

Gujarat University
Revised Bachelor of Education (B.Ed.)

Two Year Programme

Frame work of the course
WEF-June 2017 (Revised)

Structure of the Course

Particular	Year				Total
Semester	I	II	III	IV	2 year
Working Days	100	100	100	100	400
Hours	600	600	600	600	2400

Over All Summary of Credit, Hours (Approx) and Marks

Mode	Particulars	SEMESTER				Total
		I	II	III	IV	
Theory	Credit	22	22	12	22	78
	Hours	330	330	180	330	1170
	Int.Marks	200	200	200	200	800
	Ext.Marks	350	350	200(100 Marks Uni.Viva)		1250
	Total Marks	550	550	400	550	2050
Practical	Credit	10	10	20	10	50
	Hours	270	270	420	270	1230
	Int.Marks	250	250	400	150	1050
	Annual lessons	-	-	-	100	100
	Total Marks	250	250	400	250	1150
Total	Credit	32	32	32	32	128
	Hours	600	600	600	600	2400
	Int.Marks	450	450	600	350	2100
	Ext.Marks	350	350	200	350	1250
	Annual lessons	-	-	-	100	100
	Total Marks	800	800	800	800	3200

**Structure of Revised B.Ed. Syllabus Two Year
From June-2017**

Semester	I	II	III	IV	Total
Credit	32	32	32	32	128
Internal Marks	450	450	600	350	1850
External Marks	350	350	200	450	1350
Total Marks	800	800	800	800	3200

Method Group

The Student-Teacher can select two methods of the following Groups

Five groups (A, B, C, D & E)

From each group he/she can select any one method.

Group	Name of Method in Group
A	<ul style="list-style-type: none"> • Gujarati • Urdu
B	<ul style="list-style-type: none"> • Hindi • Science and Technology • Economics
C	<ul style="list-style-type: none"> • English (LL) • English (HL) • Org. of Com. & Management
D	<ul style="list-style-type: none"> • Social Science
E	<ul style="list-style-type: none"> • Sanskrit • Accountancy • Mathematics • Psychology

Note: Generally the graduation subject should be select as a method-1 for the admission and second method-2 can be select from any of the remaining group.

B.Ed. SEMESTER-I
(Revised)

Semester –I (Core Paper) Perspectives in Education							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A - 01	Childhood and Growing Up	4	4	3	30	70	100
A - 02	Contemporary India and Education	4	4	3	30	70	100
Curriculum and Pedagogic Study							
C - 01	Language Across the curriculum	4	4	3	30	70	100
Enhancing Professional Capacity (EPC)							
*EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam.							
EPC - 01	Reading and Reflection on Texts	2	2	2	50	--	50
Pedagogy of School Subject (Any two from given group)							
Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B - 101	Gujarati	4	4	3	30	70	100
B - 102	Hindi	4	4	3	30	70	100
B - 103	English (LL)	4	4	3	30	70	100
B - 104	Sanskrit	4	4	3	30	70	100
B - 105	Social Science	4	4	3	30	70	100
B - 106	Mathematics	4	4	3	30	70	100
B - 107	Science and Technology	4	4	3	30	70	100
B - 108	Urdu	4	4	3	30	70	100
B - 109	Economics	4	4	3	30	70	100
B - 110	Org. of Com. & Management	4	4	3	30	70	100
B - 111	Accountancy	4	4	3	30	70	100
B - 112	Psychology	4	4	3	30	70	100
B - 113	English- HL (For English Medium Students)	4	4	3	30	70	100

B.Ed. SEMESTR-I (Revised)
Practical Work

Sr. No	Practical Work	Instructional Hours/ week	Credit	Internal	External	Total
1	Micro Lessons (5-Lessons + 10-Observation)	-	2	50	--	50
2	Simulation Lessons (5-Lessons + 10-Observation)	-	2	50	--	50
3	Stray lessons in School (5- Lessons + 10-Observation)	-	2	50	--	50
4	Administration of Psychological test (Practical of A01)	-	2	50	--	50
5	Case study (Practical of A01)	-	1	25	--	25
6	Book Review (EPC-1)	-	1	25	--	25
Total			10	250	--	250

Guidelines for the practical work

- 1 **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
- 2 **Simulation Lessons** based on different teaching method (Any Five)
- 3 **Stray Lessons** (Any Five) For secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
- 4 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 5 **Case Study** : Field work, Data analysis and Report Writing for Submission (Any one).
- 6 **Book Review**:(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

SEMESTER-1

A-01:CHILDHOOD AND GROWING UP

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

After going through the course the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To understand the child psychology.
- To get the knowledge about different teaching methods based on psychology.
- To understand the stages of child development and their characteristics.
- To understand the learning theories.
- To understand the different psychological theories like IQ, Personality, Motivation, Defense mechanism, Adjustment, .etc.

Unit-1 Educational Psychology

- 1.1 Psychology & Educational Psychology: Meaning, Definitions, Nature, Characteristics, Importance.
- 1.2 Scope of Educational Psychology - Its usefulness for a teacher.
- 1.3 Different methods of Educational psychology: Case Study, Observation, Experiment.
- 1.4 Classroom problems and its solutions with the help of educational psychology.

Unit-2 Stages of Child development

- 2.1 Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development. Role of Home, School and Society in cognitive and affective development.
- 2.2 Difference between the growth and development and types of development. Individual differences in growth and development
- 2.3 Stages of child development - its characteristics, Characteristics of adolescence in Indian context. Their developmental task, needs, problems and expectations, counseling needs of adolescents.
- 2.4 Adolescence in Indian Context, Various types of development, physical, emotional ,intellectual, social and moral during adolescence.

Unit-3 Intelligence, Personality and Motivation

- 3.1 Intelligence:-Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
- 3.2 Personality:-Concept and Theories of Personality (Kretschmer, Jung, Eysenck),Factors responsible for shaping and Assessment of Personality
- 3.3 Motivation: - Meaning, Affecting factors, Importance.
- 3.4 Defense Mechanism:Meaning, Various defense mechanism techniques Like: - Multiple personality disorder, Regression, Denial, Projection, Displacement, Sublimation.

Unit-4 Creativity and Mental health

- 4.1 Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
- 4.2 Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz etc.
- 4.3 Concept and Dimensions of Well Being and Factors affecting Well Being
- 4.4 Mental health: Meaning, Affecting factors, Conflict, Adjustment and Mal adjustment,

Suggested Activity

Administration, scoring and interpretation of the following psychological tests.

1. Intelligence test (individual /group test)
2. Personality test
3. Creativity Test(verbal /nonverbal test of creative thinking)
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission of report.

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour &Development Wiley International Editor
- Thompson , George G : Child Psychology Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication Vikas Marg Shakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- SiddiquiMujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand BOOK of RESEARCH on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company New York

- Santrock .J.W (2007) Adolescence, Tata Mc. Graw Hill Publishing Company New York
- Burt, c.1968 The Genetic Determination Of Intelligence Bulletin of British Psychological Society 21,11_18
- Garbarino .J.(1982) Children and Families in the social Environment Aldine de Gruyter: New York
- Terman, L.E., Lewis M., and Merrill Maud A "the Stanford-Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc., 1943 Ch. 10
- Adler, a., Understanding Human Nature London: George Allen & Unwin 1927
- Ausubel, D., Theory and Problem of Child Development, New York : Grune & Stratton Inc., 1958
- Montagu .A The Direction of Human Development .New York : Harper & Row Publishers. inc., 1950
- Erikson, E., Childhood And Society .New York : W.W. Norton & Company Inc. 1950
- Dollard, J. and Miller N.E (1950) CITED BY JESS Fiest ; Theories of personality: Holt – Rinehart AND Winston, New York
- Clark H.H & Clark E.V. (1977) Psychological And Language : An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w. 1985 Human Intelligence Perspective and Prospects. New York : Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert, S. Feldman- (2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck, C. (2006) Mindset: The New Psychology of Success Random House And L L C
- Parekh, B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997) Development And Learning
- Sharma, N (2003) Understanding Adolescence; N B T India
- દેસાઈ કે.જી. અને અન્ય, (૧૯૮૧). મનોવૈજ્ઞાનિક પરિભાષા અને વિભાવના, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
- શાહ, જે.એચ. અને અન્ય, (૧૯૮૪). શૈક્ષણિક પરિભાષા અને વિભાવના, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
- સ્વામી, આત્માનંદ અને અન્ય, (૧૯૯૫). હિન્દુ મનોવિજ્ઞાન, અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

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SEMESTER-1

A-02: CONTEMPORARY INDIA AND EDUCATION

Total Credit- 4

Internal - 30
External - 70

Objectives of the course:

After going through the course the teacher trainee will be able:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To develop national integrity, international understanding among trainees.

Unit-1 Educational and Philosophy

- 1.1 Education : Meaning , Definitions of Indian and Western Educationalist, Importance of education
- 1.2 Types of Education: Lifelong learning, formal education, non formal education, Aims of Education.
- 1.3 Philosophy and Educational Philosophy; Meaning, Scope of educational philosophy, Interrelation between education and philosophy.
- 1.4 Present Indian Education System (brief summary)

Unit-2 Constitutional provision for Education

- 2.1 Indian constitution : Introduction, Preamble , Main features of Indian constitution.
- 2.2 Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
- 2.3 Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.
- 2.4 Democracy: Meaning, Definitions, main features, co-curricular activities at school level.

Unit-3 Education Commissions and Recommendations

- 3.1 Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
- 3.2 Salient features of Education in British period Macaulay's Minutes (1835), Woods's Despatch(1854),Rahdakrishnan Commission (1948 -49), Secondary Education Commission (1952-52), Kothari Commission (1964-66).
- 3.3 Educational Policies- NPE 1986, Program of action-1992, Knowledge commission, Right to Education Act- 2009.
- 3.4 SSA, RMAS and RUSA : Introduction and functions

Unit-4 Emerging Trends at Global level

- 4.1 Driving forces of Indian society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
- 4.2 Impact of Liberalization, Privatization, Globalization and stratification on Education in India.
- 4.3 Globalization: Meaning, Importance, Global curriculum, Impact on Indian education, Challenges
- 4.4 National Integration and International understanding for Globalization of Education.

Suggested Activity

Each Pupil teacher will conduct any two of the following activities:

1. Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhyamik Siksha Abhiyan (RAMSA) – A local level Survey
2. A local survey on Mid-day Meal Program in Secondary School.
3. Debate on medium of Schooling or Three language formula.

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K. and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994). NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- જોશી અને ભોગાયતા, વિકાસશીલ ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; અનડા બુક ડીપો
- દવે જયેન્દ્ર અને અન્ય, શિક્ષકની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ, અમદાવાદ; બી.એસ.શાહ પ્રકાશન
- દવે જયેન્દ્ર, ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
- દેસાઈ ધનવંત અને શાહ ગુણવંત, શિક્ષણની વર્તમાન ફિલસૂફીઓ, અમદાવાદ; અનડા પ્રકાશન
- મશરૂવાલા કિશોરલાલ ધ., કેળવણીના પાયા, અમદાવાદ; નવજીવન પ્રકાશન
- રાવલ નટુભાઈ અને અન્ય, (૧૯૯૩). વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, અમદાવાદ; નીરવપ્રકાશન
- વ્યાસ કે.સી., કેળવણીના સામાજિક પાયા, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્યશાસ્ત્રી જયેન્દ્ર, કેળવણીના તાત્વિક આધારો, અમદાવાદ; યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય
- શાહ બુદ્ધિચંદ્ર અને શાહ કૌશલ્યા, ગુણવંત, શિક્ષણનું સમાજશાસ્ત્ર, અમદાવાદ; ગુજરાતયુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.

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SEMESTER-1
C-01: LANGUAGE ACROSS THE CURRICULUM

Total Credit- 4

Internal - 30

External - 70

Objectives of the Course:

After going through the course the teacher trainee will be able:

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- Understand the language background of students as the first or second language users.
- Create sensitivity to the language diversity that exists in the classroom.
- Understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- Understand the nature of reading comprehension in the content area & writing in specific content areas.
- Understand interplay of language and society.
- Understand function of language and how to use it as a tool.
- Understand language and speech disorder and make remedial measures, too.

UNIT-1 Language And Learning

- 1.1 Language as a means of construction of reality, Language and experience
- 1.2 Relationship of Language and Society: Identity, Power and Discrimination.
- 1.3 Nature of Multilingualism: Differential Status of Indian Classroom Language.
- 1.4 Home Language and School Language ;Deficit Theory and Discontinuity Theory.

UNIT-2 Language At School

- 2.1 Distinction between language as a school-subject and language as a means of learning and communication
- 2.2 The concept of register and style, concept formation, Theories of language development
- 2.3 Language as medium, conflicts between home language and medium of language
- 2.4 Language learning approaches : Philosophical approach, Psychological approach and sociological approach.

UNIT-3 Basic Language Competencies Required At School

- 3.1 Oracy, listening, reading and writing
- 3.2 Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- 3.3 Languages as an aspect of teacher-child relationship
- 3.4 Language of textbooks in different subjects.

Unit-4 Listening and Speaking, Reading, Writing,

- 4.1 Intonation and situational conversation, II. Materials and recourses for developing the listening and speaking skills (Storytelling, Dialogues, Simulations, Games&contexts) language laboratories.
- 4.2 Reading: Importance and development of Reading Skill, Type of Reading Skill (Loud and Silent), Skill for using Thesauruses, Dictionary and Encyclopedia.
- 4.3 Writing : Stages and process of Writing, Formal and informal writing - (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement).
- 4.4 Role of Language: In Multi-lingual Society, Uses of Multiple Intelligence in Language Teaching.

Suggested Activities:

1. Developing a reading comprehension test and administering it.
2. Analysis of text books languages and other materials used in different subjects
3. Project on Language environment of school
4. Presentation for Language use for notice, co-curricular activities and Anchoring.

Suggested Readings:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, South Africa 9pp. 3-&).Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*, 670-674.
- Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. *Journal of children's Mathematical Behavior*, 1(2), 7-26
- Grellet, f. (1981). *Developing reading skills: A practical Guide to reading comprehension exercises*. Cambridge University Press.
- Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational research journal*. 32(3), 465-491.
- NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
- Sankhla, Arjun Singh, (2013) *Hindi Bhasha Shikshan aur Praveenta*, Arihant Shiksha Prakashan Jaipur.
- Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Takes help teachers reflect on their practices? *Australian Journal of Language and Literacy*, the 32(1)38.



SEMESTER-1

EPC-1: READING AND REFLECTION ON TEXT

Total Credit- 2

Internal - 50
External - 00

Objectives of the Course:

After going through the course the teacher trainee will be able:

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their Understanding of a text.
- To enable to read & reflect on variety of texts in different ways.
- To develop metacognitive awareness to become conscious about thinking processes.
- To learn to analyze various text structures to see how they contribute to the comprehension of text.

Unit 1 The Scope & Nature Of Reading

- 1.1 Concept & meaning of Reading.
- 1.2 Types of Reading, Informative Reading, Critical Reading & Creative Reading.
- 1.3 Importance of Teaching Reading.
- 1.4 Factors affecting reading

Unit-2 Reading Comprehension

- 2.1 Reading comprehension: its components & rate of reading levels of reading comprehension.
- 2.2 Reading comprehension test
- 2.3 Components of Reading comprehension
- 2.4 Study habit : Meaning, concept and Components

Unit-3 Reflecting On Text Of School Subjects

- 3.1 Reading autobiography of Gandhi and try to write fraction part of own biography.
- 3.2 Discuss and Debate on education
- 3.3 Report writing: Various types of report writing.
- 3.4 Reflective writing on any one social or educational problem.

Unit-4 Content Analysis And Source Of Reading Materials

- 4.1 Content analysis: Meaning, Concept and Steps
- 4.2 All Sources of reading materials
- 4.3 Library: Importance, Various Library resources
- 4.4 E-book: Meaning, Concept and Importance

Suggested Activities:

1. Content analysis on any reading source.
2. Prepare a summary report on any Educational Commission

Suggested Readings:

- Alan Robinson H. (Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago, 1964.
- Blanton, W.E. Fae (Ed): Measuring reading performance International Reading Association, New York, 1976.
- Dechant, E.V.: Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston, 1971.
- Hanter, L.E.: Improving Reading in secondary schools, Macmillan Co. new York, 1964.
- Shrivastav B.P.: The Teaching of Reading. Bahri Publishers, New Delhi-1971.



SEMESTER-1
B-103: ENGLISH (L.L)

Total Credit- 4

Internal - 30

External - 70

Objectives of the Course:

After going through the course the teacher trainee will be able:

- To acquire knowledge of the nature, structure and components of English language.
- To get acquainted with the objectives of teaching English at secondary school level.
- To formulate instructional objectives in term of observable behaviour of learners.
- To acquire mastery over instructional skills.
- To have a formal and functional knowledge of some elements of English grammar
- To acquire command over sentence constructions in English.
- To acquire competence in both spoken and written English.

Unit-1 Introduction to English Language

- 1.1 The role of English in India and its place in school curriculum.
- 1.2 English as second/foreign language in school of India with specific reference to school education in Gujarat.
- 1.3 Importance of English teaching
- 1.4 Psychology of language learning and problems faced by Gujarati speaking learners in learning English, Difficulties faced by teacher in teaching English.

Unit-2 Lesson Planning in English

- 2.1 Classification of objectives and their importance General and specific objectives of teaching English as Second/Foreign language.
- 2.2 Micro Teaching: Meaning, concept, importance, steps, limitations, micro lesson planning.
- 2.3 Simulation: Meaning, importance, steps, limitations, simulation, lesson planning.
- Skill of set-induction, Skill of fluency in questioning, skill of reinforcement, skill of black board work, skill of explanation.
- 2.4 Lesson Plan: Meaning, importance, various types of lesson planning

Unit-3 Grammar and Usage -1

- 3.1 Parts of speech: Meaning and illustrations Fundamentals of grammar: Noun, adjective, pronoun, verb, adverb (their different kinds & illustrations)
- 3.2 Word formation: Synonyms, antonyms, nouns, pronouns, adjectives.
- 3.3 Speech Sound: Consonants and Vowel, stress and intonation.
- 3.4 Sentence patterns: Subject, verb, object, complement, S.V., SVO, SVC, SVOC patterns.

Unit-4 Grammar and Usage -2

- 4.1 Kinds of sentences (according to function and structure): Meaning and Examples
- 4.2 Model Auxiliaries: can, may, should, must, could, might, will, would.
- 4.3 The Tenses: (Simple present/past/future), (Progressive present/past/future), (Perfect present/past/future) and change the voice.
- 4.4 Degree of Comparison: (Positive, comparative, superlative) and reported speech.

Suggested Activity :

- Prepare report on difficulties in english speaking.

Suggested Readings:

- General English for high school classes English grammar, Jawahar Prakashan Pvt. Ltd. Ghaziabad.
- Wren and martin, English grammar and composition, S.Chand.
- Contemporary English Grammar for scholars and students, J.D. Murthy, Book place, New Delhi Leech Geoffrey & Svartvik J.
- English language Teaching approaches and Methodology Navita Arora Tata McGraw hill education private limited New Delhi.

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SEMESTER-1
B-105: SOCIAL SCIENCE

Total Credit- 4

Internal - 30

External - 70

Objectives of the Course:

After going through the course the teacher trainee will be able:

- To understand the concept, scope & structure of Social Science.
- To enable the student trainees to know the importance of need of teaching Social Science at the higher secondary school level.
- To understand the aims & objectives of teaching Social Science in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquires the knowledge of current higher secondary syllabus of Social Science.
- To get the knowledge of the importance of micro, simulation & stray lesson to develop Social Science teaching skill.
- To practice various microteaching skill in economics teaching.

Unit-1 Introduction to Social Science, Aims, General & Specific Objectives and Values.

1.1 Social Science – Meaning & Definition

- Modern concept of Social Science
- Importance of teaching of Social Science.
- Scope of Social Science.

1.2 Aims of Social Science teaching.

1.3 General objectives and specific objectives of social science teaching.

1.4 Development of values through the teaching of social science.

Unit-2 Lesson planning in Social Science (Micro – Simulation – Stray Lesson)

2.1 Micro Teaching: Meaning, Steps, Importance, Characteristics, merits & demerits, Different skill of microteaching lesson planning –Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining, Prepare a micro lesson planning on the basis of above skills.

2.2 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages, Prepare a simulation planning.

2.3 Lesson Planning: Meaning, steps, importance, merits & demerits

2.4 Prepare a ideal stray lesson planning.

Unit-3 Content (1) Std-9.

- | | |
|---------------|-------------------------------|
| 3.1 Lesson-4 | National movement in India. |
| 3.2 Lesson-5 | Movement towards independents |
| 3.3 Lesson-6 | World after 1945. |
| 3.4 Lesson-10 | Organs of government. |

Unit-4 Content (1) Std-10.

- | | |
|---------------|---------------------------|
| 4.1 Lesson-4 | Indian cultural heritage. |
| 4.2 Lesson-8 | Natural resources |
| 4.3 Lesson-15 | Economic development |
| 4.4 Lesson-21 | Social change. |

Suggested Activity:

1. Prepare a list of concepts of social science of std-9 and std-10.
2. Make one video recording of micro, Samuelsson and stray lesson plan given by you.

Suggested Reading :

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Science in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Science in Secondary School. Longman Greenand Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.: (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well.
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.



SEMESTER-1
B-106: MATHEMATICS

Total Credit- 4

Internal - 30
External - 70

Objectives of the course :

After going through the course the teacher trainee will be able:

- To enable the student trainees to understand the concept, scope & structure of Mathematics.
- To enable the student trainees to know the importance of need of teaching Mathematics at the secondary school level.
- Understand the aims & objectives of teaching Mathematics in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Mathematics.
- Explain the importance of micro, simulation & stray lesson to develop Mathematics teaching skill.
- Practice various microteaching skills in Mathematics teaching.

Unit-1 Modern S Mathematics , values and objective of teaching of Mathematics.

- 1.1 Introduction to Mathematics: Meaning, Definition & Concept of Mathematics, Scope of Mathematics.
- 1.2 Importance of teaching of Mathematics, Need of Mathematics subject in Secondary School curriculum
- 1.3 Value of Mathematics in modern life, Utilitarian value Disciplinary value Cultural value
- 1.4 Objectives of teaching Mathematics at secondary level , Taxonomy of education objectives: general and specific objectives

Unit-2 Lesson planning in Mathematics (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Characteristics of good lesson planning, importance, various types of lesson plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.
 - Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
 - Prepare a micro lesson planning on the basis of above skills.
- 2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages. - Prepare a simulation planning.
- 2.4 Stray Lesson: Meaning, concept, importance. - Prepare a stray lesson planning. Maxims of Mathematics teaching

Unit-3 Content (I) Std-9.

- | | | |
|-----|-----------|--|
| 3.1 | Lessons-3 | Polynomials (sem-1) |
| 3.2 | Lesson-5 | Linear equation in two variables (sem-1) |
| 3.3 | Lesson-9 | Triangle (sem-1) |
| 3.4 | Lesson-10 | Quadrilaterals (sem-2) |

- 3.5 Lesson-12 circle (sem-2)
- 3.6 Lesson-15 surface area and volume (sem-2)
- 3.7 Lesson-16 Statistics (sem-2)

Unit-4 Content (I) Std-10.

- 4.1 Lesson-4 Quadrics equation
- 4.2 Lesson-6 Similarity of triangle
- 4.3 Lessons-9 Trigonometry.
- 4.4 Lesson-11 Circle

Suggested Activity:

- Prepare a list of values of mathematics teaching.

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra :RadhaPrakashanMandir.
- Patel R N (2012). Teaching and learning mathematics in modern times:New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Roohi.Fatima (2008). Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). GanitShashtraAdhyapanPadhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988).Ganit Na Adhyapan Nu Parishilan.Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996).GanitAdhyapanPadhdhatiAmdavad :Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981).GanitShikshanPadhdhati. Amadavad: A. R. Sheth& Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

SEMESTER-1

B-107: Science and Technology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

- After going through the course the teacher trainee will be able:
- To enable the student trainees to understand the concept, scope & structure of Science and Technology.
- To enable the student trainees to know the importance of need of teaching Science and Technology at the secondary school level.
- Understand the aims & objectives of teaching Science and Technology in secondary school level.
- Understand the lesson planning process for effective teaching-learning process & better instruction.
- Acquires the knowledge of current secondary syllabus of Science and Technology.
- Explain the importance of micro, simulation & stray lesson to develop Science and Technology teaching skill.
- Practice various microteaching skills in Science and Technology teaching.

Unit-1 Modern Science, values and objective of teaching of science and technology.

- 1.1 Introduction to Science and technology: - Meaning, Definition & Concept of Science and technology, Scope of Science and technology
- 1.2 Importance of teaching of Science and technology, Need of Science and technology subject in Secondary School curriculum
- 1.3 Value of Science and technology in modern life
 - Utilitarian value - Disciplinary value - Cultural value
- 1.4 Objectives of teaching Science and technology at secondary level
 - Taxonomy of education objectives: general and specific objectives

Unit-2 Lesson planning in Science and technology (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Characteristics of good lesson planning, importance, various types of lesson plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations.
 - Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
 - Prepare a micro lesson planning on the basis of above skills.
- 2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages.
 - Prepare a simulation planning.
- 2.4 Stray Lesson: Meaning, concept, importance.
 - Prepare a stray lesson planning.

Unit-3 : Content (I) Std-9.

Lesson-2	force and laws of motion (sem-1)
Lesson-5	Structure of atom (sem-1)
Lesson-8	Animal tissues (sem-1)

	Lesson-2	Wave, Motion and Sound (sem-2)
	Lesson-6	Diversity in living organisms (sem-2)
Unit-4 :	Content (1) Std-10.	
	Lesson-4	Electricity
	Lesson-5	Magnetic Effect of electric current
	Lesson-9	Non Metals
	Lesson-11	Organic Compounds

Suggested Activity :

- Preparation of material and objective for teaching science and technology

Suggested Readings:

- ધોરણ : 9વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પુસ્તક(સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- ધોરણ : ૧૦.વિજ્ઞાન અનેટેકનોલોજીનું પાઠ્ય પુસ્તક(સત્ર ૧ અને ૨) ગાંધીનગર : ગુ.રા.શા.પા.પું મંડળ.
- જોષી, હરિપ્રસાદ ઓ,અનેઅન્ય. વિજ્ઞાન અધ્યાપનનું પરિશીલન,બી.એસ. શાહ પ્રકાશન,અમદાવાદ.
- જાદવ, શવિલ. શવજ્ઞાન અનેટેકનોલોજીનું અધ્યાપન, આગ્રા : અગ્રવાલ પબ્લિકેશન
- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra



Total Credit- 4

Objectives of the course :

- After going through the course the teacher trainee will be able:
- To understand the concept, scope & structure of economics.
- To enable the student trainees to know the importance of need of teaching economics at the higher secondary school level.
- To understand the aims & objectives of teaching economics in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquire the knowledge of current higher secondary syllabus of economics.
- To explain the importance of micro, simulation & stray lesson to develop economics teaching skill.
- To practice various microteaching skill in economics teaching.

Unit-1 Introduction to Economics, values, Aims, General & Specific Objectives.

- 1.1 Introduction of Economics: - Meaning & Concept, Scope of Economics
Importance of teaching of Economics, pure and applied science.
- 1.2 Development of values through the teaching of economics: Cultural values, Social values, Intellectual value & Moral value.
- 1.3 Aims of Economics : Pr. Marshall, Pigou, M.P. Moffat, Lipstrau
- 1.4 General & Specific objectives of the teaching of Economics.

Unit-2 Lesson planning in Economics (Micro – Simulation – Stray Lesson)

- 2.1 Lesson Planning: Meaning, Importance, Merits/Advantages of good lesson planning , Essential of a good Lesson Plan.
- 2.2 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Uses, Limitations.
-Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining.
-Prepare a micro lesson planning on the basis of micro skills.
- 2.3 Simulation : Meaning, concept, importance, advantages & disadvantages.
-Prepare a simulation planning.
- 2.4 Stray Lesson : Meaning, concept, importance.
-Prepare a stray lesson planning.

Unit-3 : Content (1) Std-11.

- 3.1 Lesson-2 Fundamental concept & Terminologies
- 3.2 Lesson-3 Demand.
- 3.3 Lesson-4 Supply
- 3.4 Lesson-5 Cost of Production and Concepts of Revenue.

Unit-4 : Content (1) Std-12.

- 4.1 Lesson-2 Indicators of growth & development.
- 4.2 Lesson-3 Money & Inflation
- 4.3 Lesson-7 Population
- 4.4 Lesson-8 Agricultural Sector

Suggested Activity:

- Running of School Cooperative Store.
- School magazine with a section devoted to economics.

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsden. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C. Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- गुरसरनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली विज्ञान, अग्रवाल पब्लिकेशन, आगरा-२.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- पटेल धनश्याम बी. तथा अन्य. अर्थशास्त्र शिक्षण पद्धति, अमदावाद, नवद्वीप ग्रुप.
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ, ગુજરાત યુનિવર્સિટી.
- બ.સો. પટલ, અર્થશાસ્ત્ર પરિચય, સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીય અર્થશાસ્ત્ર, બી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

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SEMESTER-1

B-110 :Organization of Commerce and Management

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

After going through the course the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of O.C.M..
- Understands the aims and the objectives of teaching of O.C.M.
- Understands the nature of O.C.M.
- Defines the specific objectives of teaching O.C.M. in the terms of learning outcomes.
- Understands the teaching methods , techniques, devices, lesson planning , process for effective teaching, learning process and better syllabus.
- Understands the place of O.C.M. in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.

UNIT-1 UNDERSTANDING DISCIPLINE

- 1.1 Trade and Commerce : Meaning , concept, Ausilliary Activities of commerce, Difference between trade and commerce.
- 1.2 Scope of commerce, Aims of Commerce.
- 1.3 Objectives and Importance of Teaching of elements of Commerce at higher secondary level
- 1.4 General and Specific Objectives of O.C.M. and expected behavioral changes.

UNIT-2 LESSON PLANNING

- 2.1 Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.
- 2.2 Skill of Micro teaching: Meaning, Components and lesson planning
 - Skill of Set induction
 - Skill of Black Board work
 - Skill of Fluency in questioning
 - Skill of Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Comparative Method
 - Demonstration Method
 - Lecture Method

(Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

UNIT-3 STD : 11

- 3.1 Chapter 1 – Nature, Purpose and Scope of Business
- 3.2 Chapter 2 – Business Services-1
- 3.3 Chapter 3 – Business Services-2
- 3.4 Chapter 4 – Communication, E-commerce and Outsourcing

UNIT – 4 STD : 12

- 4.1 Chapter 1 – Nature and Significance of Management
- 4.2 Chapter 2 – Principles of Management
- 4.3 Chapter 3 – Planning
- 4.4 Chapter 4 – Organizing

Suggested Activity

1. visit of one unit Consisting commerce topic e.g. : Bank , Insurance Company , Partnership firm etc.,
2. Prepare slide using MS power point on any one topic of commerce subject.

Suggested Readings :

- Khan. M S., Commerce education , New Delhi, Sterling Publication (p) ltd.
- Sharif khan , Mohd., The teaching of commerce New Delhi , Sterling publication (p) ltd.
- Teaching of commerce, Seema Rao, Anoml Publication , New Delhi.
- Teaching of commerce, A practical Approach , J.C. Aggarwal , vikas publishing house pvt . ltd. new Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications , Delhi.

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SEMESTER-1

B-111:Accountancy

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

After going through the course the teacher trainee will be able:

- Acquires the knowledge of current higher secondary syllabus of Accountancy
- Understands the aims and the objectives of teaching of Accountancy
- Understands the nature of Accountancy
- Defines the specific objectives of teaching Accountancy in the terms of learning outcomes.
- Understands the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better syllabus.
- Understands the place of Accountancy in higher secondary syllabus.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

UNIT-1 UNDERSTANDING DISCIPLINE

- 1.1 Accountancy : Meaning , Concept, History, Objectives
- 1.2 Scope of Accountancy, Aims of Accountancy
- 1.3 Objectives and Importance of teaching of elements of Accountancy at higher secondary level
- 1.4 General and Specific Objectives of Accountancy and expected behavior change

UNIT-2 LESSON PLANNING

- 2.1 Micro teaching: Meaning, Concept, Importance, steps, Merits and Demerits.
- 2.2 Skill of Micro teaching: Meaning, merits and demerits, Components and lesson planning
 - Skill of Set induction
 - Skill of Black Board work
 - Skill of Fluency in questioning
 - Skill of Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Inductive- Deductive Method-Demonstration Method-Lecture Method (Meaning, Steps, Merits and Demerits, Role of teacher for its effective use)
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

UNIT-3 STD : 11-Concept and Computation

- 3.1 (Part-1) Chapter 1 – Accounting and its terminology
- 3.2 (Part-1) Chapter 3 – Journal
- 3.3 (Part-2) Chapter 2 – Depreciation Accounts
- 3.4 (Part-2) Chapter 3 – Provisions and Reserves

UNIT – 4 STD: 12-Concept and Computation

4.1	(Part-1)	Chapter 2 – Final Accounts of Partnership
4.2	(Part-1)	Chapter 3 – Valuation of Goodwill
4.3	(Part-2)	Chapter 1 – Accounting for share capital
4.4	(Part-2)	Chapter 2 - Accounting for Debenture

Suggested Activity :

1. Visit a business unit and financial unit to understand how to write accounts.
2. Prepare MS power point presentation on any topic of Std.11/12 Accountancy.

Suggested Readings :

- Lewis D., (1955), Methods of teaching Book-keeping , Cincinnati , south- western publishing.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Teaching of Commerce – A practical Approach, J.C. Aggarwal , Vikas publishing house pvt ltd, new Delhi.
- Mohd. sharifkhan, the teaching of commerce , new Delhi , streling publishers (P) ltd.
- Teaching of commerce education , Dr Umesh , Dr Ajay Rana , Tandon publications – Ludhiana.
- Teaching of commerce vinty monga, Twenty first century publications, Patiala.
- Malek Parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- પટેલ, ભગવાનભાઈ એસ. અને પ્રજાપતિ મોહનભાઈ એસ. , (૨૦૦૯-૧૦) નામનાં મૂળતત્વોનાં અધ્યાપનનું પરિશીલન, બી.એસ.શાહ. પ્રકાશન, અમદાવાદ.



SEMESTER-1

B-112: Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

After going through the course the teacher trainee will be able:

- Understand the Modern Concept of Psychology aims and Objectives.
- Acquaint him with various techniques and methods teaching of Psychology Subject.
- Understand the scope of Psychology, A good Text Book of Psychology and different Techniques and Methods of the teaching of Psychology Subject.
- Acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Modern Concept of Psychology

- 1.1 Psychology : Meaning, Scope, Aims and Objectives.
- 1.2 Modern innovation in school biased on Psychology.
- 1.3 Scope and New Scientific views of the teaching Psychology at Higher Secondary Level.
- 1.4 Importance of Psychology in daily life

Unit-2 Lesson Planning and Methods and Techniques:

- 2.1 Micro teaching: Meaning, Concept, Importance, steps
- 2.2 Skill of Micro teaching: Meaning, Components and lesson planning
 - Set induction
 - Black board work
 - Fluency in questioning
 - Illustration
- 2.3 Simulation: Meaning, Importance, merits and demerits, Components and lesson planning
 - Lecture Method
 - Demonstration Method
 - Inductive Method
 - Deductive Method[Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.]
- 2.4 Stray Lesson: Meaning, Importance, merits and demerits, Components and lesson planning

Unit -3

STD-11

- 3.1 Chapter-1 Psychology- A science
- 3.2 Chapter-2 Teaching Methods
- 3.3 Chapter-3 Human Development
- 3.4 Chapter-4 Biological Factor of Behavior

Unit -4

STD-12

- 4.1 Chapter-1 Sensation, Attention and Perception
- 4.2 Chapter-2 Learning process
- 4.3 Chapter-3 Intelligence
- 4.4 Chapter-4 Attitude and Prejudice

Suggested Activity :

- Prepare scrap book on psychology topic
- Prepare notes on psychologist.

Suggested Readings :

- Anastadi, A.. (1982).**Psychological Testing**, New York; Macmillan
- Cox Tom. (1978).**Streets London**, The McMillan Press Ltd.
- Hilgard, E. R. (1978).**Introduction to Psychology** (6th Edition), New York; Harcourt
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- Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology**, New York;
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- Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York;
McGraw
- Hill Book Co.
- Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to a
Behavioural**
- **Science**, (4th Edition), New York; John Wiley & Sons Inc.
- Morgan, C. T., (1975).**A Brief Introduction to Psychology**, New York; John Wiley
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- Sahakin, W. S. (1975).**History and Systems of Psychology**, New York; John Wiley and
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