

HEMCHANDRACHARYA NORTH GUJARAT
UNIVERSITY, PATAN

**CURRICULUM FRAMEWORK WORKSHOP FOR BACHELOR
OF EDUCATION**

on

5-6 June 2009

SPONSORED BY

**HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY,
PATAN**

ORGANIZED BY

**Dr. S. P. Sharma, Principal, L.N.K. College of Education
(CTE), Patan**

LIST OF CONTRIBUTORS

Sr.No. Name of Teacher Educator Institution

• **Members of Board of Study :**

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30.	Dr H. R. Patel	College of Education, Daramali
31.	Dr. P. R. Azad	B.Ed. College, Himmatnagar

SYLLABUS FOR BACHELOR OF EDUCATION (B.ED.)

(New Course in force from June, 2009)

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.

Edu. 0.1 :

A candidate of the degree 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 two terms (the First and Second) 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. degree, and
- (2) completed a course of practical work extending over two terms to the satisfaction of the Head of the college or B.Ed. department of Hemchandracharya North Gujarat University in which the candidate is studying, consisting of -
 - (a) Teaching practice of not less than 40 lessons in the two subjects selected by him, distributed over standards VIII to XII of the recognised secondary school.
 - (b) Observation of 50 directed lessons given by other candidates and 10 observation 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 the B.Ed. Shall consist of -

- | | |
|-----------|---|
| Part - I | Written Examination (Theory) |
| Part - II | Practical Examination (Practical teaching and year's practical work in the college) |

Edu. 0.2 :

The examinations for Part-I may be taken after two terms attendance at an Education college or a B.Ed. Department of Hemchandracharya North Gujarat University as required in Edu. 0.1 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

Edu. 0.3 :

The total no. of marks for part – I examination shall be 700, each paper carrying 100 marks.

Edu. 0.4 :

- 1) There will be about 210 working days including the days for admission procedure, supervised practice teaching, theoretical and practical instructional programme, evaluation and examination.
- 2) Time duration for the college of education shall be 6 hours instruction on each teaching day, of which 4 hours and 35 minutes per day will be devoted to theoretical instruction, the rest to practical work.
- 3) 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 10(ten) demonstration lessons and at least 50 lessons of other candidates.

Total observed by them during the year

1) Demonstration lessons (5 lessons in each subject method)	10
2) Lessons taught by trainees	<u>50</u>
	60

- b) A journal containing notes of at least 40 lessons given during the year and the criticism of the guide therein.
- c) Following logbook of practical work done during the year.
 - I. A list of teaching aids made by trainees during the year and utilized by them in their practical lessons.
 - II. A note book containing administration of 2(two) Psychological tests including scoring, interpretation and one experiment done by the trainee.
 - III. A note book containing construction of test items, unit test and examination question paper in each method.
 - IV. A note book containing case study/action research/book review taken by trainees during the year.
 - V. A note book containing assignment on contents of two subject offered by the trainee. (four assignments in each subject)
 - VI. A list of audio-visual equipment which trainee has utilized during the year in lessons given by him/her.

Edu. 0.5 :

The Practical work done by the candidates during the year will consist of the following :

A. Classroom Teaching :**Marks : 130****(1)**

- 1.1** At least 30 lessons as per the following pattern I or pattern II will be given by the candidate.

Pattern – I

I. Micro teaching lessons	6
II. Stray lessons given in peers group	2
III. Stray lessons in recognized schools	10/14
IV. Lessons for unit teaching in recognized schools during block teaching or off campus teaching	12/8

Pattern – II

I. Stray lessons in peers group	2
II. Stray lessons in recognized schools	16/20
III. Lessons for unit teaching in recognized schools during block teaching or off campus teaching	12/8

1.2 Internship Programme including 10 lessons and other activities.	Marks 30
(2) Preparation of teaching aid (any one method)	20
(3) Construction of examination paper of 100 marks in each method subject.(1+1)	30

Total of A = 210**Note :**

- Not more than two lessons per day by a candidate will be allowed. All 40 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.
- Candidates should use all available audio-visual equipments in his / her lessons.
- Science trainees should demonstrate two science experiments related to school syllabus during their practical lessons taught in the practicing schools.
- Two digital lessons during the whole year (one in each method) is compulsory.
- Practice Teaching will consists of :**
 - Compulsory internship programme for ten days.
 - Block teaching / off campus not less than twelve days.
- 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)

B. Community Work and Co-curricular activities

1. Social Work (Any Two Activities)	20
- Blood donation	
- Gram safai	
- Adult alternative education	
- Rescue activities	
- Any other social work	
2. Co-curricular activities including Games	25
3. Communication skills / Presentation of paper	15
4. Creative work	15
5. Yoga	20

Total of B = 95

C. Field based experience		
1. Two Psychological Tests		20
2. One Psy. Experiment		10
3. Case Study / Action Research		15
4. Book Review (Excluding Text-Book)		10
5. One Term Paper (Any Compulsory Subject)		10
6. Four Assignments of Content Papers	Content – I	20
	Content – II	20
		Total of C = 105
D. Periodical Test		
1. Terminal Test		25
2. Preliminary Examination		75
3. Practical work (one in each paper- I to V)		50
		Total of D = 150
E.		
1. Attendance		20
2. Viva		20
		Total of E = 40
		<hr/>
		600
Two Annual Lessons		100
		<hr/>
	Total	700

Edu. 0.6 :

The total number of marks for part – II shall be 700 for the practical work done by the candidate and the internal examination marks.

- 1) Up to a maximum of 600 marks shall be assigned by the Head of college or the B.Ed. department of Hemchandracharya North Gujarat University in which he/she is studying and will be communicated to the University before the University practical examination commences. Marks so assigned may be revised in the case of a candidate who fails to pass in the internal evaluation and applied for such revision provided.
 - a) That he puts in regular attendance for a period of one month at least at the college in which he has previously studied and
 - b) That during this period he gives under the supervision of the college authorities six additional lessons in teaching practice (and does other practical work) to the satisfaction of the Head of the college.

The marks so obtained(i.e. marks for practical work and internal examination marks up to maximum of 600 marks) by each candidate shall be put on the college notice board after the marks communicated to the University.

For the remaining 100 marks, a candidate shall appear for a practical test of one full period lesson in each of the two subjects selected by him for paper – VI and paper – VII examination.

Edu. 0.7 :

To pass the examination in part – I a candidate must obtain not less than 40 % of the total marks in each paper and 50 % marks in aggregate of seven papers.

Edu. 0.8 :

To pass the examination in part – II a candidate must obtain 50 % of the total internal marks and 50 % marks in each of the two lesson of the University examination.

On a new application being forwarded and fresh fee paid and with the fresh terms a candidate who has already passed the B.Ed. examination for any one content and method is allowed to present himself / herself again only for the examination in the other subject of content and method not offered by him / her for content and method at the previous examination. He / she will not be permitted to appear in the remaining compulsory subjects of the examination.

A candidate thus passing the examination is not entitled for any award scholarship or class or for conferment of degree but he / she will be given certificate to that effect that he / she has passed the examination on in the content and method of the examination.

Edu. 0.9 :

Such of the candidates as appear for part I and II and obtain in aggregate of 70 % or more in each part shall be declared to have passed the examination with Distinction. Those who obtain 60 % or more in each part shall be declared to have passed the examination in the First Class and those who obtain 50 % or more in each part shall be declared to have passed the examination in the Second Class. Candidate failing in either part – I or in part – II will not be entitled to a class.

Successful candidates who are not eligible for a class those passing the examination in compartments will be declared to have passed the examination in Pass Class.

For the award of prizes, scholarships and Gold Medals, the marks obtained in theory papers (i.e. marks obtained in part - I) shall only be taken into consideration.

Part-1**Edu. R-I**

In part –I the candidates will be examined in the following subjects. Each paper will be of hours duration and will carry 100 marks.

Paper - I Philosophical and Sociological Foundations of Education

Paper - II Development of Learner and Teaching Learning Process

Paper - III Development of Education and Management in Secondary Education

Paper - IV Information & Communication Technology in Education

Paper – V Elective Subject (Any One)

1. Population Education

2. Elementary Education

3. Career Guidance

4. Value Education and Human Rights

5. Education Evaluation and Statistics

6. Information Technology in Education

Paper – VI & VII (Content and Methodology)

1. ગુજરાતી વિષયવસ્તુ અને પદ્ધતિશાસ્ત્ર

2. હિન્દી વિષયવસ્તુ અને પદ્ધતિશાસ્ત્ર

3. English Content & Method

4. Sanskrit Content & Method

5. Social Studies Content & Method

6. Mathematics Content & Method

7. Science Content & Method

8. Economics Content & Method

9. Elements of Book-Keeping Content & Method

10. Commerce Content & Method

11. Home-Science Content & Method

નોંધ : 1. અર્થશાસ્ત્ર ફક્ત એમ.એ. અર્થશાસ્ત્ર પાસ થયેલ તાલીમાર્થી પસંદ કરી શકશે.

2. અર્થશાસ્ત્ર અને સમાજવિદ્યામાં થી કોઈ એક જ વિષયવસ્તુ અને પદ્ધતિશાસ્ત્ર પસંદ કરી શકશે.

Part-II

A.		Marks
1. Practical Lessons (15 in each Method) (Including 2 Digital Lessons)		130
	10 Marks extra for digital lessons (120 + 10)	
2. Internship Programme (5 in each method)		30
3. Preparation of Teaching Aids (Any One Method)		20
4. Blue-Print-Question Paper (100 Marks)	Method-I	15
	Method-II	15
B. Community Work and Co-curricular activities		
1 Social Work (Any Two Activities)		20
2 Co-curricular activities including Games		25
3 Communication skills / Presentation of paper		15
4 Creative work		15
5 Yoga		20
C. Field based experience		
1 Two Psychological Tests		20
2 One Psy. Experiment		10
3 Case Study / Action Research		15
4 Book Review (Excluding Text-Book)		10
5 One Term Paper (Any Compulsory Subject)		10
6 Four Assignments of Content Papers	Content – 1	20
	Content – II	20
D. Periodical Test		
1 Terminal Test		25
2 Preliminary Examination		75
3 Practical work (one in each paper- I to V)		50
E.		
1 Attendance		20
2 Viva		20
		<hr/>
		600
Two Annual Lessons		100
		<hr/>
	Total	700

PAPER - 1

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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.
5. Understand the sociology of education.
6. Familiarize with Social Neo-construction.
7. Familiarize with the contribution of educationists with reference to their works.
8. Familiarize with value education.

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 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 - V 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 - VI Value Education :-

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

Unit - VII 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.

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) પંડયા 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.

PAPER-2

DEVELOPMENT OF LEARNER AND TEACHING - 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 and teaching.
3. Understanding intelligence, aptitude, personality, creativity, motivation and various types of exceptional children.
4. Develop skill of effective teaching-learning process and use of psychological tests.
5. 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 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 - IV 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-V 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-VI 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-VII 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.

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.
6. Alikel L.R. (1985) "Psychological Testing and Assessment" Baspon- Allwyn and Bacon.
7. Barnes, Peter et al (ed), "Personality Development and Learning", A reader kent: Holder and Stoughton.
8. Chauhan S.S. (1985), "Advanced Educational Psychology" New Delhi.
9. Hayman R.T., "Ways of Teaching", Lippincott & Co., U.S.A.
10. Mills H.R., "Teaching and Training", Macmillan Press Ltd., U.K.
11. Bower G.H. et. al., "Theories of Learning", P.H.I. Pvt. Ltd.

PAPER – 3

DEVELOPMENT OF EDUCATION AND MANAGEMENT IN SECONDARY EDUCATION

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

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 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-V 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-VI 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-VII 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.

Reference Books :

1. પ્રા.પી.બી.પંડયા, ડૉ.એસ.એમ.પટેલ અને અન્ય, ભારતમાં શિક્ષણ પ્રણાલીનો વિકાસ, વારિષ્ઠ્ય પ્રકાશન, અમદાવાદ
2. ડૉ.ઘનવંત દેસાઈ : અર્વાચીન ભારતીય કેળવણીનો ઇતિહાસ
3. ડૉ.ઘનવંત દેસાઈ : કેળવણીનું નવનિર્માણલ્કોઠારી શિક્ષણ પંચની ભલામણો (એક સમીક્ષ)
4. જોષી સતીશચંદ્ર : આધુનિક શિક્ષણ પધ્ધતિનો 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.
9. Soltish J.F., "An introduction to the Analysis of Educational concepts" : Wesley Publisher.
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"
18. Report of the University Education Commission : (Radhakrishana Commission, Vol-I, 1949) Report of the Indian University commission, 1902)

સંદર્ભ સામયિકો :

19. નૂતન શિક્ષણ & શિક્ષણની નવી રાષ્ટ્રીય નીતિના સંદર્ભમાં વર્ષ ૧૯૫૧ અંક ૧૯૨, ઓગસ્ટ-સપ્ટેમ્બર ૧૯૫૧ ૮૭૭
20. નૂતન શિક્ષણલ્કોટોબર ૧૯૫૧ ૮૬૨.

PAPER - 4

INFORMATION & COMMUNICATION TECHNOLOGY IN EDUCATION

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. Get awareness of Computer usage and its importance in Education.
5. Understand computer networks & use of Internet in Teaching.
6. Acquire understanding about teaching & learning.
7. Develop micro teaching skills & skills of teaching using ICT.
8. 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

- 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-V

- 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-VI

- 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-VII 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.

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.
5. Shah, G.B. (1975), "Studies in Programmed Learning" CASE Baroda.
6. Skinner, B.F. (1968), "The Technology of Teaching", Appleton-Century-Crofts, New York.
7. Pitman, "all Ten Volumes of Aspects of Educational Technology, Pitman, London.
8. Shah, G.B. and Dewal, O.S. (1970), "Technology Knocks at the Door of Education", CASE, Baroda.
9. Mort, P.R., "Principles of School Administration", McGraw-Hill.
10. Ordway Tead, "The Art of Administration", McGraw-Hill.
11. R.N. Sajaya, B.D. Shaida, "School Administration and Organization", Dhanpal rai and Sons, Jullundur, Delhi.
12. Sears, J.B. (1950), "The Nature of the Administration Process", McGraw-Hill, New York.
13. TAbler & Others, "Learning and Programmed Instruction", Addition 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.
19. Sharma, A.R. (1992) "Educational Technology", Vinod Pustak Madir, Agra.
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.

PAPER - 5

"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 the skills of working with community to build awareness for the problem of population.
3. Acquire knowledge of various concepts and terminology of population, factors affecting population growth and scope of population education in school subjects.
4. Analyse and evaluate the growth of Indian population
5. Develop the ability to organise co-curricular activities and community resourced for promoting the population education.

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 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 -V Population education in schools.

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

Unit - VI

- 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 -VII 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 foeticide
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.'

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.

PAPER - 5

"ELEMENTARY EDUCATION"

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.
4. To help to develop appropriate teacher competencies the part of the student teachers
5. To acquaint student teachers with emerging trends and practices in elementary education.
6. Student teachers cultivate the under standing of teachers social Role.

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

- Acausition 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 - V

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

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

Unit-VII 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.
9. A survey of the availability of text books in elementary schools in a locality.

સંદર્ભ ગ્રંથ

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

PAPER - 5

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

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 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 - V

- 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 – VI Opportunities for occupations related the group such as.

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

Unit – VII 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 burean.
4. Obtain information of different syllabus of some universities.
5. 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.
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".

PAPER - 5

"VALUE EDUCATION AND HUMAN RIGHTS "

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, moral education and differentiate such values from religious education, moral training or moral in doctrination
3. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.
4. To appreciate education values like democracy secularism and socialism.

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

Unit – IV

- 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 - V 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 - VI 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.

PAPER - 5

"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 develop skills and competencies in the student teacher for the use of techniques in the field.
4. To enable the student teacher to interpret the result of educational evaluation & statistics
5. To enable the student the student to understand about various modes of educational evaluation

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 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 - III

- 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 - IV Attitude & Interest

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

Unit - V Educational Statistics :

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

Unit - VI Interpreting Measurement

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

Unit – VII Practicum

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

Reference Books :

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

PAPER - 5

"INFORMATION TECHNOLOGY IN EDUCATION"

Objectives :

1. Awareness of potentiality of information Technology.
2. Detailed knowledge of functioning of computers and internet.
3. Hands on experience of using computers and internet.
4. Design technology enhanced lesson plan using office automation package.
5. Skill in word processing , spreadsheet database, presentation applications, programming.
6. Knowledge of window based operating system.
7. Knowledge and application of educational software.
8. Understanding applications of it in school administration.
9. Practical knowledge based on word, excel, power point, access, HTML & window, explorer, etc. through performing experiments in computer laboratory.

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 tasking, multi threading, Multi user, multi processor.
- E. Application software : (MS-Office), Word, Excel, Access.

Unit – II Information Technology in Education.

- A. 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
- B. 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.

- C. Introduction to simple function of HTML, meaning tags, characteristics of HTML tags, layout of HTML document.
- D. Presentation Software full failure of a typical presentation package such as MS - power point.
- E. 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.

Unit - III E- learning

- A. E- learning - meaning concept, merits and demerits of e-learning
- B. Synchronous and asynchronous learning - meaning, concept and differences between them.
- C. 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)
- D. Asynchronous learning
 - Different modes of asynchronous learning : Individualized intimation.
 - 1. Web - based - Training (WBT)
 - 2. Computer - based - Training (CBT)
 - 3. Computer - Assisted - learning (CAL)
 - 4. E-mail
 - 5. Surfing e-material on internet
 - 6. Internet based communities or forum like orcut.
 - School automation package, Managing registers of office, Library management, Preparing school result, Salary bills.

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.

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"ગુજરાતી વિષયવસ્તુ અને શિક્ષણપદ્ધતિ"

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 વક્ય પરિવર્તન, વાક્ય વિશ્લેષણ, વાક્ય સંયોજન, સંજ્ઞા, વિશેષણ, સર્વનામ, ક્રિયાવિશેષણ, કૃદંત, છંદ, અલંકાર, કહેવતો, રૂઢિપ્રયોગો, શબ્દ સમૂહ માટે એક શબ્દ, પદના પ્રકાર.

એકમ – ૨ ધોરણ – ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની પ્રશિષ્ટ

(અ) કૃષિઓનો અભ્યાસ :

● પદ્ય કૃતિઓ		કવિના નામ
(૧)	ભક્તિ પદારથ	– નરસિંહ મહેતા
(૨)	અદીઠો સંગાથ	– મકરંદ વ. દવે
(૩)	અતિજ્ઞાન	– મણિશંકર રત્નજી ભટ્ટ 'કાન્ત'
● ગદ્યકૃતિઓ		લેખકોના નામ
(૧)	ચન્દ્ર: શ્રવા	– ચંદ્રકાન્ત કેશવલાલ બક્ષી
(૨)	પૃથ્વી વલ્લભ	– ક.મા. મુનશી

(બ) પદ્યતિશાસ્ત્ર

૧. શાળાના અભ્યાસક્રમમાં માતૃભાષાનું સ્થાન અને મહત્વ
૨. ભાષા વિકાસના પરિબળો 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 પદ્યતિઓ.
૩. તાસ પાઠનું આયોજન, એકમ આયોજન
૪. ગદ્ય, પદ્ય, વ્યાકરણ, રચનાના શિક્ષણ માટે આયોજન.
૫. વર્ગ શિક્ષણ માટે ભાષા શિક્ષકની સજ્જતા
૬. માતૃભાષા શિક્ષકની શૈક્ષણિક અને વ્યાસાયિક યોગ્યતાઓ.

એકમ– ૪ ધોરણ – ૧૦ ગુજરાતી પાઠ્યપુસ્તકમાં સમાવિષ્ટ નીચેની પ્રશિષ્ટ કૃતિઓનો અભ્યાસ.

પદ્ય કૃતિઓ	કવિનાં નામ
(૧) ઝઘડો લોચન મનનો	– દયારામ
(૨) જૂનું પિયરઘર	– બ.ક. ઠાકોર

<u>ગદ્ય કૃતિઓ</u>		<u>લેખકોનાં નામ</u>
(૧)	સોનાનાં વૃક્ષો	— મણિલાલ હ. પટેલ
(૨)	એ.પી.જે.અબ્દુલ કલામનું ઘડતર	— એ.પી.જે અબ્દુલ કલામ
(૩)	વૃક્ષ	— લાભશંકર ઠાકર

એકમ – ૫ સાહિત્ય સ્વરૂપોનો પરિચય :

- (અ)
- | | |
|---------------|----------------|
| ૧. પદ | ૬. લલિત નિબંધ |
| ૨. ઊર્મિકાવ્ય | ૭. આત્મકથા ખંડ |
| ૩. ખંડ કાવ્ય | ૮. એકાંકી |
| ૪. ગરબી | ૯. નવલિકા |
| ૫. સોનેટ | ૧૦. નવલકથા ખંડ |

(બ)

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)

એકમ – ૬

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 – ૭ (ફોર એસાઈન્મેન્ટ) (પ્રાયોગિક કાર્ય) સર્જનાત્મક અભિવ્યક્તિ

- | | | |
|------------------|--------------------|----------------|
| ૧. કાવ્ય સમીક્ષા | ૨. વિચાર – વિસ્તાર | ૩. અહેવાલ લેખન |
| ૪. આવેદન પત્ર | ૫. સાર લેખન | ૬. નિબંધ લેખન |
| ૭. પત્ર લેખન | | |

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.

ppr Î & İ

ihNdl iv8yvStuAaE p2it

Okm-É :-

- (i) k9a - Ð, Ñ, ÉÒ mesmaiv*3 sEaitk Ovm Vyvhairk Vyakr`
- (ii) v` R/car
- (iii) xBdwel - s) a, svRam, ivx8` , Alyyikya
- (iv) xBdsa6n - il g, vcn, kark
- (v) si^a
- (vi) smas
- (vii)]psgRAaE p7yy
- (viii) xBdaekeiviv6 xBdwel

pyaR, Anka4IRiv=2a4IRsmiCct, xBdaeKa A4RiwNnta, wavvack, ktBack mbavreOvm
khavtëxBdsmb keil 0 Ok xBd, ivram icNhaKa pyag, vaKy ivXI 8`

Okm - É :-

k9a pa#yp8tk keAa6ar pr ihNdl g2 - p2 kityaRka sml9aTmk A^yyn |

g2

- (i) Apnl kma{-sdXR
- (ii) tal a - d8na4 xmaR
- (iii) Kil g kebiPman - bWmdw
- (iv) Kl akar ka Aakax
- (v) gabr ka sq - p8cd

p2

- (i) wart girma - m8il Xar`
- (ii) im©IKI mihma - ixvmgl ish
- (iii) kaE nhl. praya - inj
- (iv) mhøtkx [Nsan - mdn ma8n pirhar
- (v) pd - s8das

Okm - É :-

(A) ihNdl saihTykaraeka pircyaTmk AlWyas k9a - ÉÒ ke]py8t kityaEke
saihTykaraKa pircyaTmk AlWyas |

(b) saihTykeSv=pak a pircy

(k) rcna - ix9a / k9a - ÉÒ keAa6ar pr

- inb6 - p5l 8n - A48h`
- irpa8aj R - Aave8n p5 - ivcar ivStar

ihNdl p²itxaS5

ihNdlwa8a ix9a Ovm Aayaĵn

Okm - Ĩ :- wa8aix9 : Sv=p Ovm mhTv :

- Waa8a pirwa8a, ivx⁰taOR
- Waa8a slqnekl pĭky^aOR
- ra^{''}wa8a ke=pmeihNdl ix9a kl AavXykta
- wa8a ix9a keis²at s⁰
- wa8a ix9ake]d^{ky} : samaNy Ovm ivix*3]d^{ky} ,
- mQy]d^{ky} :)anaTmk, ka&I aTmk rsaTmk smI9aTmk, sjnaTmk
- wa8a ix9a kl ivi6yaR: pTy9 , pra⁰ DaR⁰3ivi6
- wa8a ix9akeka&Ly : &v[`] , k4n (maEqk AiWlyiKt) p#n AaE l eĵn
- pa# Aayaĵn : s⁰mpa# Aayaĵn, taS Aayaĵn, [ka{ p⁰N6

Okm - ĩ :- ihNdlwa8a ix9[`]

- p2ix9a :]d^{ky}, p2ix9a-p/ al l, p2 ka ix9k
- g2ix9a :]d^{ky}, mhTv, g2 keiviWln =paeka A[^]yyn, pa# Aayaĵn
- Vyakr[`] ix9a : mhTv,]d^{ky}, Vyakr[`] ix9akl ivi6yaR
- rcna ix9a : mhTv,]d^{ky}, l eĵnda⁰, wU s⁰ar
- xBdix9a :]d^{ky}, iviWln p^yiKtyaR

Okm - Ĩ :- ihNdl ix9a p²it Ovm mUyakn

- ihNdl pa#y p⁰tk : mUyakn smI9a
- ihNdl ix9a ke]pkr[`] : wa8aix9[`] Ovm]pkr[`]
µXy Ovm &aly]pkr[`] ka vgRqD meivinyag
- prI9[`] Ovm mUyakn : skLpna, AadxRp⁰np5 rcna (BLyuiP³), p⁰n pKar
indan t4a]pcar
- ihNdl ix9k : x⁰i[`] k Ovm Vyavsaiyk ya⁰taOR
- iky^aTmk An⁰6an Ovm sapan|

pāyāṅk pāṅyāR

([dahr` Sv=p pāṅyāR])

- (i) saihīTyk pāṅyāRkrṅal I sS4akI mūakat Ovṃ Ahwal I eṅn klīj 0|
- (ii) Svi` R gjurat ke]pl 9meiksl Ok pāṅyāR ka Aayaṅn Ovṃ Ahwal I eṅn|
- (iii) iksl Ok k9a keiv2a4I Rāekercna kayRmepa{ j anwal I samāNy AxiP Aekae
7aR30 AaE]nkesṅar keil 0]pcaraImk AWyas kra[0|
- (iv) j nsQya vi² Hmarera*`ly ivkas mebhṅ bDI baṅa hṅ [s iv8y pr vad-ivvad
pāṅyāṅta Aayaṅ t klīj 0|
- (v) pāx9` sS4ameAayaṅ t swaAakka pāṅyāṅ t eṅn kreAaE imit pi5ka pr pāxR krṅ

PAPER - 6 & 7

ENGLISH CONTENT & MEHTOD

Objectives: Student Teachers...

1. Understand the nature of second and foreign language.
2. Develop the essential skills of language teaching.
3. Employ new methods and techniques for effective classroom instruction and carry on experiments for improving it.
4. 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

Contribution of following literary figures in the field of literature should be studied.

- | | |
|------------------------|------------------------|
| 1. William Shakespeare | 6. Charles Dickens |
| 2. John Dryden | 7. W. H. Auden |
| 3. Byron | 8. Emily Dickenson |
| 4. William Wordsworth | 9. Rabindranath Tagore |
| 5. T.S. Eliot | 10. Nissim Ezeikel |

Unit –III Free Compositions

- Essays
- Letters / Application
- Translation
- Comprehension

Unit-IV 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.

Unit-V 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.
6. **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
7. **Reading:** Developing skills in reading along with expression, reading comprehension, Types of Reading: Rapid Silent reading, Intensive and Extensive reading.
8. **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..
9. 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-VI 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-VII 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.

PAPER - 6 & 7

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. √` Rnal a vowels and consonants.
2. Kinds of Sandhies (gũ , v'6 , sP\$ar`)
3. Kinds of compounds (tTptB , bhv/iH ,)
4. 1 to 10 Gangs with Vikran inflexions (kmBary)
5. g` kayRivix*3- g` kayRriht kayR
6. Kinds of pronouns - Their uses in language.
7. Kinds of AVyy
8. Kinds of participles
9. svRm c SvraNtnam =pa` I
10. vtRankal , ^yStnwUkal , Aa) a4Riv^yyRc samaNywiv*y kal Sy =pa` I
11.]p\$gR& its uses
12. The words sQyavack & sQyaptk

Unit-II

1. ivix*3 XBdpyag from the text books of std.VI to X
2. Active and Passive voice
3. AnadrapR*#I c sitsPtmi pyag
4. Expansion of ideas of the swai8tain and rTnki` ka from the textbooks of std.VI to X.

Unit-III

Authors and their works j gtgũ xkracayRmhi8RvaLimkI , mhi8Rlyas , kail das , ba` , was , vvwlt , piDt iv*` uxmaR

1. The study of the following prose and poetry lessons from the textbooks of std.X

- Poetry** (1) veplyBm
(2) xak:~I akTymdgt:
(3) AihSavtm
(4) j yaRt
(5) Waj gaevdm

- Prose** (1) I (mlcirtm
(2) is^6a4By ivriKt:
(3) A9ry. S5a:
(4) gawKt: JpmNyu
(5) j MwSv ish

Unit- IV (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 -V Methods of Teaching and skills of the language.

(A) The method of teaching Sanskrit Prose

- The Pathshala Method
- The Bhandar Method
- The Direct Method
- The Translation Method
- The Psychological Method
(concept , characteristics, merits and limitations of each 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
- Meaning under standing method
- Clarification Method
- Vyas method
- Comparative method
- Samixa 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) A critical study of text book of Sanskrit prescribed for std. 8,9,and 10

- Characteristics of good Textbook.

Skills of Sanskrit Language

(A) Reading

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

(B) Oral work

- Concept ,nature and importance.

(C) Recitation

- Importance

(D) True Pronunciation

- Causes of defective pronunciation and remedial measures.

(E) Writing Skills

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

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

Unit- VI

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

Unit- VII 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 swai8t and rTnki`ka
- To make indivisual or institutional case study like Sanskrit Pathshala, Tatvagyan Mandir and expert personality.
- To evaluate Sanskrit text book.
- To plan a Sanskrit sawa8n Class for celebration of Sanskrit day.

PAPER - 6 & 7

SOCIAL SCIENCE CONTENT & METHOD

Unit: I

- A. Basic concepts of Social science.
- B. Std 8th : 3,4,11,12.
- C. Std 9th : 1,2,8,14
- D. Std 10th :2,3,17

Unit: II

- A. Std 8th : 6,7,19,20
- B. Std 9th : 3,9,15
- C. Std 10th :4,8,20,21.

Unit: III

- A. Std 8th :8,17,21,24.
- B. Std 9th :6,7,10,16.
- C. Std 10th :5,9,22.

Unit: IV

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
- 3. Unit plan
 - 3.1 Construction of Blue print and question paper
 - 3.2 Types of test
 - 3.3 Types of questions.

Unit : V

A. 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.

B. Instructional material and programmes

1. Importance
2. Need of instructional material
3. 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.
4. Problem in the use of instructional material.
5. Programmes:- Social science club, tour and exhibition.

Unit : VI

A. 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.

B. 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: VII 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.

PAPER – 6 & 7

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 -I

Chapter No	- 6,13,14,15	Of Std - VIII	= 4
Chapter No	- 1,2,5,7,9,11	Of Std - IX	= $\frac{6}{10}$

Unit- II

Chapter No	- 12,15,17,18,20,21,23,	Of Std – IX	= 7
Chapter No	- 1,3,4,	Of Std – X	= $\frac{3}{10}$

Unit - III

Chapter No	- 5,7,11,12,13,14,15,16,17,18,	Of Std – X	= 10
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Unit - IV

- A. Meaning of mathematics & development of mathematics in context of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Ramanujam, and contribution of Euclid, Pythagoras and Rene decarte.
- B. Objectives of teaching of mathematics and its behavioral change its domains – cognitive , Psychomotor and affective Methods of teaching of mathematics –inductive, deductive, analytical , synthetic ,lecture ,demonstration , Computer –Assisted-instruction , project.
- C. Using various techniques for teaching mathematics like –oral work, written work drill work, assignment, supervised study, computer-assisted - learning, programmed learning.

Unit - V

- A. Meaning, purpose and importance of a lesson plan, proforma of lesson plan, unit plan, monthly plan & yearly plan.
- B. Developing and preparing low cost improvised teaching aids and its importance. Developing audio visual and digitalized teaching aids, slides, etc., using computer. Skills of ‘blackboard’ writing, models, chart, T.V, film etc.
- C. Different Types of Evaluation tools in mathematics – ideal question paper based on blue print, concept, importance and preparation of diagnostic testing & remedial work, differences between diagnostic test and achievement test.

Unit -VI

- A. Teaching mathematics through recreational activities – Organizing skill development programme Answering Puzzle, quiz, magic square, question –box, etc.
- B. Professional efficiency of effective mathematics teachers, Objective, activities and importance of mathematics lab and mathematics club.
- C. Importance of text- book, characteristics of good text book, evaluation of text book and importance of surfing internet for e-literature in mathematics.

PAPER- 6 &7

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 feed back 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. Analyse 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-I Std- 8, Chapter no : 8
Std-9, Chapter no : 1, 7,10,11,12
Std-10, Chapter no : 1,2,4,8,9,10

Unit-II Std- 8, Chapter no : 12, 15
Std- 9, Chapter no : 2,3,4,5,6,14,15,16,17,27,

Unit-III Std-8, Chapter no : 10
Std-10, Chapter no :3,6,7,12,13,14,11,16,17,18

Unit - IV Modern Science.

1. Concept of Science
2. Nature of mordent Science
3. Growth of Science teaching in India.
4. Science teaching competency, its social and professional responsibility.
5. Values of Science in modern life : Utilitarian value, Disciplinary value and Cultural value
6. Objectives of teaching science and technology at secondary level: Taxonomy of educational, Objectives: General and specific objective and behavioral changes.

Unit-V

1. Modern methods of Science and technology teaching: Lecture method, Demonstration method, experimental method, Project method, Inductive-Deductive method, panel discussion, symposium method.
2. Planning for Science and technology teaching: Lesson plan, Unit planning, Monthly planning, and yearly planning.
3. Text book: Internal and external characteristics, Evaluation of text book.
4. Concept Needs and characteristics of diagnostic test and remedial work.
5. Concept and Needs of Blue print and construction of good Question paper.

Unit-VI Co- curricular activities and non formal approaches in Science and technology teaching.

1. Co. curricular activates: Science club, science fair, science exhibition and school botanical garden.
2. Non formal approaches of Science and technology teaching : Aquarium, Herbarium, Observation of sky, Planetarium
3. Teaching aids : Needs, Importance, types, Development and preparation of self maid teaching aids, selection and use of teaching aids
4. Science Laboratory: management and Safety, Designing a Science laboratory, laboratory equipment.
5. References and Journals in Science and technology teaching.

Unit-VII Practicum

1. Visit to place of Scientific interest like (Science city, Community Science Center, Dairy, Industrial Unit)
2. Biography of eminent Scientists of world and India(Indian and foreign Scientists one each for every Students)
3. Construction and Planning of Science club
4. Visit and report of Science fair organized at taluka, district and State level
5. Collection of latest information on Science through surfing internet.

PAPER – 6 & 7

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.
3. To enable the student – teachers to acquire necessary skills in teaching of economics at higher secondary level.
4. To acquire necessary skills for using the audio –visual aids.
5. 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 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 As per prescribed syllabus by Gujarat State Higher Secondary Education Board for std.XII.

Unit-V 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-VI

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-VII Activities:

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

PAPER- 6 & 7

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** As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XI in part I & II
- Unit -II** As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XII in part I only.
- Unit-III** As per prescribed syllabus by Gujarat State Higher Secondary Board for std.XII in part II only.

Method

Unit--IV

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

Unit- V Skill,Methods & 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) Method & Approaches :-
 - Lecture Method
 - Assignment Method
 - Analysis Method
 - Project Method
 - Group discussion Method
 - Dialogue Method
 - Programmed learning Method

Approaches of Elements of Book-Keeping

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

(D) Lesson planning : Meaning ,steps, characteristics & Lesson plan

Unit -VI Tools & Lesson Plan of Elements of Book-Keeping

(A) Educational Tools :

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

(B) Text Book, Curriculum & Evaluation :

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

(C) Unit planning

(D) Blue-Print and Question Paper

Unit-VII Practicum

- Survey
- Field work
- Visit of Financial ,Industrial Places
- 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 – ગુજરાત રાજ્ય ધોરણ – ૧૧ અને ૧૨ નો અભ્યાસક્રમ
6. એમ.એમ.આહા, વાણિજ્ય અધ્યાપનનું પરિશીલન, બી.એસ.શાહ પ્રકાશન
7. બી.આર.ચૌધરી અને બીજા, નામાના મૂળતત્વોનું અધ્યાપન.
8. ડી.જી.એચ.પંચોલી અને એ.બી.કાઠણ, નામાની અધ્યાપન પદ્ધતિઓ, ૧૯૮૫, ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ

PAPER - 6 & 7

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

Content

Unit - I As per prescribed syllabus by Gujarat State Higher Secondary board for Std. XI Chapter 01 to 11.

Unit -II As per prescribed syllabus by Gujarat State Higher Secondary Board for Std. XI Chapter 12 to 17 , std. XII chapter 01 to 06 .

Unit -III As per prescribed Syllabus by Gujarat State Higher Secondary Board for Std. XII Chapter 07 to 16.

Method

Unit -IV 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 -V

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-VI 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 -VII

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

Reference Books :

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PAPER- 6 & 7

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 Vegetables & Agriculture

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

Unit-V

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-VI

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- VII 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

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