

University at the end of semester-IV.

B.Ed. Semester -4

A-07: Introduction of Educational Research

Internal - 30
External - 70

Total Credit- 4

Objectives of the course:

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

- The meaning of research, characteristic, Need & Importance and types of research in education and its implications for educational research.
- The characteristics of Philosophical, Psychological and Sociological researches in education.
- The different steps of Educational Research.
- Various steps in the research processing
- The techniques of developing a research proposal.
- The meaning of techniques of research hypothesis & Sampling.
- Various type of Hypothesis and their testing

UNIT-1 Research in Education

- 1.1 Meaning of Research & Educational Research
- 1.2 Characteristic of Educational Research
- 1.3 Types of Research (Basic, Applied and Action research.): Meaning, characteristic and Limitation for each types
- 1.4 Importance of Educational Research for Teachers

Unit-2

Selection of Problem in Research, Review of related literature and Drafting the Proposal

- 2.1 Criteria of selection of a good research problem
- 2.2 Definition of key terms of research work
- 2.3 Review of related literature, Sources of related literature
- 2.4 Drafting a research proposal

Unit-3

Research Method, Variable, Hypothesis and Sampling Technique

- 3.1 Research Method: Historical, Experimental and Survey
- 3.2 Variable: meaning and its types
- 3.3 Hypothesis: meaning and types, various techniques of testing hypothesis
- 3.4 Sampling Technique: Meaning of Population and Sample, Importance of sampling, Characteristics of a good sample, sampling techniques (Probability, Judgment), Advantages and limitations of different types of sample, Data analysis techniques.

Unit-4

Steps in the research process

- 4.1 Identifying the problem, Objectives and Hypothesis or Research Question
- 4.2 Reviewing related Literature, Variables
- 4.3 Methods of research, sampling procedure
- 4.4 Tools to be used and preparation, Data collection, Statistical analysis and interpretations, writing a research report

Group :1

B.Ed. Semester -4

C-04: Educational Statistics

Internal - 30

External - 70

Total Credit- 4

Objectives of the course:

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

- To acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teachers for the use of the techniques in the field.
- To enable the student teacher to interpret the result of educational statistics.

UNIT – 1 INTRODUCTION OF STATISTICS, MEASUREMENT AND EVALUATION

- 1.1 Educational statistics :- Meaning , Need , Importance
- 1.2 Measurement and Evaluation: Meaning, Concept and need
- 1.3 Scale of measurement: Nominal scale or classification scale, Ordinal Scale or Ranking Scale, Internal Scale, Ratio Scale
- 1.4 Different between Measurement and Evaluation

UNIT – 2 BASIC STATISTICS

- 2.1 Continuous and Discrete series, Frequency Distribution, Group and ungroup data
- 2.2 Measurement of Central Tendency: Mean, Median, Mode: Meaning, Merits, Demerits, Computation.
- 2.3 Measurement of Dispersion: Range, Quartile Deviation, Standard Deviation: Meaning, Merits, Demerits, Uses, Interpretation
- 2.4 Computation of Range, Quartile Deviation, Standard Deviation

UNIT – 3 CORRELATIONS

- 3.1 Correlation: Concept of correlation and coefficient of correlation, Meaning , Types of correlation
- 3.2 Methods of correlation and Properties of Correlation Coefficient
- 3.3 Karl Pearson's Method: Computation, Educational and statistical interpretation of correlation.
- 3.4 Rank Difference Method of Charles Spearman: Computation, Educational and statistical interpretation of correlation.

UNIT – 4 PERCENTILE, PR,NPC,STANDARD SCORE

- 4.1 Percentile: Meaning, Application, Computation
- 4.2 Percentile Rank: Meaning, Application, Computation, Relation between simple rank and percentile rank with computation and interpretation.
- 4.3 Normal probability curve: Characteristics, Kurtosis (Ku), Skewness (SK), computation.
- 4.4 Standard Score: Meaning, importance, T score, Z score, computation.

B.Ed. Semester -4
C-05: Guidance and Counselling

Internal - 30
External - 70

Total Credit- 4

Objectives:

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

- To develop an understanding of the need and importance of career information for the pupils.
- To get an idea of psychological measurement in process of career guidance.
- To help students understand the concept and approaches of counseling.
- To get an idea of how setup of career resource centre enhance the process of guidance and counseling.

UNIT-1 GUIDANCE, TYPES AND AGENCIES OF GUIDANCE

- 1.1 Guidance: Introduction , Meaning and Concept
- 1.2 Importance, scope and need of Guidance
- 1.3 Types, Assumption and Problems of Guidance
- 1.4 Agencies of Gujarat State & India and Role of the Teacher in the context to Guidance

UNIT-2 PRINCIPLES OF GUIDANCE

- 2.1 Guidance in terms of curriculum and classroom learning
- 2.2 Important methods of Guidance for classroom Learning
- 2.3 Application of Principles to Guidance in Classroom Learning
- 2.4 Role of Teacher to implementation of principles of guidance

UNIT-3 Vocational Guidance and its approaches

- 3.1 Introduction and Concept of Vocational Guidance
- 3.2 Factors of Career Selection
- 3.3 Hollend's Theory of vocational choice
- 3.4 Ginberg's Theory about Guidance Development

UNIT-4 Guidance of Children with special needs

- 4.1 Concept of Special Child & Gifted Child and Guidance
- 4.2 Mentally Retarded & Physically Handicapped Child and Guidance
- 4.3 Problematic Child and Guidance
- 4.4 Under - achiever & slow learner Child and Guidance

B.Ed. Semester -4
C-06:Teacher Education

Internal - 30
External - 70

Total Credit- 4

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 Teacher Education

- 1.1 Meaning of Teacher Training
- 1.2 New concept of teacher education
- 1.3 objectives of teacher education program
- 1.4 Importance of teacher education program

Unit-2 Various teacher education agencies

- 2.1 NCTE: Role and function
- 2.2 NCERT: Role and function
- 2.3 CTE: Role and function
- 2.4 GCERT: Role and function

Unit-3 Teacher education as a profession

- 3.1 Scope and characteristics of teaching as a profession
- 3.2 Teachers status – Social, Economic and Professional Status.
- 3.3 Teachers competencies – Kind of Competencies
- 3.4 Teachers commitment areas – Kind of commitments

Unit-4 In-Service and Pre-service Program

- 4.1 Meaning and Objectives
- 4.2 Basic requirement and programmes for quality improvement
- 4.3 Innovative practices – Classroom teaching method and use of latest technology
- 4.4 New Horizons for teaching profession

B.Ed. Semester -4
C-07:Child 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 **Child Development**

- 1.1 Significance of studying child development
- 1.2 Methods of child study – observation, case history, interview and questionnaire.
- 1.3 Factors influencing development – Genetic and Environment
- 1.4 Emotional Development – factors affecting emotional development

Unit-2 **Social Development**

- 2.1 Process of socialization
- 2.2 Language Development
- 2.3 Parents-children & Student-Teacher relation
- 2.4 Role of teacher in nurturing the student

Unit-3 **Theories of Development**

- 3.1 Erikson's psycho social theory
- 3.2 Piaget's cognitive development theory
- 3.3 Vygotsky's socio cultural theory
- 3.4 Gardner's multiple intelligence theory

Unit-4 Role of teacher in the context of Situational Child Psychology

- 4.1 Family dynamics
- 4.2 Peer relationships
- 4.3 Sibling relationships and birth order
- 4.4 Understanding red flags

B.Ed. Semester -4

C-09:Entrepreneurship: Theory and Practice

Total Credit- 4

Internal - 30

External – 70

Unit 1: Entrepreneurship

1. Entrepreneurship – Concept, need, importance
2. Entrepreneur- Entrepreneurship – Concept, need, importance, Function
3. Elements of Entrepreneurship- Motivation, Risk Taking, Innovation
4. Entrepreneurial Process
5. Charms of becoming an Entrepreneur, Entrepreneurial Competencies
6. Intrapreneurship, Social Entrepreneurship

Unit 2: Entrepreneurship and Related Factors

1. Society
2. Education
3. Government Policies
4. Economic Infrastructure and Social Overheads
5. Changes
6. Requisites of an Entrepreneur
7. Managerial Skills

Unit 3: Entrepreneurship and Environment

1. Managerial Tasks
2. Managerial Skills
3. Managerial Functions
4. Organizational Structure
5. Environment–Social, Economic, Political, Technological
6. Change – Awareness and Management
7. Planning

Unit4:Crisis in Entrepreneurship Environment and Requisites in Entrepreneurship

1. Crisis – Concept, causes, Types of Crisis, Cash Crisis, Delegation Crisis
2. Leadership crisis, Finance Crisis
3. Steps in planning a New Enterprise and Search for Location: Reasons
4. Types of finance required and Information Related to the Project

Group : 2

B.Ed. Semester -4

D 01: Educational 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 Teacher Educator to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
- To help the T.E. to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- To acquaint T.E. with levels, strategies and models of teaching for future improvements.
- To enable the T.E to understand about the importance of programmed instruction and researches in E.T.
- To acquaint the T.E. with emerging trends in E.T. along with the resource centers of E.T.

Unit 1 Educational Technology

- 1.1 Concept of Educational Technology
- 1.2 Meaning, Definitions, Nature, Characteristics, Scope and Significance of E.T.
- 1.3 Components of E.T.: Software, Hardware
- 1.4 Educational Technology and Instructional Technology

Unit 2 Communication, Teaching and Instruction and System Approach

- 2.1 Communication and Instruction
- 2.2 Concept, Nature, Process, Components, Types, Classroom Communication, Mass media approach in Educational Technology.
- 2.3 Effective Class room Communication: Concept, Criteria and hurdles
- 2.4 System Approach

Unit 3 Teaching Levels and Strategies

- 3.1 Teaching levels, Strategies & Models
- 3.2 Memory, Understanding and reflective levels of Teaching
- 3.3 Teaching strategies: Meaning, Nature, Function and Types (Psychological Models and Models of Teaching)
- 3.4 Modification of Teaching Behavior
- 3.5 Flander's Interaction Analysis

Unit 4 Teaching Models and Computer Assisted Instruction

- 4.1 Models of Teaching: Meaning, nature, functions and types (Concept Attainment model and Advance Organization Model)
- 4.2 Application of computer in instruction, learning and testing.
- 4.3 Characteristics of Computer assisted instruction (CAI)
- 4.4 Concept related with Internet: World Wide Web (WWW), Intranet, search engine, browsing, e-mail and Tele-conferencing, M- Learning, E- Learning.

B.Ed. Semester -4
D 02:NCF-2005 and RTE-2009

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Enable to understand the need of right to education and NCF
- Enable to understand the nature of right to education
- Enable to understand the format of right to education
- Enable to know about the provisions of physical and human resources for the implications of right to education
- Know about the scope of school organization committee
- Know about the learning achievement and evaluation plans at primary level
- Get acquainted about the provisions for the defence of child rights
- Get the knowledge of the principles of NCF guideline
- Get acquainted about the goals of education
- Enable to understand about the educational experiences and vocational knowledge
- Enable to understand about the correlation between child's knowledge and surrounding knowledge.
- Enable to comprehend the scope of curriculum
- Enable to identify the factors need in learning process
- Enable to know about the opportunities of implications of education

Unit: 1 Right to education, responsibility and provision of physical and human resources

- 1.1 need of right to education and constitutional provision
- 1.2 Right to education and Responsibility of central, state and local level organisation
- 1.3 physical resources and human resources
- 1.4 The Teacher: Qualifications, appointment, duties and workload and Important provisions: admission, tuitions, donation, punishment

Unit: 2 school management and learning and right to education

- 2.1 constructions of school management committees and their duties and school development plan
- 2.2 Inclusive school and Recognized school
- 2.3 learning sequel and State level Right to Education Commission
- 2.4 overall evaluation and school leaving certificate and state advisory council

Unit 3 National Curriculum and Goal and Scope of the curriculum

- 3.1 An outline of National curriculum Framework (NCF-2005) and Principle of guide
- 3.2 Social reference of education and Goals of education
- 3.3 Mother language, other language and Mathematics and natural science
- 3.4 social sciences and art education, Physical education, work and education and education for piece

Unit-4 Knowledge and learning process and educational environment and quality

- 4.1 students' Activeness and educational experiences
- 4.2 local and practical knowledge and selection of knowledge and knowledge and community
- 4.3 Physical and competent environment and Learning resources
- 4.4 Evaluation and quality and New implications in education

B.Ed. Semester -4

D 03: Environmental Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student-teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.
- To acquaint the student teachers with the initiatives of government and local bodies in environment conservation.

Unit-1 ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

- 1.1 Introduction to Environment and Ecology : Concept of Environment and Ecology,
- 1.2 Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
- 1.3 Environmental Education: Meaning, Objectives, its need & importance
- 1.4 Principles of Environmental Education.

Unit-2 ENVIRONMENTAL ISSUES

- 2.1 Pollution Monitoring and Control: Concept of Pollution
- 2.2 Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
- 2.3 Natural Resource Conservation and Management: Definition and Classification of Natural Resources.
- 2.4 Natural resources Conservation and Management.

Unit-3 NATURAL RESOURCES MANAGEMENT

- 3.1 Developmental projects including govt initiatives and their impact on bio-diversity conservation.
- 3.2 Wildlife Conservation especially Endangered Species.
- 3.3 Role of media and ecotourism in creating environmental awareness.
- 3.4 Role of local bodies in environmental management, Swachh Bharat Abhyaan

Unit-4 Approaches for environment education

- 4.1 Various approaches for Environment Education
- 4.2 Recommendations of NPE-1986, NCF-2000 and NCF-2005 about Environment Education
- 4.3 Various environmental summits and resolutions
- 4.4 Role of Mass media in Environment education (News papers, Magazines, Radio, TV, Films and Social media)

Suggested Activities

B.Ed. Semester -4
D 04: Value Education

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

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

COURSE CONTENTS:

Unit-1 The Socio Moral and Cultural Context

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

Unit-2 Natural Concept of Morality and Moral Education

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

Unit-3 Moral Learning to Moral Education

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

Unit-4 Assessment of Moral Maturity

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

B.Ed. Semester -4

D 05: Education for Human Right

Total Credit- 4

Internal - 30

External - 70

Objectives of the course:

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

- Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
- Explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
- Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education.
- Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and identify potential roles for oneself in the promotion of Human Rights Education

UNIT-1 Conceptualizing Human Rights and Human Rights Education

- 1.1 Introduction to Rights, Human Rights and Human rights Education
- 1.2 Human rights education with reference to Philosophical, Psychological, Political, and Sociological Perspectives.
- 1.3 Types of Human Rights- Natural, Positive, Negative, Legal.
- 1.4 Understanding Human Rights from policy perspective

Unit-2 Emerging Concerns in Human Rights

- 2.1 Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest
- 2.2 Methods of Human Rights Research and Human Rights as pedagogy
- 2.3 Critical review of Human rights in present time
- 2.4 Role of teacher in the context of Human Right

Unit-3 School Education and Human Rights Perspective

- 3.1 Human Rights perspective in curriculum
- 3.2 Human Rights perspective in teaching-learning Processes
- 3.3 Human Rights Perspectives in Assessment
- 3.4 Human Right Perspective and school ethics and culture

UNIT- 4 Issues, Movements and Promotion of Human Rights

- 4.1 Understanding Human Rights of Children, Women, Minorities, Deprived, Differently abled and Homosexuals.
- 4.2 Role of Government in promotion of human rights.
- 4.3 Non-Government Organizations, Education, family and self in promotion of Human Rights.
- 4.4 Role of Mass media to promote human right awareness

B.Ed. Semester -4

D-06 : Women Entrepreneurship and Entrepreneurship as Career

Total Credit- 4

Internal - 30

External – 70

Unit 1: Women Entrepreneurship and Entrepreneurs' Profile

- Entrepreneurship – Concept, need, importance
- Women Entrepreneurship - Concept, need, importance, Function
- Women Entrepreneur
- Elements of Entrepreneurship- Motivation, Risk Taking, Innovation
- Entrepreneurial Process
- Charms of becoming an Entrepreneur
- Entrepreneurial Competencies, Intrapreneurship, Social Entrepreneurship

Unit 2: Entrepreneurship Motivation

- What motivates an entrepreneur?
- Need for Achievement
- Low n-Ach Vs High n-Ach
- Self-efficacy
- Self-efficacy, Motivation & Entrepreneurship
- Drive
- Independence

Unit 3: Making of an Entrepreneur

- Self
- Areas of self-knowledge
- Personal Effectiveness
- Emotional Intelligence (EI)
- Team
- Entrepreneurial Leadership
- Entrepreneurial Leader

Unit 4: Success in Entrepreneurship and Case Studies

- Incredible Power of the Human Mind , Goals and Planning, Components of Planning, Steps in Planning
- Overcoming Failures and Personal Assessment
- Personal Assessment Worksheet , Self- Rating Questionnaire (SRQ)
- Success Stories of Entrepreneurs in Education
- Case Studies: Successful Indian Entrepreneurs and Successful Foreign Entrepreneurs

B.Ed. Semester -4
EPC-4: Yoga and Sports

Internal - 50

External - 00

Total Credit- 2

Objectives of the course:

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

- Understand the importance of yoga education for physical and mental health.
- Understand the objective of pranayam and Meditation in yoga and develop the skill of pranayam and meditation.
- Understand the process of stress management through yoga education
- Acquire the knowledge of techniques of performing yogasana and develop the skill for the same.

Unit-1 Concept of Yoga and Pranayam

- 1.1 Yoga: Meaning, concept and importance.
- 1.2 Eight disciplines of Yoga – Ashtang Yoga
- 1.3 Pranayam: Meaning, Nature and Relationship with mind.
- 1.4 Different types of pranayam : Kapalbhathi, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam,

Unit-2 Meidttation

- 2.1 Meditation: Nature, Procedure and importance
- 2.2 Stress: Meaning, Reasons, Role of yoga in stress management
- 2.3 Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana,
- 2.4 Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasana.

Unit-3 Yoga (Practical Work)

Kapalbhati, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulomvilom pranayam

Unit-4 Sorts

Important if Sports, Sportsmanship, Indoor and outdoor games, Volleyball, Kho-Kho, Cricket and other Sports practical work.

હેતુઓ:

- તાલીમાર્થીઓ ગુજરાતી વિષયવસ્તુ પર પ્રભુત્વ મેળવે.
- માતૃભાષાના શિક્ષણનું મહત્વ અને તેના હેતુઓથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણના પાઠ આયોજનના સોપાનોથી માહિતગાર થાય.
- માતૃભાષા શિક્ષણની પદ્ધતિઓ અને પ્રયુક્તિઓથી માહિતગાર થાય.
- માતૃભાષાના શિક્ષણ કાર્ય માટે જરૂરી એવી સાધનસામગ્રીની રચના , પસંદગી અને તેની ઉપયોગ કરવા અંગેનો કોશલ્યો કેળવે.
- માતૃભાષા શિક્ષણના કોશલ્યોની માહિતી મેળવે.

એકમ-૧ ભાષા શિક્ષકની લાયકાત-ગુણભાર યોજના અને સાહિત્યકારો-કૃતિ

- ૧.૧ ભાષા શિક્ષક લાયકાત અને ગુણભાર
- ૧.૨ ભાષા શિક્ષક લાયકાત અને ગુણભાર યોજના
- ૧.૩ સાહિત્યકારોનો પરિચય (જ્ઞાનપીઠ એવોર્ડ)
- ૧.૪ સાહિત્યકૃતિઓ (જ્ઞાનપીઠ એવોર્ડ)

એકમ-૨ માતૃભાષાનું શિક્ષણ

- ૨.૨ માતૃભાષા શિક્ષણના હેતુઓનું વર્ગીકરણ, હેતુઓનું મહત્ત્વ
- ૨.૨ માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૨.૩ મૂલ્ય ઘડતરમાં ભાષાનું યોગદાન
- ૨.૪ ભાષા શિક્ષકની સજ્જતા (શૈક્ષણિક, વ્યાવસાયિક, વ્યક્તિત્વ)

એકમ-૩ પાઠ્યક્રમ અને પાઠ્યપુસ્તક

- ૩.૧ પાઠ્યક્રમ: અર્થ, પાઠ્યપુસ્તક રચનાના સિદ્ધાંતો, આદર્શ પાઠ્યપુસ્તકના લક્ષણો
- ૩.૨ ધોરણ-૮, ૯ અને ૧૦ના પાઠ્યપુસ્તકનું મૂલ્યાંકન
- ૩.૩ ગુજરાતી સાહિત્યમાં ઉપલબ્ધ પુસ્તકો
- ૩.૪ ભાષા મંડળ, ભાષા પ્રયોગશાળા અને ભાષાખંડ

એકમ-૪વિષયવસ્તુ

- ૪.૧ ગદ્ય સમીક્ષા
- ૪.૨ પદ્ય સમીક્ષા
- ૪.૩ ગુજરાતી સમાચારપત્રો કે સામયિકોમાંથી સાહિત્યિક લેખોની સમીક્ષા
- ૪.૪ છંદ-પૃથ્વી, શિખરિણી, મંદાકાન્ત, મનહર, અનુષ્ટુપ, સત્રગ્ધરા, શાર્દૂલવિક્રિંતિ, ચોપાઈ, દોહરો, હરિગીત, સવૈયા, અલંકાર : વર્ણનાપ્રાસ, શબ્દાનુપ્રાસ, આંતરપ્રાસ, અંત્યાનુપ્રાસ, ઉપમા, ઉત્પ્રેક્ષા, રૂપક, વ્યતિરેક, અનન્વય, વ્યાજસ્તુતિ, શ્લેષ, સજ્જવા રોપણ, દષ્ટાંત

પ્રવૃત્તિ:

- કોઈ એક ગદ્ય અને પદ્યની સમીક્ષા કરવી.

उद्देश्य:

प्रशिक्षार्थी:

1. हिन्दी शिक्षक के गुणों एवं विशेषताओं को समझे ।
2. भाषा प्रयोगशाला का उपयोग जाने ।
3. हिन्दी शिक्षा में दृश्य-श्राव्य साधनों का उपयोग सीखे ।
4. पाठ्यपुस्तक मंडल के कार्यों को समझे ।
5. हिन्दी भाषा शिक्षक की पद्धति एवं प्रयुक्तियों का ज्ञान प्राप्त करें ।
6. अभ्यासक्रम एवं पाठ्यक्रम के विषय में ज्ञान प्राप्त करे ।
7. पाठ्यपुस्तक का मूल्यांकन करना सीखे ।

एकम-1 अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक

- 1.1 अभ्यासक्रम: अर्थ एवं परिभाषा व महत्व
- 1.2 पाठ्यपुस्तक एवं अभ्यासक्रम का अंतर
- 1.3 अभ्यासक्रम मूल्यांकन: अर्थ एवं मूल्यांकन प्रविधि
- 1.4 आदर्श पाठ्यपुस्तक का अर्थ एवं पाठ्यपुस्तक मूल्यांकन व प्रविधि
कक्षा 9-10 के पाठ्यपुस्तक का मूल्यांकन

एकम-2 भाषा शिक्षक, भाषा प्रयोगशाला-भाषाकक्ष, दृश्य-श्राव्य साधन, सहायक सामग्री

- 2.1 हिन्दी भाषा का अन्य विषयों से अनुबंध
- 2.2 हिन्दी भाषा शिक्षक के गुण एवं विशेषताएँ
- 2.3 भाषा शिक्षक की व्यवसायिक एवं नैतिक जिम्मेदारियाँ
- 2.4 भाषा प्रयोगशाला एवं भाषा कक्ष का महत्व एवं उपयोग
- 2.5 हिन्दी भाषा शिक्षा में दृश्य-श्राव्य साधनों का महत्त्व और उपयोग

- सहायक सामग्री: पुस्तकालय, मेगेजीन, ज्ञानकोष, शब्दकोष, का महत्त्व

एकम-3 पद्धति एवं प्रयुक्तियाँ

- 3.1 वाद-विवाद एवं समूह चर्चा पद्धति, अर्थ, परिभाषा गुण एवं दोष
- 3.2 आगमन-निगमन अभिगम अर्थ, परिभाषा, गुण एवं दोष
- 3.3 मौखिक अभिगम अर्थ, परिभाषा गुण एवं दोष
- 3.4 ज्ञान, नाट्यीकरण और संदर्भ कथन प्रयुक्तियाँ का उपयोग

एकम-4 विषयवस्तु

- 4.1 कक्षा-10 पाठ-12 एक नई शुरुआत
- 4.2 कक्षा-10 काव्य-15 हैं जनशक्ति महान
- 4.3 कक्षा-10 पाठ-14 मेरी माँ
- 4.4 कक्षा-10 काव्य-17 कश्मीर

प्रवृत्तियाँ -

1. हिन्दी भाषा कक्षा का निर्माण करना ।
2. हिन्दी मेगेजीन-पत्र पत्रिकाओं का संग्रह स्थान बनाए ।
3. हिन्दी नाटको का आयोजन करें ।
4. हिन्दी कविता पढ़ने की प्रतियोगिता का आयोजन करें ।
5. किसी एक विषय पर वाद-विवाध प्रतियोगिता का आयोजन करें ।

B.Ed. Semester -4
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 develop the skills to analyze and evaluate English syllabus and textbook
- To be acquainted and to develop the qualities of a good teacher
- To make use of related literature in teaching English as second / foreign language
- To develop the skills to organize English curriculum

Unit-1 :Evaluation of English Textbook

- 1.1 Importance of textbook
- 1.2 Criteria of Text book evaluation & Characteristics of a good textbook
- 1.3 Evaluation of English textbook of standard – XI and X
- 1.4 Content Analysis and Task Analysis

Unit-2 :Teacher of English

- 2.1 Role of English Teacher in the classroom
- 2.2 Qualities, Competency, professional skill and education qualification of an English teacher
- 2.3 Meaning, Concept, Importance,
- 2.4 Difference between curriculum and syllabus

Unit-3 :Related Literature, Language Laboratory, language room, English club

- 3.1 Related literature: (Importance and use in teaching and learning English) : Dictionary, Encyclopedias, Newspaper, Magazines, workbook
- 3.2 Language Laboratory: Meaning, Tools, characteristics, Advantages and limitations
- 3.3 Language room: Importance, Teaching aids, arrangement, use, different activities
- 3.4 English Club: Meaning, Importance, activities of an English club

Unit-4 :Textual lessons and poems of English (SL) of Standard IX & X.

- 4.1 Standard-IX Prose
 - Unit-7 Adolescents Speak
 - Unit-11 Valley of Flowers
- 4.2 Standard-IX Poems:L
 - Unit-3 Be the Best
 - Unit-4 Saw the Sea
- 4.3 Standard-X Prose :
 - Unit-4 A Wonderful Creation
 - Unit-10 Test of True Love
- 4.4 Standard-X Poems
 - Unit-1 My Songs
 - Unit-2 Pencil

हेतुः

प्रशिक्षार्थीः

1. संस्कृत शिक्षकना गुणो अने लायकात विशे समजे.
2. संस्कृत भंडनी उपयोगिता जाणे
3. ज्ञानकोष अने शब्दकोषनुं महत्व समजे.
4. पाठ्यपुस्तक भंडनी कामगिरी जाणे
5. संस्कृतभाषा शिक्षणनी प्रयुक्तिओ विशे जाणे.
6. अभ्यासक्रम अने पाठ्यक्रम विशे ज्ञान मेजवे.
7. पाठ्यपुस्तकनुं मूल्यांकन करता शीजे
8. शैक्षणिक साधनोनुं महत्व समजावे.
9. भाषा प्रयोगशाळा विशे जाणे.
10. संस्कृत भाषानो अन्य विषयो साथे अनुबंध विशे जाणे.

अेकम-1 अभ्यासक्रम अने पाठ्यपुस्तक

- 1.1 अभ्यासक्रम: अर्थ, परिभाषा अने महत्व
- 1.1.2 पाठ्यक्रम अने अभ्यासक्रम वर्येनो तज्ञावत
- 1.3 अभ्यासक्रम मूल्यांकननो अर्थ अने अभ्यासक्रमनुं मूल्यांकन करवानी रीत
- 1.4 आदर्श पाठ्यपुस्तक: अर्थ, अने पाठ्यपुस्तकनुं मूल्यांकन. धोरण-9 अने 10ना
पाठ्यपुस्तकनुं मूल्यांकन

अेकम-2 संस्कृत शिक्षक, संस्कृत भंड, भाषा प्रयोगशाळा शैक्षणिक साधनो अने सहायक सामग्री

- 2.1 संस्कृत भाषानो अन्य विषयो साथे अनुबंध
- 2.2 संस्कृत शिक्षकनी लायकात, गुणो अने कौशल्यो
- 2.3 संस्कृत भंडनी उपयोगिता अने सज्जता, भाषा प्रयोगशाळा: महत्व अने उपयोग
- 2.4 शैक्षणिक साधनोनुं महत्व अने उपयोग (चार्ट, प्रतिकृति, इलेशकार्ड, टेपरेकोर्डकर,
सी.डी., अेल.सी.डी., पी.पी.टी.)

2.5 સહાયક સામગ્રી, પુસ્તકાલય, મેગેજીન, જ્ઞાન કોષ, શબ્દકોષનું મહત્વ અને ઉપયોગ.

એકમ-3 પદ્ધતિ, પ્રયુક્તિઓ અને અભિગમ

3.1 વ્યાખ્યાન-જૂથ પદ્ધતિ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.2 આગમન-નિગમન અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.3 મૌખિક અભિગમ અર્થ, પરિભાષા, ફાયદા અને મર્યાદા

3.4 ગાન, નાટ્યીકરણ અને સંદર્ભ કથન પ્રયુક્તિઓનો ઉપયોગ, ફાયદા અને મર્યાદા

એકમ-4 વિષયવસ્તુ

4.1 ધોરણ-10 ગદ્ય-12 કલિકાલ સર્વજો હેમચન્દ્રાચાર્ય:

4.2 ધોરણ-10 પદ્ય-13 ગીતામૃતમ્

4.3 ધોરણ-10 ગદ્ય-15 જય: પરાજયો વા

4.4 ધોરણ-10 પદ્ય-16 અદ્ભુતં યુદ્ધમ્

Total Credit-4

Objectives of the course:

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

- Understand & use of appropriate innovative teaching & techniques in Social Science teaching.
- Develops attitudes to be a committed & competent higher secondary school teacher.
- Develop interest in Social Science subject among the pupils.
- Will correlate content of Social Science with various subjects.
- Trainee teachers become aware of the Social Science club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & Social Science textbook.
- Understand the concept & use of evaluation process in Social Science.
- Can construct, select & use suitable test items for evaluation.

Unit-1 : Innovative Teaching Model & Technique in Social Science Teaching.

1.1 - Innovative Teaching Model –Meaning.

- Advance organizer model in social science teaching.

- Juries potential model in Social Science teaching.

- Social inquiry model in social science teaching.

1.2 - Strategy of teaching: Brain storming, Field trip.

1.3 - Narration technique – Concept, merit & demerits, effective use of classroom in social science.

- questioning technique: concept, aims, merit-demerits, characteristics of ideal/good question, types of questions.

1.4 - Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teachers role in role play technique.

Unit-2 : Social Science teacher, Correlation, Social Science room & Social Science club.

2.1 - Teacher of Social Science: Educational qualifications, skills, professional efficiency (competencies), qualities, training.

2.2 - Correlation: Meaning, concept, correlation of social science with other school subject: Language (literature), Economics, Geography, Art, Political Science, Psychology, Maths, Science & Technology.

2.3 - Social Science room: Importance, layout, arrangement of the material and the equipments, Functions of Social Science room, use of social science room in teaching social science, list of activities of programmes.

2.4 - Social Science Club: Aims, importance, layout, need, different activities in social science club, role of principal & teacher social science club.

Unit-3 : Curriculum, Textbook & Evaluation.

3.1 - Curriculum – Meaning, definition, characteristics.

- Syllabus – Meaning, concept, importance

- Difference between curriculum & syllabus.

3.2 - Textbook of social science – importance, utilities, limitations.

- Characteristics of ideal textbook.

- Criteria of textbook evaluation

- Evaluation of the current textbook of economics of std.-9 & std.-10.
- 3.3 - Examination - Concept, importance
- Types of examination (Oral, Practical) performance, written test.
- 3.4 - Evaluation - Meaning, concept, importance, characteristics, steps, utilities, functions of educational evaluation.
- Evaluation tool - Rating scale, check list, questionnaire, cumulative record card.

Content (4) Standard-9 & 10.

- Unit-4 :**
- 4.1 Lesson-12 Indian democracy
 - Lesson-13 Indian: Location, Geological, Structure & Physiographic-I
 - 4.2 Lesson-14 Indian: Location, Geological, Structure & Physiographic-I
 - Lesson-19 Indian: Human Life style
 - 4.3 Lesson-3 Cultural Heritage of India: Structure & Architectures
 - Lesson-6 Place of Indian Culture Heritage
 - 4.4 Lesson-11 India Water Resource
 - Lesson-13 Energy Resource

Total Credit-4

Internal - 30
External - 70

Objectives of the course:

- After going through the course the teacher trainee will be able:
- Understand & use of appropriate innovative teaching & techniques in mathematics teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in mathematics subject among the pupils.
- Will correlate content of mathematics with various subjects.
- Trainee teachers become aware of the mathematics club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & mathematics textbook.
- Understand the concept & use of evaluation process in mathematics.
- Can construct, select & use suitable test items for evaluation.

Unit-1 : Teaching aids:

- 1.1 Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)
- 1.2 Preparation & Development of improvised approaches.
- 1.3 Selection and use of the teaching aids.
- 1.4 Use of computer in mathematics teaching as a CAL and CAI, preparing of power point presentation for Mathematics teaching.

Unit-2 : Mathematics, References.

- 2.1 Characteristics of an ideal textbook of mathematics and std.-9 & 10.
- 2.2 Reference material in teaching of mathematics (usefulness): Encyclopedia, magazines and reference books.
- 2.3 Importance and need of teaching of mathematics: teacher's handbook, student workbook.
- 2.4 Teaching of arithmetic, algebra and geometry.

Unit-3 : Mathematics Club & evaluation of textbooks.

- 3.1 Objectives and importance of Mathematics club
- 3.2 Establishment and activities of Mathematics club
- 3.3 Evaluation of textbook of mathematics of std.9. and std.-10.
- 3.4 Correlation: Correlation with science, geography and other subjects

Unit-4 : Content (4) Std-9. and Std.-10

4.1 : Content (4) Std-9.

- Lesson-2 Number System (sem-1)
- Lesson-6 Structure of Geometry (sem-1)
- Lesson-11 Areas of Parallelograms and Triangles (sem-2)
- Lesson-17 Probability (sem-2)

4.2 : Content (4) Std-10.

- Lesson-2 Polynomials.
- Lesson-5 Arithmetic Progression.
- Lesson-14 Surface Area and Volumes
- Lesson-15 Statistics

B.Ed. Semester -4
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:

- Understand & use of appropriate innovative teaching & techniques in science and technology teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in science and technology subject among the pupils.
- Will correlate content of science and technology with various subjects.
- Trainee teachers become aware of the science and technology club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
- Analyze & evaluate economics syllabus & science and technology textbook.
- Understand the concept & use of evaluation process in science and technology.
- Can construct, select & use suitable test items for evaluation.

Unit-1 : Teaching aids & Laboratory:

- 1.1 Need, Importance & Type of teaching aids (Visual, Audio, Audio-Visual)
- 1.2 Preparation & Development of improvised approaches.
- 1.3 Selection and use of the teaching aids.
- 1.4 Science laboratory: Management and safety, designing a science laboratory, laboratory equipment.

Unit-2 : Science and Technology, References.

- 2.1 Characteristics of an ideal textbook of science and technology and std.-9 & 10.
- 2.2 Reference material in teaching of science and technology (usefulness): Encyclopedia, magazines and reference books.
- 2.3 Importance and need of teaching of science and technology: teachers handbook, student workbook.
- 2.4 Importance in teaching of science and technology: aquarium, herbarium, vivarium and botanical garden.

Unit-3 : Club, science activities.

- 3.1 Science club : Importance, establishment.
- 3.2 Activities in teaching of science and technology
- 3.3 Meaning, importance and characteristics of correlation, Correlation of science and technology with mathematics and social science
- 3.4 Correlation of science and technology with language and art.

Unit-4 : Content (I) Std-9.

- Lesson-1 Motion (sem-1)
- Lesson-4 Properties of Matter (sem-1)
- Lesson-6 The Fundamental Unit of Life : The Cell (sem-1)
- Lesson-1 Work, Energy and Power (sem-2)
- Lesson-3 Periodic Classification of Elements
- Lesson-7 Diversity in living organisms - II (sem-2)

Content (1) Std-10.

Lesson-1	Dispersion of light and natural Optical phenomena
Lesson-6	Universe
Lesson-7	Acids, Bases and salts
Lesson-10	Mineral Coal and Mineral Oil
Lesson-14	Control and Coordination in Organisms
Lesson-18	Management of Natural Resource

Objectives of the course:

- After going through the course the teacher trainee will be able:
- Understand & use of appropriate innovative teaching & techniques in economics teaching.
 - Develops attitudes to be a committed & competent higher secondary school teacher.
 - Develop interest in economics subject among the pupils.
 - Will correlate content of economics with various subjects.
 - Trainee teachers become aware of the economics club & room's activities.
 - Make use of various audio-visual aids in the classroom effectively.
 - To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.
 - Analyze & evaluate economics syllabus & economics textbook.
 - Understand the concept & use of evaluation process in economics.
 - Can construct, select & use suitable test items for evaluation.

Unit-1 : Innovative Teaching & Technique in Economics Teaching.

- 1.1 Team-Teaching: Meaning, Concept, Advantages, limitations.
- 1.2 Narration technique – importance, merits-demerits, effective use of narration technique in economics classroom.
- 1.3 Questioning technique: concept, aims, types of questions, merit-demerits, Properties of a good Question.
- 1.4 Role play technique: meaning, concept, importance, merits & demerits.

Unit-2 : Economics teacher, Correlation, Economics room & Economics club.

- 2.1 - Essential Qualities of Economics Teacher and Two Fold role of Economics Teacher
(i) Overall Development of the Students.(ii) Specific Role as a Teacher of Economics.
- 2.2 - Correlation: Meaning, concept, Importance, Types
- Correlation of economics with other school subject – commerce, Statistics, Social Science, Physical Science, Psychology, Agricultural Science.
- 2.3 - Economics room: Importance, layout, equipments (materials) use of economics room in teaching of economics, barriers, different activities.
- 2.4 - Economics Club: Aims, importance, different activities in economics club, role of principal & teacher economic club, different committee.

Unit-3 : Teaching aids, Text Book and Evaluation.

- 3.1 - Teaching aids: Meaning, concept, importance, Classification, Principle of Selection, Preparation, Control, Presentation, Response, Evaluation)- Limitations
- 3.2 - Text Book – Main Function – Essential Characteristics of a Text Book in Economics,
- Use of Textbooks to Teachers and Students, Demerits of a Textbook Method.
- Evaluation of the Current Textbook of Economics
- 3.3 - Evaluation: Meaning, Concept, Importance, Steps, Technics of Evaluation,
- 3.4 - Evaluation Tool : Rating Scale, Check List, Questioner.

Total Credit-4

Internal - 30

External - 70

Objectives of the course:

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

- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in O.C.M.
- Realize her/his role as facilitator in enhancing O.C.M. learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in O.C.M.
- Develop learning materials on selected units to facilitate learning in O.C.M.
- Understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming an O.C.M. teacher.
- 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

CORRELATION AND TEACHING AID

- 1.1 Correlation: Meaning, Concept, Importance and Types
- 1.2 Correlation with different Subjects (Accountancy, Mathematics and Economics), Correlation with daily life activity
- 1.3 Teaching Aids: Meaning and Importance
- 1.4 Types of Teaching Aids: Importance and Limitation of each Aid
 - Audio: Radio, Tape Recorder
 - Video: OHP, Slide Projector, Charts, Models
 - Audio-Video Instruments: T.V, Film Projector, Computer, Internet

UNIT -2

O.C.M. TEACHER, ROOM, CLUB AND CO CURRICULAR ACTIVITY

- 2.1 O.C.M. Teacher: Educational Qualification, Qualities, skills, professional competency
- 2.2 O.C.M. Room: Objectives, Need/Importance, Activities
- 2.3 O.C.M. Club: Objectives, Need/Importance, Activities
- 2.4 Co Curricular Activity, Development of School Magazine and O.C.M. Corner, Class Room Interaction

UNIT -3

TEXT BOOK AND RESOURCES

- 3.1 Objectives of Text Book, Importance of Text Book, Characteristics of an Ideal text-book
- 3.2 Advantages of text book, use of text book to teachers and students
- 3.3 Criteria for evaluation of text book, Review of Present Text Book of Std-11 and Std-12 O.C.M.
- 3.4 Reference Books, Magazines and Journals.

Total Credit-4

Internal - 30
External - 70

Objectives of the course:

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

- Acquires knowledge of Annual Lesson plan in accountancy.
- Understand the concept and use of evaluation process in account.
- understands the concept and use of evaluation process, diagnostic and remedial measures in accountancy
- Realize her/his role as facilitator in enhancing Accountancy learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Accountancy.
- Develop learning materials on selected units to facilitate learning in Accountancy.
- Understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming an Accountancy teacher.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.

UNIT -1 CORRELATION AND TEACHING AID

- 1.1 Correlation: Meaning, Concept, Importance and Types
- 1.2 Correlation with different Subjects (Commerce, Mathematics and Economics), Correlation with daily life activity
- 1.3 Teaching Aids: Meaning and Importance
- 1.4 Types of Teaching Aids: Importance and Limitation of each Aid
 - Audio: Radio, TapeRecorder
 - Video: OHP, Slide Projector, Charts, Models
 - Audio-Video Instruments: T.V, Film Projector, Computer, Internet

UNIT -2 ACCOUNTANCY TEACHER, ROOM, CLUB AND CO CURRICULAR ACTIVITY

- 2.1 Accountancy Teacher: Educational Qualification, Qualities, skills, professional competency
- 2.2 Accountancy Room: Objectives, Need/Importance, Activities
- 2.3 Accountancy Club: Objectives, Need/Importance, Activities
- 2.4 Co Curricular Activity, Development of School Magazine and Accountancy Corner, Class Room Interaction, Use of Modern Software of Accountancy and its Importance

UNIT -3 TEXT BOOK AND RESOURCES

- 3.1 Objectives of Text Book, Importance of Text Book, Characteristics of an Ideal text-book
- 3.2 Advantages of text book, use of text book to teachers and students
- 3.3 Criteria for evaluation of text book , Review of Present Text Book of Std-11 and Std-12 Accountancy
- 3.4 Reference Books, Magazines and Journals.

UNIT -4 STD-11& 12-CONCEPT AND COMPUTATION

- | | | |
|-----|-----------------|--|
| 1.1 | STD 11 (Part-1) | Chapter – 6 Cash Book and its types |
| 1.2 | STD 11 (Part-2) | Chapter – 6 Conventions, Assumption, Concepts and Principles of Accounting |
| 1.3 | STD 12 (Part-1) | Chapter – 7 Dissolution of Partnership firms |
| 1.4 | STD 12 (Part-2) | Chapter – 5 Accounting Ratios and Analysis |

B.Ed. Semester -4

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 Correlation and Co-curricular Activity

- 1.1 Correlation : Meaning, Types ,Importance,
- 1.2 Correlation with other Subjects (History, Economics, Social Science, Science, Maths/Statistic, Language)
- 1.3 Development of School Magazine and Psychology Corner,
- 1.4 Co-curricular Activities and life skill development, Class-Room Interaction

Unit-2 Psychology - Teacher, laboratory and Club

- 2.1 Psychology Subject Teacher – Educational Qualification, Qualities, Skills, Professional Competency, Two-fold Role of the Psychology Teacher.
- 2.2 Psychology Lab – Importance, Teaching Aid, Discipline, Infrastructure of Psychology Lab, Difficulties/ Challenges face by School to create Psychology Lab
- 2.3 Psychology Club – Importance, Objective, Construction, Activities.
- 2.4 Reference Book, Magazines and Journals.

Unit -3. Text Book and Teaching Aids

- 3.1 Text book : Use of Textbook to Teacher and Students.
- 3.2 Characteristics of Ideal Text book, Review of Present Text Book (Std.-11th And 12th), Criteria for Evaluation of Textbook.
- 3.3 Teaching Aids: (Importance and Limitation of each aid)
Visual (OHP, Slide Projector, Charts, Models, Books, Magazine and news paper), Audio (Radio, Tape Recorder), Audio Visual (TV, LCD, Film Projector)
- 3.4 Characteristic of Good Teaching Aids.

Unit -4.

- | | | | |
|-----|---------|------------|---------------------------------|
| 4.1 | STD-11- | Chapter-9 | Motivations and Emotion |
| 4.2 | STD-11- | Chapter-10 | Altered states of Consciousness |
| 4.3 | STD-12- | Chapter-9 | Institutional Psychology |
| 4.4 | STD-12- | Chapter-10 | Positive Psychology |