy B. (1975), "Population Education Research", K.R., & Kantha, New Delhi.
7. Yadav Saroj (1988), "Population Education", Shree Publishing House, New Delhi.

Course Code EDCE-112
SEMESTER-I
"ELEMENTARY EDUCATION"

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Objectives :

1. To develop in the student teachers an understanding of the role and development of elementary education in India.
2. To develop in the student teachers proper understanding of various components of the NPE 1988 and review of NPE 1992 relating to elementary education.
3. To awakening the student teachers with the recent changes in curriculum structuring and modes of curriculum transactions.

Unit -I

- Introduction to elementary Education : the Genesis of elementary education.
- A brief history of elementary education (EE) with special reference to the area of its operation, constitutional provisions, Elementary education act of the area.
- Related concept and target group of elementary education.
- The learning need of pupils

Unit - II

- National policy on education 1986 and the revised policy of 1992 with reference to elementary education.
- Role of panchayats and local bodies in E.E.
- Role of Non-Government organization in E.E.
- Trend of Commercialization of E.E., remedies.

Unit - III

- A. Curriculum : Structure of the curriculum at E.E. level.
- B. Curriculum transaction : Activity based, experience center, learner centered, Pal-way, Joyful learning, school well come ceremony.
- C. Curriculum Adjustment and adaptation to special needs of :
 - Visually Auditory and orthopedically handicapped
 - First Generation learners and culturally deprived learners and remote rural areas and slum areas.
 - Girls education - problems and problems solving programme.
- D. Education for "all" and required variation in the curriculum.

Unit-IV Practicum :

1. Prepare the details of the history of primary education.
2. select any one of the schools and plan and implement the delightful teaching work for the std. 1 to 4.
3. Prepare a report of Welcome ceremony of your village primary schools.
4. Case study of a primary teacher awarded by National Award.
5. Visit to multi services school and report writing.
6. Planning a programme for removal of existing problems in society (village level).
7. Conducting original studies of the effectiveness of the implementation of operation Black board scheme / Nutrition programme in a locality.
8. Study of any problem connected with the introduction of English at the elementary level of education.

A survey of the availability of text books in elementary schools in a locality

Course Code EDCE-212 SEMESTER-II

"ELEMENTARY EDUCATION"

Objectives :

1. To help to develop appropriate teacher competencies the part of the student teachers
2. To acquaint student teachers with emerging trends and practices in elementary education.
3. Student teachers cultivate the understanding of teachers social Role.

Unit - I

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teachers (EST)
- Need for orientation and refresher course for EST.
- Developing competencies related to working with parents and community.
- Role of basic training centers, normal school and DIETs' in providing training to EST.
- Preparation of teachers for elementary education for all.

Unit - II

- Minimum level of learning (MLL)
- School Readiness.
- Early childhood care and Education (ECCE).
- Continuous comprehensive evaluation at elementary level.
- District primary education programme (DPEP)
- Multigrade teaching in elementary school : Methods, problems, remedies.

- Teachers commitment.
- Use of modern technology and media : T.V., video cassette & Internet.

Unit - III Primary Teachers' Social Responsibility with reference to social problems.

- Women Abortion.
- Population Education.
- Superstition
- Illiteracy
- Dowry
- Child marriage

Unit-IV Practicum :

9. Prepare the details of the history of primary education.
10. select any one of the schools and plan and implement the delightful teaching work for the std. 1 to 4.
11. Prepare a report of Welcome ceremony of your village primary schools.
12. Case study of a primary teacher awarded by National Award.
13. Visit to multi services school and report writing.
14. Planning a programme for removal of existing problems in society (village level).
15. Conducting original studies of the effectiveness of the implementation of operation Black board scheme / Nutrition programme in a locality.
16. Study of any problem connected with the introduction of English at the elementary level of education.
17. A survey of the availability of text books in elementary schools in a locality.

સંદર્ભ ગ્રંથ

1. નિરંતર શિક્ષણ – મોડ્યુલ – ડો. આરતીબેન કસ્વેકર
2. તજજો માટે સાહિત્ય મોડ્યુલ સંપુટ – જીસી.ઈ.આર.ટી.ગાંધીનગર.
3. ગુજરાતના શિક્ષણનો ઇતિહાસ, શિવપ્રસાદ રાજગુરુ.

Course Code EDCE-113
SEMESTER-I
"CAREER GUIDANCE "

Objectives :

1. To develop an understanding of the need and importance of career guidance of pupils.
2. To identify their role and function in locating collecting evaluating and disseminating career information guidance for the use of pupils.

Unit - I Guidance - Meaning - types - Role of educational and vocational guidance - objectives and functions of vocational guidance - guidance bureau of Gujarat State.

Unit - II Tools of Guidance

- Audio graph
- Rating scale
- Diary
- Sociogram
- Cumulative Record card.

Unit - III Techniques of Guidance

- Counselling - concept - objectives.
- Approaches of counseling - directive
- Non - directive - elective
- Group guidance - Meaning - Objectives - Merits
- Following tools of group guidance, career talks, career conference, career day, career exhibitions. setting up of career corner.

Unit – IV Practicum

1. Prepare a report after visiting any one industrial unit.
2. Prepare a report after visiting a social institution.
3. Visit to a vocational guidance bureau.
4. Obtain information of different syllabus of some universities.
5. Visit to an employment office.

Course Code EDCE-213
SEMESTER-II
"CAREER GUIDANCE "

Objectives :

1. To develop an understanding of related to record of work.
2. To know about the importance of developing the right attitudes at every stage of education.
3. To develop skills and competencies in guiding and counseling the students with regard to their personal problems and requirements.

Unit - I Organization of guidance services :

- Individual Inventory service
- Occupational Service
- Counselling service
- Placement service
- Follow-up service
- Difficulties encountered in setting up services and ways of over coming them in secondary school level.
- Role of principal, teachers, carrier matter & parents.
- Qualities and functions of career Master.

Unit - II

- Educational and vocational information concept - details included in educational and vocational information.
- Methods of collection and disseminating.
- Its importance; sources of information.
- aspect of information.

Unit – III Opportunities for occupations related the group such as.

- Science
- Computer
- Technical
- Commerce
- Fine Arts
- Agriculture
- Physical Education.

Unit – IV Practicum

6. Prepare a report after visiting any one industrial unit.
7. Prepare a report after visiting a social institution.
8. Visit to a vocational guidance bureau.
9. Obtain information of different syllabus of some universities.
10. Visit to an employment office.

Reference Books :

1. Jones, A, "Principles of Guidance", McGraw-Hill Book Co., New York.
2. Kochhar, S.K. Educational & Vocational Guidance in Secondary Education", Sterling Publishers Co.
Delhi.
3. Delhi.
4. Mehta4 Perim H. & Knada, H.M., "A survey of school Guidance Services", N.C.E. 4, Delhi.
5. N.C.R.T., Handbook of Career Master
6. Crow and Crow, "An Introduction to Guidance"
7. Warters, Jane, "Techniques of counselling", McGraw-Hill Book Co., New York. . Traxler, Arthur E, "Techniques of Guidance".

Course Code EDCE-114
SEMESTER-I

"VALUE EDUCATION AND HUMAN RIGHTS "

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Objectives :

1. To enable students to understand the need and importance of value education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, model education and differentiate such values from religious education, moral training or moral in doctrination

Unit - I

- A. Meaning - nature and learning sources of values
- B. Various types of values – biological, psychological, social and ecological determinates of values
- C. Culture & Values : Indian culture and Human values

Unit - II Concept and need of value education.

- A. Objective - the difficulty of specifying objectives in value education.
- B. Values as objectives - moral learning and the curriculum. Can moral education be imparted taking it as a subject of curriculum?
- C. Role of the teacher and the school in value education.

Unit – III Methods of value education-value inculcation approaches.

- value clarification approaches.
- strategies for resolving the conflict among values.
- Value inclusive approach : Physical , Social, Moral and Relegious values in the negative context

Course Code EDCE-214
SEMESTER-II

"VALUE EDUCATION AND HUMAN RIGHTS "

=====

Objectives :

1. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.
2. To appreciate education values like democracy secularism and socialism.

Unit – I

- A. Development of values as a - personal and life long process.
- B. Concept of democratic value.
 - Interpretation of national integration.
 - Interpretation of secularism
 - School activities for develop these values.
- C. Every teacher or all teacher need to teach values.

Unit - II Education for values.

- A. Vivekanand, Gandhi and Ravindranath tagore's views
- B. Value of self - sacrifice Vs value of self centeredness
 - Values of excellence Vs values of ego centricism
 - Value of work Vs value of selfishness.

Unit - III Human Rights

- Duty based rights
- Right to equality
- Right to Education
- Special rights of women.
- Right to social security.

Reference Book :

1. Human Rights and Indian Values, Justice M.Rama Jois, NCTE 0-2/10 Safdarjung Development Aren. Shri Aurobindo marg, New Delhi 110016
2. Franked J.R. (1977) How to teach about values New York prentice Hall International Publication
3. Gupta N.L. (1986) value education; Theory and practice Ajmer Krishna rothers
4. જાની બી.એસ. (૧૯૮૪) આચાર પ્રથમો ધર્મ (નૈતિક શિક્ષણ વિચાર) અમદાવાદ સંસ્કાર ગુર્જરી
5. જોષી કે.જી. (૧૯૭૫) શિક્ષણ અને મૂલ્ય વિમર્શ, રાજકોટ પી.ડી. માલવિયા ગ્રે.ટી. કોલેજ
6. પાઠક પુ.બી. (૧૯૭૫) મૂલ્યલક્ષી શિક્ષણ, આણંદ
7. ચરોતર સાહિત્ય પરિષદ.

Course Code EDCE-115
SEMESTER-I
"EDUCATIONAL EVALUATION AND STATISTICS "

Objectives :

1. To acquaint the student teacher with the basic scientific concepts and practices in educational evaluation statistics.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures
3. To enable the student teacher to interpret the result of educational evaluation & statistics

Unit - I Measurement & Evaluation

- A. Concept of measurement and evaluation
 - Difference between measurement & evaluation
 - Continuous evaluation
 - Steps of evaluation.
- B. Scale of measurement, Nominal, Ordinal, internal & ratio scale.
- C. Characteristics of evaluation

Unit - II Educational Statistics :

- A. Measures of central tendency from ungrouped and grouped data and its uses.
- B. Measures of Variability : Range, Quartile deviation, Standard deviation, their uses.
- C. Coefficient of variation.

Unit - III Interpreting Measurement

- A. Normal Probability curve, skewness and kurtosis.
- B. Percentiles and percentile ranks.
- C. Standard Scores.
- D. Co-efficient of correlation by Spearman's method and its interpretation.

Unit – IV Practicum

1. Administration and interpretation of the results of one standardized test.
2. Draw NPC and interpret the results of raw data.
3. Compare the results of two subjects of a class of the secondary / Higher Secondary School and find the correlation and interpret it.

Course Code EDCE-215
SEMESTER-II
"EDUCATIONAL EVALUATION AND STATISTICS "

Objectives :

1. To develop skills and competencies in the student teacher for the use of techniques in the field.
2. To enable the student the student to understand about various modes of educational evaluation

Unit - I Quality of a Test

- A. Reliability: concept, method test, split - half, parallel & rational method, methods with formula
- B. Validity concept & types (Only Theory)
- C. Item Analysis : Concept & procedure, Facility (Difficulty) value, Discrimination value
- D. Standard Test : Steps, characteristics & uses, diagnosis, Remedial Work

Unit - II

- A. Intelligence: Concept of intelligence & Measurement of intelligence.
 - Concept of IQ
 - Names of intelligence tests with their constructors in Gujarat.
 - Individual & group tests of intelligence
- B. Personality : Concept, methods for assessment of personality :-
 - interview, self-report, inventories, rating scale, projective techniques.
 - Name of test constructors in India & Gujarat.
 - Uses of personality test.

Unit - III Attitude & Interest

- A. Aptitude test :- Concept & uses
- B. Difference between attitude & aptitude tests.
- C. Name of test constructors in India and Gujarat.
- D. Interest inventories
- E. Concept and uses Names of test constructors in Gujarat.

Unit – IV Practicum

4. Administration and interpretation of the results of one standardized test.
5. Draw NPC and interpret the results of raw data.
6. Compare the results of two subjects of a class of the secondary / Higher Secondary School and find the correlation and interpret it.

Reference Books :

1. Best, John W., "Research in Education", Englewood Cliffs, Prentice-Hall, Inc., 1978.
2. Sidhu, Kulbirsing4 (1985), "Methodology of Research in Education", Allied Publishers, New Delhi.
3. Shukhia, S.P., (1966), "Elements of Educational Research", Allied Publishers, New Delhi.
4. Tuckman (1978), "Conducting Educational Research", Harcourt Bra Jovenovich, New York.
5. Garrett, H.E., "Statistics in Psychology and Education", Allied Pacific Pvt. Ltd.
6. Guilford, J.P. (1973), "Fundamental Statistics in Psychology and Educational", McGraw-Hill, Tokyo.
7. Scheffe, Henry, "Statistical Inference in Non-parametric case", New York.

Course Code EDCE-116

SEMESTER-I

"APPLICATION OF TECHNOLOGY IN EDUCATION"

Objectives :

1. Awareness of potentiality of information Technology.
2. Detailed knowledge of functioning of computers .
3. Hands on experience of using computers.
4. Design technology enhanced lesson plan using office automation package.
5. Skill in word processing , spreadsheet database.
6. Knowledge of window based operating system.
7. Knowledge and application of educational software.
8. Understanding applications of IT in school administration.

Unit - I Introduction to Computer Technology :

- A. Computer meaning, development and use in education.
- B. Parts of Computer - CPU (Central Processing unit), Processor, Memory & its types, Bus, Port & its type, Modem.
- C. Computer peripherals
 - i. Input devices - Keyboards, OCR, Barcode Reader ,Speech recognitions, Scanner, Mouse ,Joystick
 - ii. Out-put devices, Display, Screens, Printers, types of printers , Laser, Inkjet, Thermal.
 - iii. Special Purpose I/O devices, MICR, eared Scanner.
- D. Meaning of binary system - bit & byte Languages - Higher Level and Cover Level, OS, multi taking, multi threading, Multi user, multi processor.
- E. Application software : (MS-Office), Word, Excel, Access.
- F. Meaning of IT, Scope of IT in education , classroom & IT.
Local area Network - architecture, type of topology, internet, wide area Net work - Public network , internet, extranet, firewalls, Network, Protocols

PRACTICAL :-

It is mandatory to perform all the practical in the computer laboratory of the institution and each student will have to prepare a hand written journal along with print-out of the experiments attached to concerned experiment in journal and the same but duly certified by concerned teacher on each experiment with certificate from head of the institute will have to be presented before the examiner at the time of final practical examination.

Course Code EDCE-216

SEMESTER-II

"APPLICATION OF TECHNOLOGY IN EDUCATION"

Objectives :

1. Awareness of potentiality of information Technology.
2. Detailed knowledge of functioning of internet.
3. Hands on experience of using internet.
4. Practical knowledge based on word, excel, power point, access, HTML & window, explorer, etc. through performing experiments in computer laboratory.
5. Skill in presentation applications & programming

Unit - I Information Technology in Education

- A. Internet & WWW - History of internet access options for internet, types of cable - twisted & coaxial fiber optic cable. world wide web - URLs, E-mail ID, meaning of web page & website, Uses of internet in education, Various search engine.
- B. Introduction to simple function of HTML, meaning tags, characteristics of HTML tags, layout of HTML document.
- C. Presentation Software full failure of a typical presentation package such as MS - power point.
- D. Multi Media - applications of Multimedia in education & tracking pixel - meaning, tools of multimedia paint & draw, 3D graphics, animation, sound and music, MIDI, Video CODEC Inter frame and intra frame compression, morphing multi media projector, kiosks.
- E. E- learning - meaning concept, merits and demerits of e-learning
- F. Synchronous and asynchronous learning - meaning, concept and differences between them.
- G. Synchronous learning different modes of synchronous learning.
 - Instructor led instruction
 - Computer - Assisted - Instruction (CAI)
 - Computer - Managed - Instruction (CMI)
 - Virtual classroom
 - Tele-Conference (Internet mode)
 - Video Conference (Internet mode)
- H. Asynchronous learning Different modes of asynchronous learning : Individualized intimation.
 - Web - based - Training (WBT)
 - Computer - based - Training (CBT)
 - Computer - Assisted - learning (CAL)
 - E-mail

PRACTICAL :-

It is mandatory to perform all the practical in the computer laboratory of the institution and each student will have to prepare a hand written journal along with print-out of the experiments attached to concerned experiment in journal and the same but duly certified by concerned teacher on each experiment with certificate from head of the institute will have to be presented before the examiner at the time of final practical examination.

REFERENCE BOOKS :-

1. Ahalpara,D.P.and others (2001) " Introduction to computer's -Std-9", Gujarat State boards of school Tex books, Gandhinagar
2. Ahalpara, D.P. and others (2001) " Introduction to computer's -Std-10", Gujarat State boards of school Tex books, Gandhinagar.
3. Aptech Limited (1999), "M.S. Office 97", Tata McGraw - Hill publishing company limited, New Delhi.
4. Bartee, Thomas C. (1983), digital computer Fundamentals" McGraw - Hill international book company.
5. Clstams school of computing (2000) Jaipur, "Internet an introduction", Tata McGraw-Hill publishing company limited, New Delhi.
6. Denis, Kim, Sen and Arya "Information Technology - The breaking wave, Tata McGraw-Hill publishing company limited, New Delhi.
7. Madan Gupta and Arya," The illustrated company dictionary," Dreamland publication, New Delhi.
8. Meredith Marilyn and Rustkosky Nita (2000), "Advanced Microsoft Office - 2000 "BPB publication, New Delhi.
9. Meredith Marilyne and Baber Roberta (1998)." computers in your future "Practice hall of India Pvt. Ltd., New Delhi.
10. Spenser Danald D. (1993). " The illustrated computer dictionary" Universal Book stall, New Delhi.
11. Sigh V.P. and Singh Meenakshi (1999)" Computer - Terms and definitions " Asian publishers, New Delhi.
12. Sitaram B.R. and others (2001), " Introduction the computers std-8" Gujarat State board of school text books, Gandhinagar.
13. Intel Teach to the future pre -service curriculum & CD
14. શુકલ, સતીષ એસ. " ઈન્ફર્મેશન ટેકનોલોજી ઈન એજ્યુકેશન" વિદ્યાભારતી એજ્યુકેશન ફાઉન્ડેશન, અમદાવાદ.

ELECTIVE COURSES
Course Code EDEC 121
SEMESTER-I

Gujarati Content And Method

હેતુઓ :

શિક્ષક – વિદ્યાર્થી :

- (૧) માધ્યમિક કક્ષાના ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ વ્યાકરણની સૈધ્ધાંતિક સમજ કેળવે.
- (૨) ગુજરાતી સાહિત્યના ભિન્ન ભિન્ન સાહિત્ય સ્વરૂપોનો પરિચય પ્રાપ્ત કરે.
- (૩) માતૃભાષામાં સર્જનાત્મક અભિવ્યક્તિનું કૌશલ્ય વિકસાવે.
- (૪) ગુજરાતી સાહિત્યના વિવિધ અને વિશિષ્ટ સાહિત્ય સર્જકો વિશેનું જ્ઞાન પ્રાપ્ત કરે.
- (૫) ધોરણ – ૧૦ ના ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નિયત કરેલ કૃતિઓનો પરિચય કેળવે.
- (૬) ગુજરાતી વિષયના અધ્યાપન કાર્ય માટે ઉપયોગી શૈક્ષણિક સાધનો, સંદર્ભ સાહિત્ય, જોડણી કોષો, અને જ્ઞાનકોશથી માહિતગાર થાય તે માટે ઉપયોગનું કૌશલ્ય કેળવે.
- (૭) શાળા અભ્યાસક્રમમાં માતૃભાષા અધ્યાપનનું મહત્વ અને વ્યાપ વિશે સમજ કેળવે.
- (૮) ગુજરાતી વિષયના અધ્યાપનમાં અધ્યાપન પદ્ધતિઓ, અને પ્રયુક્તિઓ અને પ્રવૃત્તિઓની વિવિધ ઉપયોગી ભાષાકીય કૌશલ્યની જાણકારી મેળવી અધ્યાપન કાર્યમાં ઉપયોગ કરવાનું કૌશલ્ય વિકસાવે.
- (૯) માતૃભાષામાં ગદ્ય, પદ્ય, રચના અને વ્યાકરણના – શિક્ષણ પાઠોનું આયોજન અને અમલીકરણ કરવાનું કૌશલ્ય પ્રાપ્ત કરે.

એકમ – ૧ ધોરણ ૮ થી ૧૦ ના ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ સૈધ્ધાંતિક વ્યાકરણ અને હેતુલક્ષી પ્રશ્નો.

અભ્યાસના મુદ્દાઓ :

- જોડણી, સંધિ, સમાસ, વાક્યના પ્રકાર, વાક્ય પરિવર્તન, વાક્ય વિશ્લેષણ, સંજ્ઞા, વિશેષણ, સર્વનામ

એકમ – ૨ ધોરણ – ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની પ્રશિષ્ટ કૃતિઓનો અભ્યાસ

(અ) પદ્ય – ગદ્ય કૃતિઓ :

- | | | |
|--------------------|---|------------------|
| ● <u>પદ્યકૃતિઓ</u> | | <u>કવિના નામ</u> |
| (૧) ભક્તિ પદ્યારથ | – | નરસિંહ મહેતા |

(૨)	અઢીઠો સંગાથ	—	મકરંદ વ. દવે
(૩)	અતિજ્ઞાન	—	મણિશંકર રત્નજી ભટ્ટ 'કાન્ત'
	• ગદ્યકૃતિઓ		<u>લેખકોના નામ</u>
(૧)	ચશ્નુઃ શ્રવા	—	ચંદ્રકાન્ત કેશવલાલ બક્ષી
(૨)	પૃથ્વી વલ્લભ	—	ક.મા. મુનશી

(બ) શિક્ષણ પદ્ધતિશાસ્ત્ર:

૧. શાળાના અભ્યાસક્રમમાં માતૃભાષાનું સ્થાન અને મહત્વ
૨. ભાષા વિકાસના પરિબલો અને તેની અસર
૩. ભાષાનું સ્વરૂપ અને ભાષા અધ્યનની પ્રક્રિયા
૪. ભાષા શિક્ષણના હેતુઓ અને વિશિષ્ટ હેતુઓ— અપેક્ષિત વર્તન પરિવર્તન.

એકમ — ૩

- ૧ ભાષા કૌશલ્યો : શ્રવણ, કથન, વાચન અને લેખનની સમજ
૨. દરેક કૌશલ્યો પ્રાપ્ત કરવા માટેની પ્રયુક્તિઓ અને શિક્ષકે પ્રયોજવાની વિવિધ પદ્ધતિઓ.
૩. તાસ પાઠનું આયોજન
૪. એકમ આયોજન
૫. ગદ્ય, પદ્ય, વ્યાકરણ, રચનાના શિક્ષણ માટે આયોજન.
૬. વર્ગ શિક્ષણ માટે ભાષા શિક્ષકની સજ્જતા
૭. માતૃભાષા શિક્ષકની શૈક્ષણિક અને વ્યાવસાયિક યોગ્યતાઓ.

એકમ — ૪ પ્રાયોગિક કાર્ય :

- (૧) કાવ્ય સમીક્ષા
- (૨) પત્ર લેખન
- (૩) આવેદન પત્ર
- (૪) સાર લેખન

Course Code EDEC 221
SEMESTER-II
Gujarati Content And Method

એકમ-૧ ધોરણ ૮ થી ૧૦ના ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ સૈધાંતિક વ્યાકરણ અને હેતુલક્ષીપ્રશ્નો.

અભ્યાસના મુદ્દાઓ :

ક્રિયા વિશ્લેષણ ,કૃદંત, કર્તરી અને કમણી ભાવે પ્રયોગ,છંદ,અલંકાર, કહેવતો, રૂઢિપ્રયોગો,શબ્દસમૂહ માટે એક શબ્દ, પદના પ્રકાર

એકમ-૨ ધોરણ - ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની પ્રશિષ્ટ કૃતિઓનો અભ્યાસ.

(અ) પદ્ય કૃતિઓ

કવિનાં નામ

(૧) ઝઘડો લોચન મનનો

—

દયારામ

(૨) જૂનું પિયરઘર

—

બ.ક. ઠાકોર

ગદ્ય કૃતિઓ

લેખકોનાં નામ

(૧) સોનાનાં વૃક્ષો

—

મણિલાલ હ. પટેલ

(૨) એ.પી.જે.અબ્દુલ કલામનું ઘડતર

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એ.પી.જે અબ્દુલ કલામ

(૩) વૃક્ષ

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લાભશંકર ઠાકર

(બ) સાહિત્ય સ્વરૂપોનો પરિચય :

૧. પદ્ય

૬. લલિત નિબંધ

૨. ઊર્મિકાવ્ય

૭. આત્મકથા ખંડ

૩. ખંડ કાવ્ય

૮. એકાંકી

૪. ગરબી

૯. નવલિકા

૫. સોનેટ

૧૦. નવલકથા ખંડ

- (અ) ૧. વિવિધ પાઠોના આયોજનમાં અધ્યાપનની નીચેની પદ્ધતિઓનો ઉપયોગ : સ્વાધ્યાય, પરિસંવાદ, જૂથચર્ચા, નિરીક્ષણ અભ્યાસ પદ્ધતિ.
૨. માતૃભાષા શિક્ષણમાં અનુકાર્યનું મહત્વ
૩. આદર્શ પાઠ્યપુસ્તકનાં લક્ષણો અને તેનું મૂલ્યાંકન (ધો.૮, ૯, ૧૦, ગુજરાતી પાઠ્ય પુસ્તકના સંદર્ભમાં)
- (બ) ૧. વ્યાકરણનું શિક્ષણ અને તેની પદ્ધતિઓ
૨. કાવ્ય શિક્ષણની વિશિષ્ટતાઓ
૩. કાવ્ય શિક્ષકની યોગ્યતાઓ
૪. ભાષા, વ્યાકરણ અને સાહિત્યના શિક્ષણ માટેની શૈક્ષણિક સાધન સામગ્રી તેની પસંદગી, તેની રચના અને તેનો ઉપયોગ.
૫. દશ્ય – શ્રાવ્ય સાધનોનો ઉપયોગ.
૬. માતૃભાષા પ્રશ્નપત્રની રચના.

એકમ – ૪ પ્રાયોગિક કાર્ય :

- | | |
|--------------------|-------------------|
| ૧. વિચાર – વિસ્તાર | ૨. અહેવાલ લેખન |
| ૩. નિબંધ લેખન | ૪. પુસ્તક સમીક્ષા |

સંદર્ભ સૂચિ :

- (૧) ગુજરાતી શિક્ષણમાં નવીન દષ્ટિ
ડો. હરીકૃષ્ણ જોષી, ડો. ધનવંત દેસાઈ
- (૨) ગુજરાતી અધ્યાપનમાં નવીન પ્રવાહો
– ડો. ધનવંત દેસાઈ
- (૩) ગુજરાતના અધ્યાપનનું પરિશીલન
– શાસ્ત્રી જયેન્દ્ર દવે
- (૪) ભાષા શિક્ષણની પ્રક્રિયા :
– ગુણવંત ત્રિવેદી
- (૫) ગુજરાતીનું અભિનવ અધ્યાપન
– પ્રિ. આકૃવાલા, કલ્યાણી અને વ્યાસ.

Course Code EDEC 122
सेमेस्टर-१
हिन्दी विषयवस्तु और पद्धति

हिन्दी विषयवस्तु :

एकम-१ :-

- (i) कक्षा - ८, ९, १० में समाविष्ट सैद्धांतिक एवम् व्यावहारिक व्याकरण
- (ii) वर्णविचार
- (iii) शब्दभेद - संज्ञा, सर्वनाम, विशेषण, अव्ययक्रिया
- (iv) शब्दसाधन - लिंग, वचन, कारक
- (v) संधि
- (vi) समास
- (vii) उपसर्ग और प्रत्यय
- (viii) शब्दों के विविध शब्दभेद

पर्याय, अनेकार्थी, विरुद्धार्थी, समुच्चित, शब्दों का अर्थ भिन्नता, भाववाचक, कर्तृवाचक मुहावरे एवम् कहावते, शब्दसमूह के लिए एक शब्द, विराम चिन्होंका प्रयोग, वाक्य विश्लेषण

- रचना - शिक्षा / कक्षा - १० के आधार पर
 - निबंध
 - पत्रलेखन
 - अर्थग्रहण
 - रिपोतार्ज
 - आवेदन पत्र
 - विचार विस्तार

हिन्दी पद्धतिशास्त्र

एकम - २ :- हिन्दीभाषा शिक्षण

- पधशिक्षा : उद्देश्य, पधशिक्षा-प्रणाली, पध का शिक्षक
- गधशिक्षा : उद्देश्य, महत्व, गध के विभिन्न रूपों का अध्ययन, पाठ आयोजन
- व्याकरण शिक्षा : महत्व, उद्देश्य, व्याकरण शिक्षाकी विधियाँ
- रचना शिक्षा : महत्व, उद्देश्य, लेखनदोष, भूलसुधार
- शब्दशिक्षा : उद्देश्य, विभिन्न प्रयुक्तियाँ
- हिन्दी पाठ्य पुस्तक : मूल्यांकन समीक्षा
- भाषा शिक्षाके उद्देश्य : सामान्य एवम् विशिष्ट उद्देश्य ,
- मुख्य उद्देश्य : ज्ञानात्मक, कौशलात्मक रसात्मक समीक्षात्मक, सृजनात्मक

प्रायोगिक प्रवृत्तियाँ :

(उदाहरण स्वरूप प्रवृत्तियाँ)

- (i) किसी एक कक्षा के विद्यार्थियों के रचना कार्य में पाई जानेवाली सामान्य अशुद्धियों को छीटिए और उनके सुधार के लिए उपचारात्मक अभ्यास कराइए।
- (ii) जनसंख्या वृद्धि हमारे राष्ट्रीय विकास में बहुत बड़ी बाधा है। इस विषय पर वाद-विवाद प्रतियोगिता आयोजित कीजिए।

Course Code EDEC 222

सेमेस्टर-२

हिन्दी विषयवस्तु और पद्धति

हिन्दी विषयवस्तु :

एकम-१ :-

(अ) कक्षा पाठ्यपुस्तक के आधार पर हिन्दी गद्य - पद्य कृतियाँ का समीक्षात्मक अध्ययन ।

गद्य	पद्य
(i) अपनी कमाई-सुदर्शन	(i) भारत गरिमा - मैथलिशरण
(ii) ताला - देवेन्द्रनाथ शर्मा	(ii) मिट्टीकी महिमा - शिवमंगलसिंह
(iii) कलिंग के बुद्धिमान - ब्रह्मदेव	(iii) कोई नहीं पराया - निरज
(iv) कलाकार का आक्रोश	(iv) महेनतकश इन्सान - मदन मोहन परिहार
(v) गोबर का सुख - प्रेमचंद	(v) पद - सुरदास

(ब) हिन्दी साहित्यकारों का परिचयात्मक अभ्यास कक्षा - १० के उपयुक्त कृतियों के साहित्यकारोंका परिचयात्मक अभ्यास।

(क) साहित्यके स्वरूपोंका परिचय

हिन्दी पद्धतिशास्त्र

एकम - २ :-

(अ) भाषाशिक्षण : स्वरूप एवम् महत्त्व :

- भाषा परिभाषा, विशेषताएँ
- भाषा सीखने की प्रक्रियाएँ
- राष्ट्रभाषा के रूपमें हिन्दी शिक्षा की आवश्यकता
- भाषा शिक्षा के सिद्धांत सूत्र

- भाषा शिक्षा की विधियाँ : प्रत्यक्ष , परोक्ष डी.वेस्टविधि
- भाषा शिक्षाके कौशल्य : श्रवण , कथन (मौखिक अभिव्यक्ति) पठन और लेखन
- पाठ आयोजन : सूक्ष्मपाठ आयोजन, तास आयोजन, इकाई प्रबन्ध

(ब) हिन्दी शिक्षा पद्धति एवम् मूल्यांकन

- हिन्दी शिक्षा के उपकरण : भाषाशिक्षण एवम् उपकरण
दृश्य एवम् श्राव्य उपकरण का वर्ग खंड में विनियोग
- परीक्षण एवम् मूल्यांकन : संकल्पना, आदर्श प्रश्नपत्र रचना (ब्ल्यू प्रिन्ट), प्रश्न प्रकार
निदान तथा उपचार
- हिन्दी शिक्षक : शैक्षणिक एवम् व्यावसायिक योग्यताएँ
- क्रियात्मक अनुसंधान एवम् सोपान।

प्रायोगिक प्रवृत्तियाँ :

(उदाहरण स्वरूप प्रवृत्तियाँ)

- साहित्यिक प्रवृत्तियाँ करनेवाली संस्थाकी मुलाकात एवम् अहेवाललेखन कीजिए।
- स्वर्णिम गुजरात के उपलक्षमें किसी एक प्रवृत्ति का आयोजन एवम् अहेवाल लेखन।
- प्रशिक्षण संस्थामें आयोजित सभाओंका प्रतिवेदन तैयार करें और मिति पत्रिका पर प्रदर्शन करें।

Course Code EDEC 123
SEMESTER-I
ENGLISH CONTENT & METHOD

Objectives: Student Teachers...

1. Understand the nature of second and foreign language.
2. Develop the essential skills of language teaching.
3. Comprehend the relation of language and literature.

Unit –I Fundamentals of English

Teaching points included in the textbooks of Std. X for Gujarati medium schools.

A. Parts of Speech

- Nouns, Verbs, Adjectives, Adverbs, Pronouns, Conjunctions, Prepositions.
- Auxiliaries
- Kinds of sentences
 - (i) Simple, Compound, Complex
 - (ii) Assertive, Interrogative, Imperative, Exclamatory, Optative.
- Word formation
- Use of prefix and suffix in making noun, verb, adjective and adverb.
- Transformation of sentences:
- Interchange of voices, Narration, Degrees, Sentences, Tenses, Auxiliaries, Conjunctions, and Content Words
- Synthesis of sentences.

B. Functional Grammar:

(Application)

- Use of theoretical knowledge of grammar points of the textbooks of Std. VIII, IX and X
- Phonetic Transcription
(Based on the textbook of Std. VIII, IX, and X)

Unit – II Text and Literary Figures:

Following 10 lessons prescribed by the University from the present text-book of Std: X for Gujarati medium schools are to be studied intensively:

Prose Lessons :- 2 , 3 , 5, 7, 11, 13, 14, 15 of Std. X

Poetry Lessons :- 5, 6 of Std. X

Unit-III English in India

1. The place of English in Indian Education; its place in the school and college curriculum.
2. Importance of second and foreign language.
3. Difficulties in learning foreign language with special reference to the problems faced by a Gujarati speaking learner and the structure of English language.
4. Influence of the mother tongue language and habits.
5. The psychology of foreign language learning: motivation, attention, reinforcement, habit formation, understanding and memory
6. Aims and objectives of teaching English at the school level with standards of achievement to be aimed at specific objectives in terms of language points and skills.
7. **Oral Work:** Importance of oral work, material and techniques of conducting oral work in different grades, developing correct speech habits, oral work as the basis of reading and writing
8. **Reading:** Developing skills in reading along with expression, reading comprehension, Types of Reading: Rapid Silent reading, Intensive and Extensive reading.
9. **Written Work and Composition:** Mechanics of writing, picture composition, paragraph writing, guided composition, relating composition to grammar and reading vocabulary, Spelling and punctuation correction of written work..
10. Instructional material and aids to foreign language teaching-selection, preparation and use of instructional material and audio visual aids in teaching. Characteristics of various types of instructional material used in the classroom instruction.

Unit-IV Practicum

- Campaign: Improvement Level of Students
- Prepare daily records of college activities (15 to 20 days).
- Celebration of a Day
- Comparison and Review of Question Papers (3 or 4 papers)
- Preparation of an album.
- Collection of poems.
- Searching information of authors, Lesson plans through web.

Course Code EDEC 223
SEMESTER-II
ENGLISH CONTENT & MEHTOD

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Objectives: Student Teachers,

1. Develop language skills
2. Employ new methods and techniques for effective classroom instruction and carry on experiments for improving it.
3. Acquire the skill of evaluating language skills.

Unit –I Free Compositions

- Essays
- Letters / Application
- Translation
- Comprehension

Unit-II Teaching Process

1. **Methods and approaches of teaching English** : (i) The Direct Method (ii) The Bilingual Method (iii) The Reading Method (iv) The Situational Method of Teaching English
2. Structural and Communicative Approach
3. Communicative Language Teaching
4. Teaching of grammar; teaching of poetry.
5. Teaching of prose.

Unit-III Evaluation Process

1. Studies of school syllabus- language material prescribed for grades VI to XII – organization of the language material- levels of comprehension and expression expected at each grade.
2. Micro Lesson
3. Planning Classroom Instruction: Planning the years’ work, Unit teaching plan and period plan.
4. Evaluation in English: Objective based evaluation, tools and techniques of evaluation for various objectives and content units. Oral and written examination of English.
5. The skills and competencies of the teacher of English.
6. Blue Print; Question Paper.

7. Text-book; its Evaluation.
8. Reforms related to English Language Teaching.

Unit-IV Practicum

- Campaign: Improvement Level of Students
- Prepare daily records of college activities (15 to 20 days).
- Celebration of a Day
- Comparison and Review of Question Papers (3 or 4 papers)
- Preparation of an album.
- Collection of poems.
- Searching information of authors, Lesson plans through web.

Reference Books:

1. Menon & Patel, "The Teaching of English as a Foreign Language", Acharya Book Depot, Baroda.
2. Bandari C.S., "A Hand-book for Teachers of English", Orient Longman.
3. French F. G., "Teaching of English Abroad-Part-1, 2 and 3", OUP, Delhi.
4. Hornby, A. B., (1962), "The Teaching of Structural Words and Sentence Patterns, Stages 1, 2, 3 and 4. OUP, Delhi.
5. Lee, W.R. & Coppen Melon, (1962), "Simple Audio Video Aids to Foreign Language Teaching". OUP, London.
6. George H.V.,:101 Substantial Tables for Students of English- Students book and Teacher's Guide", OUP, Bombay.
7. Gokak, V.K., "English in India", Asia Publishing House, Bombay.
8. Hoursburgh, David (1957), "How to Use a Slack Board in Teaching of English", Orient Longman, Bombay.
9. (Ed.) "Teaching of English", B.S. Shah Prakashan, Ahmedabad.

Course Code EDEC 124
SEMESTER-I
SANSKRIT CONTENT & METHOD

The points of grammar included in std VI to X decided by the state Government and five prose and five poems, lessons from the text book of std.X

Unit-I :- Theoretical Grammar (formal) from the text book of std VI to X.

1. वणमाला vowels and consonants.
2. Kinds of Sandhies (गुण, वृद्धि, संप्रसारण)
3. Kinds of compounds (द्वन्द्व, तत्पुरुष, बहुव्रीहि, कर्मधारय)
4. 1 to 10 Gongs with Vikran inflexions गणकार्य विशिष्ट- गणकार्य रहित कार्य
5. वर्तमानकाल, ह्यस्तनभूतकाल, आज्ञार्थ, विद्यर्थ च सामान्यभविष्यकालस्य रूपाणी
6. विशिष्ट शब्दप्रयोग from the text books of std.VI to X
7. कर्त्री - कर्मणी प्रयोग
8. Authors and their works : जगतगुरु शंकराचार्य, महर्षि वाल्मिकी, महर्षि व्यास, महाकवि कालिदास,

- Poetry** (1) वेदपीयूषम्
(2) शोकःश्लोकत्वमआगतः
(3) अहिंसाव्रतम्
- Prose** (1) लक्ष्मीचरितम्
(2) सिद्धार्थस्य विरक्तिः

Unit- II (A) Importance of Sanskrit

1. Utilization of Sanskrit in life.
2. Contribution of Sanskrit in the development of Indian languages.
3. Sanskrit and emotional integration
4. Ways and means to popularize the study of Sanskrit
5. Co-relation of Sanskrit language with other school subjects.

(B) Aims and objectives of teaching Sanskrit.

1. The ancient aims.
2. The modern aims of teaching Sanskrit with their specific objectives and expected behavioral changes.

Unit -III Methods of Teaching and skills of the language.

(A) The method of teaching Sanskrit Prose

- The Pathshala Method
- The Direct Method
- The Translation Method
- Teaching devices of introducing unfamiliar words.
- Lesson planning of prose lessons
- Unit planning of prose lessons.

(B) The methods teaching Sanskrit Poetry.

- Song acting method
- Clarification Method
- Anvay method
- Importance of teaching poetry
- Characteristics of a good poem teacher
- How poetry teaching is differ out from prose teaching

(C) Teaching of Sanskrit grammar

- Inductive Method
- Deductive Method

(D) Reading

- Concept ,nature and importance of reading in Sanskrit
- Types of reading ,loud reading, silent reading,reference reading.
- Characteristics of model reading

Unit- IV Practicum

- In order to make activities plan for searching reading mistakes among the Sanskrit textbook std.VIII to X and improving reading defects.
- To search the causes of bad hand writing in Sanskrit writing works and planning remedial activities.
- To make scrapbook of Sanskrit authors of their life and literary contributions.

Course Code EDEC 224
SEMESTER-II
SANSKRIT CONTENT & METHOD

Unit -I

1. Kinds of pronouns - Their uses in language.
2. Kinds of अव्यय
3. Kinds of participles
4. सर्वनाम च स्वरान्तनाम रूपाणी
5. उपसर्ग & its uses
6. The words संख्यावाचक & संख्यापूरक
7. अनादरार्थेषुष्ठी च सतिसप्तमी प्रयोग
8. Expansion of ideas of the सुभाषितानि and रत्नकणिका from the textbooks of Std.VI to X.
9. **Authors and their works** : महाकवि बाण, भास, भवभूति, पंडित विष्णु शर्मा
10. The study of the following prose and poetry lessons from the textbooks of std.X

Poetry

जयन्ति

भज गोविंदम्

Prose

अक्षय्य स्त्रोतः

गुरुभक्तः उपमन्युः

जृम्भस्व सिंह

Unit -II Methods of Teaching and skills of the language.

(A) A critical study of text book of Sanskrit prescribed for std. 8,9,and 10

- Characteristics of good Textbook.

(B) Concept , characteristics, merits and limitations of each method

- The Bhandarkar Method
- The Psychological Method
- Meaning under standing method
- Samixa method
- Comparative method
- Vyas method
- Unit planning of prose lessons.

(C) Skills of Sanskrit Language :

(A) Oral work

- Concept ,nature and importance.

(B) Recitation

- Importance

(C) True Pronunciation

- Causes of defective pronunciation and remedial measures.

(D) Writing Skills

- Characteristics of good hand writing
- The causes of bad hand writing and its remedial measures.

(E) Use of Audio- Visual aids in Sanskrit teaching.

Unit- III

- Evaluation
- Meaning
- Need
- Testing skill
- Types of tests
- Preparation of different types of tests
- Preparation of blue print and design

Unit- IV Practicum

- In order to make activities plan for searching reading mistakes among the Sanskrit textbook std.VIII to X and improving reading defects.
- To search the causes of bad hand writing in Sanskrit writing works and planning remedial activities.
- To make scrapbook of Sanskrit authors of their life and literary contributions.
- To make a small handbook in self hand writing of Sanskrit सुभाषित and रत्नकणिका
- To make individual or institutional case study like Sanskrit Pathshala, Tatvagyan Mandir and expert personality.
- To evaluate Sanskrit text book.
- To plan a Sanskrit संभाषण Class for celebration of Sanskrit day.
- Action Research

Course Code EDEC 125
SEMESTER - I
SOCIAL SCIENCE CONTENT & METHOD

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Unit: I

- A. Basic concepts of Social science.
- B. Std 8th : 3,4,6,7,8,11,12
- C. Std 9th : 1,2,3,6,7,8,9
- D. Std 10th :2,3

Unit: II

A. Modern concept and aims of Social science .

- 1. Meaning, concept, nature and scope of Social science.
- 2. Need and importance of Social science.
- 3. Aims of enrich and development of cultural heritage, human understanding, development of understanding of national unity and international understanding.
- 4. Aims to enrich and develop the lives of pupil within their environment.

B. Lesson planning

- 1. Micro
- 2. Stray lesson

C. Techniques and methods of teaching Social science

- 1. Techniques:- Narration, questionnaire, story telling, C.A.I. C.A.L.
- 2. Methods:- Source, biographical, Regional, Project, Problem solving, Supervised study.

Unit: III Social science teacher and social science room

- 1. Social science teacher.
 - 1.1 Qualities and characteristics.
 - 1.2 Training and professional competency.
- 2. Social science room.
 - 2.1 Importance
 - 2.2 Equipment and design
 - 2.3 Advantages of social science room.

Course Code EDEC 225
SEMESTER - II
SOCIAL SCIENCE CONTENT & METHOD

=====

Unit: I

- A. Std 8th : 17,19,20,21,24
- B. Std 9th : 14,15,16
- C. Std 10th :4,5,8,9,17,21,22

Unit: II

A. Unit plan

- 1. Construction of Blue print and question paper
- 2. Types of test
- 3. Types of questions.

B. Instructional material and programmes

- a. Importance
- b. Need of instructional material
- c. Instructional materials of Social science:- date line, charts, maps, O.H.P, pictures, slides, coins, stamps, news paper, bulletin board, tape recorder, earth globe, magazines, L.C.D., computer.
- d. Problem in the use of instructional material.
- e. Programmes:- Social science club, tour and exhibition.

Unit: III Organizing Curriculum and text book of social science.

- 1. Approaches of organizing curriculum.
 - 1.1 Concentric
 - 1.2 Unit
 - 1.3 Chronological
- 2. Correlation of a good curriculum
 - 2.1 Merits of correlation
 - 2.2 Correlation with mutual subjects.
 - 2.3 Correlation with science and Gujarati language.
- 3. Text book of Social science
 - 3.1 Criteria of a good text book
 - 3.2 Review of present text book of std VIII, IX, X.

Unit: IV Practicum

- 1. Project
- 2. Social awareness programme.

3. Environment awareness programme.
4. Social survey
5. Visit and report of cultural heritage place.
6. Awareness of social problems.
7. Exhibition.

Course Code EDEC 126

SEMESTER-I

Mathematics Content & Method

Objectives: Student Teachers...

1. Understand aims ,objectives, meaning content & teaching of mathematics
2. Development of mathematics.
3. Understand the teaching methods, approaches and techniques of teaching mathematics.
4. Formulate instructional objectives in terms of behavioral out comes to prepare lesson plan & developing low cost teaching aids & their utilities.
5. Construct suitable tools for evaluation and understand the concept and use of diagnostic and remedial measures in mathematics.
6. Understand use of mathematics for various recreational activities.
7. Understand the professional efficiency required in mathematics teachers & importance of mathematics laboratory & mathematics club, mathematics text book & its evaluation.
8. Develop attitude & interest in teaching and learning of mathematics.

Unit:1 Content

Std- 8, Chapter no: 5,6,8,9,17,18

Std- 9, Chapter no: All chapters from Std 9th Textbook of Semester 1

Std-10 Chapter no : 1,3,4

Unit:2 Modern Mathematics, Taxonomy and Planning of Teaching

2. 1. Meaning of mathematics & development of mathematics in context of India.
2. 2. Values of Mathematics in modern life : Utilitarian value, Disciplinary value and Cultural value
2. 3. Contributions of following mathematicians in development of mathematics
 - (1) Bhaskaracharya
 - (2) Aryabhatt
 - (3) Ramanujam
 - (4) Euclid
 - (5) Pythagoras
2. 4. Objectives of teaching of mathematics and its behavioral change
 - (1) Cognitive Domains
 - (2) Psychomotor Domains
 - (3) Affective domains
2. 5. Meaning, purpose and importance of a lesson plan
2. 6. Planning for Mathematics teaching:
 - (1) Lesson plan
 - (2) Unit planning
 - (3) Monthly planning
 - (4) yearly planning.

Unit:3 Teaching Methodology

3.1 Modern methods of Mathematics teaching

- (1) Inductive
- (2) Deductive
- (3) Analytical
- (4) Synthetic
- (5) Lecture
- (6) Demonstration
- (7) Project

3.2 Using various techniques for teaching mathematics

- (1) Oral work
- (2) Written work
- (3) Drill work
- (4) Assignment
- (5) Supervised study
- (6) Programmed learning

Unit: 4 Field Work (any one of the following)

- (1) Exhibition of pictures and contributions of Indian and international Mathematicians
- (2) Preparation of Programmed Learning Materials
- (3) Planning and Implementation of Project Based Learning
- (4) Interview with eminent mathematician or Experienced Mathematics teacher
(By keeping merits and demerits of various methods and techniques of teaching mathematics in mind)
- (5) Any other Mathematics related activities

Course Code EDEC 226

SEMESTER-II

Mathematics Content & Method

=====

Objectives: Student Teachers...

1. Understand aims ,objectives, meaning content & teaching of mathematics
2. Development of mathematics.
3. Understand the teaching methods, approaches and techniques of teaching mathematics.
4. Formulate instructional objectives in terms of behavioral out comes to prepare lesson plan & developing low cost teaching aids & their utilities.
5. Construct suitable tools for evaluation and understand the concept and use of diagnostic and remedial measures in mathematics.
6. Understand use of mathematics for various recreational activities.
7. Understand the professional efficiency required in mathematics teachers & importance of mathematics laboratory & mathematics club, mathematics text book & its evaluation.
8. Develop attitude & interest in teaching and learning of mathematics.

Unit:1 Content

Std- 9, Chapter no : All chapters from Std 9th Textbook of Semester 2
Std-10 Chapter no : 5,11,12,13,14,15,16,17,18

Unit:2 Teaching aids and Non-formal Approaches of Mathematics Teaching

2. 1. Developing and preparing low cost improvised teaching aids and its importance.
2. 2. Developing audio visual and digitalized teaching aids, slides, etc., using computer.
2. 3. Skills of using blackboard, models, chart, T.V, film etc for teaching mathematics.
2. 4. Teaching mathematics through recreational activities like Puzzle, quiz, magic square, question –box, etc.

Unit:3 Assessment, Evaluation and Co-Curricular activities for Mathematics

3. 1. Different Types of Evaluation tools in mathematics
3. 2. Ideal question paper based on blue print
3. 3. Concept, importance and preparation of diagnostic testing & remedial work
3. 4. Differences between diagnostic test and achievement test.
3. 5. Importance of text- book, characteristics of good text book, evaluation of text book
3. 6. Importance of surfing internet for e-literature in mathematics.
3. 7. Professional efficiency of effective mathematics teachers.
3. 8. Objective, activities and importance of mathematics lab and mathematics club.

Unit:4 Field Work (Any one of the following)

1. Construction and Planning of Mathematics Club.
2. Evaluation (External and Internal) of Text Book.
3. Collection of Mathematics' E-literature through Internet.
4. Visit/ participation in Mathematics Exhibition.
5. Planning and implementation of teaching mathematics through recreational activities.
6. Any other Mathematics related activities

Course Code EDEC 127
SEMESTER-I
SCIENCE & TECHNOLOGY CONTENT & METHOD

Objectives : Student Teachers...

1. Develop an understanding of the nature and place of Science
Formulates instructional objectives in term of behavioral out comes.
2. Construct suitable tool of evaluation, understand, continuous and comprehensive evaluation and employ it for feedback and remediation.
3. Understand the teaching methods, approaches and techniques for teaching material.
4. Use appropriate educational technology and develops low cost teaching material.
5. Analyze and evaluate science syllabus and science textbooks.
6. Develop skills in organizing curriculum activities such as science club, science fair, science exhibition and field trips.

Unit:1 Content

Std- 8, Chapter no : 1, 8,10,12

Std- 9, Chapter no : All chapters from Std 9th Textbook of Semester 1

Std-10 Chapter no : 1,3,4,6,9

Unit:2 Modern Science, Taxonomy and Planning for Teaching

- 2.1 Concept of Science
- 2.2 Nature of mordent Science
- 2.3 Growth of Science teaching in India.
- 2.4 Science teaching competency, its social and professional responsibility.
- 2.5 Values of Science in modern life : Utilitarian value, Disciplinary value and Cultural value
- 2.6 Objectives of teaching science and technology at secondary level: Taxonomy of educational, Objectives.
- 2.7 General and specific objective and behavioral changes.
- 2.8 Planning for Science and technology teaching:
 - (1) Lesson plan
 - (2) Unit planning
 - (3) Monthly planning
 - (4) yearly planning.

Unit:3 Teaching Methodology

3.1 Modern methods of Science and technology teaching

- (1) Lecture method
- (2) Demonstration method
- (3) Experimental method
- (4) Project method
- (5) Inductive-Deductive method
- (6) Panel discussion
- (7) Symposium method

Unit: 4 Field Work (any one of the following)

- (1) Planning and Implementation of Project Based Learning
- (2) Biography of eminent Scientists of world and India (Indian and foreign Scientists one each for every Students)
- (3) Interview with Experienced Science teacher
(By keeping merits and demerits of various methods and techniques of teaching Science and technology in mind)
- (4) Collecting information about New methods of Teaching Science and Technology through Internet
- (5) Organize or participate in Panel Discussion or Symposium on any topic from unit 1 (content)
- (6) Any other science and technology related activities

Course Code EDEC 227
SEMESTER-II
SCIENCE & TECHNOLOGY CONTENT & METHOD

=====

Objectives : Student Teachers...

- 1 Develop an understanding of the nature and place of Science
 - a. Formulates instructional objectives in term of behavioral out comes.
- 2 Construct suitable tool of evaluation, understand, continuous and comprehensive evaluation and employ it for feedback and remediation.
- 3 Understand the teaching methods, approaches and techniques for teaching material.
- 4 Use appropriate educational technology and develops low cost teaching material.
- 5 Analyze and evaluate science syllabus and science textbooks.
- 6 Develop skills in organizing curriculum activities such as science club, science fair, science exhibition and field trips.

Unit:1 Content

Std- 9, Chapter no : All chapters from Std 9th Textbook of Semester 2
Std-10 Chapter no : 10, 11,12,13,14, 16,17,18

Unit:2 Assessment, Evaluation and Teaching aids and Non-formal Approaches

2. 1. Text book: Internal and external characteristics, Evaluation of text book.
2. 2. Concept Needs and characteristics of diagnostic test and remedial work.
2. 3. Concept and Needs of Blue print and construction of good Question paper.
2. 4. Teaching aids : Needs, Importance, types
2. 5. Development and preparation of self made teaching aids.
2. 6. Selection and use of teaching aids.
2. 7. Non formal approaches of Science and technology teaching
 - (1) Aquarium
 - (2) Herbarium
 - (3) Observation of sky
 - (4) Planetarium

Unit:3 Co-Curricular activities for Science and Technology

3.1 Co. curricular activities:

- (1) Science club
- (2) Science fair
- (3) Science exhibition
- (4) School botanical garden.

3.2 Science Laboratory:

- (1) Management and Safety
- (2) Designing a Science laboratory
- (3) Laboratory equipment.

3.3 References and Journals in Science and technology teaching.

Unit:4 Field Work (Any one of the following)

1. Construction and Planning of Science Club.
2. Participation in Science Fair or Visit and report of Science fair organized at taluka, district and State level
3. Evaluation (External and Internal) of Text Book.

4. Visit and evaluation of School Science Laboratory.
5. Collection and exhibition of Scientific information from Science periodical
6. Visit to place of Scientific interest like (Science city, Community Science Center, Dairy, Industrial Unit, agriculture university, petroleum university)
7. Collection of latest information on Science from internet.
8. Any other science and technology related activities

Course Code EDEC 128

SEMESTER – I

Computer Science

OBJECTIVES :

By the end of the course the Teacher Trainees will attain the following knowledge and skills.

- The Teacher trainees will acquire the basic knowledge required to teach computer Science and will understand the values of learning computer.
- The teacher trainees will acquire knowledge on the programming logics and the learning strategies.
- The teacher trainees will be able to identify the educational objectives in teaching and learning of computer science.
- The teacher trainees will be able to identify teacher behaviour and how to prepare curriculum in computer science.
- The teacher trainees will understand the purpose of networking of computers and their utilities in the field of education.
- The teacher trainees will be able to set up and maintain a computer laboratory.
- The teacher trainees will be able to understand the different methods of teaching computer science.
- The teacher trainees will acquire the knowledge on different types of teaching aids and understand their purr

Unit –I

- As per prescribed syllabus by Gujarat State Higher Secondary Board for Std. V to VIII.

UNIT –II Genesis in Teaching Computer Science

- Aims and Objectives of teaching computer science in schools – need for computer science – Importance of computer science in higher Secondary level.
- Micro teaching skills – Introducing – Probing questioning – Explaining - Demonstrating – Black Board work.
- Lesson plan Steps in writing lesson plans (Stray, Digital) – unit plan
- Significance of lesson planning.

UNIT- III Instructional Methods :

- Strategies – Team teaching – lecture – lecture cum Demonstration – Inductive – Deductive – Analytic – synthetic – Problem solving – Laboratory – seminar – small group strategies – cooperative learning – group learning – debate – discussion – Individualized strategies – Library based learning – programmed learning – CAL – Web based learning.
- Principles – Computer Assisted learning (CAL) – material preparation – material preparation – Evaluation of CAL material – Comparison with Programmed Learning material.

Unit –IV Practicum :

- Practice of a minimum of three skills on micro teaching
- Preparation of Lesson plan and Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

Course Code EDEC 228

SEMESTER – II

Computer Science

Unit –I

- As per prescribed syllabus by Gujarat State Higher Secondary Board for Std. IX to XII.

UNIT- II Computer Text book , Aids & Laboratory :

- Qualities of good computer science text book –criteria for evaluation of computer science text book
- Computer Application in educational Institutions – academic and non academic – Research Activities – Maintaining Students records.
- Importance and uses – types – Improvised aids for teaching – mass media and its advantages – Library – Exhibitions – field visits – Project and computer science club – use and advantages.
- Need for computer laboratory – value of the computer science library Special features of computer lab – Setting a computer lab – Laboratory management – Arranging practical for pupils – Evaluation of practical.

UNIT-III Evaluation :

- Concept of evaluation – Need and importance – types – formative – summative -objective based evaluation, evaluation for achievement, diagnosis and prediction.
- Tools and techniques in evaluation - – Construction of different types of test :- Blue print – Characteristic of a good test (Teacher made tests – standardized tests)
- Computer Aided Evaluation - On line examination (diagnostic testing – remedial testing – online testing).

Unit –IV Practicum :

- Practice of a minimum of three skills on micro teaching
- Preparation of Lesson plan and Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
-
-

- Identification and cataloguing of three websites relating to the prescribed school curriculum
Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

REFERENCES :

1. **Windows 98 Complete.** (1998). BPB Publications.
2. **HTML Complete.** (1999). BPB Publications.
3. **Linux Complete.** (2000). BPB Publications.
4. **A Text book of Multimedia.** (2006). New Delhi: Computer Publications Ltd.
5. Craig Zacker. (2001). **Networking: The Complete Reference.** Tata McGraw- Hill Publishing.
6. Gagne R.M. (1990). **The Learning Principles: Analysis of Concept Learning.** Merrill
7. Publishing.
8. Gordon B. Davis. (1982). **Introduction to computers.** McGraw- Hill Publishing coy.
9. Harold F.O' Neli. (1981). **Computer – Based Instruction.** Academic Press.
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11. John Maddison. (1983). **Education in the Micro Electronics Era.** The Open University Press.
12. Karl Schwartz. (2000). **Training Guide-Microsoft Windows 2000.** DDC Publishing Inc.
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 - a. Ralph, W. Gerard. (1967). **Computers and Education.** McGraw-Hill Book Company.
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21. Sharma, R. N. (2008). **Principles and Techniques of Education.** Delhi: Surjeet Publications.
22. Sharma, R. A. (2008). **Technological foundation of education.** Meerut: R.Lall Books. Depot
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24. Delhi: Vikas Publishing House Pvt. Ltd.

Course Code EDEC 129

SEMESTER-I

ELEMENTS OF BOOK – KEEPING CONTENT & METHOD

Objectives :

1. To know the learning methods of text books in elements of book-keeping.
2. To know the nature ,importance approaches in elements of book-keeping.
3. To know the skill and methods in elements of book-keeping.
4. To acquire the tools and curriculum in elements of book – keeping.
5. To Evaluate the text book of the students.
6. To know in practical work application of the subject content.

Content

Unit -I

- i. As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XI in part I only.
- ii. As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XII in part I only.

Method

Unit--II

- A. Elements of Book Keeping : Meaning ,aims & objectives of elements of book-keeping.
Need and scope.
- B. Co-relation : Meaning, types and internal co-relation with subjects like business maths ,
science & geography.
- C. Teacher of Elements of Book keeping , Qualifications and training , qualities , professional
growth.

Unit- III Skill & Lesson plan in Elements of Book-Keeping .

- (A) Skill :- Set induction , B.B.work, reinforcement ,questioning
- (B) Micro teaching :- Concept , steps , limitation & lesson plan
- (C) Lesson planning : Meaning ,steps, characteristics & Lesson plan

Unit-IV Practicum

- Survey
- Field work
- Visit of Financial ,Industrial Places

Course Code EDEC 229

SEMESTER-II

ELEMENTS OF BOOK – KEEPING CONTENT & METHOD

Objectives :

Content

Unit -I

- i. As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XI in part II only.
- ii. As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XII in part II only.

Method

Unit -II Methods , Approaches & Tools of Elements of Book-Keeping

(A) Method of Elements of Book-Keeping :-

- Lecture Method
- Assignment Method
- Analysis Method
- Project Method
- Group discussion Method
- Dialogue Method
- Programmed learning Method

(B) Approaches of Elements of Book-Keeping

- Leader Approach
- Balance Approach
- Journal Approach
- Equation Approach

(C) Educational Tools :

- Meaning ,uses of Educational Tools.
- Audio,Video ,Audio-Video Bulletin board ,Charts ,Graph, News Paper , Magazine , Reference books, Film strip, Projector, D.V.D., V.C.D., Tape-recorder, Radio, Computer, L.C.D.

Unit -III Text Book & Unit Plan of Elements of Book-Keeping

(A) Text Book, Curriculum & Evaluation :

- Characteristics of Text books.
- Evaluation of Text books
- Review of Text books.

(B) Unit planning

Unit-IV Practicum

- Project work
- Account club and its activities.

Reference Books :

1. Lawis D. Method of teaching book keeping south western publishing, Cincinnati, 1955
2. Macdonald and evan. Teaching business subject, Macdohall and evans ltd., London, 1970
3. M.S. Khan, The teaching of commerce steering publishing, Delhi.
4. Forkner, the teaching of book keeping
5. ઉચ્ચતર માધ્યમિક શિક્ષણ બોર્ડ દે ગુજરાત રાજ્ય ઘોરણ દે ૧૧ અને ૧૨ નો અભ્યાસક્રમ
6. એમ.એમ.ઝાલા, વાણિજ્ય અધ્યાપનનું પરિશીલન, બી.એસ.શાહ પ્રકાશન
7. બી.આર.ચૌધરી અને બીજા, નામાના મૂળતત્વોનું અધ્યાપન.
8. ડૉ.જે.એચ.પંચોલી અને એ.બી.કચણ, નામાની અધ્યાપન પદ્ધતિઓ, ૧૮૮૫, ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

Course Code EDEC 130
SEMESTER-I
COMMERCE CONTENT & METHOD

Objectives : Student Teacher...

1. Understand methods of teaching commerce
2. Know the skills and methods of commerce
3. Know the curriculum and tools of commerce
4. Evaluate the text book of students
5. Understand techniques of teaching commerce
6. Know in practical work the application of commerce

Unit – I

1. As per prescribed syllabus by Gujarat State Higher Secondary board for Std. XI Chapter 01 to 11.
2. As per prescribed Syllabus by Gujarat State Higher Secondary Board for Std. XII 01 to 06

Unit -II Commerce:

- (1) Concept , aims , objectives
- (2) Use & scope of commerce
- (3) Correlation : Meaning , Types, internal co-relation with subjects like Geography , Economics, Science and Accountancy.
- (4) Teacher of commerce : Qualification and Training, Qualities, Professional Growth.

Unit -III Skills, Methods, & Lesson planning of commerce.

- A. Microteaching :- Concept, steps ,Limitation ,Lesson plan
- B. Skills :- Set Induction ,Questionnaire , B.B.work, reinforcement.
- C. Methods :- Lecture method, assignment, Projects , Group Discussion, Dialogue method, Programmed Learning.
- Approaches :- Service of commerce.
- D. Lesson Planning :- Meaning, Steps, Characteristics, Lesson-plan

Unit IV Practicum

Course Code EDEC 230
SEMESTER-II
COMMERCE CONTENT & METHOD

Unit -I

1. As per prescribed syllabus by Gujarat State Higher Secondary Board for Std. XI Chapter 12 to 17 .
2. As per prescribed Syllabus by Gujarat State Higher Secondary Board for Std. XII Chapter 07 to 16.

Unit-II Lesson plan & tools of commerce.

1. Educational Tools .
Meaning, uses ,Audio-video, Bulletin board , Charts , graphs , news-paper , magazine , Reference-books, Projector, D.V.D ,V.C.D ,Tape recorder ,Radio, computer, ,L.C.D.
2. Text book, curriculum & Evaluation
3. Characteristics of text books
4. Evaluation of text books.
5. Unit Planning
6. Blue-Print ,Question Paper

Unit -III

- Survey
- Field work
- Visit to a trade centre
- Commerce club & its Activities.

Unit IV Practicum

Reference Books :

1. Jone, popham & freeman, Methods of teaching business and subjects, New York, McGraw-Hill book, Gregg division, 1965.
2. The teaching of Commerce, Maha Sharif Khan, Sterling Publishing (P) Ltd., New Delhi
3. વાણિજ્યના અધ્યાપનનું પરિશીલન, એમ.એમ.ઝાલા અને બીજા, બી.એસ.શાહ પ્રકાશન, અમદાવાદ
4. વાણિજ્ય શિક્ષણ પદ્ધતિ, પટેલ ઘનશ્યામભાઈ વી. તથા બીજા, નવદીપ પ્રકાશન, અમદાવાદ
5. ઘો.૯૧ ૧ અને ૧૨ ના વાણિજ્ય વ્યવસ્થાના પાઠ્યપુસ્તકો, ગુ.રા. શાળા પાઠ્યપુસ્તક મંડળ
6. ઉચ્ચતર માધ્યમિક શિક્ષણ, ગુ.રા. ઘો.૯૧ ૧ અને ૧૨ નો અભ્યાસક્રમ, સરકારી મધ્યસ્થ પ્રેસ, ગાંધીનગર
7. વાણિજ્ય શિક્ષણ, ઉદયવીર સકસેના, વિનોદ પુસ્તક મંદિર, હોસ્પિટલ રોડ, આગ્રાલર

Course Code EDEC 131

SEMESTER-I

ECONOMICS CONTENT & METHOD

Objectives :

1. To enable the student teachers to get clear understanding of aim and objectives of teaching economics in higher secondary school.
2. To enable the student teachers to get understanding of various methods and efficiency in teaching techniques of economics.

Unit-I As per prescribed syllabus by Gujarat State Secondary Board for std.XI.

Unit-II

- A. Meaning ,scope & importance of Teaching.
- B. Economics of higher secondary level
- C. Co-relation of economics with Geography ,History,Science and Psychology.
- D. Aims & Objectives of teaching economics: General & Specific.
- E. Values of teaching economics : Cultural ,Social, intellectual, ethical

Unit-III

A. Planning

- Micro Teaching
- Unit Planning
- Lesson Planning

B. Methods of Teaching

- Assignment Method
- Comparative Method
- Problem solving Method
- Supervised study Method
- Project Method
- Group discussion Method

Unit-IV **Practicum:**

- Socio economic Survey
- Survey of some professions
- Analysis of the survey & solution
- Prepare a Scrap-book

Course Code EDEC 231

SEMESTER-II

ECONOMICS CONTENT & METHOD

Objectives :

1. To enable the student – teachers to acquire necessary skills in teaching of economics at higher secondary level.
2. To acquire necessary skills for using the audio –visual aids.
3. To enable the student –teachers to apply the evaluation procedure to access the achievements of the pupils in economics.

Unit-I As per prescribed syllabus by Gujarat State Higher Secondary Education Board for std.XII.

Unit-II Use of Audio –Visual aids for teaching economics

- News Paper & Magazines
- Bulletin Boards
- Tape Recorder
- Over Head Projector
- Chart, Tables & Graph
- T.V.& Film, V.C.R.
- Presentation through computer
- Economics Room
- Information of current issues at National & International level
- Information about SEZ.

Unit-III

A. Curriculum & Text-book

- Concept ,Characteristics & Critical Study of curriculum & text book of Std. XI & XII

B. Economics Teacher

- Training
- Qualities
- Professional growth
- Skills

C. Evaluation

- Meaning & concept
- Types of tests
- Types of questions

Unit-IV Practicum:

- Exhibition of special issues & Topics
- Develop the level of education by organizing Educational Programmes
- Organize Expert Lectures

Reference Books :

1. K.G. Lumsend : New Developments in the teaching of economics, Prentice Hall, New Jersey, 1967
2. A.M.A. : Teaching of economics in secondary school, New Delhi, Continental Book Co.
3. ગુરુશરનદાસ ત્યાગી : અર્થશાસ્ત્ર શિક્ષણ, વિનોદ પુસ્તક મંદિર, આગ્રા.
4. પ્રિ. નટુભાઈ બી.રાવલ : અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, નવદીપ પ્રકાશન ગૃહ, અમદાવાદ
5. પ્રિ.ઉપેન્દ્રભાઈ બી.પાઠક : અર્થશાસ્ત્ર અભ્યાસનું પરિશીલન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ
6. વિનુભાઈ યુ.પટેલ : અર્થશાસ્ત્ર અધ્યાપન, અનડા પ્રકાશન, અમદાવાદ
7. પ્રભાકર એન.દવે : અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ, ગુજરાત યુનિવર્સિટી, અમદાવાદ

Course Code EDEC 132
SEMESTER-I
HOME SCIENCE CONTENT & METHOD

Objectives :

1. Students get knowledge of Food and Nutrition
2. Students acquire the skill of Home-Science
3. Students develop a scientific attitude towards child-care
4. Students understand the process of production and utilization of milk and vegetables
5. Students understand the information about maintaining Health and First Aid

Unit-I

- A. Food & Nutrition
1. Necessities ,works and sources of food
 2. Methods of cooking
 3. Diseases occurring due to lack of food & nutrients during various stages
 4. Importance of preserving food and its remedies
- B. Importance of Home-Science and its use in Daily life
- C. Various responsibilities of teacher of Home-Science

Unit-II

- A. Home –Management
- Choosing a house and types of kitchens
 - Various responsibilities of a home-maker / house-wife
 - Importance of cloth-choice and purchase
 - Washing of various clothes
- B. Various types of lesson planning, Micro lesson, combined lesson
- C. Inter-relationship of Home-Science and other subjects

Unit-III

- A. Dairy Gopalan (Dairy Technology)
- Milk and its importance
 - Various methods of milk preservation and milk-product
 - Animal care – First-Aid and various diseases
 - Dairy industry in Gujarat
- B.
- Various methods useful in Home Science
 - Demonstration / Group discussion (Methods)
 - Role play / Project Method
 - Audio Visual Method

Unit IV Practicum

- Various cooking methods , stages , demonstration of dishes with nutritional value
- Cards , flower , decoration ,color filling
- Visit to a dairy
- Dye clothes ,making baby frock, making soft –toys and different types of stitches
- Cultivating live vegetables in pots and drying vegetables

Course Code EDEC -232 **SEMESTER-II** **HOME SCIENCE CONTENT & METHOD**

Unit-I Vegetables & Agriculture

- Various ways of cultivating vegetables
- Seasonal vegetables and various factors affecting them
- Importance of fertilizers
- Information and importance of live agriculture

Unit-II

A. First Aid

- Meaning , Importance and necessity
- First aid for different accidents, types of bandages
- Measures to prevent and treatment of diseases which can spread easily and other diseases
- Artificial respiration –Meaning , importance and necessity

B. Ideal question paper format

- Blue print - Importance and utility
- Blue print - Construction / preparation and implementation

Unit-III

A. Motherhood and childcare

- Importance of mother's milk
- Family planning-information
- Child health – care and vaccination
- Various children diseases and treatment

B. Useful fields in Home Science

- Various employment opportunities
- Role of Home-Science club

Unit- IV Practicum

- Various cooking methods , stages , demonstration of dishes with nutritional value
- Cards , flower , decoration ,color filling
- Visit to a dairy
- Dye clothes ,making baby frock, making soft –toys and different types of stitches
- Cultivating live vegetables in pots and drying vegetables

Reference Books :

1. Mehta, M. : Adolescent Psychology : Pointer Publishers, Jaipur
2. Jain, Madhu : Development Psychology : Pointer Publishers, Jaipur
3. Jain, Madhu : Development Psychology : Pointer Publishers, Jaipur
4. Ksaushik, V.K. : Problems of Nutrition and Child care : Pointer Publishers, Jaipur

FOUNDATION COURSE
Course-Code EDFC – 141
SEMESTER- I
Yoga And Teacher Education

Objectives:

- (i) To acquaint student teachers about the Philosophical Aspects of Yoga and Indian system of Thought.
- (ii) To make the student teachers understand the Psychological and Educational Aspects of Yoga.
- (iii) To make them realize the Ethical Value of Yoga Education.
- (iv) To make them aware of Higher Aspects of Yoga in dealing with some major issues of modern times.

Course Contents:

Unit-I: Philosophical

- (i) Indian Philosophy, its Relation with Yoga Education.
- (ii) Study of Samkhya and Yoga.
- (iii) Foundations of Yoga and Teacher Education.
- (iv) Agencies of Education-Home, School, Society their Role in the Development of Yoga and Education.
- (v) Psychological Parameters related to Yoga with Special Emphasis on Yogic Concept of Personality and its Development.
- (vi) Effects of Yogic Practices on learning and Problem Solving.
- (vii) Causes and Consequences of Frustration and Conflict.

Unit-II: Educational & Ethical

- (i) Scope of Yoga in Modern Educational System.
- (ii) Maxims of Teaching and Devices of Teaching.
- (iii) Yoga Mental Hygiene, its Functions and Applications.
- (iv) Ethics, Meaning of Social and Personal Ethics and their Relationship with Yoga.
- (v) Moral Conduct, Conduct for Yoga Sadhak.
- (vi) Ethical and Effective Thought of Mahatma Budha, Aurobindo,

Unit-III: Miscellaneous

- (i) Historical Development of Yoga from Ancient to Modern times.
- (ii) Yoga for World Peace, Environmental Protection and Population Control.
- (iii) Salvation (Moksha), Understanding and Achievement through Yoga.

Unit-IV : Practicum

The distribution of practicals shall be as under:-

Component

- 1. Asans 2. Kriyas 3. Pranayama

Course-Code EDFC – 241
SEMESTER- II
Yoga And Teacher Education

Unit-I

- (i) Meaning, Definition, and Importance of Health Education
- (ii) Role of Yoga in Mental and Physical Health.
- (iii) Dietetics, Principles of Diet, Constituents of Balanced Diet, Deficiency Diseases due to Vitamin Deficiencies.

Unit-II

- (i) Methods of Teaching Yoga: Lecture Method, Demonstration Method.
- (ii) Use of Audio Visual Aids for Effective Teaching.
- (iii) Lesson Planning in Yoga (Asana, Pranayama, Kriya)
- (iv) Yoga Training Camp, Exhibition, Conference, Seminar and Mass Demonstration

Unit-III

- (i) Meaning Importance of Educational Technology, Role of Mass Media.
- (ii) Value Education-Definition, Classification-Social Moral and Cultural.

Unit-IV : Practicum

The distribution of practicals shall be as under:-

- Component** 1. Asans 2. Kriyas 3. Pranayama

Course-Code EDFC – 142
SEMESTER- I
Communication Skills

Objectives of the course :

- To sensitize students to their communicative behavior
- To enable them to reflect and improve on their communicative behavior/performance
- To build capacities for self criticism and facilitate growth
- To lead students to effective performances in communication

Unit -I Listening Skills

- Types of Listening (theory /definition)
- Tips for Effective Listening
- Academic Listening- (lecturing)
- Listening to Talks and Presentations
- Listening to Announcements- (railway/ bus stations/ airport /stadium announcement etc.)
- Listening to Radio and Television

Unit-II Reading Skills

- Basic of Reading
- Tips for effective reading
- Vocabulary Building
- Reading & Answering
- Cloze Exercises

Unit -III Writing Skills

- Standard Business letter
- Report writing
- Email drafting and Etiquettes
- Preparing Agenda and writing minutes for meetings
- Making notes on Business conversations
- Effective use of SMS
- Case writing and Documentation

Course-Code EDFC – 242
SEMESTER- II
Communication Skills

Unit –I Telephone Skills

- Basics of Telephone communication
- How to handle calls- telephone manners
- Leaving a message
- Making requests
- Greeting and Leave Taking over phone(etiquette)
- Asking for and giving information
- Giving Instructions
- Listening for Tone/Mood and Attitude at the other end Handling the situations especially trouble shooting Teleconference handling Handling Tele interviews for Call Centres

Unit –II Career Skills

- Applying for job
- Cover letters
- Resume and Effective Profiling
- Interviews
- Group discussions

Unit -III Soft Skills

- Empathy(Understanding of someone else point's of view)
- Intrapersonal skills
- Interpersonal skills
- Problem solving
- Reflective thinking
- Critical thinking
- Negotiation skills

Course-Code EDFC – 143

SEMESTER- I

Life Skills

Objectives:

1. understand life skills and its types
2. understand the importance of life skills and quality life
3. develop life skills
4. prepare tasks to teach life skills

Unit -I Introduction to Life Skills

- Life Skills : Concept and Need
- Indian view of life skills

Unit-II Types of life Skills

- Types of life Skills and its importance: Overview of Soft skills for quality life
- Life skills as proposed and defined by WHO (1990)
- Human values and life skills

Unit -III Core Life Skills

- Communication Skills and empathy
- Decision making Skills
- Problem Solving Skills and Thinking skills

Unit-IV Practicum

- Preparing classroom tasks for teaching life skills: 10 tasks
- Presentation of tasks
- Identifying and Analyzing core life skills from textbooks of Std. VI to XII.

Course-Code EDFC – 243
SEMESTER- II
Life Skills

Unit-I Understanding life Skills for adolescent students

- Life Skills for adolescent students : Concept , need and importance
- Teaching life skills to adolescent students: techniques and activities
- Planning activities to teach life skills: Practical work

Unit-II Life skills related to Various Subjects

* Languages * Mathematics * Social Sciences *Co-relation between health education & life skills

Unit-III Practices for developing life-skills

- Formal and informal methods to develop life skills.
- Curriculum planning & designing syllabus for life skills.
- Integrating Philo-socio-psycho-eco and health development practices
- Research in Life skill development

Unit-IV Practicum

- Preparing classroom tasks for teaching life skills: 10 tasks
- Presentation of tasks
- Identifying and Analyzing core life skills from textbooks of Std. VI to XII.

References:

1. જીવનકૌશલ (શિક્ષક માર્ગદર્શિકા) (૨૦૦૬) ગાંધીનગર, જીસીઈઆરટી પ્રકાશન.
2. Nussbaum, Martha & Sen, Amartya, (1996). The Quality of life Oxford, Clarendon Press.
3. Frankl, Viktor (1959), Mans's search for Meaning. London Random House.
4. www.unicef.org/life-skills
5. www.smilefoundationindia.org
6. રાવલ સી.વી. (૨૦૦૧). પારિભાષિક કોશ-ત વજાન. અમદાવાદ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.

Course-Code EDFC – 144

SEMESTER- I

Global Challenges

OBJECTIVES

1. Students will be able to understand the global challenges.
2. Students will be able to understand the role of Education for global challenges.
3. Students will be able to understand Disaster management and its Education.

Unit-I

- Concepts + development of globalisation (the connections between people + environments across the globe)
- Factors which have accelerated globalisation- TNCs,international organisations,global markets.....
- Effects of globalisation on population movements- voluntary/economic migrants

Unit-II Global Challenges

- Concept
- Causes
- The major challenges

Unit-III - Environment: meaning, factor and role of education

- Global Warming, green house effect and Climatic changes
- Disaster management and its education.
- Earth quake: its effect and preparation to cope up disaster

Course-Code EDFC – 244

SEMESTER- II

Global Challenges

Unit-I

- Population explosion: meaning, factor and role of education.
- Modernization - meaning, factor and role of education.
- Adolescence Education and Sex education.
- Life skill education

Unit-II

- Globalization, Liberalization and Privatization with reference to meaning, factors and role of education

Unit-III Education for sustainable development

- Role of technology eg communications, eg telecoms, air travel, internet
- Awareness programmes and gauging techniques.

References

1. Bourai H.H.A., B. P. Uniyal(2005), Challenges in Administration of Higher Education, Delhi : Abhijeet Publications.
2. Gupta S. (2005), Education in Emerging India, Delhi : Shipra Publications.
3. Jha Prem kumar (2005), Technical and Vocational Education in a Globalised world : Delhi, Vista International Publishing House.
4. Swarup Saxena N. R. (2002) Philosophical & Sociological foundation of Education, Meerut : Surya Publication.
5. Guwande E. N. (2002) Value Oriented Education : New Delhi, Sarup & Sons.

Course-Code EDFC – 145

SEMESTER- I

Environmental Studies

OBJECTIVES :

At the end of the course the student teacher will

1. understand the concept of environment and ecology.
1. understand the nature and scope of Environmental Education.
2. understand the causes of Environmental Degradation.
3. apply the remedial ways to protect the environment in daily life.
4. understand the need for conservation of natural resources.
5. acquire knowledge of population growth and its impact on environment.
6. acquire knowledge about the technological system.
7. acquire the knowledge of tools and techniques for the evaluation of environmental education.

Unit –I BASIC CONCEPTS & ENVIRONMENTAL HAZARDS

- Concept of Environment and Environmental Science - History of Ecology - Ecology and Economic Development - Socio-Economic Impacts of Degradation of Environment and Importance of Environmental Education - Nature and Scope of Environmental Education - Guiding Principles of Environmental Education and Major Constraints for its Implementation at School Level.

- Environmental Pollution : Physical and Chemical : Land, Air, Water, Noise, Radiation - Extinction of Flora and Fauna, Deforestation, Soil erosion - Need for Management of Environment, Protection of the Environmental Heritage - Ways of Protecting, Preserving and Restoring the Environment .

Unit-II . CURRICULUM AND METHODS IN ENVIRONMENTAL EDUCATION

Dimensions of Curriculum in Environmental Education - Natural resources (forests - Development, wild-life, fisheries biodiversity) - Human Ecology : Human beings as part of environment, human adaptations to environment - population and its effect on environment - Science and Technology : Industrial growth and technological inventions and their impact on the environment- degradation of resources .

Methods - discussion, seminar, workshop, dialogues, problem-solving, field surveys, projects, exhibitions, role of media - print, films, T.V

Unit-III SUSTAINABLE DEVELOPMENT

Definition and Dimensions - Depletion of Natural Resources - Symptoms of Non-Sustainability - Conditions for achieving the Goals of Sustainable Development

Course-Code EDFC – 245

SEMESTER- II

Environmental Studies

Unit-I ENVIRONMENTAL ISSUES, POLICIES AND AWARENESS PROGRAMMES :

- Environment Problems of India - Environment Protection and Policies in India -
- Environment Movements in India : Chipko Movement, Narmadha Valley Movement
- The Stockholm Conference 1972, The Nairobi Conference 1982, The RIO Summit 1992, The RIO Declaration.

Unit-II ENVIRONMENTAL EDUCATION IN THE SCHOOL

CURRICULUM IN INDIA

Need for - Current Status : Pre-school, Elementary, Secondary and Higher
Secondary - CBSE syllabus - State Syllabus :

Unit-III EVALUATION IN ENVIRONMENTAL EDUCATION :

Outcomes in environmental education - estimating awareness. Understanding and application of knowledge for protection of environment. Tools and techniques - achievement and performance tests, attitude and value scales, their use and limitations.

SUGGESTED READINGS

- Aggarwal, S.P., and Aggarwal, J.C. (1996) Environmental Protection, Education and Development, New Delhi : New Concepts.
- Bandhu, Hesh N.L. Ramanathan Education for Environmental Planning & Conservation, Dehradun, Nataraj Pub.
- Chanda, S.K. Environmental Degradation in India, Jammu, Vinod Pub. & Dist., Pacca Danga
- Kelu, P (2000) Environmental Education - A Conceptual Analysis Calicut : Calicut University.
- Palmer Joy and Philip Neal (1994) The Handbook of Environmental Education : London, New Fetter Lane.
- Purushotham Reddy, K and Narasimha Reddy, D (2001) Environmental Education. Hyderabad : Neelkamal Publications
- Saxena, A.R. Environmental Education, Agra : Bhargava Book, House.
- Sharma, R.G. (1986) Environmental Education, New Delhi : Metropolitan Book Co. Pvt. Ltd.
- Singh, Man Mohan & Rao (1980) Measures of Environmental Awareness, L.S Prahallada, Ahmedabad.