

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of Education
Semester: I (Two Years) Syllabus with Effect from: June - 2021

Programme Outcome (PO) - For B.Ed. Programme	<p>After successful completion of this course, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend, interpret and analyse philosophical, psychological and sociological foundations with reference to educational practices and evolve their own eclectic approach to be implemented in their professional life. 2. Integrate content knowledge, pedagogical knowledge and technological knowledge for effective teaching of their own school subjects as classroom practitioners. 3. Enhance their knowledge and skills for handling qualitative and quantitative evaluation processes efficiently. 4. Sharpen professional capacities like skill of Reflection, skill of integrating various forms of Art, ICT skills and life skills. 5. Build profession related Attitudes towards holistic teacher-hood.
Programme Specific Outcome (PSO) - For B.Ed. Semester - I	<p>After successful completion of this semester, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate and apply various psychological principles of education as effective classroom practitioners. 2. Examine relevance of philosophical theories of education, various governmental schemes, educational policies and Constitutional provisions and develop required skills to implement them. 3. Design the schema of use of classroom language appropriately and develop communication skills for effective teaching. 4. Analyse various types of texts and understand the role of the teacher in multilingual classrooms. 5. Develop skill of reflection based on selected readings and derive wisdom for education and life. 6. Design and implement lesson planning by blending various subject specific approaches, methods, techniques, tactics, and models. 7. Exhibit personal traits and professional expertise related to teaching profession.

To Pass	<ol style="list-style-type: none"> 1. At least 40% Marks in the University Examination in each paper and 2. At least 40% Marks in the internal examination conducted by the college.
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Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-1	UE01CBED51	Reading and Reflecting On Texts	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-1, 2	UE01CBED52	Psychology of Childhood and Growing up	Theory	4	4	3 Hour	12/30	28/70	40/100
	UE01CBED53	Contemporary India and Education	Theory	4	4	3 Hour	12/30	28/70	40/100
CPS 1	UE01CBED54	Language Across the Curriculum	Theory	2	2	1.5 Hour	06/15	14/35	20/50

Discipline and Subject cum Pedagogy - I									
CPS 2 (Any One)	UE01GBED51	Pedagogy of Gujarati	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED52	Pedagogy of English	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED53	Pedagogy of Mathematics	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED54	Pedagogy of Economics	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED55	Pedagogy of Commerce (Effect from June, 2021)	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Discipline and Subject cum Pedagogy - II									
CPS 3 (Any One)	UE01GBED56	Pedagogy of Hindi	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED57	Pedagogy of Sanskrit	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED58	Pedagogy of Social Science	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED59	Pedagogy of Science	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED60	Pedagogy of Elements of Accountancy	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Practicum Submission	UE01CBED55	Enhancement of Pedagogical Understanding – 1 (All Sub-Submission are Compulsory) * Analysis of Textbooks / Children’s Literature/Teacher’s Handbook (1) * Work shop on Lesson Planning (1) * Analysis of Textbooks / Children’s Literature/Teacher’s Handbook (1) * Work shop on Lesson Planning (1)		4	-	-	40/100	-	40/100
	UE01CBED56	Enhancement of Professional Understanding – 1 (All Sub-Submission are Compulsory) * Survey of five children (Observation and Interview based report)(Assignment to be submitted in the form of a Report) (1) * Tutorial/Survey/Seminar (1) * Content Analysis and framing Comprehension questions (any one unit from CPS2/CPS3) (1) * Book Review (1)		4	-	-	40/100	-	40/100
Lesson	UE01CBED57	Micro Lesson (6 to 8) + Simulation (2 to 4) + Stray Lesson (5 to 7) Total = 15		6	-	-	60/150	-	60/150



Bachelor of Education (B.Ed. General)
 Semester-I

Course Code	UE01GBED60	Title of the Course	CPS-3 : Pedagogy of Elements of Accountancy
Total Credits of the Course	02	Hours per Week	40

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers check the justifiability of the Accountancy subject. 2. The student-teachers establish the relationship of Accountancy subject with other subjects. 3. The student-teachers prepare the outline of the lesson plan of Accountancy subject. 4. The student-teachers analysis the current curriculum of Accountancy subject on the basis of certain parameters. 5. The student-teachers clarify the difference the concept of diagnostic work and remedial work in Accountancy subject. 6. The student-teachers make various learning methods of Accountancy subject utilisable. 7. The student-teachers derive the difference of various concepts included in the content of Accountancy subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	Accountancy: Concept, Importance, Scope and Correlation A. Accountancy <ol style="list-style-type: none"> 1. Meaning, Concept and Importance 2. Scope B. Teaching of Accountancy <ol style="list-style-type: none"> 1. Aims and Objectives 2. Importance of Teaching Accountancy at Higher Secondary Level C. Correlation <ol style="list-style-type: none"> 1. Meaning and Importance 2. Correlation with Economics, Commerce and Mathematics D. Self-Learning <ol style="list-style-type: none"> 1. History of Accountancy 	35





	2. Correlation with Accountancy and Daily life	
2.	Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Teaching Methods A. Lesson Planning and Syllabus 1. Lesson Planning: Meaning, Importance, Stages and Detail planning in Teaching Accountancy 2. Syllabus: Meaning, Importance, Characteristics of ideal syllabus B. Accountancy Teacher and Diagnostic-Remedial Work 1. Accountancy Teacher: Educational qualification and Characteristics 2. Diagnostic-Remedial Work: Meaning, Stages, and Differences between Diagnostic and Remedial C. Methods of Teaching Accountancy 1. Assignment Method: Meaning, characteristics, merits, demerits and Terms of success 2. Team teaching Method: Meaning, characteristics, merits, demerits and Terms of success 3. Inductive and Deductive Method: Meaning, characteristics, merits, demerits and Terms of success D. Self-Learning 1. Skills of Accountancy Teacher 2. Meaning, Merit and demerit of Comparative Method	32.5
3.	Content A. Transaction and Accounts 1. Transaction: Meaning and Types 2. Accounts: Meaning and Rules of Debit and Credit B. Journal and Cash Book 1. Journal: Meaning and Uses 2. Cash Book: Meaning, Uses, Types and Example of simple Cash Book C. Depreciation and The Dual effect of Transactions 1. Depreciation: Meaning, characteristics and factors affecting depreciation, Example of equal instalment method of depreciation 2. Types of Accounting Transactions	32.5





	D. Self-learning 1. Types of sub-notes 2. Forms of ledger	
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Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Construct the objectives of the lesson of Accountancy .
2.	Teaching work based on the objectives of Accountancy.
3.	Find the difference remained in various objectives of Accountancy subjects.
4.	Establish practical correlation of Accountancy subjects.
5.	Establish various correlations of Accountancy subjects with other subjects.
6.	Prepare the list of Accountancy subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of Accountancy subject.
8.	Construct lesson plan of Accountancy subject.
9.	Practice classroom teaching based on lesson plan of Accountancy subject.
10.	Prepare the list of characteristics of appropriate curriculum of Accountancy subject.
11.	Review the concept of diagnostic work and remedial work in Accountancy subject.
12.	Review the curriculum of Std.11 of Accountancy subject.
13.	Clarify the concept of diagnostic work and remedial work in Accountancy subject.





14.	Clarify various methods of diagnostic work and remedial work in Accountancy subject.
15.	Use various methods during practical lesson in Accountancy subject.
16.	Clarify the concept of the content of Accountancy subject.
17.	Clarify various reasons, merits and demerits of various points of the content of Accountancy subject.

Suggested References:

Sr. No.	References
1.	<ul style="list-style-type: none">• મિસ્ત્રી,એમ.આર.(૨૦૧૦).નામાનાં મૂળતત્વો વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.• વ્યાસ,આર.એચ.અને અન્ય.(૨૦૧૨).નામાનાં મૂળતત્વો,ઘોરણ-૧૧ ભાગ-૧.ગાંધીનગર: ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ.• પટેલ,બી.એસ.(૨૦૦૭).નામાનાં મૂળતત્વોના અધ્યાપનનું પરિશીલન. અમદાવાદ: બી.એસ.શાહ પ્રકાશન.• રાવલ,એન.વી.(૨૦૧૦).નામાનાં મૂળતત્વોનું અભિનવ અધ્યાપન. અમદાવાદ : નીરવ પ્રકાશન.
2.	Boynlon, L. O. (1995). Methods of Teaching Book Keeping. Cincinnatti: South Western Publication Company. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Limited. Verman, M. M. (1979). Method of Teaching Accountancy. New York: McGraw Hill.

On-line resources to be used if available as reference material

On-line Resources

www.researchatate.net

www.na-bussinesspress.com

www.schoollerningoutcomes.edu.mt

www.Fileseric.edu.gov





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED59	Title of the Course	CPS-3 : Pedagogy of Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers derive the characteristics of Science from definitions.2. The student-teachers relate Science with day-today life.3. The student-teachers explain science as a process.4. The student-teachers appreciate scientific discoveries.5. The student-teachers elaborate the Importance of Science for society.6. The student-teachers appraise the role of eminent scientists in development of science.7. The student-teachers illustrate Science process skills in practice teaching.8. The student-teachers construct specific objectives for developing their lesson plans.9. The student-teachers design lesson plans applying the taught theories.10. The student-teachers create learning material and teaching-learning aids for their classroom Teaching.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding Science as a Discipline A. Science : Concept and Science as a Method/Process <ol style="list-style-type: none">1. Science : Concept, Nature, Interdisciplinary nature of science.2. Science as a method (Observation, Inquiry, Hypothesis, Experimentation, Data collection, Generalization) B. Science and Society <ol style="list-style-type: none">1. Impact of science on Society.2. Science for environment, health, peace and equity C. Science Process Skills	35





	<ol style="list-style-type: none">1. Illustrations and Implications of science process skills2. Observing, Interring, Measuring, communicating, classifying, predicting <p>D. Self Learning</p> <ol style="list-style-type: none">1. Contribution of eminent Scientists : Isaac Newton, John Dalton, J.C. Bose, Albert Einstein, Neils Bohr, C.V. Raman, De Broglie, Bimla Buti, V. Ramakrishan, Dr. Vikram Sarabhai, Dr. Homi Bhabha2. History of science	
2.	Exploring Learning Objectives and Instructional Planning <p>A. Objectives of teaching science</p> <ol style="list-style-type: none">1. General objectives of teaching science in school education2. Formation of specific objectives and learning outcomes in context of Bloom's Taxonomy <p>B. Lesson Planning</p> <ol style="list-style-type: none">1. Instructional planning : Structure and framework2. Dimensions of planning concept Mapping, content Analysis, questioning, activity based and learner centred planning. <p>C. Maxims of teaching</p> <ol style="list-style-type: none">1. Maxims of teaching : Known to Unknown, Concrete to Abstract, General to Specific, Part to Whole2. Improvised Apparatus , Teaching learning Aids : Concept, Construction and Importance <p>D. Self learning Learning Resources</p> <ol style="list-style-type: none">1. General science laboratory : organization and Importance2. Community Science Centre : Introduction and Activities (Visit)	35
3.	Textbook of Class 8 (Gujarat Secondary Education Board)	30

Teaching-Learning Methodology	Lecture-cum discussion method, Demonstration method, group-work, workshop approach, conducting small scale experiments, experiential learning, pair work, Preparing teaching-learning aids, Analytical approach, Problem solving, etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply science process skills in their classroom teaching.
2.	Connect Science as a method in scientific inquiries.
3.	Assemble questioning, activities and teaching-learning material for teaching science.
4.	Analyse content of textbook in relation to objectives of teaching.
5.	Formulate activities using maxims of teaching.
6.	Evaluate classroom teaching following lesson plans.
7.	Construct improvised apparatus for teaching science.
8.	Organize science laboratory.

Suggested References:	
Sr. No.	References
1.	Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.
2.	Aikenhead, W. W. (1998). Cultural aspects of learning science. <i>Part one</i> , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
3.	Barba, H.R. (1997). <i>Science in Multi-Cultural Classroom: A guide to Teaching and Learning</i> . USA: Allyn and Bacon.
4.	Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
5.	Cobern, W. W. (1998). <i>Socio-Cultural Perspectives on Science Education</i> . London: kluwer Academic Publisher.
6.	Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In <i>Current Science</i> , Vol. 101, No. 12, pp1538-1543.





7.	Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.
8.	Lee, E. & Luft, J. (2008). Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. <i>International Journal of Science Education</i> 30(10), 1343-1363(21), August
9.	Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. <i>Teachers College Record</i> , 105 (3), pp 465-489.
10.	Lynch, S. J. (2000). <i>Equity and Science Education Reform</i> . Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
11.	<i>National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)</i> , NCERT: New Delhi
12.	<i>National Curriculum Framework, (2005)</i> , NCERT: New Delhi
13.	Newsome, J. G. & Lederman, N. G. (Eds.) (1999). <i>Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education</i> . Kluwer Academic Publishers, The Netherlands
14.	Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In <i>Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory</i> . New York: Continuum. pp. 1-12.
15.	Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. <i>International Educational Studies</i> , 2 (1), pp 76-88.
16.	<i>Rashtriya Madhyamik Shiksha Abhiyan (2005)</i> . MHRD: New Delhi
17.	Rivet, A.E. & Krajick, J.S. (2008). Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In <i>Journal of Research in Science Teaching</i> , Vol. 45, No. 1, pp 79-100.
18.	Sears, J. and Sorensen, P. (Eds.). (2000). <i>Issues in Science Teaching</i> . Routledge Falmer, The Netherlands.
19.	Tobin, K. (Ed.). (1993). <i>The Practice of Constructivism Science Education</i> . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
20.	Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001). Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. <i>Journal of Research in Science Teaching</i> , 38(2), 137-158, February
21.	Wallace J. and Louden W. (eds.). <i>Dilemmas of Science Teaching: Perspectives on Problems of Practice</i> . London: Routledge Falmer. pp. 191-204.
22.	Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). <i>Science Education and Culture: The Contribution of History and Philosophy of Science</i> . The Netherlands: Kluwer Academic Publishers. pp.83-102.





23.	જોશી, એચ., લીખીયા, કે., શાહ, બી., શાહ, એચ., ભરૂયા, એન. (2004). <i>વિજ્ઞાન અધ્યાપનનું પરિશીલન</i> (ત્રીજી આવૃત્તિ). અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
24.	પટેલ, વી. જી. (1993). <i>વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ</i> (પ્રથમ આવૃત્તિ). સુરત : સાહિત્ય સંકુલ.
25.	પાંડે, શશિકિરણ. <i>વિજ્ઞાન શિક્ષણ</i> . નई દિલ્લી : વાણી પ્રકાશન દરીયાગંજ.
26.	રાવત, ડી.એસ. (1971). <i>વિજ્ઞાન શિક્ષણ</i> (6 th Ed.) આગરા : વિનોદ પુસ્તક મંદિર.

On-line resources to be used if available as reference material
On-line Resources
https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf
https://www.edsys.in/innovative-science-teaching-methods/
https://www.arvindguptatoys.com/ https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html
http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf
https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html
https://onlinecourses.swayam2.ac.in/nou20_ed04/preview
https://itpd.ncert.gov.in/mss/course_content/Module%2011%20-%20Padagogy%20of%20Science.pdf
https://www.learningclassesonline.com/2020/10/pedagogy-of-science.html
http://egyankosh.ac.in/bitstream/123456789/46666/1/BES-141B1E.pdf
https://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_SCIENCE.pdf
http://www.hbcse.tifr.res.in/





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED58	Title of the Course	CPS-3 :Pedagogy of Social Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers classify aims of teaching Social Science.2. The student-teachers explain modern concept of Social Science.3. The student-teachers construct general and specify objectives of teaching Social Science subject.4. The student-teachers analyse & evaluate Social Science textbook.5. The student-teachers apply methods and device of teaching Social Science.6. The student-teachers construct various lessons plan in Social Science.7. The student-teachers use various aids in the classroom.
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Course Content		
Unit	Description	Weightage * (%)
1.	Modern concept, correlation, textbook and teachers handbook A. Social science Modern concept and importance <ol style="list-style-type: none">1. Social Science : Meaning , Modern concept , Importance and Nature2. Social Science : Aims and objectives of teaching Social Science B. Social Science Teaching correlation other Subject <ol style="list-style-type: none">1. Correlation : Concept, and Importance2. Correlation of Social Science with Language (Gujarati), Maths-Science and Technology C. Teachers Textbook & Handbook of Social Science <ol style="list-style-type: none">1. Textbook of Social Science : Importance and Characters Handbook of Social Science:-Importance and Characters D. Self learning <ol style="list-style-type: none">1. Evaluation of Textbook of Standard 6 to 10 (any one)2. Correlation of Social Science with History, Geography, Economics and Civics.	34





2.	Social Science Teaching Techniques - Methods, Teaching Aids and lesson Planning A. Social Science Teaching Device& Method 1. Device : Role Play, Narration & Questioning (Utility & Importance) 2. Methods : Source, Biographical & Natural Regional (Utility & Importance) B. Lesson Planning 1. Concept and Steps 2. Merits and Demerits C. Teaching Aids 1. Teaching Aids : Meaning & Importance 2. Visual Aids : Timeline, Maps, Globe & Charts (Utility & Importance) D. Self Learning. 1. Google map : Utility 2. The Difference between Stray Lesson Planning and Unit Lesson Planning	34
3.	Social Science Content : Standard 7, 8 , 9 and 10 A. Standard 8 1. Lesson 3 India's first freedom struggle 2. Lesson 9Resource 3. Lesson 16Parliament and law B. Standard 9 1. Lesson 1 Rise of British Rule in India 2. Lesson 9 Fundamental Rights, Fundamental Duties and Directive Principles of State 3. Lesson 13 location Geological Structure and Physiography 1 C. Standard 10 1. Lesson 1 Heritage of India 2. Lesson 8 Natural Resources 3. Lesson 15 Economic Development D. Self Learning. Standard 7 1. Lesson 1 Rajput Ago : New Ruler and States 2. Lesson 15Equality in a Democracy 3. Lesson 11 components of the Environment and Interrelationships	32

Teaching-Learning Methodology	Lecture, Discussion, Lecture cum Discussion, Demonstration, Group Discussion and Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify concepts and make generalizations in Social Science.
2.	Construct instructional objectives a teaching Social Science teaching learning.
3.	Correlate content of Social Science with various subjects.
4.	Evaluate Social Science text books.
5.	Utilize methods and techniques in teaching Social Science.
6.	Prepare different plans like stray plan, unit plan etc.
7.	Prepare and use teaching Aids in teaching Social Science.

Suggested References:	
Sr. No.	References
1.	Agrawal, J.C. (1995). <i>Teaching of Social Studies</i> . New Delhi: Vikas Publishing House.
2.	Bining, Arthur, C., and Bining, David, H., (1952). <i>Teaching Social Science in Secondary Schools</i> , McGraw, Hill Book Company, Inc., New York .
3.	Bais,N.S., <i>Teaching of Social Science Studies</i> . Jaipur: Jain PrakashanMandir.
4.	Dash, B.N. (2006). <i>Content-cum-Method of Teaching of Social Science</i> . New Delhi: Kalyani Publication.
5.	Haroon, S. (Edt.) (2012). <i>Teaching Social Science</i> . New Delhi: Pearson.





6.	H. D. (ed.) (1981). <i>Handbook for the Teaching of Social Studies</i> . London: Gareem Helm, UNESCO
7.	Heller, F. (1986). <i>The use and abuse of Social Sciences</i> . London: Sage Publications.
8.	Joshi, D. (Edt.) (2012). <i>Methodology of Teaching Social Sciences</i> . New Delhi: Pearson.
9.	Konli, A. S. (1996). <i>Teaching of Social Studies</i> . New Delhi: Anmol Publications Pvt. Ltd.
10.	Mofatt, M.R. (1955). <i>Social Science Instruction</i> . New York: Prentice Hall.
11.	<i>National Curriculum Frame Work</i> (2005), NCERT, New Delhi.
12.	<i>NCERT's new textbook initiative</i> . New Delhi: Sage Publications India Pvt. Ltd.
13.	Preston, Ralph C. (1955). <i>Handbook of Social Science in the Elementary School</i> . New York: Rhinehartand Company.
14.	Sahu, B.K. (2007). <i>Teaching of Social Science</i> . New Delhi; Kalyani Publishers.
15.	Taneja, V.K. (1992). <i>Teaching of Social Science</i> . Ludhiana: Vinod Pub.
16.	Trigg, R.(1985). <i>Understanding Social Science</i> . New York: Basics Black Well
17.	Singh, Tirath (2013). <i>Teaching of Social Science</i> , Jalandhar:SG Publication
18.	ગુજરાતરાજ્યપાઠ્યપુસ્તકમંડળ,ગાંધીનગર. ધોરણ6 થી10નુંપાઠ્યપુસ્તક
19.	દેસાઈ, ડી.,દેસાઈ, ડી., (૧૯૬૩). <i>ઇતિહાસશિક્ષણનાઆધુનિકવહેણો</i> .અમદાવાદ:એ. આર. શેઠનીકંપની
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21.	પંડ્યા, પી., શાહ, પી., પટેલ, બી., જયસ્વાલ, એન., (2005). <i>સમાજવિદ્યાનુંઆદર્શઅધ્યાપન</i> .અમદાવાદ. વારિષેણપ્રકાશન.
22.	પટેલ, એમ., પટેલ, બી., ચૌહાણ, બી., પટેલ, આર., (2007). <i>સામાજિકવિજ્ઞાનનાઅધ્યાપનનુંપરિશીલન</i> .અમદાવાદ:બી.એસ.શાહપ્રકાશન





23.	પાઠક, યુ., સોલંકી, સી., પટેલ, કે., પટેલ, જે., (2007). સામાજિકવિજ્ઞાનનુંઅભિનવઅધ્યાપન.અમદાવાદ.નીરવપ્રકાશન
24.	વકીલ, કે., દેસાઈ, ડી., (1960). ભૂગોળશિક્ષણનાઆધુનિકવહેણો.મુંબઈ: એ.આર.શેઠનીકંપની.
25.	શાહ, પી.,મહિડા, જે., (2011). સામાજિકવિજ્ઞાનનુંઅધ્યાપન.અમદાવાદ: અમોલપ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

https://www.youtube.com/watch?v=GUDH_PpTSz4 (Pedagogy of Social Sciences Upper Primary Stage)

https://ncert.nic.in/pdf/focus-group/social_science1.pdf Pedagogy of Social Sciences

https://youtu.be/rQrJNI_OOAO (Methodology of teaching social sciences D.El.Ed N.I.O.S StudynStuff)

<https://youtu.be/5VaDE8J5W9Q> (Methods of Teaching Social science Pedagogy of social science)

<https://onlinecourses.swayam2.ac.in/Methods of Teaching Social science Pedagogy of social science>

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20%20OF%20SOCIAL%20SCIENCE.pdf> Social science Pedagogy of social science





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED56	Title of the Course	CPS-3 : Pedagogy of Hindi
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. प्रशिक्षणार्थी हिन्दी भाषा शिक्षा की संकल्पना एवं महत्व स्पष्ट करे ।2. प्रशिक्षणार्थी पाठ आयोजन की संकल्पना और महत्व स्पष्ट करे ।3. प्रशिक्षणार्थी गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्यों की सूची तैयार करे ।4. प्रशिक्षणार्थी अध्यापन पद्धतियों के मूलतत्त्व, लाभ एवं गैरलाभ बताए ।5. प्रशिक्षणार्थी सहायक साधन सामग्री एवं शैक्षणिक साधन का महत्व बताएँ ।6. प्रशिक्षणार्थी भाषाप्रयोग शाला की रचना एवं महत्व बताए ।7. प्रशिक्षणार्थी भाषाकीय कौशलों के विकास के लिए आवश्यक प्रवृत्तियों की सूची तैयार करे ।8. प्रशिक्षणार्थी विभिन्न साहित्य स्वरूपों के तत्वों के आधार पर कृतियों की समीक्षा करें ।
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Course Content		
इकाई-१	हिन्दी भाषा शिक्षा और पाठ आयोजन	Weightage* (%)
	<p>अ. हिन्दी भाषा शिक्षा</p> <ol style="list-style-type: none">१. हिन्दी भाषा की संकल्पना, विशेषताएँ एवं महत्व२. हिन्दी भाषा शिक्षा के सिद्धांत <p>ब. पाठ्यपुस्तक</p> <ol style="list-style-type: none">१. पाठ्यपुस्तक की संकल्पना, लाक्षणिकता एवं महत्व२. हिन्दी के वर्तमान पाठ्यपुस्तक की समीक्षा (i) कक्षा ६ (ii) कक्षा ७ (iii) कक्षा ८ (iv) कक्षा ९ <p>क. पाठ आयोजन</p> <ol style="list-style-type: none">१. पाठ आयोजन की संकल्पना एवं महत्व२. पाठ आयोजन के सोपान <p>ड. स्व अध्ययन- त्रिभाषी सूत्र और सामान्य और विशिष्ट उद्देश्य</p> <ol style="list-style-type: none">१. त्रिभाषी सूत्र का कक्षा में विनियोग२. गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्य	36





इकाई-२	शैक्षणिक साधन, अध्यापन पद्धतियाँ एवं भाषा के कौशल	
	<p>अ. शैक्षणिक साधन एवं सहायक सामग्री</p> <ol style="list-style-type: none">१. शैक्षणिक साधन का महत्व, प्रकार (शैक्षणिक उपयोग - चार्ट, चित्र, कम्प्यूटर)२. शैक्षणिक उपयोग - वर्तमानपत्र, इन्टरनेट, टेलीविजन <p>ब. अध्यापन पद्धतियाँ</p> <ol style="list-style-type: none">१. गद्य - प्रत्यक्ष पद्धति , परोक्ष पद्धति , अनुवाद पद्धति - मूलतत्त्व एवं लाभालाभ२. पद्य - गीत - अभिनय पद्धति , खण्डान्वयी पद्धति , तुलना पद्धति <p>क. भाषाकीय कौशल</p> <ol style="list-style-type: none">१. श्रवण कौशल की संकल्पना , महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ२. मौखिक कौशल की संकल्पना , महत्व , दोष , उपाय एवं विकास की प्रवृत्तियाँ <p>ड. स्व-अध्ययन - भाषाप्रयोग शाला एवं संप्रेषणात्मक पद्धति</p> <ol style="list-style-type: none">१. भाषाप्रयोग शाला की रचना एवं उपयोग२. संप्रेषणात्मक पद्धति के मूलतत्त्व एवं लाभालाभ	32
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा	
	<p>अ. व्याकरण एवं रचना लेखन</p> <ol style="list-style-type: none">१. संज्ञा, कारक और संधि - अर्थ एवं प्रकार२. निबंध लेखन, रूपरेखा के आधार पर कहानी रचना <p>ब. शब्द निर्माण और साहित्यकार का परिचय</p> <ol style="list-style-type: none">१. शब्द समूह के लिए एक शब्द, मुहावरे और कहावते२. सूरदास, प्रेमचंद <p>क. कक्षा ६, ७, ८ एवं ९वीं के पाठ्य पुस्तकों से संबन्धित साहित्य स्वरूपों की समीक्षा</p> <ol style="list-style-type: none">१. गद्य समीक्षा : (१) कथनी और करनी (२) स्वराज्य की नींव२. पद्य समीक्षा : (१) धरती को महकाएँ (२) माँ कह एक कहानी <p>ड. स्व-अध्ययन - भाववाचक संज्ञा निर्माण एवं अर्थ विस्तार</p> <ol style="list-style-type: none">१. भाववाचक संज्ञा निर्माण२. अर्थ विस्तार (कक्षा ६, ७, ८, ९)	32





Teaching-Learning Methodology	व्याख्यान, स्व- अध्ययन, स्वाध्याय, प्रकल्प, चर्चा, जूथचर्चा, निदर्शन, व्यक्ति मूलाकात, फिल्म शो
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner	
1.	अपनी दैनिक जीवन मे हिन्दी भाषा का प्रयोग कर सकेंगे ।
2.	पाठ आयोजन के सैद्धांतिक सोपान के आधार पर इकाई का आयोजन बना सकेंगे ।
3.	गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्यों की सूचि तैयार कर सकेंगे ।
4.	हिन्दी के वर्तमान पाठ्यपुस्तको की बाह्य एवं आंतरिक लाक्षणिकताएँ के आधार पर आलोचना कर सकेंगे ।
5.	इकाई के अनुरूप सही अध्यापन पद्धति का इस्तेमाल कर सकेंगे ।
6.	व्याकरण पद्धति का उपयोग करके व्याकरण को सरल बना सकेंगे ।
7.	इकाई के अनुरूप सही सहायक साधन सामग्री एवं शैक्षणिक साधन का निर्माण करके अध्यापनकार्य में उपयोग कर सकेंगे ।
8.	भाषाकीय कौशल्याँ का विकास विभिन्न प्रवृत्तियों के द्वारा करेंगे ।
9.	साहित्य स्वरूपो के तत्वो के आधार पर पाठ्यपुस्तक मे समाविष्ट रचनाओ की समीक्षा कर पाएंगे ।

Suggested References:	
Sr. No.	References
1.	आर्या, एस.(२००८) .हिन्दी शिक्षण. नई दिल्ली : रजत प्रकाशन.





2.	अंधारिया, रवीन्द्र.(२०१२) .हिन्दी का अभिनव अध्यापन. अहमदबाद : अमोल प्रकाशन.
3.	बाहरी,हरदेव.(२०११) .सामान्य हिन्दी. जैन प्रकाशन मंदिर.
4.	चतुर्वेदी,(२०१२) .हिन्दी शिक्षण मेरठ : आर लाल बुक डिपो.
5.	दुबे,महेन्द्रनाथ.(२०१०) .भाषा,भाषा-विज्ञान और राजभाषा हिन्दी. पटना : पानी प्रकाशन.
6.	गुप्ता,(२०१२) .सीखने की विधियाँ.दिल्ली :कान्सेप्ट पब्लिशिंग प्रा.ली.
7.	जोशी,हरिकृष्ण.(२००५) .हिन्दी अध्यापन पद्धति. अमदाबाद :अनडा प्रकाशन.
8.	कृष्णबिरसिंग,(२००७)हिन्दी शिक्षण.जयपुर :यूनिवर्सिटी बुक हाउस.
9.	मुखर्जी,श्रीधरनाथ.(२०१०) .राष्ट्र भाषा की शिक्षा. आगरा : विनोद पुस्तक भंडार.
10.	नामदार,(२००६) .सफल हिन्दी शिक्षण.दिल्ली: पुण्यांजली प्रकाशन.
11.	पटेल,पी.अ.(२००८) .हिन्दी का अभिनव अध्यापन.अमदाबाद :नीरव प्रकाशन.
12.	पाण्डेय,रामशकल.(२००३) .हिन्दी शिक्षण.आगरा :विनोद पुस्तक भंडार.
13.	पाण्डेय,रामशकल एवं रागिनी। (२००७) .पाठ संकल्पना शिक्षण और नियोजन . मैसूर : पद्मा इंटरप्राइज़
14.	प्रसाद,के,एन.(२०१९) .हिन्दी अध्यापन ग्रंथ.पटना :बिहार हिन्दी अकादमी.
15.	तिवारी,भोलानाथ.(२०१०) .हिन्दी का इतिहास. पटना : पानी प्रकाशन.

On-line resources to be used if available as reference material

On-line Resources

<https://drive.google.com/file/d/1nRX6n0eAe07vCEXZrdASH-yO3rOKEhYm/view>

http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdf





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED55	Title of the Course	CPS-2 : Pedagogy of Commerce
Total Credits of the Course	02	Hours per Week	40

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers check the justifiability of the commerce subject.2. The student-teachers establish the relationship of commerce subject with other subjects.3. The student-teachers prepare the outline of the lesson plan of commerce subject.4. The student-teachers analysis the current curriculum of commerce subject on the basis of certain parameters.5. The student-teachers clarify the difference the concept of diagnostic work and remedial work in commerce subject.6. The student-teachers make various learning methods of commerce subject utilisable.7. The student-teachers derive the difference of various concepts included in the content of commerce subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	Commerce: Concept, Importance, Scope and Correlation A. Commerce <ol style="list-style-type: none">1. Meaning, Concept and Importance2. Scope B. Teaching of Commerce <ol style="list-style-type: none">1. Aims and Objectives2. Importance of teaching Commerce at Higher Secondary Level C. Correlation <ol style="list-style-type: none">1. Meaning and Importance2. Correlation with Economics, Accountancy and Mathematics D. Self-Learning <ol style="list-style-type: none">1. Branches of Commerce2. Correlation of Commerce with Social Science	35





2.	<p>Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Teaching Methods</p> <p>A. Lesson Planning and Syllabus</p> <ol style="list-style-type: none">1. Lesson Planning: Meaning, Importance, Stages and detail planning in teaching Commerce2. Syllabus: Meaning, Importance, Characteristics of ideal syllabus <p>B. Commerce Teacher and Diagnostic-Remedial Work</p> <ol style="list-style-type: none">1. Commerce Teacher: Educational qualification and Characteristics2. Diagnostic-Remedial Work: Meaning, Stages, and Differences between Diagnostic and Remedial <p>C. Methods of Teaching Commerce</p> <ol style="list-style-type: none">1. Assignment Method: Meaning, characteristics, merits, demerits and Terms of success2. Team teaching Method: Meaning, characteristics, merits, demerits and Terms of success3. Inductive and Deductive Method: Meaning, characteristics, merits, demerits and Terms of success <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Skills of commerce teacher2. Meaning, Merits and Demerits of Synthetic Method	32.5
3.	<p>Content</p> <p>A. Business and Commerce</p> <ol style="list-style-type: none">1. Meaning and Types of Business2. Meaning and Characteristics of Commerce <p>B. Bank and Partnership Firm</p> <ol style="list-style-type: none">1. Bank: Meaning, Functions and Different types of Bank, Accounts and Services Associate with Bank2. Partnership Firm : Meaning and Characteristics <p>C. Insurance</p> <ol style="list-style-type: none">1. Meaning and Principles2. Types of Insurance <p>D. Self-learning</p> <ol style="list-style-type: none">1. Online Transactions2. Meaning and scope of E-Commerce	32.5





Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Construct the objectives of the lesson of commerce.
2.	Teaching work based on the objectives of commerce.
3.	Find the difference remained in various objectives of Commerce subjects.
4.	Establish practical correlation of Commerce subjects.
5.	Establish various correlations of commerce subjects with other subjects.
6.	Prepare the list of commerce subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of commerce subject.
8.	Construct lesson plan of commerce subject.
9.	Practice classroom teaching based on lesson plan of commerce subject.
10.	Prepare the list of characteristics of appropriate curriculum of commerce subject.
11.	Review the concept of diagnostic work and remedial work in commerce subject.
12.	Review the curriculum of Std.11 of commerce subject.
13.	Clarify the concept of diagnostic work and remedial work in commerce subject.
14.	Clarify various methods of diagnostic work and remedial work in commerce subject.
15.	Use various methods during practical lesson in commerce subject.
16.	Clarify the concept of the content of commerce subject.





17.	Clarify various reasons, merits and demerits of various points of the content of commerce subject.
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Suggested References:

Sr. No.	References
1.	<ul style="list-style-type: none">• પરીખ, ઘનશ્યામભાઈ તથા અન્ય. વાણિજ્ય શિક્ષણ પદ્ધતિ . અમદાવાદ: નવદીપ પ્રકાશન.• જોષી, રાજેન્દ્ર. વાણિજ્ય શિક્ષણ. અમદાવાદ: ગુજરાત યુનિવર્સિટી.• સક્સેના, ઉદયવીર. વાણિજ્ય શિક્ષણ. આગ્રા: વિનોદ પુસ્તક મંદિર.• રાવલ, નટુભાઈ તથા અન્ય. (૨૦૧૦). વાણિજ્યનું અભિનવ અધ્યાપન . અમદાવાદ: નીરવ પ્રકાશન.
2.	<p>Aggarwal, J.C. (2004). <i>Teaching of Commerce: A Practical Approach</i>. New Delhi: Vikas Publishing House</p> <p>Aggarwal, J.C. (2014). <i>Principles, Methods and Techniques of Teaching</i>. New Delhi: Vikas Publishing House</p> <p>Tiwari, S.A. (2005). <i>Commerce Education in the Global Era</i>. Delhi: Adhyayan Publishers.</p> <p>Tomar, S. (2005). <i>Teaching of Commerce</i>. Agra: Vinod Pustak Mandir.</p> <p>Venkates et. Al. (2004). <i>Methods of Teaching Commerce</i>. New Delhi: Discovery Pub. House.</p>

On-line resources to be used if available as reference material

On-line Resources

www.learningclassesonline.com

www.amrita.edu.com

www.bdu.ac.in





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED53	Title of the Course	CPS-2 : Pedagogy of Mathematics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers recall the evolution, meaning and nature of Mathematics and explain its importance in school curriculum. 2. The student-teachers establish relationship between the aims and values of teaching Mathematics and recognize them, and describe its domains by classification. 3. The student-teachers distinguish between general and specific objectives of teaching Mathematics (according to Bloom's Taxonomy), and produce Statements/Specifications of objectives in behavioural terms. 4. The student-teachers formulate and demonstrate the plan of effective Mathematics lessons incorporating appropriate questions, examples, explanations and tasks. 5. The student-teachers apply various methods and approaches of teaching Mathematics in classroom situations at the upper primary and secondary level. 6. The student-teachers clarify the different techniques of teaching Mathematics and examine its effectiveness by using them in the teaching-learning process. 7. The student-teachers analyze and explain various concepts/content in Mathematics included in the standard 8 curriculum.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Foundations of Teaching Mathematics</p> <p>A. Meaning, Nature and Importance of Mathematics</p> <ol style="list-style-type: none"> 1. Concept and Nature of Mathematics 2. Need and Importance of Mathematics at Primary and Secondary level in present Scenario <p>B. Aims and Domains of Teaching Mathematics</p> <ol style="list-style-type: none"> 1. Aims/Values : Utilitarian (Practical), Disciplinarian, Cultural, Moral and Social 	35





	<p>2. Domains : Cognitive, Psychomotor and Affective</p> <p>C. Objectives of Teaching Mathematics</p> <ol style="list-style-type: none">1. General Objectives : Knowledge, Understanding, Application, Skill, Interest, Attitude and Appreciation2. Specific Objectives and Learning Outcomes : Formulation and Statement of Objectives in behavioural terms (according to Bloom's Taxonomy) <p>D. Self Learning</p> <ol style="list-style-type: none">1. History of Mathematics with special emphases on the Teaching of Mathematics, and Historical Value of Mathematics2. Contribution of Mathematicians : Aryabhata, Bhaskaracharya, Srinivasa Ramanujan, Shakuntala Devi, Euclid, Pythagoras, Blaise Pascal	
2.	<p>Instructional Design and Methods of Teaching Mathematics</p> <p>A. Planning of Teaching Mathematics</p> <ol style="list-style-type: none">1. Lesson Planning : Concept, Steps, Importance and Format of Lesson Plan; Principles for Good Lesson Planning2. Unit Planning : Concept, Steps, Importance and Format of Lesson Plan; Difference between Lesson Planning and Unit Planning <p>B. Methods of Teaching Mathematics</p> <ol style="list-style-type: none">1. Learner Centered Method : Inductive - Deductive, Analytic - Synthetic2. Activity Centered Method : Laboratory, Project, Problem-Solving, Demonstration <p>C. Approaches and Techniques of Teaching Mathematics</p> <ol style="list-style-type: none">1. Approaches : Constructivist and Discovery Approach2. Modern Techniques : Brainstorming, Quiz, Seminar, Discussion, Drill and Review, Assignment <p>D. Self Learning</p> <ol style="list-style-type: none">1. Models of Teaching Mathematics : Concept Attainment Model and Mastery Learning Model2. Vedic Mathematics : Concept, Advantages, Various tricks of fast Calculations (Multiplication, Division)	35
3.	<p>Mathematics Content</p> <p>Standard-8 Mathematics Textbook : Published by Gujarat State Board of School Textbooks, Gandhinagar.</p>	30





Teaching-Learning Methodology	Question-Answer, Collaborative and Co-operative Learning, Inquiry Based Learning, Problem Solving Activities, Presentations by Students, Discussion Panel/Experts, Debate, Brainstorming, Case study, Think Pair Share, Jigsaw, Workshops, Project Based Learning, Flipped Classroom Strategies, Blended Learning Designs, Concept Mapping
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Recall the concept and nature of Mathematics, and use the knowledge of Mathematics in day to day life activities.
2.	Explain the need and importance of Mathematics at primary and secondary level in present Scenario.
3.	Compare the aims / values of teaching Mathematics.
4.	Clarify the difference between the domains of teaching Mathematics through examples.
5.	State the general objectives of teaching Mathematics according to Bloom's taxonomy.
6.	Give illustrations of statements/specifications in relation to the expected behaviour-change of general objectives of teaching Mathematics.
7.	Design Mathematics lesson plans by analyzing the steps and principles for lesson planning, and implement them in the classroom.
8.	Differentiate between lesson planning and unit planning in Mathematics.
9.	Compare Inductive-Deductive and Analytic-Synthetic methods of teaching Mathematics, and apply them in the teaching-learning process.
10.	Explain about laboratory, project, problem-solving and demonstration methods of teaching Mathematics and use them judiciously.





11.	Examine the justification of the application of the Constructivist and Discovery approaches of teaching of Mathematics.
12.	Infer the implications by applying brainstorming, quiz, seminar, discussion, drill-review and assignment techniques of teaching Mathematics according to classroom situations.
13.	Perform pedagogical analysis of various concepts/content in Mathematics included in the standard 8 curriculum.

Suggested References:

Sr. No.	References
1.	Aggarwal, S.M. (2005). <i>Teaching of Modern Mathematics</i> . Delhi : Dhanpat Rai and Sons.
2.	Bhanumurthy, I.S. (1992). <i>Ancient Indian Mathematics</i> . New Delhi : Wiley Eastern Ltd.
3.	Bloom, B.S. (1956). <i>Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain</i> . New York : Longmans Green.
4.	Cooney, T.J. et al. (1975). <i>Dynamics of Teaching Secondary School Mathematics</i> . Boston : Houghton Mifflin.
5.	Copeland, R.W. (1979). <i>How Children Learn Mathematics?</i> New York : McMillan Pub. Co.
6.	Gronlund, N. E. (1991). <i>How to Write and Use Instructional Objectives</i> (4 th ed.). New York: Macmillan Publishing Co.
7.	Jagadguru Swami (2000). <i>Sri Bharti Krisna Tirthji Vedic Mathematics</i> . Delhi : Moti Lal Banarasi Das Publisher.
8.	James, Anice (2005). <i>Teaching of Mathematics</i> . Hyderabad : Neelkamal Publications Pvt. Ltd.
9.	Kapur, S.K. (2005). <i>Learn and Teach Vedic Mathematics</i> . Lotus Publication.
10.	Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1964). <i>Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective domain</i> . New York : David McKay Co., Inc.
11.	Kulshrestha, A.K. (2012). <i>Teaching of Mathematics</i> . Meerut : R. Lal Book Depot.
12.	Merzbach, U.C. & Boyer, C. B. (2011). <i>A History of Mathematics</i> (3 rd ed.). New York : John Wiley & Sons, Inc.





13.	Shankaran, V. & Gupta, H.N. (Ed.) (1984). <i>Content-cum-Methodology of Teaching Mathematics</i> . New Delhi : NCERT.
14.	કોઠારી, આર.જી. અને અન્યો (1996). <i>ગણિત અધ્યાપન પદ્ધતિ</i> . અમદાવાદ : અનડા બુક ડીપો.
15.	પટેલ, એન. આર. અને અન્યો (2005). <i>ગણિતનું આદર્શ અધ્યાપન</i> . અમદાવાદ : વારિષેણ પ્રકાશન.
16.	પટેલ, આર.એસ. (2003). <i>ગણિતનું અધ્યાપન : વિષયવસ્તુ તથા પદ્ધતિ</i> . અમદાવાદ : નીરવ પ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

<https://ccl.iitgn.ac.in>

<https://diksha.gov.in>

<https://sakshat.ac.in>

<https://swayam.gov.in>

<https://www.education.com>

<https://www.kendallhunt.com>

<https://www.nationalmathtrail.org>

<https://www.ncert.nic.in>

<http://www.nctm.org>

<https://www.themathguru.ca>





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED52	Title of the Course	CPS-2 : Pedagogy of English
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers examine importance of teaching English as a second language.2. The student-teachers derive problems of Teaching English as a second language.3. The student-teachers define educational objectives of teaching English in terms of behavioural outcomes.4. The student-teachers design learning tasks for developing language skills of their students.5. The student-teachers evaluate different approaches and design Communicative Language Teaching based lesson plans.6. The student-teachers review analyzes contemporary textbooks of English.7. The student-teachers design and develop teaching learning materials for ELT.8. The student-teachers demonstrate the enhancement of grammatical & communicative competence.
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Course Content		
Unit	Description	Weightage* (%)
1.	Teaching of English A. Teaching of English as a second language <ol style="list-style-type: none">1. Importance of Teaching English as a second language2. Problems of Teaching English as a second Language. B. Aims, Objectives and Basic language skills <ol style="list-style-type: none">1. General aims and specific objectives of teaching English.2. Lesson based specific objectives. C. <ol style="list-style-type: none">1. Listening, Speaking: Concepts, Components, Activities2. Reading, Writing: Concepts, Components, Activities D. Self Learning <ol style="list-style-type: none">1. Language Games for developing Listening and Speaking2. Language Games for developing Reading and Writing.	36





2.	<p>Approaches, Lesson planning, textbook and Teaching Aids</p> <p>A. Approaches to English Language Teaching</p> <ol style="list-style-type: none">1. Structural Approach: Concept, Principles, Merits, Demerits.2. Communicative Approach: Concepts, Principles, Communicative Activities, Role of Teacher, Role of Learner, Merits. <p>B. Lesson Planning</p> <ol style="list-style-type: none">1. Reading Comprehension lesson: Content Analysis, Introduction, Activities, Comprehension Activity, Evaluation, Vocabulary Scheme.2. Oral Communication lesson based on Language Functions. Input Activity, Practice Activity, Communication Activity, Evaluation Activity. <p>C. Analysis of text book (std. VI to X)</p> <ol style="list-style-type: none">1. Variety of activities and exercise2. Classroom interaction and teaching learning process. <p>D. Teaching aids and Reference Materials</p> <ol style="list-style-type: none">1. Teaching Aids<ol style="list-style-type: none">i. Pictures, Charts, Toysii. Computer Aided Language Learning (CALL)2. Dictionary and Thesaurus as reference Material.	32
3.	<p>Language Enrichment</p> <p>A. Grammar in use</p> <ol style="list-style-type: none">1. Parts of Speech, Tenses2. Direct Indirect, Proverbs and Idioms. <p>B. 1. Language Functions and related structures</p> <ol style="list-style-type: none">2. Identification of language functions from class 8 to 10 English textbook. <p>C. Developing Writing</p> <ol style="list-style-type: none">1. Essay writing2. Application <p>D. Language Enhancement</p> <ol style="list-style-type: none">1. Idioms2. Proverb	32

Teaching-Learning Methodology	Lecture, Pair/Group work, Brian-storming, Panel Discussions.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	List derive and categorise importance of English and problems of teaching English.
2.	Explain and clarify L-S-R-W specific objective.
3.	Summarise meaning of L-S-R-W skills, distinguish between the components and build activities for L-S-R-W skills.
4.	Choose and execute Language Games in classroom.
5.	Interpret and justify appropriateness of various approaches to ELT
6.	Plan and execute communicative activities and create Learner- Centred Communicative Language Teaching based lesson plans.
7.	Examine and critically evaluate contemporary Textbooks of English.
8.	Relate the nature of the content with the type of teaching aids and develop ideas for designing Teaching learning aids.
9.	Use teaching aids following appropriate methodology in the classroom.
10.	Perform fluent and correct and enriched use If English.
11.	Relate Language Functions with structures and produce function based objectives.
12.	Prepare essay and application on a given topic.

Suggested References:	
Sr. No.	References
1.	Adrian, D. (1986). Teach English, cambridge University Press
2.	Brumfit, C. and Johnson, K. (1985) . The Communicative Approach to Language Teaching. ELBS Publication





3.	Kadri, N. (2007) Teacher Effectiveness: A Comprehensive Approach Vallabh Vidyanagar, Sardar Patel University
4.	Kadri, N. (1999) Fun with Letters and Words. Ahemedabad, GurjarPrakashan.
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6.	Penny, Ur. (1988) Grammar practice activities a practical guide for teachers. Cambridge, University Press of Cambridge.
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8.	Natraj, S. (2005). Developing Communication skills. Vallabh Vidyanagar, CharutarVidya Mandal
9.	Tickoo, M. Teaching and Learning English : A Source Book for Teachers and Teacher Trainer , Orient Longman
10.	Krishnaswamy, N. (2006). Teaching English Grammar Modern Guide to An Interactive Approach
11.	Keith, J. and Keith, M. (1981) Communication in the classroom. ELBS Publication
12.	Littlewood, W. (1981). Communicative Language Teaching. An Introduction , Cambridge University Press
13.	Lee, W.R. (1987). Language Teaching Games And Contents , Oxford University Press
14.	Roger, G. and Steve W. (1983). Teaching Practice Handbook - 1 Reference Book for ELT Teachers in Training. ELBS Publication
15.	Verma, S. and Nagrajan H. (1999) An Interactive Grammar of Modern English. Frank Bros & Co. Ltd , New Delhi

On-line resources to be used if available as reference material

On-line Resources

[https://www.professorjackrichards.com/article/communicativecelanguageteachingtoday/cambridgeuniversitypress.\(2006\)](https://www.professorjackrichards.com/article/communicativecelanguageteachingtoday/cambridgeuniversitypress.(2006))

<https://www.jstor.org/article/dellhymes'sconstructof'communicativecompetence/courtney.B.cazden>





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01GBED51	Title of the Course	CPS-2 : Pedagogy of Gujarati
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. પ્રશિક્ષણાર્થીઓ પાઠ આયોજનની સંકલ્પના તારવે.2. પ્રશિક્ષણાર્થીઓ પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત સ્પષ્ટ કરે.3. પ્રશિક્ષણાર્થીઓ ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવે.4. પ્રશિક્ષણાર્થીઓ સામાન્ય અને વિશિષ્ટ હેતુ વચ્ચેનો તફાવત સ્પષ્ટ કરે.5. પ્રશિક્ષણાર્થીઓ ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણ વચ્ચે તુલના કરે.6. પ્રશિક્ષણાર્થીઓ વિભિન્ન શૈક્ષણિક સાધનોની યાદી તૈયાર કરે.7. પ્રશિક્ષણાર્થીઓ વિભિન્ન અધ્યાપન પદ્ધતિઓની સંકલ્પના તારવી મહત્વ સ્પષ્ટ કરે.8. પ્રશિક્ષણાર્થીઓ વ્યાકરણના વિવિધ ઘટકોની સંકલ્પના તારવે.9. પ્રશિક્ષણાર્થીઓ માતૃભાષામાં ભાષા મંડળની રચના અને સ્વરૂપનું વર્ણન કરે.10. પ્રશિક્ષણાર્થીઓ ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓની સમીક્ષા કરે.
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Course Content		
એકમ-૧	માતૃભાષા શિક્ષણમાં પાઠ આયોજન , ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણ	Weightage* (%)
	<p>અ. માતૃભાષા ગુજરાતીમાં પાઠ આયોજન</p> <ol style="list-style-type: none">૧. પાઠ આયોજનની સંકલ્પના અને મહત્વ૨. પાઠ આયોજનના સોપાનો <p>બ. પાઠ આયોજન અને એકમ આયોજન</p> <ol style="list-style-type: none">૧. પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત૨. સામાન્ય હેતુ અને વિશિષ્ટ હેતુ વચ્ચેનો તફાવત <p>ક. ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ</p> <ol style="list-style-type: none">૧. હેતુઓ અને વર્ગ વ્યવહાર૨. શૈક્ષણિક સાધનો અને પ્રવૃત્તિઓ	35





	<p>ડ. સ્વ અધ્યયન - લેખન શિક્ષણની સંકલ્પના અને લેખન શિક્ષણના હેતુઓ અને વર્ગવ્યવહાર</p> <p>૧. લેખન શિક્ષણની સંકલ્પના</p> <p>૨. લેખન શિક્ષણના હેતુઓ અને વર્ગવ્યવહાર</p>	
એકમ-૨	માતૃભાષા અધ્યાપન પદ્ધતિઓ	
	<p>અ. પ્રશ્નોત્તર પદ્ધતિ</p> <p>૧. પ્રશ્નોત્તર પદ્ધતિની સંકલ્પના અને મહત્વ</p> <p>૨. પ્રશ્નોત્તર પદ્ધતિમાં ધ્યાનમાં રાખવાની બાબતો</p> <p>બ. આગમન-નિગમન પદ્ધતિ</p> <p>૧. આગમન-નિગમન પદ્ધતિની સંકલ્પના અને મહત્વ</p> <p>૨. આગમન-નિગમન પદ્ધતિની મર્યાદાઓ</p> <p>ક. નાટ્યીકરણ પદ્ધતિ</p> <p>૧. નાટ્યીકરણ પદ્ધતિની સંકલ્પના અને મહત્વ</p> <p>૨. નાટ્યીકરણ પદ્ધતિમાં ધ્યાનમાં રાખવાની બાબતો</p> <p>ડ. સ્વ- અધ્યયન- ભાષામંડળની રચના, સ્વરૂપ અને પ્રવૃત્તિઓ</p> <p>૧. ભાષામંડળની રચના અને સ્વરૂપ</p> <p>૨. ભાષામંડળનું મહત્વ અને પ્રવૃત્તિઓ</p>	૩૨
એકમ-૩	વ્યાકરણ અને સાહિત્ય કૃતિઓની સમીક્ષા	
	<p>અ. છંદ અને અલંકાર</p> <p>૧. છંદ - મંદાકાન્તા, શિખરિણી, શાદુલવિકીડિત</p> <p>૨. અલંકાર - સજ્જવારોપણ, ઉત્પ્રેક્ષા, અંત્યાનુપ્રાસ</p> <p>બ. નિપાત અને સંયોજક</p> <p>૧. નિપાતનો અર્થ અને પ્રકારો</p> <p>૨. સંયોજકનો અર્થ અને પ્રકારો</p> <p>ક. સાહિત્ય કૃતિઓની સમીક્ષા</p> <p>૧. આજની ઘડી રળિયામણી</p> <p>૨. બાનો વાડો</p> <p>ડ. સ્વ- અધ્યયન વિરામચિહ્નનો અર્થ, પ્રકાર, ઉપયોગિતા અને કામ કરે ઈ જીતે કૃતિની સમીક્ષા</p> <p>૧. વિરામચિહ્નનો અર્થ, પ્રકાર અને ઉપયોગિતા</p> <p>૨. કામ કરે ઈ જીતે - કૃતિની સમીક્ષા</p>	૩૨





Teaching-Learning Methodology	વ્યાખ્યાન, સ્વઅધ્યયન, ચર્ચા , જૂથ અધ્યયન , જૂથચર્ચા, સ્વાધ્યાય, પ્રકલ્પ, સમસ્યાનું નિરાકરણ, ફિલ્મ શો, નિદર્શન, વ્યક્તિ અભ્યાસ, ક્ષેત્રમુલાકાત
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner	
1.	ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ એકમોનું પાઠ આયોજન બનાવી શકશે.
2.	પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત સ્પષ્ટ કરી શકશે.
3.	પાઠ આધારિત સામાન્ય અને વિશિષ્ટ હેતુઓની રચના કરી શકશે.
4.	ગદ્ય, પદ્ય, વ્યાકરણ અને લેખન શિક્ષણની આવશ્યક બાબતો અંગે સ્પષ્ટ થશે.
5.	પાઠ આધારિત વિભિન્ન શૈક્ષણિક સાધનોની રચના કરી, તેનો અસરકારક ઉપયોગ કરી શકશે.
6.	અસરકારક અધ્યાપનકાર્ય માટે વિભિન્ન અધ્યાપન પદ્ધતિઓનો વિનિયોગ કરી શકશે.
7.	ભાષામંડળની રચના કરી વિવિધ પ્રવૃત્તિઓ હાથ ધરી શકશે.
8.	કથન અને લેખન કૌશલમાં વ્યાકરણની દ્રષ્ટિએ શુદ્ધ અભિવ્યક્તિ કરી શકશે.
9.	ગુજરાતી વિષયના પાઠ્યપુસ્તકમાં સમાવિષ્ટ કૃતિઓની સમીક્ષા કરી શકશે.

Suggested References:	
Sr. No.	References
1.	આકૃવાલા, સી.કે. અને કલ્યાણ.(૧૯૭૦).ગુજરાતીનું અભિનવ અધ્યાપન. અમદાવાદ : ભારત પ્રકાશન
2.	જોશી, ક.(૨૦૧૧). પ્રારંભિક ગુજરાતી વ્યાકરણ. અમદાવાદ : શબ્દલોક





3.	ઠક્કર, ન. અને શાહ. પ્ર.(૨૦૧૧).વિચારવિસ્તાર, છંદ, અલંકાર, કાવ્યનું રસદર્શન અને પ્રસંગાલેખન . અમદાવાદ : આદર્શ પ્રકાશન.
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6.	ત્રિવેદી, ર.(૧૯૫૫). માતૃભાષાનું અધ્યાપન.. અમદાવાદ :રાવણી પ્રકાશન ગૃહ
7.	દેસાઈ, ઊ.ધ. (૨૦૧૨). વ્યાકરણ વિમર્શ (બીજી આવૃત્તિ). અમદાવાદ : યુનિવર્સિટી ગ્રન્થ નિર્માણ બોર્ડ.
8.	પટેલ, મો. અને અન્ય.(૨૦૦૪).ગુજરાતી વિષયવસ્તુનું અધ્યયન (પાંચમી આ.) અમદાવાદ : બી.એસ. શાહ પ્રકાશન
9.	પટેલ, મો. અને અન્ય. (૨૦૦૪).ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ : બી.એસ. શાહ પ્રકાશન
10.	પટેલ, મો. અને અન્ય.(૨૦૦૪).ગુજરાતી વિષયવસ્તુનું . અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
11.	પટેલ, અ.(૨૦૦૪). ગુજરાતીનું આદર્શ અધ્યાપન. અમદાવાદ : વારીષેણ પ્રકાશન.
12.	ભાંડારી, અ.(૨૦૧૩). ગુજરાતી વ્યવહારિક વ્યાકરણ (બીજી આ.) અમદાવાદ : અરુણોદય
13.	રાવલ,ન.બ.(૨૦૧૦).ગુજરાતીનું અભિનવ અધ્યાપન . અમદાવાદ : નીરવ પ્રકાશન.
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18.	વ્યાસ, યો.ધી (૨૦૧૦). બોલી વિજ્ઞાન અને ગુજરાતી બોલીઓ (ચોથી આ.). અમદાવાદ : યુનિવર્સિટી ગ્રન્થ નિર્માણ બોર્ડ
19.	Brindhamani M. (2014). Language education . New delhi : APH Publishing.





20.	Francis, Hazel.(1977).Language in Teaching and Learning. Landon : George, Allen &Unwin.
21.	NCTE, (2001). Teacher Education in Gujarati. NCTE.
22.	Widdowson, H.G.(1978). Teaching Language as Communication. Oxford : Oxford University Press.

On-line resources to be used if available as reference material	
On-line Resources	
1.	www.bhagwadgomandl.com
2.	www.gujaratiexicom.com
3.	www.shabdkosh.com
4.	www.readgujarati.com





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01CBED54	Title of the Course	CPS-1: Language Across the Curriculum
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The Student-teachers examine role of language in thinking in communication.2. The Student-teachers demonstrate component of effective communication3. The Student-teachers implement different activities of listening and reading comprehension skills4. The Student-teachers compose different writing pieces for various purposes5. The Student-teachers differentiate between home language and standard language and apply its implications in communication6. The Student-teachers incorporate communication techniques in their lesson plans7. The Student-teachers classify different types of texts8. The Student-teachers derive salient features of various types of texts9. The Student-teachers implement implications of multilingualism in their classroom
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Course Content		
Unit	Description	Weightage* (%)
1.	Meaning, role of language and communication A. Communication <ol style="list-style-type: none">1. Concept of communication2. Characteristics of effective communication B. Meaning and Role of language <ol style="list-style-type: none">1. Language as a medium of thinking2. Language as a medium of communication C. Form of language <ol style="list-style-type: none">1. Standard language and home language: Meaning and characteristics2. Use of standard language and home language in class room D. Self Learning	36





	<ol style="list-style-type: none">1. Techniques for developing effective communication2. Examples of use of standard language and home language in classroom	
2.	<p>Communication in Classroom</p> <p>A. Comprehension Skills</p> <ol style="list-style-type: none">1. Listening and listening comprehension: Concept, characteristics and activities based on school subjects2. Reading and reading comprehension: Concept, characteristics and activities based on school subjects <p>B. Expression Skills</p> <ol style="list-style-type: none">1. Speaking: Concept, characteristics and activities based on school subjects2. Writing: Concept, characteristics and writing for various purposes <p>C. Techniques of classroom communication</p> <ol style="list-style-type: none">1. Group discussion and Symposia: concept, implementation in classroom2. Questioning and Dialogue: concept, implementation in classroom <p>D. Self Learning</p> <ol style="list-style-type: none">1. Design and implementation of skill specific school activities2. Use of communication techniques in classroom	32
3.	<p>Types of text and multilingualism</p> <p>A. Analysis of different types of text-1</p> <ol style="list-style-type: none">1. Expository text : meaning, characteristics and examples2. Descriptive text: meaning, characteristics and examples <p>B. Analysis of different types of text-2</p> <ol style="list-style-type: none">1. Transactional text: meaning, characteristics and examples2. Narrative text: meaning, characteristics and examples <p>C. Multilingualism</p> <ol style="list-style-type: none">1. Concept and characteristics2. Effect of cultural background <p>D. Self Learning</p> <ol style="list-style-type: none">1. Analysis of various texts of text books and deriving characteristics2. Implementation of multilingualism in classroom communication	32





Teaching-Learning Methodology	<ul style="list-style-type: none">- Symposia- Questioning- Discussion- Flipped classroom- Group discussion- Presentation by Students- Panel Discussion- Work Shops- Project- Blended Learning Designs
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain and clarify the role of language in thinking and communication.
2.	Explain concept of curriculum and illustrate factors affecting effective communication.
3.	Design and execute activities for developing Listening Speaking, Reading and Writing.
4.	Differentiate characteristics of different pieces of writing.
5.	Explain difference between home language and standard language.
6.	Illustrate home language and standard language.
7.	Explain and exemplify different types of texts.
8.	Review the features of different types of text and label them.
9.	Explain and clarify the concept of multilingualism and justify its need.





Suggested References:

Sr. No.	References
	<ul style="list-style-type: none">- પટેલ મોતીભાઈ , દવે જ્યેન્દ્ર , યાજ્ઞિક મહેશચંદ્ર , અંધારિયા રવિન્દ્ર. (2003-2004) શાળા પ્રબંધ. બી. એસ. શાહ પ્રકાશન. અમદાવાદ.- પટેલ. સી.પી.શુક્લ સતિષપ્રકાશ, પટેલ એસ. એ , ઠાકર. સંજય , પટેલ.એન.એ, અને પટેલ એસ. કે.(2003). શૈક્ષણિક પ્રૌઢ્યોગિકી અને પ્રબંધના આવશ્યક તત્ત્વો. વારિશેણ પ્રકાશન. અમદાવાદ.- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), <i>Multilingual education for South Africa</i> (pp. 3– 7). Heinemann Educational Books.- Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), <i>Learning to read in American schools: Basal readers and content texts</i>. Psychology Press.- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. <i>The Reading Teacher</i>, 670–674

On-line resources to be used if available as reference material

- The Reading Teacher. Vol.57. No.8 (May,2004). Published By: International Literacy Association. <https://www.jstor.org/stable/20205422>.
- Cohort Nominate. (2016).Communication Skill For Teachers: An Overview, Retrieve from Online on 10/08/16 <http://www.communicationskillsworld.com/communicationskillsforteachers.html>)
- David Andrade. (2015). The Importance of Communication in Education. Retrieve from Online on 15/08/2015 <http://www.techlearning.com/blogentry/8716>
- Freddie Silver. (NA).Why Is It Important for Teachers to Have Good Communication Skills?. Retrieve from Online on 11/08/16. <http://work.chron.com/important-teachers-good-communication-skills10512.html>).





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01CBED53	Title of the Course	PE-2 : Contemporary India and Education
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers derive the fundamental rights and duties of citizens.2. The student-teachers analyze the relevance of education in Indian socio-cultural context.3. The student-teachers clarify the point of view of Indian education thinkers.4. The student-teachers clarify the effects of the policy framework on education.5. The student-teachers comment on various inequalities in education.6. The student-teachers present questions and solutions of various classes in contemporary India.7. The student-teachers identify and analyze social diversity.8. The student-teachers clarify the role of education for social diversity.
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Course Content		
Unit	Description	Weightage* (%)
1.	Education	18
	<ol style="list-style-type: none">A. Education - Meaning and Definition<ol style="list-style-type: none">1. Indian Philosopher and Thinkers2. Western Philosopher and ThinkersB. Nature and Types of Values<ol style="list-style-type: none">1. Formal and Informal2. Non formalC. Process of Education and its Aims<ol style="list-style-type: none">1. Process of Education2. Aims of EducationD. Self Learning : Education<ol style="list-style-type: none">1. Nature of Education2. Importance of Education	





2.	Constitution of India and Educational	16
.	A. Indian Constitution 1. Preamble 2. Constitutional Values B. Rights and Duties of Indian Citizens 1. Fundamental Rights 2. Duties of Indian Citizens C. Rights of Education 1. Rights of Educational Bills 2. Provisions of Bills D. Self Learning : Constitutional Rights 1. Constitutional Rights of Child 2. Constitutional Rights of Woman	
3.	Education in Contemporary India	16
.	A. Recommendation of Kothari Commission 1. Context of Structure 2. Context of Teacher Education B. Recommendation of NEP-1986 1. Drop-out : Meaning, Causes & Solution 2. Stagnation : Meaning, Causes & Solution C. Policy Framework for marginalized Child 1. Objectives of Sarva Shiksha Abhiyan 2. Mid Day Meal Project : Need & Importance D. Self Learning : National Knowledge Commission 1. Formation of National Knowledge Commission 2. Objective of National Knowledge Commission	
4.	Educational Philosophy of Indian Thinkers	18
	A. Mahatma Gandhi 1. Concept of Education 2. Principles of Education B. J. Krishnamurti 1. Concept of Education 2. Education for Transformation : Individual & Social C. Maharshi Aurobindo 1. Concept of Education 2. Principles of Education D. Self-Learning : Education Concept of Other Indian Thinkers	





	<ol style="list-style-type: none">1. Swami Vivekanand : Concept of Education2. Dr. Sarvapalli Radhakrishnan : Concept of Education	
5.	Contemporary Indian Schooling : Concerns and Issues	16
	<ol style="list-style-type: none">A. Equality of Educational Opportunity : (with reference to Constitution of Indian)<ol style="list-style-type: none">1. Concept2. NeedB. Issues and Solution of Various Classes<ol style="list-style-type: none">1. Issues and Solution of SC & ST2. Issues and Solution of Girls and physically Challenged ChildC. Equality in Schooling : Issues and Solution<ol style="list-style-type: none">1. Urban School : Issues and Solution with reference to Equality2. Rural School : Issues and Solution with reference to EqualityD. Self-Learning<ol style="list-style-type: none">1. Issues and Solution of SEBC2. Issues of Government & Private School with reference to Equality	
6.	Social Diversity and Education	16
	<ol style="list-style-type: none">A. Concept of Society and Social Diversity<ol style="list-style-type: none">1. Society2. Social DiversityB. Diversity of Different levels<ol style="list-style-type: none">1. Regions and Languages2. Religions and CastsC. Role of Education<ol style="list-style-type: none">1. In the Formation of Collective living2. For Peaceful lifeD. Self-Learning: Social Changing<ol style="list-style-type: none">1. Concept2. Role of School in Social Changing	

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Exercise the fundamental rights of citizens.
2.	Perform the fundamental duties of citizens.
3.	Evaluate the relevance of education in Indian socio-cultural context.
4.	Differentiate between the views of Indian education thinkers.
5.	Examine the effects of the policy framework on education.
6.	Present the characteristics of various inequalities in education.
7.	Describe the questions of different classes in contemporary India.
8.	Present solutions of the questions of various classes in contemporary India.
9.	Identify and analyze social diversity.
10.	Clarify the role of education for social diversity.

Suggested References:	
Sr. No.	References
1.	Aggarwal J. C. (2003). Development and Planning of Modern Education Seventh revised Edition, New Delh, Vikas Publication House Pvt. Ltd.
2.	Aggarwal J. C. (2008). Education in Emerging Indian Society, Shipra Publication, Delhi.
3.	Aggarwal J. C. (2006). Basic Ideas in Education, Shipra Publication, Delhi.





4.	Amartya Sen and Jean Dreze (1977). India: Economic Development and Social Opportunity, Oxford India, Delhi.
5.	Bhatia R. L. And Ahuja B. N. (2004). Modern Indian Education and It's Problems, Surjeet Publication, Delhi.
6.	Deshpande, S. (2004). Contemporary India: A sociological View, Chapter 5: Caste Inequalities in India Today, Pengain, New Delhi.
7.	Government of India (GOI) (1966). National Education Commission (1964-66) Ministry of Education, New Delhi.
8.	Govt. of India (1986/1992). National Policy on Education, New Delhi: Min. of HRD.
9.	Government of India (GOI). Right to Education Act 2009 MHRD: New Delhi
10.	GOI (2011). Sarva Shiksha Abhiyan – Framework for Implementation based on the Right of Children to Free and Compulsory Education Act. 2009 GOL, retrieved from http://www.puefa.com/upefa.com/upefaweb/admin/myuploads/ssa-frame-work-(revised)-9-6-2011.pdf
11.	NCERT (2005). National Curriculum Framework. NCERT, New Delhi.
12.	ત્રિવેદી આર. એસ., દવે જયેન્દ્ર શાસ્ત્રી અને પટેલ મોતીભાઈ મ., શિક્ષણ વિચાર શ્રુંખલા બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
13.	દવે જયેન્દ્ર શાસ્ત્રી, (૧૯૮૩). કેળવણીના તાત્વિક આધારો, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
14.	દેસાઈ વિપુલ આર. (૨૦૧૦). ભારતનું સંવિધાન, બુક સેલ્ફ, અમદાવાદ.
15.	પટેલ મણીભાઈ, (૧૯૫૯). મહાત્મા ગાંધીની ફિલસુફી (પ્રથમ આવૃત્તિ), નવજીવન મુદ્રણાલય, અમદાવાદ.
16.	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી, (૧૯૭૮). શિક્ષણની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલા, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
17.	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી, (૨૦૦૫-૦૬). ભારતમાં શૈક્ષણિક પ્રણાલીનો વિકાસ, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.





18.	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી, (૧૯૯૯-૨૦૦૦). શિક્ષણની વિસ્તરતી ક્ષિતિજો, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
19.	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી, (૨૦૦૬-૦૭). વિકાસમાન ભારતીય સમાજમાં શિક્ષણ, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
20.	પટેલ મોતીભાઈ મ. અને દવે જયેન્દ્ર શાસ્ત્રી, (૨૦૦૩-૦૪). શિક્ષણ ચિંતકોનું શિક્ષણ દર્શન, બી.એસ. શાહ પ્રકાશન, અમદાવાદ.
21.	પટેલ સી.પી. (૧૯૮૬). શિક્ષણની મુક્ત પ્રગતી-પદ્ધતિ (પ્રથમ આવૃત્તિ), સ.પ. યુનિવર્સિટી, વલ્લભ વિદ્યાનગર.
22.	રાવળ નટુભાઈ (૨૦૦૪). વિકાસમાન ભારતીય સમાજમાં શિક્ષણ અને શિક્ષક, નિરવ પ્રકાશન, અમદાવાદ.

On-line resources to be used if available as reference material

On-line Resources

<https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>

<https://www.learningclassesonline.com/2020/10/contemporary-india-and-education.html>





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01CBED52	Title of the Course	PE-1 : Psychology of Childhood and Growing Up
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers categorize different stages of child development.2. The student-teachers elaborate development phases of child development through theories and observation.3. The student-teachers interpret theories of sex education, personality, Adjustment and Motivation.4. The student-teachers justify theories of learning of Piaget, Erikson, Kohlberg and others psychologists in real situation.5. The student-teachers classify the characteristics of children during their practice Teaching.6. The student-teachers examine the children with disabilities and exceptional children.
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Course Content		
Unit	Description	Weightage* (%)
1.	Child Psychology and Process of Child Development A. Child Psychology <ol style="list-style-type: none">1. Child Psychology : Concept, Nature, Scope2. Growth and Development : Concept, Principles of Development, Factors influencing Growth and development (Heredity and Environment) B. Child development <ol style="list-style-type: none">1. Sequence of stages of human development2. Infancy : Characteristics, Educational Implications of Infancy. C. Childhood & adolescence <ol style="list-style-type: none">1. Childhood : Characteristics and Educational Implications2. Adolescence : Concept of Adolescence in Indian Context, Problems of Childhood. D. Self Learning <ol style="list-style-type: none">1. Observation of Children in real situations2. Classification of characteristics of children's behaviours	18





2.	<p>Different STAGES of Development of Child</p> <p>A. Emotional development</p> <ol style="list-style-type: none">1. Emotional development of child : Concept, Factors affecting emotional development2. Childhood and emotional development, Educational Implications of emotional development of child <p>B. Mental development</p> <ol style="list-style-type: none">1. Mental development of child : Concept, Factors affecting mental development of child2. Adolescence and mental development, Educational Implications of child <p>C. Social development</p> <ol style="list-style-type: none">1. Social development of child : Concept, Social Maturity, Factors affecting social development of child.2. Adolescence and social development, Educational Implications of social development of child <p>D. Self Learning</p> <p>Language development</p> <ol style="list-style-type: none">1. Language development of child : Concept2. Factors affecting language development, Role of schools in language development of child.	16
3.	<p>Sex Education, Personality, Adjustment and Motivation</p> <p>A. Sex education</p> <ol style="list-style-type: none">1. Concept, objectives of sex Education.2. Need of Sex Education , Role of school for sex Education <p>B. Personality and adjustment</p> <ol style="list-style-type: none">1. Concept , Nature , Types of personality According to Yung2. Adjustment : Concept, Factors affecting Adjustment-Home, School and Society <p>C. Motivation</p> <ol style="list-style-type: none">1. Concept , Nature2. Types of Motivation, Maslo's Self Realization Theory. <p>D. Self Learning</p> <ol style="list-style-type: none">1. Freud's Basic Ideas about Personality2. Factors of Personality	16
4.	<p>Theories of Learning</p> <p>A. Jean Piaget</p> <ol style="list-style-type: none">1. Cognitive development of child according to Piaget	18





	<ul style="list-style-type: none">2. Educational Implications of Piaget's theoryB. Erik Erikson<ul style="list-style-type: none">1. Stages of Personality development according to Erikson2. Educational Implications of Erikson's theoryC. Lawrence Kohlberg<ul style="list-style-type: none">1. Kohlberg's theory of Moral development2. Stages of Moral development and Moral thinkingD. Self Learning<ul style="list-style-type: none">1. Classification of Physical and cognitive characteristics of Secondary school students according to above principles2. Classification of Physical and cognitive characteristics of emotional and social characteristics.	
5.	<p>Education of Exceptional Children</p> <ul style="list-style-type: none">A. Exceptional children<ul style="list-style-type: none">1. Meaning and characteristics2. Gifted children : Characteristics, problems of Gifted children, Education of Gifted ChildrenB. Educationally backward and creative children<ul style="list-style-type: none">1. Educationally Backward children : Meaning, Characteristics, Educational Implications2. Creative Children : Meaning, Characteristics, Educational ImplicationsC. Slow learner<ul style="list-style-type: none">1. Slow Learner : Meaning and Characteristics2. Education of Slow LearnerD. Self Learning<ul style="list-style-type: none">Mentally Retarded Children<ul style="list-style-type: none">1. Meaning and characteristics2. Education of Mentally Retarded learners	16
6.	<p>Children with Learning Disabilities</p> <ul style="list-style-type: none">A. Learning disability<ul style="list-style-type: none">1. Concept2. Types of learning disabilities : Language, Reading, Writing, CalculationB. Dyslexia<ul style="list-style-type: none">1. Meaning , Reasons and characteristics2. Education for Children with DyslexiaC. Attention Deficiency Disorder (ADD)	16





	<ol style="list-style-type: none">1. ADD : Meaning , Reasons and Characteristics2. Education for children with ADD <p>D. Self Learning</p> <p>Physically disabled children</p> <ol style="list-style-type: none">1. Meaning, Characteristics2. Education for Physically disabled children	
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Teaching-Learning Methodology	Lecture-cum-discussion, Tutorials, Observation, Group-discussion, Self-learning, Assignments, Survey
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify various stages of human development.
2.	Solve the problems of Adolescent learners, Exceptional and Gifted Learners.
3.	Design the interaction pattern for various types of children.
4.	Predict the behaviour patterns of learners.
5.	Rate the learners according to learnt psychological theories.
6.	Compare different learning theories.
7.	Select appropriate base of theory to interact with learners in real situation.
8.	Plan their practice lessons and other activities according to the types of learners.
9.	Identify various stages of human development.
10.	Solve the problems of Adolescent learners, Exceptional and Gifted Learners.





Suggested References:

Sr. No.	References
	<p>(1) Hurlock Elizabeth B., (1978). 'Child Development' International Edition, Mcgraw-Hill book Company, New Delhi.</p> <p>(2) Mahmad Jafar (2004). 'Child Psychology' APH Publishing Co-operation, Dariya Ganj, New Delhi.</p> <p>(3) Lada, Aidarora(1982). Child Development and Education, Progress Publishers, Moscow</p> <p>(4) Chaube, S.P. (1983), 'Adolescent Psychology' Vikas Publishing House Pvt. Ltd. Ghaziabad, UP (India)</p> <p>(5) Watson, Robert, & Henry Clay Lindgren (1979). 'Psychology of the child and the Adolescent', (4th ed.) Collier Macmillan International Editions, Macmillan Publishing Co. Inc. New York.</p> <p>(6) દોંગા, નાનુભાઈ (2001). 'અધ્યયન, અધ્યાપન અને વિકાસનું મનોવિજ્ઞાન', નીરવ પ્રકાશન, અમદાવાદ</p> <p>(7) દોંગા, નાનુભાઈ (2012). 'અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ : વિકાસ, શિક્ષણ પ્રક્રિયા અને માહિતી ટેકનોલોજી', નિજજન સંકો સેન્ટર, રાજકોટ</p> <p>(8) રાવલ, નટુભાઈ વી. (૨૦૦૩). 'અધ્યેતાનો વિકાસ અને અધ્યાપન-અધ્યયન પ્રક્રિયા'. નીરવ પ્રકાશન</p> <p>(9) શુક્લ, સતીષ પ્રકાશ એસ. (2010). 'શૈક્ષણિક મનોવિજ્ઞાન', અગ્રવાલ પ્રકાશન, આગ્રા-2</p> <p>(10) શુક્લ, સતીષ પ્રકાશ એસ. (2012). 'અધ્યેતા, પ્રકૃતિ અને મનોવિજ્ઞાન', અગ્રવાલ પ્રકાશન, આગ્રા-2</p> <p>(11) માથુર, એસ.એસ (1991). 'શિક્ષા મનોવિજ્ઞાન', વિનોદ પુસ્તક મંદિર, આગરા</p> <p>(12) શર્મા, રાજેન્દ્ર (1998). 'બાલવિકાસ એવં મનોવિજ્ઞાન', સબલાઈમ પ્રકાશન, જયપુર</p> <p>(13) શર્મા, રચના & સિંહા, એચ.એસ. (1996). 'શિક્ષા મનોવિજ્ઞાન', એટલંટીક પબ્લિકેશન & ડિસ્ટ્રીબ્યૂશન, નર્ડ દિલ્લી.</p>

On-line resources to be used if available as reference material

On-line Resources

<https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-1>





Bachelor of Education (B.Ed. General)
Semester-I

Course Code	UE01CBED51	Title of the Course	EPC-1: Reading and Reflecting on Texts
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers clarify the concept of reading and identify its types.2. The student-teachers review models of Reading for developing comprehension.3. The student-teachers clarify the concept of reflection and describe its process.4. The student-teachers generate reflections on the selected texts.5. The student-teachers design questions for cognitive development and for generating reflections.
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Course Content		
Unit	Description	Weightage* (%)
1.	Reading and Process of Reflection A. Reading <ol style="list-style-type: none">1. Meaning and Definition of Reading2. Types of Reading (Objective Based) B. Models of Reading <ol style="list-style-type: none">1. Reading model by William S Gray2. Reading Model by Robinson C. Process of Reflection <ol style="list-style-type: none">1. Reflection: Meaning and Definition.2. Strategies for Developing Reflection D. Self Learning : Cognitive development through Reading <ol style="list-style-type: none">1. Nature of Questions for Higher order Thinking2. Reflection Generative Questions for Higher Order Thinking	36
2.	Selected Readings and Reflection A. Descriptive Texts <ol style="list-style-type: none">1. " Diva Swapn" By Gujubhai Badheka2. " TotoChaan" By Tetsuko Kuroyangi B. Literary Texts <ol style="list-style-type: none">1. " Siddhartha" By Hermann Hesse2. " Sagar Pankhi" by Richard Bach	32





	<p>C. Educational Texts</p> <ol style="list-style-type: none">1. “Learning : The treasure Within” : Unesco - Dellor’s Report (Chapter 4, 5, 7)2. “Balako Nishfal Saathi Jaay Chhe” By John Holt (Page 200-235) <p>D. Self Learning : Designing Questions for cognitive Development and generating Reflections</p> <ol style="list-style-type: none">1. Designing Questions for Cognitive Development on Texts mentioned in A, B, C2. Designing Questions for Generation of Reflections on Texts mentioned in A, B, C	
3.	<p>Selected Reading and Reflections</p> <p>A. Philosophical Texts</p> <ol style="list-style-type: none">1. “Pamvu ke Hovu” by Eric From2. “ Man Saathe Maitri” By Vimla Thakar <p>B. Descriptive Texts</p> <ol style="list-style-type: none">1. “Triju Moju” By Alwin Tofler (Chapter 1,3,11,14)2. “Charitry Nirman Matenu Shikshan” By Kirit Joshi (Chapter 1,2) <p>C. Educational Texts</p> <ol style="list-style-type: none">1. “Shikshan Vichaar By Vinoba Bhaave (Chapter 1,5,13,14)2. “ Shikhvani Kala” By J Krishna Murti <p>D. Self Learning : Designing Questions for cognitive Development and generating Reflections</p> <ol style="list-style-type: none">1. Designing Questions for Cognitive Development on Texts mentioned in A, B, C2. Designing Questions for Generation of Reflections on Texts mentioned in A, B, C	32

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Define reading and label types.
2.	Explain steps in each models of reading and build schemes for comprehension.
3.	Explain the meaning and process of reflection.
4.	Identify reflection generative pieces from the selected texts and build reflections on selected descriptive, literary and educational texts.
5.	Explain the role of questions for cognitive development and generation of reflections.
6.	Frame questions for cognitive development and generation of reflections.

Suggested References:

Sr. No.	References
1.	Alvin Toffler (1990). <i>The Third Wave, The Classic Study Of Tomorrow</i> , Bantam Books, USA Gujarati Translation By Kanti Shah <i>Triju Moju</i> , Yagna Prakashan.
2.	Agnihotri, R.K. (1995). <i>Multilingualism as a classroom resource</i> . In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), <i>Multilingual education for South Africa</i> (pp. 3–7). Heinemann Educational Books
3.	Bach, Richard (1970). <i>Jonathan Livingston The Seagull, A Story</i> , Macmillan Publishers Translated In Gujarati By: Mira Bhatt(2009), Navbharat Sahitya Mandir, Ahmedabad
4.	R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), <i>Learning to read in American schools: Basal readers and content texts</i> . Psychology Press.
5.	Joshi Kirit., <i>Education For Character Building, Gujarati (Charitrya Nirmaan Matenu Shikshan)</i> Translated By : Prafull Dave, Vicharvalonu Publication
6.	Holt, J., (1964) <i>How Children Fail</i> (Rev.Ed.) Penguin Gujarati Translation By Shinglot Kiran : <i>Balako Nishfal Shathi Nivde chhe?</i>
7.	Witty Paul (1949) <i>Reading In Modern Education</i> , D. C. Heath and Company: Bosten





8.	Swaby Barbara E.R. (1984). <i>Teaching And Learning Reading: A Pragmatic Approach</i> LittleBrown and Company. Boston, Toranto
9.	Thakar Vimla, (1996). <i>Mann Sathe Maitri</i> Vimal Prakashan Trust, Ahmedabad Guj. Traslation By :Arvind Desai
10.	Quandt Ivan J. (1977). <i>Teaching Reading: A Human Process</i> , Temple University, Rand McNally
11.	Robinson H.M. (1966). <i>Reading: Seventy Five Years Of Progress</i> , University Of Chicago
12.	Krishnamurti J. <i>Art Of Learning</i> (1987). Gujarati Translation: <i>Shikhavani Kala</i> (2007)TranslatedBy: Arvind Desai
13.	Hermann Hesse (1922,1951). <i>Sidhdharha</i> Translator : Hilda Rosner, New Directions U.S.
14.	Harris Albert J., (1961) <i>How To Increase Reading Ability</i> , Longmans, London
15.	Grellet F., (1981) <i>Developing Reading Skills: A Practical Guide to Reading ComprehensionExercises</i> , Cambridge University Press
16.	Gray William S. (1960). <i>The Major Aspects Of Reading</i> : University Press Of Chicago, Chicago
17.	Cheek Earl H.Jr., Collins M.D. (1985). <i>Strategies For Reading Success</i> , Louisiana StateUniversity,Charles E. Merrill Publishing Company
18.	Ahuja P., Ahuja G.C.(1991). <i>Learning To Read Effectively And Efficiently</i> , Sterling Publishers Private Limited.

On-line Resources

1. *Letter to a Teacher : By the School Of Barbiana,(1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>* College Publishing Company, Chicago
2. Bhatt, H. (n.d.). *The diary of a school teacher*. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf



SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of Education
Semester: I (Two Years) Syllabus with Effect from: June - 2021

Programme Outcome (PO) - For B.Ed. Programme	<p>After successful completion of this course, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend, interpret and analyse philosophical, psychological and sociological foundations with reference to educational practices and evolve their own eclectic approach to be implemented in their professional life. 2. Integrate content knowledge, pedagogical knowledge and technological knowledge for effective teaching of their own school subjects as classroom practitioners. 3. Enhance their knowledge and skills for handling qualitative and quantitative evaluation processes efficiently. 4. Sharpen professional capacities like skill of Reflection, skill of integrating various forms of Art, ICT skills and life skills. 5. Build profession related Attitudes towards holistic teacher-hood.
Programme Specific Outcome (PSO) - For B.Ed. Semester - I	<p>After successful completion of this semester, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate and apply various psychological principles of education as effective classroom practitioners. 2. Examine relevance of philosophical theories of education, various governmental schemes, educational policies and Constitutional provisions and develop required skills to implement them. 3. Design the schema of use of classroom language appropriately and develop communication skills for effective teaching. 4. Analyse various types of texts and understand the role of the teacher in multilingual classrooms. 5. Develop skill of reflection based on selected readings and derive wisdom for education and life. 6. Design and implement lesson planning by blending various subject specific approaches, methods, techniques, tactics, and models. 7. Exhibit personal traits and professional expertise related to teaching profession.

To Pass	<ol style="list-style-type: none"> 1. At least 40% Marks in the University Examination in each paper and 2. At least 40% Marks in the internal examination conducted by the college.
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Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-1	UE01CBED51	Reading and Reflecting On Texts	Theory	2	2	1.5 Hour	06/15	14/35	20/50
PE-1, 2	UE01CBED52	Psychology of Childhood and Growing up	Theory	4	4	3 Hour	12/30	28/70	40/100
	UE01CBED53	Contemporary India and Education	Theory	4	4	3 Hour	12/30	28/70	40/100
CPS 1	UE01CBED54	Language Across the Curriculum	Theory	2	2	1.5 Hour	06/15	14/35	20/50

Discipline and Subject cum Pedagogy - I									
CPS 2 (Any One)	UE01GBED51	Pedagogy of Gujarati	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED52	Pedagogy of English	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED53	Pedagogy of Mathematics	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED54	Pedagogy of Economics	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED55	Pedagogy of Commerce (Effect from June, 2021)	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Discipline and Subject cum Pedagogy - II									
CPS 3 (Any One)	UE01GBED56	Pedagogy of Hindi	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED57	Pedagogy of Sanskrit	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED58	Pedagogy of Social Science	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED59	Pedagogy of Science	Theory	2	2	1.5 Hour	06/15	14/35	20/50
	UE01GBED60	Pedagogy of Elements of Accountancy	Theory	2	2	1.5 Hour	06/15	14/35	20/50
Practicum Submission	UE01CBED55	Enhancement of Pedagogical Understanding – 1 (All Sub-Submission are Compulsory) * Analysis of Textbooks / Children’s Literature/Teacher’s Handbook (1) * Work shop on Lesson Planning (1) * Analysis of Textbooks / Children’s Literature/Teacher’s Handbook (1) * Work shop on Lesson Planning (1)		4	-	-	40/100	-	40/100
	UE01CBED56	Enhancement of Professional Understanding – 1 (All Sub-Submission are Compulsory) * Survey of five children (Observation and Interview based report)(Assignment to be submitted in the form of a Report) (1) * Tutorial/Survey/Seminar (1) * Content Analysis and framing Comprehension questions (any one unit from CPS2/CPS3) (1) * Book Review (1)		4	-	-	40/100	-	40/100
Lesson	UE01CBED57	Micro Lesson (6 to 8) + Simulation (2 to 4) + Stray Lesson (5 to 7) Total = 15		6	-	-	60/150	-	60/150

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of
Education Semester: II (Two Years)
Syllabus with Effect from: June - 2021

Programme Outcome (PO) - For B.Ed. Programme	<p>After successful completion of this course, the student-teachers will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend, interpret and analyse philosophical, psychological and sociological foundations with reference to educational practices and evolve their own eclectic approach to be implemented in their professional life. 2. Integrate content knowledge, pedagogical knowledge and technological knowledge for effective teaching of their own school subjects as classroom practitioners. 3. Enhance their knowledge and skills for handling qualitative and quantitative evaluation processes efficiently. 4. Sharpen professional capacities like skill of Reflection, skill of integrating various forms of Art, ICT skills and life skills. 5. Build teaching- profession related attitudes towards holistic teacher-hood.
Programme Specific Outcome (PSO) - For B.Ed. Semester - II	<ol style="list-style-type: none"> 1. Develop insight into bringing in elements of art and drama in teaching. 2. Examine and apply various pedagogical theories of learning as effective classroom practitioners. 3. Evolve teaching modalities based on advanced pedagogical principles. 4. Categorise types of content based on various tenets of knowledge. 5. Examine relevance of present school level curriculum and develop insight into need based curriculum designing. 6. Construct and apply various tools and techniques of evaluation. 7. Design and implement lesson planning by blending various subject specific approaches, methods, techniques, tactics, and models 8. Develop academic and administrative skills required for teaching profession.

To Pass	<ol style="list-style-type: none"> 1. At least 40% Marks in the University Examination in each paper and 2. At least 40% Marks in the internal examination conducted by the college.
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Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-2	UE02CBED51	Drama And Art in Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
PE-3, 4	UE02CBED52	Basics of Teaching and Learning	Theory	4	4	3 Hour	12/30	28/70	40/100
	UE02CBED53	Knowledge and Curriculum-Part I	Theory	2	2	1.5 Hours	6/15	14/35	20/50
CPS 4	UE02CBED54	Assessment for Learning (4)	Theory	4	2	3	28/70	28/70	40/100

Pedagogy of School Subject - I									
CPS 5 (Any One)	UE02GBED51	Pedagogy of Gujarati	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED52	Pedagogy of English	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED53	Pedagogy of Mathematics	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED54	Pedagogy of Economics	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED55	Pedagogy of Commerce (Effect from June, 2021)	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Pedagogy of School Subject - II									
CPS 6 (Any One)	UE02GBED56	Pedagogy of Hindi	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED57	Pedagogy of Sanskrit	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED58	Pedagogy of Social Science	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED59	Pedagogy of Science	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE02GBED60	Pedagogy of Elements of Accountancy	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Practicum Submission	UE02CBED55	Enhancement of Pedagogical Understanding – 2 (All Sub-Submission are Compulsory) * Construction of Text terms (CPS5) (1) * Teaching Aid (CPS5) (1) * Construction of Text terms (CPS6) (1) * Teaching Aid (CPS6) (1)		4	-	-	40/100	-	40/100
	UE02CBED56	Enhancement of Pedagogical Understanding – 3 (All Sub-Submission are Compulsory) * Preparation of Instructional Material/ Unit Planning (Any One from CPS4/CPS5) (2) * Blue Print (Any one from CPS4/CPS5) (2)		4	-	-	40/100	-	40/100
	UE02CBED57	Enhancement of Professional Understanding – 2 (All Sub-Submission are Compulsory) * Study and Analysis of NCF 2005 (1) * Preparation of Script (For Drama/Play/ Street Theatre/Mono Acting Anchoring (1)		2	-	-	20/50	-	20/50
Lesson	UE02CBED58	Block Teaching : Total = 10		4	-	-	40/100	-	40/100



Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED60	Title of the Course	CPS-6 : Pedagogy of Elements of Accountancy
Total Credits of the Course	02	Hours per Week	40

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers clarify evaluation tools in Accountancy subject. 2. The student-teachers prepare question paper based on blue print in Accountancy subject. 3. The student-teachers make various methods of learning in Accountancy subject utilisable. 4. The student-teachers establish the relationship of field work practical units in Accountancy subject. 5. The student-teachers analysis the current school text book of Accountancy subject with reference to definite parameters. 6. The student-teachers prepare the outline of the club of Accountancy subject. 7. The student-teachers differentiate among various concepts included in the content of Accountancy subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Accountancy: Evaluation Tools, Audio-Visual Aids and Methods</p> <p>A. Evaluation tools of Accountancy and Audio-visual Aids</p> <ol style="list-style-type: none"> 1. Evaluation tools: Meaning, Uses and tools 2. Audio-Visual tools: Computer, Internet, Charts, Sample <p>B. Blue Print</p> <ol style="list-style-type: none"> 1. Meaning and Characteristics 2. Steps and Construction <p>C. Method of Teaching</p> <ol style="list-style-type: none"> 1. Project Method: Meaning, characteristics, merits, demerits, Steps and Terms of success 2. Symposium Method: Meaning, characteristics, merits, demerits and Terms of success 3. Supervised study Method: Meaning, characteristics, 	35





	<p>merits, demerits and Terms of success</p> <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Effective use of bulletin board as a visual tool in Accountancy Subject.2. Demonstration Method : Meaning, Merits and Demerits	
2.	<p>Field Work, Text book and Accountancy Study Club</p> <p>A. Field work</p> <ol style="list-style-type: none">1. Meaning and Importance2. Visits to place of various field work and taking into consideration of field work <p>B. Text book</p> <ol style="list-style-type: none">1. Concept and characteristics2. Importance and criticism <p>C. Accountancy study club</p> <ol style="list-style-type: none">1. Meaning and Importance2. Activities <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Textbook Review of Standard -122. Constitution of Accountancy study Club	32.5
3.	<p>Content</p> <p>A. Deshi Nama Method – Annual Report</p> <ol style="list-style-type: none">1. Meaning and Characteristics of Deshi Nama Method2. Simple Sum of Annual Account <p>B. Partnership's Account</p> <ol style="list-style-type: none">1. Meaning and Characteristics2. Agreement, Capital Account and Simple sums of capital account <p>C. Goodwill</p> <ol style="list-style-type: none">1. Meaning of Goodwill2. Factors Affecting of Goodwill <p>D. Self-learning</p> <ol style="list-style-type: none">1. Accounting Method and Computer2. Difference between Equity Share and Preference Share	32.5





Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Prepare the list of various evolution tools of Accountancy Subject.
2.	Classify various evaluation tools on its types in Accountancy subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in Accountancy subject.
4.	Prepare a blue print in Accountancy subject.
5.	Prepare question paper based on the blue prints in Accountancy subject.
6.	Use various methods according to lesson during the practical lesson in Accountancy subject.
7.	Make a list of the units that can be used in the field work in Accountancy subject.
8.	Prepare a report on the field work done on any unit of Accountancy subject.
9.	Classify the internal and external characteristics of textbook of Accountancy subject.
10.	Review the textbook of Std.12 Accountancy subject.
11.	Prepare the procedure of constructing study club in Accountancy subject.
12.	Clarify the organisation of the study club of Accountancy subject.
13.	Clarify the list and work of the study club members in Accountancy subject.
14.	Construct a study in Accountancy subject.
15.	Clarify the school activities of the study club in Accountancy subject.





16.	Clarify various concepts of the content of Accountancy subject.
17.	Clarify the reasons, solutions, merits and demerits of the content of Accountancy subject.

Suggested References:

Sr. No.	References
1.	<ul style="list-style-type: none">• મિસ્ત્રી,એમ.આર.(૨૦૧૦).નામાનાં મૂળતત્વો વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.• વ્યાસ,આર.એચ.અને અન્ય.(૨૦૧૨).નામાનાં મૂળતત્વો ધોરણ-૧૧ ભાગ૧. ગાંધીનગર: ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ.• પટેલ,બી.એસ.(૨૦૦૭).નામાનાં મૂળતત્વોના અધ્યાપનનું પરિશીલન. અમદાવાદ: બી.એસ.શાહ પ્રકાશન.• રાવલ,એન.વી.(૨૦૧૦).નામાનાં મૂળતત્વોનું અભિનવ અધ્યાપન.અમદાવાદ: નીરવ પ્રકાશન.
2.	Boynlon, L. O. (1995). Methods of Teaching Book Keeping. Cincinnatti: South Western Publication Company. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Limited. Verman, M. M. (1979). Method of Teaching Accountancy. New York: McGraw Hill.

On-line resources to be used if available as reference material

On-line Resources

www.researchatate.net

www.na-bussinesspress.com

www.schoollearningoutcomes.edu.mt

www.Fileseric.edu.gov





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED59	Title of the Course	CPS-6 : Pedagogy of Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers compare different approaches of teaching science.2. The student-teachers construct lesson plans following inquiry approach and constructivist approach.3. The student-teachers perform classroom practices through demonstration and experimental method.4. The student-teachers evaluate science textbooks of standard VIII and IX.5. The student-teachers formulate science club and arrange various activities under it.6. The student-teachers arrange programmes like sky gazing and visit to botanical garden.7. The student-teachers evaluate competences and professional duties of science teacher.
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Course Content		
Unit	Description	Weightage* (%)
1.	Pedagogical Dimensions of Teaching Science A. Approaches of teaching science <ol style="list-style-type: none">1. Inquiry approach: concept, steps, role of teacher and learner2. Constructivist Approach : 5E Model, Developing lesson plan as construction of knowledge following 5E Model B. Methods of teaching science <ol style="list-style-type: none">1. Demonstration method: Concept, Demonstration of experiment, merits and demerits2. Experiment Method : Concept steps merits and demerits C. Textbook and Assessment <ol style="list-style-type: none">1. Evaluation of science textbook2. Assessment in science : Techniques of formative assessment	35





	D. Self Learning Approaches and Methods in learning science 1. Tinkering lab : Concept 2. Exploring ATAL Tinkering lab	
2.	Science Teacher and Learning Resources A. Competencies of science teacher 1. Role of a science teacher in teaching science 2. Professional development of a science teacher B. Field Experiences and Learning Resources 1. Botanical Garden : Organization and Implications 2. Sky Gazing : Organization and Implications C. Extension Activities 1. Science Club : Objectives and Activities 2. Science Exhibition / Science Fair : Objectives and Activities D. Self Learning 1. Reading and review of NCF national focus group position paper (2005) on teaching of science 2. Developing lifelong learning attributes through teaching learning of science	35
3.	Textbook of Class 9 (Gujarat Secondary Education Board)	30

Teaching-Learning Methodology	Lecture-cum discussion method, Demonstration method, group-work, workshop approach, conducting small scale experiments, experiential learning, pair work, Preparing teaching-learning aids, Analytical approach, Problem solving etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Design lesson plans using various approaches and methods of teaching science.
2.	Appraise activities of science club and science exhibitions.
3.	Review National Focus Group position paper (2005) on science teaching.
4.	Apply various print and ICT resources in science teaching.
5.	Develop lifelong learning attributes through teaching-learning of science.
6.	Determine role of science teacher.
7.	Explore into activities of ATAL tinkering lab.
8.	Conduct formative assessment using various techniques in practice teaching.
9.	Construct activities of Science exhibitions and science club.

Suggested References:

Sr. No.	References
1.	Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.
2.	Aikenhead, W. W. (1998). Cultural aspects of learning science. <i>Part one</i> , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.
3.	Barba, H.R. (1997). <i>Science in Multi-Cultural Classroom: A guide to Teaching and Learning</i> . USA: Allyn and Bacon.
4.	Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). Science Education and Culture: The Contribution of History and Philosophy of Science. The Netherlands: Kluwer Academic Publishers.
5.	Cobern, W. W. (1998). <i>Socio-Cultural Perspectives on Science Education</i> . London: kluwer Academic Publisher.
6.	Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In <i>Current Science</i> , Vol. 101, No. 12, pp1538-1543.
7.	Hines, S. M. (Ed.). (2005). Multicultural science Education: Theory, Practice, and Promise (Vol. 120). New York, U.S.A: Peter Lang.
8.	Lee, E. & Luft, J. (2008). Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. <i>International Journal of Science Education</i> 30(10), 1343-1363(21), August





9.	Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. <i>Teachers College Record</i> , 105 (3), pp 465-489.
10.	Lynch, S. J. (2000). <i>Equity and Science Education Reform</i> . Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
11.	<i>National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)</i> , NCERT: New Delhi
12.	Newsome, J. G. & Lederman, N. G. (Eds.) (1999). <i>Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education</i> . Kluwer Academic Publishers, The Netherlands
13.	Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In <i>Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory</i> . New York: Continuum. pp. 1-12.
14.	Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. <i>International Educational Studies</i> , 2 (1), pp 76-88.
15.	Rivet, A.E. & Krajick, J.S. (2008). Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In <i>Journal of Research in Science Teaching</i> , Vol. 45, No. 1, pp 79-100.
16.	Sears, J. and Sorensen, P. (Eds.). (2000). <i>Issues in Science Teaching</i> . Routledge Falmer, The Netherlands.
17.	Tobin, K. (Ed.). (1993). <i>The Practice of Constructivism Science Education</i> . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
18.	Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001). Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. <i>Journal of Research in Science Teaching</i> , 38(2), 137-158, February
19.	Wallace J. and Louden W. (eds.). <i>Dilemmas of Science Teaching: Perspectives on Problems of Practice</i> . London: Routledge Falmer. pp. 191-204.
20.	Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). <i>Science Education and Culture: The Contribution of History and Philosophy of Science</i> . The Netherlands: Kluwer Academic Publishers. pp.83-102.
21.	જોશી, એચ., લીખીયા, કે., શાહ, બી., શાહ, એચ., ભરૂયા, એન. (2004). <i>વિજ્ઞાન અધ્યાપનનું પરિશીલન</i> (ત્રીજી આવૃત્તિ). અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
22.	પટેલ, વી. જી. (1993). <i>વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ</i> (પ્રથમ આવૃત્તિ). સુરત : સાહિત્ય સંકુલ.
23.	પાંડે, શશિકિરણ. <i>વિજ્ઞાન શિક્ષણ</i> . નई દિલ્લી : વાણી પ્રકાશન દરીયાગંજ.
24.	રાવત, ડી.એસ. (1971). <i>વિજ્ઞાન શિક્ષણ</i> (6 th Ed.) આગરા : વિનોદ પુસ્તક મંદિર.





On-line resources to be used if available as reference material

On-line Resources

https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf

https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf

<https://www.edsys.in/innovative-science-teaching-methods/>

<https://www.arvindguptatoys.com/>

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf>

<https://www.pdfdrive.com/pedagogy-and-practice-teaching-and-learning-d17464309.html>

https://tinker.ly/atal-tinkering-lab/?gclid=CjwKCAiA9vOABhBfEiwATCi7GGEf1TFBJX-CrPWfoqLuUL6qaPE7OqvQwZuZ-MX4QyS4kXOW9EyFhoC59QQA_vD_BwE





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED58	Title of the Course	CPS-6 : Pedagogy of Social Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachersimplementthe methods and techniques of teaching Social Science.2. The student-teachensexhibit attitudes of a committed & competent Social Science teacher.3. The student-teachersformulateof the Social Science club & room's activities.4. The student-teachersprepare different teaching aids &exhibit the skill of using them in the classroom.5. The student-teachersimplementevaluation process in Social Science.6. The student-teachersconstruct& use different evaluation test in Social Science.
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Course Content		
Unit	Description	Weightage* (%)
1.	Social Science: Methods, Teacher as a Role Model and Social Science club A. Methods <ol style="list-style-type: none">1. Project method and Discovery Study(Steps and Importance)2. Problem Solving and Self Learning Method (Nature and Importance) B. Teacher as a Role Model <ol style="list-style-type: none">1. Characters and skills2. Professional Efficiency and Training C. Social Science Club <ol style="list-style-type: none">1. Aims and Formation2. Needs and Importance D. Self learning <ol style="list-style-type: none">1. Social Science club activities2. Importance and Delimitation of Demonstration Method	34





2.	Teaching Aids, Evaluation and Social Science Room A. Teaching Aids 1. Computer and Internet (Importance and Utility) 2. Magazine and Bulletin board (Importance and Utility) B. Evaluation 1. Concept of Evaluation and Importance 2. Type of question (concept and construction) C. Social Science Room 1. Social Science Room :- Importance and Decoration 2. Social Science Room: - Utility and Delimitation D. Self Learning 1. The Difference of Diagnostic test and remedial test 2. Prepare an evaluation test in using Google form	34
3.	Social Science Content: Standard 7, 8, 9 and 10 A. Standard 8 1. Lesson 7 Art in Modern India 2. Lesson 14 Disaster management 3. Lesson 15 Indian constitution B. Standard 9 1. Lesson 4 National Movement in India 2. Lesson 11 Indian Judiciary 3. Lesson 15 Drainage system C. Standard 10 1. Lesson 5 Indian Heritage of Science and Technology 2. Lesson 11 Indian: Water Resource 3. Lesson 18 Price Rise and Consumer Awareness D. Self Learning : Standard 7 1. Lesson 7 Bhakti Age : Religious Sects and Saints 2. Lesson 15 Equality in Democracy 3. Lesson 18 Markets	32

Teaching-Learning Methodology	Lecture, Discussion, Lecture cum Discussion, Demonstration, Group Discussion and Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Utilize methods and techniques of teaching Social Science
2	Exhibit professional efficiency and skills for teaching Social Science Teacher.
3	Prepare and develop plans for Social Science club activities.
3	Prepare and develop different aids for Social Science.
4	Prepare Evaluation Items.
5	Organize and use Social Science room.

Suggested References:	
Sr. No.	References
1.	Agrawal, J.C. (1995). <i>Teaching of Social Studies</i> . New Delhi: Vikas Publishing House.
2.	Bining, Arthur, C., and Bining, David, H., (1952). <i>Teaching Social Science in Secondary Schools</i> , McGraw, Hill Book Company, Inc., New York.
3.	Bais, N.S., <i>Teaching of Social Science Studies</i> . Jaipur: Jain Prakashan Mandir.
4.	Dash, B.N. (2006). <i>Content-cum-Method of Teaching of Social Science</i> . New Delhi: Kalyani Publication.
5.	Haroon, S. (Edt.) (2012). <i>Teaching Social Science</i> . New Delhi: Pearson.
6.	H. D. (ed.) (1981). <i>Handbook for the Teaching of Social Studies</i> . London: Gareem Helm, UNESCO





7.	Heller, F. (1986). <i>The use and abuse of Social Sciences</i> . London: Sage Publications.
8.	Joshi, D. (Edt.) (2012). <i>Methodology of Teaching Social Sciences</i> . New Delhi: Pearson.
9.	Konli, A. S. (1996). <i>Teaching of Social Studies</i> . New Delhi: Anmol Publications Pvt. Ltd.
10.	Mofatt, M.R. (1955). <i>Social Science Instruction</i> . New York: Prentice Hall.
11.	<i>National Curriculum Frame Work</i> (2005), NCERT, New Delhi.
12.	<i>NCERT's new textbook initiative</i> . New Delhi: Sage Publications India Pvt. Ltd.
13.	Preston, Ralph C. (1955). <i>Handbook of Social Science in the Elementary School</i> . New York: RhinehartandCompany.
14.	Sahu, B.K. (2007). <i>Teaching of Social Science</i> . New Delhi; Kalyani Publishers.
15.	Taneja, V.K. (1992). <i>Teaching of Social Science</i> . Ludhiana: Vinod Pub.
16.	Trigg, R.(1985). <i>Understanding Social Science</i> . New York: Basics Black Well
17.	Singh, Tirath (2013). <i>Teaching of Social Science</i> , Jalandhar:SG Publication
18.	ગુજરાત રાજ્ય પાઠ્યપુસ્તક મંડળ,ગાંધીનગર. ધોરણ 6 થી 10નું પાઠ્યપુસ્તક
19.	દેસાઈ, ડી.,દેસાઈ, ડી., (૧૯૬૩). <i>ઇતિહાસ શિક્ષણના આધુનિક વહેણો</i> .અમદાવાદ:એ. આર. શેઠની કંપની
20.	દેસાઈ, ડી., શેલત,એન., પંડિત, એચ. (1973). <i>ઇતિહાસ શિક્ષણની નવી ધરી</i> .અમદાવાદ:એ. આર. શેઠ કંપની.
21.	પંડ્યા, પી., શાહ,પી., પટેલ, બી., જયસ્વાલ, એન. (2005). <i>સમાજવિદ્યાનું આદર્શ અધ્યાપન</i> .અમદાવાદ.વારિષેણ પ્રકાશન.
22.	પટેલ, એમ., પટેલ, બી., ચૌહાણ, બી., પટેલ, આર. (2007). <i>સામાજિક વિજ્ઞાનના અધ્યાપનનું પરિશીલન</i> .અમદાવાદ:બી.એસ.શાહ પ્રકાશન
23.	પાઠક, યુ., સોલંકી, સી., પટેલ, કે., પટેલ, જે.(2007). <i>સામાજિક વિજ્ઞાનનું અભિનવ અધ્યાપન</i> .અમદાવાદ.નીરવ પ્રકાશન





24.	વકીલ, કે., દેસાઈ, ડી., (1960). ભૂગોળ શિક્ષણના આધુનિક વહેણો. મુંબઈ: એ.આર.શેઠની કંપની.
25.	શાહ, પી., મહિડા, જે., (2011). સામાજિક વિજ્ઞાનનું અધ્યાપન. અમદાવાદ: અમોલ પ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

https://www.youtube.com/watch?v=GUDH_PpTSz4 (Pedagogy of Social Sciences Upper Primary Stage)

https://ncert.nic.in/pdf/focus-group/social_sciencel.pdf Pedagogy of Social Sciences

https://youtu.be/rQrJNi_OOAO (Methodology of teaching social sciences D.El.Ed N.I.O.S StudynStuff)

<https://youtu.be/5VaDE8J5W9Q> (Methods of Teaching Social science Pedagogy of social science)

[https://onlinecourses.swayam2.ac.in/Methods of Teaching Social science Pedagogy of social science](https://onlinecourses.swayam2.ac.in/Methods%20of%20Teaching%20Social%20science%20Pedagogy%20of%20social%20science)

<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SOCIAL%20SCIENCE.pdf> Social science Pedagogy of social science





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED56	Title of the Course	CPS-6 : Pedagogy of Hindi
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. प्रशिक्षणार्थी इकाई आयोजन की संकल्पना और महत्व स्पष्ट करे 2. प्रशिक्षणार्थी व्याकरण अध्यापन पद्धति की विशेषताएँ बताएँगे 3. प्रशिक्षणार्थी रचना लेखन की संकल्पना स्पष्ट करे 4. प्रशिक्षणार्थी मूल्यांकन की संकल्पना एवं महत्व बताये 5. प्रशिक्षणार्थी भाषाकीय कौशलों के विकास के लिए आवश्यक प्रवृत्तियों की सूची तैयार करे 6. प्रशिक्षणार्थी हिन्दी भाषा शिक्षक की व्यावसायिक एवं शैक्षिक योग्यताएँ बताएँगे 7. प्रशिक्षणार्थी हिन्दी भाषा शिक्षक की 'भाषासज्जता' की सूची बनाए 8. प्रशिक्षणार्थी विभिन्न साहित्य स्वरूपों के तत्वों के आधार पर कृतियों की समीक्षा करे
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Course Content		
इकाई-१	इकाई आयोजन एवं प्रश्नपत्र संरचना	Weightage* (%)
	<p>अ. इकाई आयोजन</p> <ol style="list-style-type: none">१. इकाई आयोजन की संकल्पना एवं महत्व२. इकाई आयोजन के सोपान <p>ब. मूल्यांकन प्रक्रिया</p> <ol style="list-style-type: none">१. मूल्यांकन की संकल्पना, विशेषताएँ एवं महत्व२. मूल्यांकन की विधियाँ <p>क. व्याकरण एवं रचना लेखन</p> <ol style="list-style-type: none">१. आगमन प्रणाली, निगमन प्रणाली२. रचना लेखन की संकल्पना, दोष एवं उपाय <p>ड. स्व- अध्ययन - आदर्श प्रश्नपत्र की लाक्षणिकताएँ एवं रचना लेखन</p> <ol style="list-style-type: none">१. आदर्श प्रश्नपत्र की लाक्षणिकताएँ२. रचना लेखन विकास की प्रवृत्तियाँ	36





इकाई-२	भाषाकीय कौशल	
	<p>अ. पठन कौशल</p> <p>१. पठन कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ</p> <p>२. सस्वरपठन और मौनपठन का भेद</p> <p>ब. लिखित कौशल</p> <p>१. लिखित कौशल की संकल्पना , महत्व दोष , उपाय एवं विकास की प्रवृत्तियाँ</p> <p>२. श्रुतलेखन और अनुलेखन का भेद</p> <p>क. हिन्दी भाषा का शिक्षक</p> <p>१. हिन्दी भाषा शिक्षक की शैक्षिक एवं व्यावसायिक योग्यताएँ</p> <p>२. हिन्दी भाषा शिक्षक की भाषासज्जता</p> <p>ड. स्व- अध्ययन - शब्दों का अर्थ स्पष्ट करने की विधियाँ एवं ध्वनि विज्ञान की शिक्षा</p> <p>१. शब्दों का अर्थ स्पष्ट करने की विधियाँ</p> <p>२. ध्वनि विज्ञान की शिक्षा</p>	32
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा	
	<p>अ. व्याकरण एवं रचना लेखन</p> <p>१. वाक्य का अर्थ और प्रकार</p> <p>२. पत्र लेखन - आवेदन पत्र, शिकायती पत्र</p> <p>ब. व्याकरण एवं साहित्यकार का परिचय</p> <p>१. विरामचिह्न, विशेषण, सर्वनाम</p> <p>२. महादेवी वर्मा, सुदर्शन</p> <p>क. कक्षा ६, ७, ८ एवं ९वीं के पाठ्यपुस्तकों से संबन्धित साहित्य स्वरूपों की समीक्षा</p> <p>१. गद्य समीक्षा : (१) न्याय (२) हार की जीत</p> <p>२. पद्य समीक्षा : (१) भारत का गौरव (२) बेटी</p> <p>ड. स्व-अध्ययन - कर्तृवाचक संज्ञा निर्माण और अनुवाद</p> <p>१. कर्तृवाचक संज्ञा निर्माण</p> <p>२. अनुवाद</p>	32

Teaching-Learning Methodology	व्याख्यान, स्व- अध्ययन , स्वाध्याय, प्रकल्प, चर्चा, जूथचर्चा, निदर्शन, व्यक्ति मूलाकात, फिल्म शो
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner	
1.	इकाई आयोजन के सैद्धांतिक सोपान के आधार पर इकाई का आयोजन कर सकेंगे
2.	इकाई के अनुरूप सही अध्यापन पद्धति का इस्तेमाल करेंगे
3.	भाषाकीय कौशल्यों का विकास विभिन्न प्रवृत्तियों के द्वारा कर सकेंगे
4.	हिन्दी भाषा शिक्षा के लिए आवश्यक भाषासज्जता का विकास कर सकेंगे
5.	अपने विचार शुद्ध हिन्दी में लिख सकेंगे
6.	मूल्यांकन के लिए आदर्श प्रश्नपत्र की रचना कर सकेंगे
7.	साहित्य स्वरूपों के तत्वों के आधार पर पाठ्यपुस्तक में समाविष्ट कृतियों की समीक्षा कर पाएंगे

Suggested References:	
Sr. No.	References
1.	आर्या, एस.(२००८) .हिन्दी शिक्षण. नई दिल्ली : रजत प्रकाशन.
2.	अंधारिया, रवीन्द्र.(२०१२) .हिन्दी का अभिनव अध्यापन. अहमदबाद : अमोल प्रकाशन.
3.	बाहरी,हरदेव.(२०११) .सामान्य हिन्दी.जैन प्रकाशन मंदिर.
4.	चतुर्वेदी,(२०१२) .हिन्दी शिक्षण मेरठ : आर लाल बुक डिपो.
5.	दुबे,महेन्द्रनाथ.(२०१०) .भाषा,भाषा-विज्ञान और राजभाषा हिन्दी. पटना : पानी प्रकाशन.
6.	गुप्ता,(२०१२) .सीखने की विधियाँ.दिल्ली :कान्सेप्ट पब्लिशिंग प्रा.ली.





7.	जोशी,हरिकृष्ण.(२००५) .हिन्दी अध्यापन पद्धति. अमदाबाद :अनडा प्रकाशन.
8.	कृष्णबिरसिंग,(२००७)हिन्दी शिक्षण.जयपुर :यूनिवर्सिटी बुक हाउस.
9.	मुखर्जी,श्रीधरनाथ.(२०१०) .राष्ट्र भाषा की शिक्षा. आगरा : विनोद पुस्तक भंडार.
10.	नामदार,(२००६) .सफल हिन्दी शिक्षण.दिल्ली: पुण्यांजली प्रकाशन.
11.	पटेल,पी.अ.(२००८) .हिन्दी का अभिनव अध्यापन.अमदाबाद :नीरव प्रकाशन.
12.	पाण्डेय,रामशकल.(२००३) .हिन्दी शिक्षण.आगरा :विनोद पुस्तक भंडार.
13.	पाण्डेय,रामशकल एवं रागिनी। (२००७) .पाठ संकल्पना शिक्षण और नियोजन .मैसूर :पद्मा इंटरप्राईज़
14.	प्रसाद,के.एन.(२०१९) .हिन्दी अध्यापन ग्रंथ.पटना :बिहार हिन्दी अकादमी
15.	तिवारी,भोलानाथ.(२०१०) .हिन्दी का इतिहास. पटना : पानी प्रकाशन.

On-line resources to be used if available as reference material

On-line Resources

<https://exambaaz.com>

<https://indiresult.in/language-teaching-methods/>

<https://www.languagecoursesuk.co.uk/online-teaching-resources/hindi-online-teaching-resources/>

<https://www.hindisahity.com/lesson-plan-meaning-definition/#:~:text>





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED55	Title of the Course	CPS-5 : Pedagogy of Commerce
Total Credits of the Course	02	Hours per Week	40

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers clarify evaluation tools in commerce subject.2. The student-teachers prepare question paper based on blue print in commerce subject.3. The student-teachers implement various methods of learning in teaching commerce.4. The student-teachers establish the relationship of field work practical units in commerce subject.5. The student-teachers analysis the current school text book of commerce subject with reference to definite parameters.6. The student-teachers prepare the outline of the club of commerce subject.7. The student-teachers differentiate among various concepts included in the content of commerce subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Commerce: Evaluation tools, Audio-Visual aids and Methods</p> <p>A. Evaluation tools of Commerce and Audio-visual Aids</p> <ol style="list-style-type: none">1. Evaluation tools: Meaning, Uses and tools2. Audio-Visual tools: Computer, Internet, Charts and Sample <p>B. Blue Print</p> <ol style="list-style-type: none">1. Meaning and Characteristics2. Steps and Construction <p>C. Method of Teaching</p> <ol style="list-style-type: none">1. Project Method: Meaning, characteristics, merits, demerits, Steps and Terms of success2. Symposium Method: Meaning, characteristics, merits, demerits and Terms of success3. Supervised study Method: Meaning, characteristics, merits, demerits and Terms of success	35





	<p>D. Self-Learning</p> <ol style="list-style-type: none">1. Team teaching Method: Meaning, Merits and demerits2. Magazine as a visual aid	
2.	<p>Field Work, Text book and study club</p> <p>A. Field work</p> <ol style="list-style-type: none">1. Meaning and Importance2. Visits to place of various field work and taking into consideration of field work <p>B. Text book</p> <ol style="list-style-type: none">1. Concept and characteristics2. Importance and criticism <p>C. Commerce study club</p> <ol style="list-style-type: none">1. Meaning and Importance2. Activities <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Textbook Review of Standard-122. Visit any one Business unit and prepare report of field work	32.5
3.	<p>Content</p> <p>A. Internal and International Trade</p> <ol style="list-style-type: none">1. Internal Trade: Meaning and Types2. International Trade: Concept, Importance, Difference between Internal Trade and International Trade <p>B. Consumer Protection and Communication</p> <ol style="list-style-type: none">1. Consumer Protection: Meaning, Need, Rights and Responsibilities of Consumer2. Communication: Meaning , Definition and barriers <p>C. Organisation</p> <ol style="list-style-type: none">1. Meaning and Importance2. Types of Organisation <p>D. Self-learning</p> <ol style="list-style-type: none">1. Human Resource Management : Meaning and Importance2. Leadership: Meaning and Characteristics	32.5
Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.	





Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Prepare the list of various evolution tools of Commerce Subject.
2.	Classify various evaluation tools on its types in commerce subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in commerce subject.
4.	Prepare a blue print in commerce subject.
5.	Prepare question paper based on the blue prints in commerce subject.
6.	Use various methods according to lesson during the practical lesson in commerce subject.
7.	Make a list of the units that can be used in the field work in commerce subject.
8.	Prepare a report on the field work done on any unit of commerce subject.
9.	Classify the internal and external characteristics of textbook of commerce subject.
10.	Review the textbook of Std.12 commerce subject.
11.	Prepare the procedure of constructing study club in commerce subject.
12.	Clarify the organisation of the study club of commerce subject.
13.	Clarify the list and work of the study club members in commerce subject.
14.	Construct a study in commerce subject.
15.	Clarify the school activities of the study club in commerce subject.
16.	Clarify various concepts of the content of commerce subject.
17.	Clarify the reasons, solutions, merits and demerits of the content of commerce subject.





Suggested References:

Sr. No.	References
1.	<ul style="list-style-type: none">• પરીખ, ઘનશ્યામભાઈ તથા અન્ય. વાણિજ્ય શિક્ષણ પદ્ધતિ. અમદાવાદ : નીરવ પ્રકાશન.• જોષી, રાજેન્દ્ર. વાણિજ્ય શિક્ષણ. ગુજરાત યુનિવર્સિટી: અમદાવાદ.• સક્સેના, ઉદયવીર. વાણિજ્ય શિક્ષણ. આગ્રા : વિનોદ પુસ્તક મંદિર.• રાવલ, નટુભાઈ તથા અન્ય (૨૦૧૦). વાણિજ્યનું અભિનવ અધ્યાપન. અમદાવાદ: નીરવ પ્રકાશન.
2.	<p>Aggarwal, J.C. (2004). <i>Teaching of Commerce: A Practical Approach</i>. New Delhi: Vikas Publishing House</p> <p>Aggarwal, J.C. (2014). <i>Principles, Methods and Techniques of Teaching</i>. New Delhi: Vikas Publishing House</p> <p>Tiwari, S.A. (2005). <i>Commerce Education in the Global Era</i>. Delhi: Adhyayan Publishers.</p> <p>Tomar, S. (2005). <i>Teaching of Commerce</i>. Agra: Vinod Pustak Mandir.</p> <p>Venkates et. Al. (2004). <i>Methods of Teaching Commerce</i>. New Delhi: Discovery Pub. House.</p>

On-line resources to be used if available as reference material

On-line Resources

www.learningclassesonline.com

amrita.edu.com

www.bdu.ac.in





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED53	Title of the Course	CPS-5 : Pedagogy of Mathematics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers analyze and prepare aids for teaching Mathematics and use justifiable teaching aids according to the classroom situations in the teaching-learning process. 2. The student-teachers identify and describe various learning resources in Mathematics and construct/collect activities for effective use of learning resources in Mathematics classrooms. 3. The student-teachers participate and organize the different co-curricular activities in Mathematics to enhance the quality of teaching Mathematics at the upper primary and secondary level. 4. The student-teachers construct and use different kinds of evaluation tools in Mathematics, and conduct continuous and comprehensive evaluation for enhancing the quality of teaching Mathematics. 5. The student-teachers review and clarify the relationship of Mathematics with its branches and other school subjects, and improve competencies and qualify in teaching upper primary and secondary level Mathematics. 6. The student-teachers explain the need and importance of textbook in teaching Mathematics, and interpret by analyzing the content of Mathematics textbook. 7. The student-teachers analyze and explain various concepts/content in Mathematics included in the standard 9 curriculum.
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Course Content		
Unit	Description	Weightage* (%)
1.	Learning Resources and Co-curricular Activities in Mathematics A. Aids for Teaching Mathematics <ol style="list-style-type: none"> 1. Concept and Importance of Teaching Aids 2. Classification, Preparation and Use of Teaching Aids B. Learning Resources in Mathematics <ol style="list-style-type: none"> 1. Educational Videos and Movies, Magazines and Periodicals, Reference Books, Blogs and Websites, Apps and Softwares 	35





	<p>2. Mathematics Laboratory and Mathematics Corner : Concept, Objectives, Importance and Uses</p> <p>C. Co-curricular Activities in Mathematics</p> <p>1. Mathematics Club : Concept, Objectives, Importance, Organisation and Activities</p> <p>2. Mathematics Quiz, Mathematics Fair, Mathematics Olympiad, and Recreational Activities- Games, Puzzles, Riddles in Mathematics</p> <p>D. Self Learning</p> <p>1. ICT in Teaching Mathematics : CAI, e-Learning, Web based Learning</p> <p>2. Student Workbook : Concept, Objectives, Formation, Importance and Limitations</p>	
2.	<p>Evaluation & Co-relation in Mathematics, and Mathematics Teacher</p> <p>A. Evaluation in Mathematics</p> <p>1. Evaluation Tools : Meaning, Need and Use of Diagnostic Testing and Remedial Teaching</p> <p>2. Various Techniques of Formative Evaluation and the Role of the Teacher in it.</p> <p>B. Relationship in Mathematics and Mathematics Teacher</p> <p>1. Mathematics : Relationship with its branches and other School Subjects</p> <p>2. Mathematics Teacher : Qualities, Qualification, Role and Professional Growth</p> <p>C. Mathematics Textbook and its Evaluation</p> <p>1. Need and Importance of Textbook in Teaching Mathematics, Characteristics of Good Textbook, Evaluation of Textbook - External, Internal and other Characteristics, Evaluation of Mathematics Textbook of Standard 8th & 9th</p> <p>2. Teacher Handbook : Concept, Objectives and Importance</p> <p>D. Self Learning</p> <p>1. Objectives and Principles for designing the Curriculum of Mathematics at different stages of schooling</p> <p>2. Online Tests : Concept, Advantages and Limitations</p>	35
3.	<p>Mathematics Content</p> <p>Standard-9 Mathematics Textbook (GSEB): Published by Gujarat State Board of School Textbooks, Gandhinagar</p>	30





Teaching-Learning Methodology	Question-Answer, Collaborative and Co-operative Learning, Inquiry Based Learning, Problem Solving Activities, Presentations by Students, Discussion Panel/Experts, Debate, Brainstorming, Case study, Think Pair Share, Jigsaw, Workshops, Project Based Learning, Flipped Classroom Strategies, Blended Learning Designs, Concept Mapping
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Enlist the aids for teaching Mathematics and explain their importance in learning Mathematics.
2.	Classify the aids for teaching Mathematics and prepare an effective and useful teaching aid for teaching certain topic of Mathematics.
3.	Use various learning resources effectively in teaching Mathematics according to the classroom situations.
4.	Describe the importance and uses of Mathematics laboratory and Mathematics corner.
5.	Identify and implement the activities that can be undertaken by Mathematics club.
6.	Infer the implications by conducting Mathematics Quiz, Mathematics Fair, Mathematics Olympiad and recreational activities in Mathematics.
7.	Classify evaluation tools in Mathematics, and construct and use of diagnostic test and organize remedial teaching.
8.	Apply appropriate techniques of formative evaluation in Mathematics classroom.
9.	Explain the relationship of Mathematics with its branches and other school subjects by illustration.
10.	Describe the qualities of a good Mathematics teacher and clarify the role of a Mathematics teacher.





11.	Identify the characteristics of a good Mathematics textbook and compare the standard 8 and 9 Mathematics textbook in terms of external and internal characteristics.
12.	Analyze and discuss the topics covered in the teacher handbook.
13.	Perform pedagogical analysis of various concepts/content in Mathematics included in the standard 9 curriculum.

Suggested References:

Sr. No.	References
1.	Aiyangar & Kuppaswami, N. (1999). <i>The Teaching of Mathematics in New Education</i> . Universal Publication.
2.	Butler, C.H. & Wren, K.H. (1980). <i>The Teaching of Secondary Mathematics</i> . New York : McGraw-Hill Book Co.
3.	Carey, L.M. (1975). <i>Measuring and Evaluating School Learning</i> . Boston: Allyn and Bacon.
4.	Dave, R.H. & Saxena, R.C. (1970). <i>Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph</i> . Delhi : NCERT.
5.	Davis, D.R. (1951). <i>The Teaching of Mathematics</i> . London : Addison Wesley Press.
6.	Ediger Mariow (2004). <i>Teaching Math Successfully</i> . Discovery Publication.
7.	Jain, S.L. (1973). <i>Ganit Shikshan</i> . Jaipur : Hindi Granth Academy.
8.	Kapur, J.N. (1997). <i>Modern Mathematics for Teachers</i> . New Delhi : Arya Book Depot.
9.	Krulik, S. & Weise, I.B. (1975). <i>Teaching Secondary School Mathematics</i> . Philadelphia : W.B. Saunders Co.
10.	Lieback, Pamela (1984). <i>How Children Learn Mathematics</i> . Penguin Books.
11.	Mangal, S.K. (2007). <i>Teaching of Mathematics</i> . New Delhi: Arya Book Depot.
12.	Moon, B. & Mayes, A.S. (eds.) (1995). <i>Teaching and Learning in Secondary School</i> . London : Routledge.
13.	Sidhu, K.S. (1995). <i>The Teaching of Mathematics</i> . New Delhi : Sterling Publishers.





14.	જી.સી.ઈ.આર.ટી. (2014). શાળાકીય સર્વગ્રાહી મૂલ્યાંકન : શિક્ષક માર્ગદર્શિકા. ગાંધીનગર : લેખક.
15.	ભટ્ટ, શુક્લા અને પારેખ (2003). નૂતન ગણિતનું અધ્યાપન. અમદાવાદ : સી. જમનાદાસ કંપની.
16.	શાહ, બી. એસ. (1987). ગણિતના અધ્યાપનનું પરિશીલન. અમદાવાદ : બી.એસ. શાહ પ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

<https://ccl.iitgn.ac.in>

<https://diksha.gov.in>

<https://sakshat.ac.in>

<https://swayam.gov.in>

<https://www.education.com>

<https://www.kendallhunt.com>

<https://www.nationalmathtrail.org>

<https://www.ncert.nic.in>

<http://www.nctm.org>

<https://www.themathguru.ca>





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED52	Title of the Course	CPS-5 : Pedagogy of English
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. Students clarify the concept of unit planning & design a unit plan.2. Students design poetry comprehension lesson plan based on Communicative Language Teaching.3. Students prepare Written comprehension lesson plan based on Communicative Language Teaching.4. Students derive personal attributes & professional expertise of a teacher of English.5. Students design tasks using authentic materials.6. Students review online materials for ELT & modify them according to the classroom need.7. Students evaluate different methods of teaching English. Students select Eclectic methodology for teaching English and justify their selection.8. Students design different types of item for ELT.9. Students outline the formation of English club.10. Students execute Co-curricular activities for developing L-S-R-W.11. Students generate project ideas based on textbook lessons.12. Students demonstrate the enhancement of grammar competence & communicative competence.
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Course Content		
Unit	Description	Weightage* (%)
1.	Lesson Planning A. Unit Planning <ol style="list-style-type: none">1. Concept of Unit planning2. Steps in Unit planning B. <ol style="list-style-type: none">1. Poetry lesson plan: Introduction, Activities, comprehension Activity, Evaluation, Vocabulary scheme2. Writing Composition: Introduction, Brain storming, Collection of ideas, Classification: of ideas, Paragraphing, Framing Beginning and End, Evaluation	36





	<p>C. Teacher of English</p> <ol style="list-style-type: none">1. Personal attributes2. Professional expertise <p>D. Authentic Materials</p> <ol style="list-style-type: none">1. Meaning and Tasks2. Web material for ELT : Use of adopting and adapting	
2.	<p>Methods, Approaches and Assessment</p> <p>A. Grammar Translation Method</p> <ol style="list-style-type: none">1. Principles2. Merits and Demerits <p>Direct Method</p> <ol style="list-style-type: none">1. Merits and Demerits <p>B. Evolving an Eclectic Approach in teaching English</p> <ol style="list-style-type: none">1. Consideration of ground root realities2. Role of the teacher <p>C. Enriching ELT and construction of test items</p> <ol style="list-style-type: none">1. English language club: concept, formation, activities2. Development of test Items<ol style="list-style-type: none">1. Objectives types2. Short answer and essay types <p>D. 1. Co-curricular activities for developing language skills</p> <ol style="list-style-type: none">2. Building lesson based projects ideas	32
3.	<p>A. Grammar in use</p> <ol style="list-style-type: none">1. Active-passive, Degree of comparison2. Transformation of sentences <p>B. Language in use</p> <ol style="list-style-type: none">1. Translation of Sentences2. Use of Vocabulary (std VI to XII) <p>C. 1. Story writing based on outline</p> <ol style="list-style-type: none">2. Reports for special programmes and festivals <p>D. 1. Letter writing</p> <ol style="list-style-type: none">2. E-mail writing	32

Teaching-Learning Methodology	Lecture, Pair/Group work, Brian-storming, Panel Discussions.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the concepts of unit planning compose a unit plan.
2.	Create learner centred Communicative Language Teaching based poetry comprehensive lesson and W.C. lesson.
3.	Illustrate qualities of teacher of English.
4.	Select authentic materials and examine its use for ELT.
5.	Critique different methods of teaching English and justify its irrelevance.
6.	Choose principles of various approaches & methods to build an eclectic plan of ELT.
7.	Differentiate different test items as per the need of L-S-R-W skills.
8.	Inter the need and formation of an English Language club.
9.	Plan & classify co-curricular activities for ELT.
10.	Relate the textbook lessons with real life and from projects to be given to students.
11.	Perform fluent & correct use of English.
12.	Compose reports, letters and emails on given topics.

Suggested References:	
Sr. No.	References
1.	Adrian, D. (1986). Teach English, Cambridge University Press
2.	Brumfit, C.J. and Johnson, K. (1985). The Communicative Approach to Language Teaching. ELBS Publication





3.	Kadri, N. (2007). Teacher Effectiveness: A Comprehensive Approach. Vallabh Vidyanagar, Sardar Patel University
4.	Kadri, N. (1999). Fun with Letters and Words. Ahemedabad, GurjarPrakashan.
5.	Kadri, N. (2003). Fun with Letters and Words and Sentences. Ahemedabad, Gurjar prakashan.
6.	Penny, Ur. (1988). Grammar practice activities a practical guide for teachers. Cambridge, University Press of Cambridge.
7.	Nagraj, G. English Language Teaching Approaches Methods. Techniques. Orient Longman
8.	Natraj, S. (2005). Developing Communication skills. Vallabh Vidyanagar, Charutar Vidya Mandal
9.	Tickoo, M. Teaching and Learning English : A Source Book for Teachers and Teacher Trainer , Orient Longman
10	Krishnaswamy, N. (2006). Teaching English Grammar Modern Guide to An Interactive Approach
11.	Keith, J. and Keith, M. (1981). Communication in the classroom. ELBS Publication
12.	Littlewood, W. (1981). Communicative Language Teaching. An Introduction , Cambridge University Press
13.	Lee, W.R. (1987). Language Teaching Games And Contents, Oxford University Press
14.	Roger, G. and Steve W. (1983). Teaching Practice Handbook - 1 Reference Book for ELT Teachers in Training. ELBS Publication
15.	Verma, S. and Nagrajan H. (1999). An Interactive Grammar of Modern English. Frank Bros & Co. Ltd, New Delhi

On-line resources to be used if available as reference material

On-line Resources

<https://www.teachingenglish.org.uk/article/Eclecticapproach>





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02GBED51	Title of the Course	CPS-5 : Pedagogy of Gujarati
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. પ્રશિક્ષણાર્થીઓ ભાષાના સ્વરૂપોની સ્પષ્ટતા કરે.2. પ્રશિક્ષણાર્થીઓ માતૃભાષા ગુજરાતી શિક્ષણ પ્રત્યે હકારાત્મક અભિગમ સ્પષ્ટ કરે.3. પ્રશિક્ષણાર્થીઓ માતૃભાષાનું મહત્વ વિભિન્ન પાંસાઓનાં સંદર્ભમાં સ્પષ્ટ કરે.4. પ્રશિક્ષણાર્થીઓ માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના કારણોની ચર્ચા વર્તમાન પરિસ્થિતિને ધ્યાનમાં રાખી કરે.5. પ્રશિક્ષણાર્થીઓ માતૃભાષાના મૂળભૂત કૌશલ્યોની સંકલ્પના તારવે.6. પ્રશિક્ષણાર્થીઓ માતૃભાષાના શિક્ષકની સજ્જતા સ્પષ્ટ કરે7. પ્રશિક્ષણાર્થીઓ ભાષામાં શબ્દોભંડોળનું મહત્વ સ્પષ્ટ કરે.8. પ્રશિક્ષણાર્થીઓ વ્યાકરણના વિવિધ ઘટકોની સંકલ્પના સ્પષ્ટ કરે.9. પ્રશિક્ષણાર્થીઓ ગુજરાતી સાહિત્યની કૃતિઓની મુલવણી કરે.
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Course Content		
એકમ-૧	ભાષાનું સ્વરૂપ અને માતૃભાષા શિક્ષણ	Weightage* (%)
	<p>અ. ભાષાની પરિભાષા, સ્વરૂપ અને વિકાસ</p> <ol style="list-style-type: none">૧. ભાષાની પરિભાષા અને સ્વરૂપો૨. ભાષાની લાક્ષણિકતાઓ અને ભાષા વિકાસને અસર કરતાં પરિબળો <p>બ. માતૃભાષાનું મહત્વ અને માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષા</p> <ol style="list-style-type: none">૧. માતૃભાષાનું મહત્વ૨. માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાનાં કારણો અને દૂર કરવાના ઉપાયો <p>ક. માતૃભાષાનું શિક્ષણ અને માતૃભાષાનો શિક્ષક</p> <ol style="list-style-type: none">૧. ભાષા શબ્દના વિવિધ અર્થો, ભાષા અને વાણી૨. માતૃભાષા શિક્ષકની સજ્જતા	૩૬





	<p>ડ. સ્વ અધ્યયન - ભાષામાં શબ્દ ભંડોળ અને ભાષાનાં ઘટકો</p> <p>૧. ભાષામાં શબ્દભંડોળનું મહત્વ</p> <p>૨. ભાષાનાં ઘટકો અને મહત્વ</p>	
એકમ-૨	માતૃભાષાનાં મૂળભૂત કૌશલ્યો	
	<p>અ. શ્રવણ કૌશલ્ય</p> <p>૧. શ્રવણ કૌશલ્યની સંકલ્પના અને મહત્વ</p> <p>૨. શ્રવણ કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ</p> <p>બ. કથન કૌશલ્ય</p> <p>૧. કથન કૌશલ્યની સંકલ્પના અને મહત્વ</p> <p>૨. કથન કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ</p> <p>ક. વાંચન કૌશલ્ય</p> <p>૧. વાંચન કૌશલ્યની સંકલ્પના અને મહત્વ</p> <p>૨. વાંચન કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ</p> <p>ડ. સ્વ- અધ્યયન- લેખન કૌશલ્ય</p> <p>૧. લેખન કૌશલ્યની સંકલ્પના અને મહત્વ</p> <p>૨. લેખન કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ</p>	૩૨
એકમ-૩	વ્યાકરણ અને સાહિત્ય કૃતિઓની સમીક્ષા	
	<p>અ. સંધિ અને સમાસ</p> <p>૧. સ્વરસંધિ અને વ્યંજન સંધિ, વિસર્ગ સંધિ</p> <p>૨. દ્રન્ધ્ર સમાસ, મધ્યમપદલોપી સમાસ અને બહુવિહી સમાસ</p> <p>બ. લેખન (અપઠિત)</p> <p>૧. અહેવાલ લેખન અને નિબંધ લેખન</p> <p>૨. વિચાર વિસ્તાર અને સંક્ષેપીકરણ</p> <p>ક. સાહિત્ય કૃતિઓની સમીક્ષા</p> <p>૧. ધૂળિયે મારગ</p> <p>૨. જુમો ભિસ્તી</p> <p>ડ. સ્વ- અધ્યયન -ક્રિયાપદના પ્રકાર અને કૃતિની સમીક્ષા</p>	૩૨





	૧. ક્રિયાપદના પ્રકાર અને મહત્વ ૨. 'આજ આનંદ' કૃતિની સમીક્ષા	
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Teaching-Learning Methodology	વ્યાખ્યાન, સ્વઅધ્યયન, ચર્ચા, જૂથ અધ્યયન, જૂથચર્ચા, સ્વાધ્યાય, પ્રકલ્પ, સમસ્યાનું નિરાકરણ, ફિલ્મ શો, નિદર્શન, વ્યક્તિ અભ્યાસ, ક્ષેત્રમુલાકાત
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner	
1.	ભાષાના વિભિન્ન સ્વરૂપોની સ્પષ્ટતા કરી શકશે.
2.	માતૃભાષા ગુજરાતી અને શિક્ષણ પ્રત્યે હકારાત્મક અભિગમ કેળવશે.
3.	માતૃભાષાનું મહત્વ પ્રવર્તમાન પરિપ્રેક્ષ્યમાં સ્પષ્ટ કરી શકશે.
4.	માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના કારણોની ચર્ચા વર્તમાન પરિસ્થિતિને ધ્યાનમાં રાખી કરી શકશે.
5.	માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાના નિવારણ માટે યોગ્ય ઉપાયો હાથ ધરી શકશે.
6.	માતૃભાષાના મૂળભૂત કૌશલ્યોનો વિકાસ વિભિન્ન પ્રવૃત્તિઓના આધારે વિકસાવી શકશે.
7.	માતૃભાષાના શિક્ષક તરીકે અપેક્ષિત સજ્જતાઓ અને કૌશલ્યો વિકસાવી શકશે.
8.	માતૃભાષામાં પોતાનું શબ્દોભંડોળ વધારી શકશે.
9.	ગુજરાતી ભાષામાં કથન અને લેખન કૌશલમાં વ્યાકરણની દ્રષ્ટિએ શુદ્ધ અભિવ્યક્તિ કરી શકશે.
10.	ગુજરાતી વિષયમાં સમાવિષ્ટ સાહિત્ય કૃતિઓની સમીક્ષા કરી શકશે.





Suggested References:	
Sr. No.	References
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3.	ઠક્કર, ન. અને શાહ. પ્ર. (૨૦૧૧). વિચારવિસ્તાર, છંદ, અલંકાર, કાવ્યનું રસદર્શન અને પ્રસંગાલેખન . અમદાવાદ : આદર્શ પ્રકાશન.
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5.	ત્રિવેદી, ર. (૨૦૦૩). અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ (બીજી આવૃત્તિ).અમદાવાદ : ગુજરાતી સાહિત્ય પરિષદ.
6.	ત્રિવેદી, ર.(૧૯૫૫). માતૃભાષાનું અધ્યાપન.. અમદાવાદ :રાવણી પ્રકાશન ગૃહ
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8.	પટેલ, મો. અને અન્ય. (૨૦૦૪). ગુજરાતી વિષયવસ્તુનું અધ્યયન (પાંચમી આ.) અમદાવાદ : બી.એસ. શાહ પ્રકાશન
9.	પટેલ, મો. અને અન્ય. (૨૦૦૪). ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ : બી.એસ. શાહ પ્રકાશન
10.	પટેલ, મો. અને અન્ય. (૨૦૦૪). ગુજરાતી વિષયવસ્તુનું . અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
11.	પટેલ, અ. (૨૦૦૪). ગુજરાતીનું આદર્શ અધ્યાપન. અમદાવાદ : વારીષેણ પ્રકાશન.
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14.	રાવલ, ર. અને અન્ય. (૨૦૦૯). છંદ પરિચય. અમદાવાદ : ડિવાઇન
15.	રાવલ, ન.બ. (૨૦૦૫). ગુજરાતી વિષયવસ્તુ. અમદાવાદ : નીરવ પ્રકાશન.





16.	બારૈયા, વ.વ.અને અન્ય.(૨૦૧૯). અભ્યાસક્રમમાં ભાષા. આણંદ : પ્રતીક પ્રકાશન.
17.	વ્યાસ, યો. (૨૦૧૧). ગુજરાતી ભાષાનું વ્યાકરણ (ચોથી આ.). અમદાવાદ : નવસર્જન
18.	વ્યાસ, યો.ધી (૨૦૧૦). બોલી વિજ્ઞાન અને ગુજરાતી બોલીઓ (ચોથી આ.). અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
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20.	Francis, Hazel. (1977). Language in Teaching and Learning. Landon : George, Allen & Unwin.
21.	NCTE, (2001). Teacher Education in Gujarati. NCTE.
22.	Widdowson, H.G. (1978). Teaching Language as Communication. Oxford : Oxford University Press.

On-line resources to be used if available as reference material

On-line Resources

www.bhagwadgomandl.com

www.gujaratiexicom.com

www.readgujarati.com

www.shabdkosh.com





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02CBED54	Title of the Course	CPS-4 : Assessment for Learning
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers differentiate between assessment, measurement and evaluation.2. The student-teachers compute elementary statistics to assess learning and interpret its results.3. The student-teachers apply various techniques of assessment and tools of evaluation.4. The student-teachers evaluate current practices, trends of evaluation and assessment.
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Course Content		
Unit-1	Assessment, Measurement and Evaluation	Weightage* (%)
	<p>A. Assessment</p> <ol style="list-style-type: none">1. Concept, objectives and importance2. Assessment of learning and Assessment for learning <p>B. Measurement</p> <ol style="list-style-type: none">1. Meaning and types2. Scales of Measurement <p>C. Evaluation</p> <ol style="list-style-type: none">1. Concept and characteristics2. Steps of evaluation process <p>D. Self learning</p> <ol style="list-style-type: none">1. Difference between measurement and evaluation2. Principles of Evaluation	18
Unit-2	Elementary Statistics in Educational Evaluation	16
	<p>A. Measures of Central Tendency</p> <ol style="list-style-type: none">1. Mean, Median, Mode : Importance and Limitation,2. Calculation <p>B. Percentile and Percentile Scores</p> <ol style="list-style-type: none">1. Meaning,2. Calculation and Interpretation	





	<p>C. Normal Probability Curve</p> <ol style="list-style-type: none">1. Characteristics and uses2. Kurtosis and Skewness <p>D. Self learning</p> <ol style="list-style-type: none">1. Prepare a database and use suitable statistics for the analysis and interpretation2. Nature of data: grouped and ungrouped frequency distribution	
Unit-3	Tools of Assessment and Evaluation	16
	<p>A. Rating Scale</p> <ol style="list-style-type: none">1. Meaning and types2. Uses and limitations <p>B. Diagnostic test</p> <ol style="list-style-type: none">1. Concept and construction2. Uses and limitations <p>C. Anecdotal</p> <ol style="list-style-type: none">1. Meaning2. Uses <p>D. Self learning</p> <ol style="list-style-type: none">1. Rubrics : concept, types and uses2. Meaning of Achievement test, Difference between Diagnostic test and Achievement test	
Unit-4	Techniques of Assessment	18
	<p>A. Formative and Summative Assessment</p> <ol style="list-style-type: none">1. Concept and its methods2. Uses <p>B. Observation</p> <ol style="list-style-type: none">1. Meaning and types2. Uses and limitations <p>C. Questionnaire</p> <ol style="list-style-type: none">1. Concept2. Merits and demerits <p>D. Self learning</p> <ol style="list-style-type: none">1. Self assessment and peer assessment2. Meaning of observation and prepare an observation schedule selecting a topic.	





Unit-5	Current Trends in Assessment and Evaluation	16
	<p>A. Continuous Comprehensive Evaluation</p> <ol style="list-style-type: none">1. Meaning2. Uses <p>B. Students' portfolio</p> <ol style="list-style-type: none">1. Meaning2. Uses and assessment of portfolio <p>C. Gradation by Assessment: GPA and CGPA</p> <ol style="list-style-type: none">1. Meaning of GPA and CGPA2. Absolute and relative grade system: Meaning and uses <p>D. Self learning</p> <ol style="list-style-type: none">1. Go through the CCE reports of five students and interpret about progress of the students.2. Grading system: Merits and Demerits	
Unit-6	Students' Assessment	16
	<p>A. Current Examination System</p> <ol style="list-style-type: none">1. Present system, its limitations and suggestions for the improvement2. Influence of current examination system on the learners and stakeholders <p>B. Computer assisted item construction and assessment</p> <ol style="list-style-type: none">1. Computer assisted construction and assessment of test items2. Importance and Limitations <p>C. Internal and External Assessment</p> <ol style="list-style-type: none">1. Meaning2. Advantages, Disadvantages and suggestions <p>D. Self learning</p> <ol style="list-style-type: none">1. Reflection on present examination system prevailing in the secondary school level.2. Prepare computer assisted construction and assessment of test items selecting a unit.	

Teaching-Learning Methodology	Lecture, team teaching, group discussion, presentation by the students, practical work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clarify the concepts of assessment, measurement and evaluation and exemplify them.
2.	Compute elementary statistics using proper formulas to assess learning and interpret its results.
3.	Explain the concepts of various techniques of assessment and tools of evaluation.
4.	Incorporate quantitative and qualitative techniques of evaluation.
5.	Differentiate between various evaluation tools and justify their use.
6.	Explain basic concepts like GPA, CGPA related to evaluation.
7.	Explain various grading systems.
8.	Examine present system of evaluation and derive its strength and weaknesses.
9.	Evaluate computer assisted evaluation system.
10.	Differentiate between Internal and External examination.

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Dandekar, W. N. (1971). <i>Evaluation in Schools</i> . Pune : Vidhya Prakashan.
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Garrette, H. E. (1969). <i>Statistics in Psychology and Education</i> . Bombay : Vakils Fefferand Simons Pvt. Ltd.
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Gupta, S. K. (1994). <i>Applied Statistics for Education</i> . Mittal Publications.
Mehta, S. J. & Shah, I. K. (1982). <i>Educational Evaluation</i> . Ahmedabad : Anand Prakashan (Gujarati).





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Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. New Delhi : New Raj Book Depot.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi : PHI Learning Pvt. Ltd.

On-line resources to be used if available as reference material

On-line Resources

<https://keydifferences.com/difference-between-measurement-and-evaluation.html>

<https://www.learnalberta.ca/content/mewa/html/assessment/portfolios.html>

<https://tomprof.stanford.edu/posting/1199>

https://www.educator.com/CourseResource/course/100126/160932/Resource_Not%20Everything%20that%20Counts.pdf





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02CBED53	Title of the Course	PE-4 : Knowledge and Curriculum - Part I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers evaluate the distinction between the concepts of knowledge, skill and information.2. The student-teachers assess the difference between 'Teaching and training' and 'Reason and Belief'.3. The student-teachers examine the role of Curriculum in education process.4. The student-teachers justify the aims of Curriculum.5. The student-teachers analyse the principles of present day school curriculum.6. The student-teachers evaluate the Present-Day school curriculum.7. The student-teachers explain the relation between school and society.8. The student-teachers interpret social factors affecting curriculum.9. The student-teachers assess modern values of Education and traditional values of Education.
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Course Content		
Unit	Description	Weightage* (%)
1.	Epistemological Bases of Education A. Knowledge, Skill and Information <ol style="list-style-type: none">1. Knowledge, skill and information: Concept2. Difference between Knowledge and skill B. Teaching and Training <ol style="list-style-type: none">1. Teaching and Training: Concept2. Difference between Teaching and Training C. Reason and Belief <ol style="list-style-type: none">1. Reason and Belief: Concept2. Difference between Reason and Belief D. Self-Learning: Principles of Knowledge <ol style="list-style-type: none">1. Empiricism, Intellectualism2. Criticism, Intuitionism	36





2.	<p>Understanding Meaning of Curriculum</p> <p>A. Curriculum</p> <ol style="list-style-type: none">1. Curriculum: Concept2. Place of Curriculum in Education Process <p>B. Curriculum Determinants</p> <ol style="list-style-type: none">1. Aims of Curriculum2. Principles of Present Day School Curriculum <p>C. Evaluation of Curriculum</p> <ol style="list-style-type: none">1. Need and approaches for Evaluating Curriculum2. Criteria for Evaluating Curriculum <p>D. Self-Learning : Syllabus</p> <ol style="list-style-type: none">1. Syllabus: Concept2. Difference between Curriculum and Syllabus	32
3.	<p>Social Bases of Education</p> <p>A. Sociological Bases of Education</p> <ol style="list-style-type: none">1. Mutual Relationship between Education and Society2. Social Factors responsible for Curriculum Change <p>B. Modern values in Education with reference to Ambedkar</p> <ol style="list-style-type: none">1. Equity and Equality2. Individual opportunity and Social justice <p>C. Values rooted in conventional and Daily School Practices</p> <ol style="list-style-type: none">1. Critical Multiculturalism :Concept2. Characteristics of Critical Multiculturalism <p>D. Self-Learning: 'Democracy' as a value in School programme</p> <ol style="list-style-type: none">1. Democratic Education2. School Activities for developing value of "Democracy"	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Interview of an Expert
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Differentiate between the concepts of Knowledge, skill and information.
2.	Derive the difference between 'Teaching and training', and 'Reason and Belief'.
3.	Explain the role of Curriculum in education process.
4.	Design general aims of Curriculum.
5.	Analyse the principles of present day school curriculum.
6.	Examine the relevance of present day school curriculum.
7.	Derive the special features of relation between Education and Society.
8.	Examine the role of social factors on curriculum construction.
9.	Illustrate, choose and put into practice modern values of Education and traditional values of Education.

Suggested References:	
Sr. No.	References
1.	Apple, M.W. (2008). Can schooling contribute to a more just Society Education citizenship and social justice, 3(3), 239-261.
2.	Aggarwal ,J.C. (2008). Education in the emerging Indian Society. New Delhi. Shipra publications.
3.	Aggarwal ,J.C. (2001). Development and planning of modern education. New Delhi. Vikas Publishing House Ltd.





4.	દેસાઈ અને દેખતાવાલા (૧૯૮૪). અભ્યાસક્રમ સિદ્ધાંતો અને અભ્યાસક્રમ રચના. અમદાવાદ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.
5.	પાંડે, રામશકલ (૨૦૦૭-૦૮). ઉદયમાન ભારત સમાજ મે શિક્ષક. આગ્રા. અગ્રવાલ પબ્લિકેશન.

On-line resources to be used if available as reference material

On-line Resources

Apple, M. W. & BEANE, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrived from <http://www.arvindguptatoys.com>

[http://keydifferences.com/difference between curriculum and syllabus](http://keydifferences.com/difference-between-curriculum-and-syllabus)

<http://ncert.nic.in/cst-final-pdf>





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02CBED52	Title of the Course	PE-3 : Basics of Teaching and Learning
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers differentiate old and new paradigms of learning and teaching.2. The student-teachers clarify the context of the paradigm shift in learning and teaching.3. The student-teachers formulate questions and activities implementing Bloom's Taxonomy.4. The student-teachers explain various theories and models of learning and develop planning for classroom implementation.5. The student-teachers explain the role of technology and assess the need of using technology in teaching-learning process.6. The student-teachers compose planning based on the Models of Teaching and execute them.7. The student-teachers justify the need of incorporating advanced pedagogy in teaching.
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Course Content		
Unit	Description	Weightage* (%)
1.	Learning and Teaching A. New Paradigm of Learning-Teaching 1. Paradigm Shift in Assumptions about Learning 2. Paradigm shift in assumptions about Teaching B. Learner and Teacher 1. Types of Learners and Process of Learning 2. Teacher as manager of Learning : Skills, Personality and Classroom behaviour. C. Cognitive- Affective development of Learners 1. Bloom Proposed Cognitive Development 2. Bloom Proposed Affective Domain D. Classroom Interaction for Cognitive Affective Development 1. Designing questions and activities based on Textbooks for Cognitive Development.	16





	2. Designing questions and activities based on Textbooks for Affective Development.	
2.	Learning Theories : 1 A. Discovery Learning 1. Bruner's Discovery Learning : Concept 2. Educational Implication of Discovery Learning B. Experiential Learning 1. Concept, Experiential Learning cycle proposed by Kolb 2. Educational Implications and Teaching-design C. Information Processing Theory 1. Meaning of Information Processing, Information Processing Model 2. Educational Implications D. Team Teaching and Self Learning 1. Team Teaching : Concept, planning and execution 2. Self Learning Material: Importance, Nature, Implementation of self learning material	18
3.	Learning Theories : 2 A. Constructivist Approach of Learning 1. Meaning and Characteristics 2. Comparison of traditional and constructivist classroom and Educational Implication B. Humanist perspective of learning 1. Introduction of Roger's learner centric education 2. Introduction of Comb's learner centric education C. Advance Organizer 1. Concept, characteristics and objectives 2. Types and Educational Implications D. Flipped Classroom 1. Concept 2. Textbook based planning and Implementation	18
4.	Educational Technology A. Educational Technology 1. Meaning, Nature, Characteristics 2. Need of Educational Technology, objectives of using educational technology	16





	<p>B. System Approach</p> <ol style="list-style-type: none">1. Concept, characteristics, factors and Importance2. System analysis of Instruction and its classroom implications <p>C. Dale's cone of Experience</p> <ol style="list-style-type: none">1. Concept2. Educational Implications <p>D. E-learning</p> <ol style="list-style-type: none">1. Concept, objectives and Importance2. Teaching designs based on E-learning	
5.	<p>Models of Teaching</p> <p>A. Concept Attainment Model</p> <ol style="list-style-type: none">1. Meaning and Assumptions2. Syntax and Effects <p>B. Inquiry Training Model</p> <ol style="list-style-type: none">1. Meaning and Assumptions2. Syntax and Effects <p>C. Synactic Model</p> <ol style="list-style-type: none">1. Meaning and Assumptions2. Syntax and Effects <p>D. Lesson Planning based on Models of Teaching</p> <ol style="list-style-type: none">1. Lesson planning and classroom implementation based on Concept Attainment Model and Inquiry Training Model2. Lesson Planning and classroom implementation based on Synactic Model	16
6.	<p>Advanced Pedagogy</p> <p>A. Co-operative Learning</p> <ol style="list-style-type: none">1. Concept and Principles2. Techniques and classroom implications <p>B. Project Based Learning</p> <ol style="list-style-type: none">1. Concept2. Process and Evaluation of projects <p>C. Meta-cognition</p> <ol style="list-style-type: none">1. Concept and Principles2. Techniques and classroom implications <p>D. Blended Learning</p> <ol style="list-style-type: none">1. Concept2. Textbook based examples and classroom implications	16





Teaching-Learning Methodology	Lecture, Demonstration, Presentations, workshops, Group work, Practical work, Flipped classroom.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

<p>Course Outcomes: Having completed this course, the students will be able to</p> <ol style="list-style-type: none">1. Enlist paradigm shift in concepts of teaching-learning.2. Describe learning process and explain types of learners.3. Clarify the role of the teacher as facilitator.4. Evaluate cognitive and Affective development of learners in context of Bloom's Taxonomy.5. Explain various theories of learning derive their characteristics and infer their classroom implications.6. Clarify advanced pedagogy concepts in context of the paradigm shift in Teaching Learning.7. Design lesson plans and execute them based on specific theories of learning.
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Suggested References:	
Sr. No.	References
1.	Anderson Lorin w (1989). <i>The Effective Teacher. Study Guide and Readings.</i> New York. McGraw-Hill Book Company.
2.	Bugelski, B.R. (1964). <i>The psychology of Learning.</i> University of Buffalo. Methuen & Co limited. London
3.	Clark L.H. (1968). <i>Strategies and Tactics in Secondary School Teaching: A Book of Reading.</i> New York. The Macmillan company. <i>Educational Researcher.</i>
4.	Highet, G. (1964). <i>The Art Of Teaching.</i> London. University Paperbacks.





5.	Kumar, K. (2004). <i>What is worth teaching?</i> (3rd ed.). Orient Blackswan.
6.	Lampert, M. (2001). Chapter 1 & Chapter 2. In <i>Teaching problems and the problems of teaching</i> . Yale University Press.
7.	Lembo, J.M. (1971). <i>When Learning Happens</i> Schocken Books. New York.
8.	Mac Millan, C J B, and Nelson, T. W. (1969). <i>Concepts Of Teaching: Philosophical Essays</i> . Rand Menally and Company. Chicago.
9.	Marx, M H. (Editor) (1969). <i>Learning: Processes</i> . University of Missouri. Columbia.
10.	McClosky M.G. (1971). <i>Teaching Strategies and Classroom Realities</i> . New York. Printice-Hall Publication.
11.	Percival F, Ellington H. (1988). <i>A handbook of educational Technology</i> . Second edition. Kogan page. London. Nichos Publishing company.
12.	Richmond w k. (1970). <i>The concept of Educational Technology: A Dialogue with Yourself</i> . Weidenfeld and Nicolson.
13.	Vygotsky, L. (1997). <i>Interaction between learning and development</i> . In M. Gauvain & M. Cole (Eds.), <i>Readings on the development of children</i> . New York: WH Freeman & Company.
14.	Whitaker, Patrick. (1995). <i>Managing to Learn</i> . Cassell Villages Huse. London.
15.	Wilson J A R. Robeck M C, Michael W.B. (1969). <i>Psychological Foundation of Teaching and Learning</i> . McGraw Hill Book Company.

On-line Resources

<http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories>

https://www.angelo.edu/faculty-and-staff/instructional-design/online-teaching/section_13.php

<http://www.progressiveteacher.in/a-paradigm-shift-in-the-education-system/>





Bachelor of Education (B.Ed. General)
Semester-II

Course Code	UE02CBED51	Title of the Course	EPC-2 : Drama and Art in Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers explain concept and types of drama and art.2. The student-teachers examine and review the contribution of different artists and artisans.3. The student teachers evaluate contribution of well known painters and Dancers of India.4. The student-teachers clarify the role of different soft skills in drama.5. The student teachers explain role of various drama forms in cultivating awareness.6. The student-teachers explore various forms of drama to be implemented in education.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Drama and Art in Education A. Drama in Education <ol style="list-style-type: none">1. Concept, meaning, features of drama2. Nature (form) of drama B. Art in Education <ol style="list-style-type: none">1. Concept, types and meaning of art2. Use of drama and Art in education C. Contribution of Artists and Artisans in India <ol style="list-style-type: none">1. Life sketches of well-known artists : Drama (Bharat Muni, Jay Shankar Sundari)2. Life sketches of well-known artists : Music (Pandit Omkarnath, Avinash Vyas) D. Self Learning <ol style="list-style-type: none">1. Life sketches of artists and artisans : Painting (Raja Ravi Varma, Ravi Shankar Raval)2. Life sketches of well-known artists : Dance (Mrinalini Sarabhai, Birju Maharaj)	36





2.	<p>Theatre in Education and Cultural Festivals</p> <p>A. Use of different soft Skill (drama) in education</p> <ol style="list-style-type: none">1. Dialogue, script writing, prompting2. Role play, Improvisation, and Grooming <p>B. Street-play and movie in the context of social awareness</p> <ol style="list-style-type: none">1. Planning of a street play and street play social impact2. Review of Documentary Short Film and Movie (Anyone) <p>C. Cultural festivals in India</p> <ol style="list-style-type: none">1. Introduction and impact of cultural festivals2. Role of education for local cultural and art <p>D. Self Learning</p> <p>Theatre in Education and Culture</p> <ol style="list-style-type: none">1. Dialogue and Story Telling2. Role of teacher for Social awareness development	32
3.	<p>Practical</p> <p>A. Visual arts and craft (Practical)</p> <ol style="list-style-type: none">1. Experimentation with different materials of virtual arts (Pending, Educational material, Poster, and Rangoli)2. Exploration and Display of art works (Paper cutting, Photography and Video) <p>B. Performing arts Dance (Theatre Music)</p> <ol style="list-style-type: none">1. Listing/ Viewing and exploring Regional Art forms of music, Dance and Theatre2. Participation and Performance in any one of the regional arts forms (Folk Dance, Folk Song, Bhajan, Duha-Chhand etc.) <p>C. Play making</p> <ol style="list-style-type: none">1. Play making (Creating a Short theatre piece from the text or through improvisation)2. Making Puppet (Mask Puppet, Finger Puppet) <p>D. Self Learning</p> <ol style="list-style-type: none">1. Circular activities making and Participation2. Appropriation in education mask Puppet and finger Puppet	32

Teaching-Learning Methodology	Question-Answer, Collaborative and Co-operative Learning, Presentations by Students, Discussion Panel/Experts, Debate, Workshops, Project Based Learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clarify the concept, need and scope of using drama in education
2.	Explain roles of artists, artisans, painters and dancers of India.
3.	Evaluate drama as a tool for cultivating awareness.
4.	Apply various forms of art in the classroom.
5.	Implement various skills of drama in teaching to make teaching interesting.
6.	Use of various visual and performing arts in classroom.

Suggested References:	
Sr. No.	References
1.	પ્રો. ઠાકર ધનંજય: નાટ્ય લેખન , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ -ગુજરાત રાજ્ય , અમદાવાદ-6
2.	ભોજક દિનકર : જૂની ગુજરાતી રંગભૂમિ , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ - ગુજરાત રાજ્ય , અમદાવાદ-6
3.	પ્રા.વસાવા દિલીપભાઈ અને અન્ય : શિક્ષણમાં નાટક અને કલા, નીરવ પ્રકાશન, અમદાવાદ
4.	વ્યાસ સતીશ : ગુજરાતી નાટક, ગુજરાતી સાહિત્ય પરિષદ, અમદાવાદ
5.	ડૉ. યાજ્ઞિક હસુભાઈ : બંસરીવાદન, ગુજર ગ્રંથ કાર્યાલય , અમદાવાદ
6.	ડૉ. યાજ્ઞિક હસુભાઈ : સંગીત વિશે (વિવેચન) , ગુજર એજન્સી , અમદાવાદ (2010)





7.	વ્યાસ રજની : 111 ગરવા ગુજરાતી , અક્ષર પ્રકાશન અમદાવાદ (2007)
8.	ધોરણ 10 સામાજિક વિજ્ઞાન : ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
9.	ધોરણ 12 સંસ્કૃત : ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
10.	ધોરણ 9 ગુજરાતી : ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ, ગાંધીનગર
11.	સર્વ શિક્ષા અભિયાન-શિક્ષક સજ્જતા તાલીમ નાટ્ય કલા દ્વારા જીવન કૌશલ્ય શિક્ષણ . 2015-16
12.	લોકગીત-દુહા છંદ - અજય પબ્લિકેશન, અમદાવાદ
13.	Efland. A.D. (1990) A History of Art Education: Intellectual and Social Currents in teaching the Visual Arts , New York, NY: Teachers College Press.
14.	NCERT (2006), Position Paper National Focus Group on Arts, Music, Dance and Theatre , New Delhi: NCERT.
15.	Prasad. D. (1998). Arts as the Basis of Education , New Delhi: NBT.
16.	Sahi. J. and Sahi. R. (2009), Learning Through Art . Eklavya.
17.	NCERT (2010) Country Report: art Education in India, NCERT, New Delhi
18.	SCERT (2013) કલા એવં કલા શિક્ષણ: દૂરસ્થ ડી. એડ હેતુ સ્વ અધ્યયન સામગ્રી SCERT, છત્તીસગઢ દ્વારા પ્રકાશિત

On-line resources to be used if available as reference material

On-line Resources

<http://www.scert.cg.gov.in/pdf/dedfirst2013/kalashikshan.pdf>

<http://steam-notstem.com/wp-content/uploads/2010/11/finalreport.pdf>



SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of
Education Semester: III (Two Years)
Syllabus with Effect from: June - 2022-23

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
Practicum Submission	UE03CBED51	Preparation of Records (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> * Maintenance of Log Book*(1) * Maintenance of CCE of 5 Students*(1) * Preparation of School Calendar* (1) • Assembly Programme*(2) 		5	-	-	50/125	-	50/125
	UE03CBED52	Conducting Ongoing Activities (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Bulletin Board* (1) • Cultural Programme*(2) • Co-curricular Activities* (2) 		5	-	-	50/125	-	50/125
	UE03CBED53	Development as a reflective practitioner (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Reflective Diary (1) • Observation of a Teacher (preferably subject related teacher) (1) (Assignment to be submitted in the form of a Report) • Preparation of School Report (1) • Interview of a management authority/ Principal/ Supervisor/ Senior teacher (Assignment to be submitted in the form of a Report) (1) 		4	-	-	40/100	-	40/100

	UE03CBED54	<p>Bridging School and Society (All Sub-Submission are Compulsory)</p> <ul style="list-style-type: none"> • Club Formation and club related activity(Assignment to be submitted in the form of a Report) (1) • Awareness Programme (1) (Blood donation/ public Health/environment/consumer protection/civic Responsibilities etc) (Assignment to be submitted in the form of a Report) • PTA activity (1) (Assignment to be submitted in the form of a Report) • Literacy programme (1) (Assignment to be submitted in the form of a Report) 		4	-	-	40/100	-	40/100
	UE03CBED55	<p>Engagement in Process of Students' learning (All Sub-Submission are Compulsory)</p> <ul style="list-style-type: none"> • Project Work (to be done with school Students) (1) (Assignment to be submitted in the form of a Report) • Mentoring of a school student (1) (Assignment to be submitted in the form of a Report) • Study of School Registers (2) (Assignment to be submitted in the form of a Report) 		4	-	-	40/100	-	40/100
	UE03CBED56	Viva & Portfolio Evaluation		4	-	-	-	40/100	40/100
Lesson	UE03CBED57	Lesson during Internship 10		4	-	-	40/100	-	40/100

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of
Education Semester: IV (Two Years)
Syllabus with Effect from: June - 2022-23

Course Type	Course Code	Name Of Course	Theory/ Practical	Credi t	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-3, 4	UE04CBED51	Application of ICT in Education	Theory	2	2	1.5 Hours	6/15	14/35*	20/50
	UE04CBED52	Understanding the Self(2)	Theory	2	2	1.5 Hours	6/15	14/35	20/50
PE-5, 6, 7	UE04CBED53	Gender, School and Society	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED54	Knowledge and Curriculum-Part II	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED55	Creating an Inclusive School	Theory	2	2	1.5 Hours	6/15	14/35	20/50
CPS 7 (Any One)	Optional Course								
	UE04GBED51	Vocational Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED52	Peace Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED53	Guidance and Counseling	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED54	Health, Physical Education and Yoga	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED55	Life skills Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED56	Environmental Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED57	School Organization and Management	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED58	Statistics in Educational Research	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED59	Indian Philosophical Thinking and Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Practicum : Submission	UE04CBED56	Enhancement of Professional Understanding-3 (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Field Visit (1) • Preparation of Teaching Presentations using PPT CPS-5 • Preparation of Teaching Presentations using PPT CPS-6 • Analytical study of a film/documentary/ Famous personality (1) 	-	4	-	-	40/100	-	40/100

	UE04CBED57	Enhancement of Research Insight (4) (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Case Study(2) • Action Research(2) 	-	4	-	-	40/100	-	40/100
	UE04CBED58	Enhancement of Measurement Skills (All Sub-Submission are Compulsory) Psychological test(2)	-	2	-	-	20/50	-	20/50
Lesson	UE04CBED59	Block Teaching :10 Lessons (Internal)	-	4	-	-	40/100	-	40/100
	UE04CBED60	Annual Lessons (External)	-	4	-	-	40/100	-	40/100

Note *: For EPC-3 (COURSE CODE : UE04CBED51), THE EXTERNAL Examination consists of theory (25 marks) and Practical (10 Marks). The practical Examination has to be conducted by each Institution on their own and the marks (out of 10) have to be sent to the university as External Practical Marks.

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of
Education Semester: IV (Two Years)
Syllabus with Effect from: June - 2022-23

Course Type	Course Code	Name Of Course	Theory/ Practical	Credi t	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
EPC-3, 4	UE04CBED51	Application of ICT in Education	Theory	2	2	1.5 Hours	6/15	14/35*	20/50
	UE04CBED52	Understanding the Self(2)	Theory	2	2	1.5 Hours	6/15	14/35	20/50
PE-5, 6, 7	UE04CBED53	Gender, School and Society	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED54	Knowledge and Curriculum-Part II	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04CBED55	Creating an Inclusive School	Theory	2	2	1.5 Hours	6/15	14/35	20/50
CPS 7 (Any One)	Optional Course								
	UE04GBED51	Vocational Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED52	Peace Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED53	Guidance and Counseling	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED54	Health, Physical Education and Yoga	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED55	Life skills Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED56	Environmental Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED57	School Organization and Management	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED58	Statistics in Educational Research	Theory	2	2	1.5 Hours	6/15	14/35	20/50
	UE04GBED59	Indian Philosophical Thinking and Education	Theory	2	2	1.5 Hours	6/15	14/35	20/50
Practicum : Submission	UE04CBED56	Enhancement of Professional Understanding-3 (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Field Visit (1) • Preparation of Teaching Presentations using PPT CPS-5 • Preparation of Teaching Presentations using PPT CPS-6 • Analytical study of a film/documentary/ Famous personality (1) 	-	4	-	-	40/100	-	40/100

	UE04CBED57	Enhancement of Research Insight (4) (All Sub-Submission are Compulsory) <ul style="list-style-type: none"> • Case Study(2) • Action Research(2) 	-	4	-	-	40/100	-	40/100
	UE04CBED58	Enhancement of Measurement Skills (All Sub-Submission are Compulsory) Psychological test(2)	-	2	-	-	20/50	-	20/50
Lesson	UE04CBED59	Block Teaching :10 Lessons (Internal)	-	4	-	-	40/100	-	40/100
	UE04CBED60	Annual Lessons (External)	-	4	-	-	40/100	-	40/100

Note *: For EPC-3 (COURSE CODE : UE04CBED51), THE EXTERNAL Examination consists of theory (25 marks) and Practical (10 Marks). The practical Examination has to be conducted by each Institution on their own and the marks (out of 10) have to be sent to the university as External Practical Marks.



Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED51	Title of the Course	EPC-3 : Application of ICT in Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers clarify the concept of ICT and explain its types.2. The student-teachers examine different operating systems and recall its history, describe tasks done by its parts.3. The student-teachers describe the uses of internet for various purposes and review online web material for its use in classrooms.4. The student-teachers design teaching learning material incorporating theories of CAL and TPACK Model.5. The student-teachers explain the role of virtual dimension in teaching learning.6. The student-teachers conduct online teaching learning session using software and Applications.7. The student-teachers analyze various MOOCS aiming at teacher enhancement.8. The student-teachers demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding ICT A. Information and communication technology 1. Concept 2. Types: Radio, Television, Newspaper, Computer B. Computer as an ICT Tool 1. Operating System: Concept 2. Types of operating System: Windows, Linux, Ubuntu C. Internet 1. Basic Concepts and uses of www, URLs, search-engines 2. Online dictionaries, Encyclopaedia, E-mail, and Online web-materials, Google form : Meaning, Examples and General benefits.	36





	D. Self Learning : Introduction to Computers 1. Definition of Computers, Characteristics, and History 2. Its way of Working and Important Parts	
2	Techno-pedagogy A. Computer Assisted Learning (CAL) 1. Concept 2. Planning B. TPACK Model by Mishra and Kohlar for integration of Technology 1. Components of TPACK Model 2. Implementation of TPACK Model in teaching. C. Virtual Dimension in Teaching_ Learning 1. Virtual Classroom : Concept and Techniques 2. Virtual Field Trip : Concept and Implementation D. Self Learning : Online Teaching Learning 1. Software and Applications for Online Teaching 2. Various MOOCs for Teacher enhancement at school level.	32
3.	ICT in Practice A. Microsoft Word 1. Basic Functions 2. Educational Use : Creation of Question Papers, Pamphlets. B. Microsoft Power Point 1. Basic Functions 2. Educational Use : Preparation of Interactive Power Point C. Microsoft Excel 1. Basic Functions 2. Educational Use : Preparation of Result Sheet, Graphical Presentation for result analyses and various formulas D. Self Learning : Educational Blog 1. Concept 2. Preparation of Educational Blog	32

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work in Computer Laboratory.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the concept of ICT.
2.	Examine the role of ICT Tools.
3.	Differentiate between various operating systems.
4.	Explain basic concepts related to internet and select online web material for adaptation and adaptation in their teaching learning process.
5.	Clarify the concept of CAL and Design plans for its implementation.
6.	Explain components of TPACK Model and illustrate them and design plans for its implementation.
7.	Identify and review online software/ applications for online teaching.
8.	Identify various MOOCs for their development as a teacher and review the strength and weaknesses of the MOOCs.
9.	Demonstrate the use of MS word, MS Power Point, MS Excel and Blogs in education.

Suggested References:	
Sr. No.	References
1.	Archambault, L. & Crippen, K. (2009). Examining TPACK among K-12 online distance educators in the United States. Contemporary Issues in Technology and Teacher Education.
2.	Bhatt, B. D. (1994). Modern encyclopaedia of Educational Technology: Volume 4 Educational Technology: Use of Computers, Delhi. Kanishka Publishers.





3.	Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. <i>Journal of Research on Technology in Education</i> .
4.	Jenkins, B and Goswami, A (Editors). (2001). <i>Computer Fundamentals</i> . New Delhi. Dominant publishers and distributors.
5.	Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i> .
6.	Wetzel, K. & Marshall, S. (2011-12). TPACK goes to sixth grade - Lessons from a middle school teacher in a high technology access classroom. <i>Journal of Digital Learning in Teacher Education</i> .
7.	García-Valcarcel, A. (2009). Integrating ICT into the teaching-learning process. <i>British Journal of Educational Technology</i> .
8.	Prestridge, S. (2010). ICT professional development for teachers in online forums: Analysing the role of discussion. <i>Teaching and Teacher Education</i> .

On-line Resources

https://www.researchgate.net/publication/236578705_Application_of_ICT_in_Education

https://www.researchgate.net/publication/332843634_THE_CONCEPT_AND_APPLICATION_OF_ICT_TO_TEACHING_LEARNING_PROCESS





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED52	Title of the Course	EPC-4 : Understanding the Self
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers clarify and differentiate between the concepts of self and self identity.2. The student-teachers enlist factors affecting self identity and explain role of the teacher in developing the understanding of the self.3. The student-teachers clarify Indian perspective of the self.4. The student-teachers explain meaning of various techniques of developing the understanding of the self.5. The student-teachers critically examine the components of professional identity of a teacher and teacher's self.6. The student-teachers derive expected values required in educational system.7. The student-teachers derive professional ethics related to education field.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Self and Self-Identity</p> <p>A. Self</p> <ol style="list-style-type: none">1. Meaning: Philosophical and Psychological outlook2. Components of Self : Attitude, Beliefs ,Values. <p>B. Self-Identity</p> <ol style="list-style-type: none">1. Meaning, Types, Need for Self Identity2. Factors affecting Self Identity, Role of teacher in developing awareness about self-identity, Methods of understanding self : Listening (shravan), Reflective thinking, Nididhyasan, Introspection, dialogue with the self <p>C. Indian Perspective of Self : 1</p> <ol style="list-style-type: none">1. Astangyog (Proposed by Patanjali) and Implications for developing the self.2. Panchkosh and implications for developing the Self	36





	D. Indian Perspective of Self : 2 1. Satva, Rajas, & Tamas : Guna and Implications for developing the self. 2. Characteristics of 'Sthitpragya' person and Implications for developing the self.	
2.	Techniques for Developing Self Understanding A. Self-Concept 1. Meaning 2. Techniques for Developments B. Transactional Analysis 1. Concept 2. Implications C. Johari Window 1. Concept, Process 2. Implications D. SWOT Analysis 1. Meaning, Process 2. Implications	32
3.	Professional Identity of the Teacher and Teacher's Self A. Professional Identity 1. Meaning and Difference between Identity and Professional Identity 2. Influence of Socio-Cultural, Historical and Political factors in creation of professional identity B. Self of a Teacher 1. Philosophical Perspective of Teacher's Self 2. Cultural Perspective of Teacher's Self C. Identification of Teacher's Self 1. Teacher's aspirations & worries 2. Challenges before the teachers and Responsibilities D. Expected Values and Professional Ethics of teachers 1. Importance of Human Values in Educational System, Values and Behaviour of Teachers in context of creating required environment 2. Professional Ethics related to Education field Proposed by NCTE	32





Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Differentiate between philosophical and psychological outlook towards understanding of the self.
2.	Explain the components of self and self identity.
3.	Generate need for building self identity.
4.	Infer the role of the teacher in developing the understanding of the self.
5.	Explain different methods and techniques of developing the understanding of the self.
6.	Derive implications of ASTANGYOG, PANCHKOSH, TRI GUNAS and STHITPRAGY in developing the understanding of the self.
7.	Differentiate identity and professional identity.
8.	List and analyse factors influencing professional identity.
9.	Differentiate between philosophical and cultural perspectives of teacher's self.
10.	Identify their self in context of their own aspirations, worries, challenges and responsibilities.
11.	Explain importance of Human values required for teaching profession.
12.	Assess the professional ethics proposed by NCTE related to education field.





Suggested References:

Sr. No.	References
1.	Maslow A.H (1973). On Dominance, Self-Esteem, and Self-Actualization: (1 st Edition). Cole Publication.
2.	Rogers, C.R. (1961). On Becoming a person: A psychotherapists view of psychotherapy. Houghton Mifflin.
3.	Stevens, Richard. (1996). Understanding the self. Sage publication Ltd.
4.	Nrupendrashing & Others.(2017). Atama bodha : (1 st Edition).Uttarakhand Open University.
5.	Shah Sanjiv.(2014). Mahan Hrudayona Sa Re Ga Ma Pa Dha Ni : Oasis Publication.
6.	Satyapal (1987). Yog Ashan & Sadhana (7 th Edition). Bhartiya Yog Sansathan.Delhi.

On-line resources to be used if available as reference material

On-line Resources

1. Panchkosha.(2020). <https://en.wikipedia.org/wiki/panchkosha>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED53	Title of the Course	PE-5 : Gender, School and Society
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers explain the Philosophical difference between basic Concepts in context of Gender.2. The student-teachers appraise Gender related Realities and beliefs from one's own Social perspective.3. The student-teachers enlist of the Reasons behind Gender Inequality.4. The student-teachers explain the Role of Social Agencies and Schemes in the prevention of Gender Inequality.5. The student-teachers examine the effectiveness of Social awareness media in the context of Gender.6. The student-teachers assess the Validity of textbook in context of Gender Equality.
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Course Content		
Unit-1	Gender, Sex and Socialization Process	Weightage* (%)
	<p>A. Gender and Sex</p> <ol style="list-style-type: none">1. Concept of Gender and Sex2. Difference between Gender Gender and Sex <p>B. Basic concepts</p> <ol style="list-style-type: none">1. Masculinity, Femininity, Patriarchy, Equality2. Patriarchy Society : Meaning, beliefs and practices <p>C. Gender Equality and socialization</p> <ol style="list-style-type: none">1. Concept and Need of Gender equality2. Agencies of socialization : Family, School and Mass Media <p>D. Self Learning - Objectives of Gender Equality and Importance of Socialization Process</p> <ol style="list-style-type: none">1. Objectives of Gender Equality2. Importance of Socialization Process	36
Unit-2	Gender Realities and Social Awareness	32
	A. Gender Inequalities	





	<ol style="list-style-type: none"> 1. Factors Responsible for Gender Inequalities 2. Role of Education in redressing Inequalities of Gender <p>B. Gender related realities and Challenge in Education</p> <ol style="list-style-type: none"> 1. Realities of Gender 2. Challenge for Education in redressing Inequalities of Gender <p>C. Social Awareness</p> <ol style="list-style-type: none"> 1. Role of Mass Media in Social Awareness - News Papers, Television, Movies. 2. Women Empowerment - Meaning and Women Empowerment through Education <p>D. Self Learning - Side Effects of Gender Inequalities and Policy of Women Education</p> <ol style="list-style-type: none"> 1. Effects of Gender Inequality 2. Policy of Women Education 	
Unit -3	Dimensions of Gender Equality in Educational	32
	<p>A. Equality of Educational Opportunity</p> <ol style="list-style-type: none"> 1. Concept and Need for Equal of Educational Opportunity 2. Obstacles to Equal Educational Opportunity <p>B. Racial Equality</p> <ol style="list-style-type: none"> 1. Right to Education (RTE) Act - 2009 2. School Activities for Gender Equality <p>C. Gender Sensitivity and Awareness</p> <ol style="list-style-type: none"> 1. Concept and Significance of Gender Education 2. Laws and Regulations for Gender Equality <p>D. Self Learning - Critical Evaluation of Text Book with respect to Gender and Balanced Attitude for Co-Existence through Education</p> <ol style="list-style-type: none"> 1. Critical Evaluation of Text Book with respect to Gender 2. Balanced Attitude for Co-Existence through Education 	

Teaching-Learning Methodology	Lecture, Self-learning, Discussion, Group Discussion, Assignment, Case Study, Filed Visits, Problem solving, Film Show, Project work, Workshop
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Clarify the philosophical distinction between basic concepts in context of Gender.
2.	Find out the reasons and give solutions behind the Realities related to Gender.
3.	Assess validity of Social beliefs related to Gender.
4.	Implement various measures to address Gender Inequality.
5.	Appraise the work of social organizations for prevention of Gender Inequality.
6.	Evaluate various Schemes for prevention of Gender Inequality.
7.	Evaluate the effectiveness of Social awareness media in the context of Gender.
8.	Verify the authenticity of textbooks and make necessary suggestions regarding Gender Equality.
9.	Implement Strategies to bring Gender Equality.

Suggested References:	
Sr. No.	References
1.	ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ (૧૯૯૮). સ્ત્રી સમાનતા અને સશક્તિકરણ. મેન્યુઅલ, ગાંધીનગર : સ્ટેટ પ્રોજેક્ટ ઓફિસ, ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ.
2.	ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ(૨૦૦૨). જાતીય સંવેદનશીલતા. મેન્યુઅલ, ગાંધીનગર : સ્ટેટ પ્રોજેક્ટ ઓફિસ, ગુજરાત પ્રાથમિક શિક્ષણ પરિષદ.
3.	પટેલ, વી., અને કસ્વેકર, એ.(૨૦૦૪).સ્ત્રીભુણ હત્યા અટકાવીએ. અમદાવાદ : સ્વાસ્થ્ય સેવા ટ્રસ્ટ.





4.	Aggrawal, N. (2002). Women and law in india, New Delhi : New Century pub.
5.	Agnes, F., Chandra, S., & Basu M.(2004). Women and law in india. New Delhi : Oxford University
6.	Maswood, S. (2004). Laws relating to women. New Delhi : Orient Law House.
7.	Basin, K. (2000). Understanding Gender . New Delhi : Kali for Women.
8.	Basin, K. (2004). Exploring Masculinity. New Delhi : Women Unlimited.
9.	Andale, N. (2002). Women and Indian Society. Rabat Publication. New Delhi.
10.	Anthill, C. & J. (2009). The Gender – responsive School : An Action Guide. Commonwealth Secretariat. UK. (e-book)
11.	Davies, B. (1995). Gender Bias in School Text Books. Commonwealth Secretariat.UK (e-book)
12.	Sharam, U. (2003). Women Empowerment through Information Technology. New Delhi : Authors Press.
13.	Poddar, S. And Bhumali, A. (2005). Development of Rural women through Education and Empowerment. New Delhi : Abhijeet Publication.
14.	Wane, N.N. (2000). Equity in School and Society. Canadian Scholars' Press, Ontario (e-book)

On-line resources to be used if available as reference material

On-line Resources

1. <http://hi.vikaspedia.in//education/policies-and-schemes>
2. <http://icds-wed.nic.in/hempwomen.htm>
3. <http://escholarship.uk.gov.in/frmGauradeviDe-fau//.aspx>
4. <http://www.unesco.org/education/efa/>
5. <http://www.ungei.org>
6. <http://ssa.nic.in/news/>
7. <http://education.nic.in/policy/npe86-mod92>
8. <http://wcd.nic.in/empwomen.htm>
9. <http://www.education.nic.in/ms/ms.asp>
10. <http://ssa.nic.in/girls-education/npegel>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED54	Title of the Course	PE-6 : Knowledge and Curriculum - Part II
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers evaluate basic tenets of different Educational Philosophies.2. The student-teachers derive Educational ideas of Eastern and Western Educational Thinkers for curriculum.3. The student-teachers give justification of their selection between global and local values from present context.4. The student-teachers justify curriculum as need and outcome of social change.5. The student-teachers evaluate recommendations of NEP 1986 and NEP 2020 for school education, higher education and teacher education6. The student-teachers explain special features of components of curriculum development.7. The student-teachers justify different approaches to curriculum development.
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Course Content		
Unit	Description	Weightage* (%)
1.	Epistemological Bases of Education A. Historical Perspectives of Curriculum based on educational philosophies <ol style="list-style-type: none">1. Concept of Idealism, curriculum based on Idealism2. Concept of Pragmatism, curriculum based on pragmatism B. Modern Child Centred Education <ol style="list-style-type: none">1. Concept of Activity with reference to Gandhi2. Concept of Activity with reference to John Dewey C. Educational Philosophies and Curriculum <ol style="list-style-type: none">1. Concept of Education based on naturalism with reference to Tagore2. Concept of Education based on Dialogue with reference to Plato	36





	D. Self learning: Educational Philosophies and Curriculum 1. Curriculum as suggested by Gijubhai Bhadheka 2. Curriculum as suggested by J J Rousseau	
2.	Curriculum Development A. Components of Curriculum 1. Formal Curriculum: Concept and characteristics 2. Ideal Curriculum : Concept and characteristics B. Different approaches to Curriculum Development 1. Subject Centred Curriculum 2. Competency based Curriculum C. Different approaches to Curriculum Development 1. Learner-centred Curriculum 2. Constructivist approach D. Components of Curriculum 1. Hidden Curriculum 2. Difference between Ideal Curriculum and Hidden Curriculum	32
3.	Social bases of Education A. Modern world and its Values 1. Concept: Nationalism, Universalism, Secularism 2. Interrelationship of Nationalism, Universalism, Secularism B. Curriculum Construction in context of changing society 1. Curriculum as the need for Social Change 2. Curriculum as the result of Social Change C. National Educational policy 2020 1. School curriculum as suggested in National Educational policy 2020 2. Teacher Education as suggested in National Educational policy 2020 D. Self Learning: National Educational Policy 1986 1. Guiding principles of National Policy on Education 1986 2. Curriculum Reforms	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Interview of an Expert
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Derive and Classify basic tenets of different Educational Philosophies.
2.	Explain the relationship between educational philosophies of educational thinkers and curriculum
3.	Differentiate between Educational ideas of Eastern and Western Educational Thinkers for curriculum construction.
4.	Choose and exhibit global and local values from present context.
5.	Define and clarify curriculum as need and outcome of social change.
6.	Explain recommendations of NEP 1986 and NEP2020 for school education higher education and teacher education
7.	Students explain special features of components of curriculum development.
8.	Students classify and clarify different approaches to curriculum development

Suggested References:	
Sr. No.	References
1.	Apple, M.W. (2008). Can schooling contribute to a more just Society Education citizenship and social justice, 3(3),239-261.
2.	Aggarwal , J.C. (2008). Education in the emerging Indian Society. New Delhi. Shipra publications.
3.	Aggarwal, J.C. (2001). Development and planning of modern education. New Delhi. Vikas Publishing House Ltd..





4.	Dewey,J.(2004) Democracy and education. Courier Dover Publications.
5.	Krishnamurti,J. (1992). Education and World peace. In Social responsibility. Krishnamurti Foundation.
6.	Kumar,K.(2004). What is worth teaching? (3rd ed.).OrientBlackswan.
7.	Plato. (2009). Reason and persuasion: Three dialogues(chapter 6). In J.Holb (Ed.), Meno:Reason,persuasion and virtue.Pearson.
8.	દેસાઈ અને દેખતાવાલા. (૧૯૮૪). અભ્યાસક્રમ સિદ્ધાંતો અને અભ્યાસક્રમ રચના . અમદાવાદ. યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
9.	પાંડે,રામશકલ. (૨૦૦૭-૦૮). ઉદીચમાન ભારત સમાજ મે શિક્ષક. આગ્રા.અગ્રવાલપબ્લિકેશન.

On-line resources to be used if available as reference material

On-line Resources

Apple, M. W. ,&BEANE,J.A.(2006) Democratic schools: Lessons in powerful education. Eklavya. Retrived from <http://www.arvindguptatoys.com>

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

<https://www.iite.ac.in/downloads/national-educational-policy-2020>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04CBED55	Title of the Course	PE-7 : Creating an Inclusive School
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers explain the concept of inclusive school to students.2. The student-teachers identify the factors that affect individual variability.3. The student-teachers identify the symptoms of abnormal children.4. The student-teachers define exceptional children.5. The student-teachers identify factors affecting exceptional children.6. The student-teachers define children with behavioural problems.7. The student-teachers identify the factors that affect behavioural problems.8. The student-teachers clarify principals of inclusive school9. The student-teachers identify the factors that affect student's individual differences10. The student-teachers identify the factors that affect behavioural children.11. The student-teachers make a list of government schemes for children with behavioural problems.12. The student-teachers define dyslexic children.13. The student-teachers classified the dyslexic children.14. The student-teachers explain the meaning of dyslexia and examine the causes.15. The student-teachers dyslexic children's symptoms.16. The student-teachers prepare and implements plan for the education of dyslexic children.17. The student-teachers conduct educational activities for children with behavioural problems.18. The student-teachers organize informal assessment for special children.19. The student-teachers arrange counselling for special children.20. The student-teachers create an in-definition list for special children.21. The student-teachers conduct assessment techniques for special children.
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Course Content		
Unit	Description	Weightage* (%)
1.	Inclusive School, Individual differences, Abnormal Children A. Inclusive School 1. Concept and Need 2. Merits and Demerits B. Individual Differences 1. Concept and Scopes 2. Factors affecting individual difference and classroom and education execution in individual differences C. Abnormal Children 1. Abnormal Children: Meaning and Characteristics 2. Classification of Abnormal Children and D. Self Learning 1. Principles of Inclusive 2. Educational implications of Individual Difference	35
2.	Behavioural problem Child, Planning and Education Management A. Behavioural Problem Child 1. Behavioural Problem Child Meaning & responsible factors for behavioural problems 2. Behavioural Problem Child: (I) Classification of behavioural problem Child (II) Role of School and Teacher B. Education Management & planning for child of individual differences 1. Schemes of Government for Behavioural Problem Child 2. Classroom management for Behavioural Problem Child C. Children of learning Disability 1. Dyslexic : Meaning and Causes 2. Dyslexia Children: Characteristics and Education D. Self Learning 1. Educational Activities of Behaviour Problem Childs 2. Identification of Methods of Individual differences	32.5





3.	<p>Counselling, Evaluation and Techniques</p> <p>A. Planning Guidance for Special Child</p> <ol style="list-style-type: none"> 1. Interview, Visit of parents and Teacher for Special Child. 2. Motivational Techniques for Special Child <p>B. Evaluation</p> <ol style="list-style-type: none"> 1. Concept and Importance for Special Child 2. Check list: Meaning and construction <p>C. Evaluation Techniques</p> <ol style="list-style-type: none"> 1. Informal Evaluation of special child 2. Holistic Evaluation of special child <p>D. Self Learning</p> <ol style="list-style-type: none"> 1. Tools of Evaluations of special child 2. Formal Evaluation of special child 	32.5
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Teaching-Learning Methodology	Group discussion, Seminar, Preparation of report, Lecture, Demonstration, Practical, Visit, Workshop, Assignment.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Specify the benefits and limitations of an inclusive school
2.	Specify individual variations implementation in classroom and teaching.
3.	Classify based on the characteristics of the abnormal children.
4.	Engage in the day-to-day educational activities of exceptional children.
5.	Draw on the educational implications of individual differences.
6.	Classify children with behavioural problems.





7.	Prepare list of government schemes for children with individual differences.
8.	Arrange classroom arrangement for children with individual difference.
8.	Diagnose dyslexic children's symptoms and implement them in education.
9.	Arrange visits, parent contact and teacher contact for specific children.
10.	Create identification lists for specific children.
11.	Create checklist for special children.
12.	Specify difference ways of informal assessment for specific children.
13.	Celerity techniques for motivating special children.

Suggested References:

Sr. No.	References
1.	<ul style="list-style-type: none">• ઠોંગા,નનુભાઈ એસ.ધનવંત મ ., શિક્ષણનું મનોવિજ્ઞાન, નિર્વ પ્રકાશન, અમદાવાદ• પટેલ, સોમાભાઈ ટીસલાહ મનોવિજ્ઞાન .,યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય• પટેલ, મફતલાલ, અસાધારણ મનોવિજ્ઞાન , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય• ભટ્ટ, કુસુમબેન કે, ચિકિત્સા મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય• દેસાઈ, યોગેન્દ્ર, વિકાસ મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય• શાહ, ગુણવંત તથા અન્ય, શૈક્ષણિક મનોવિજ્ઞાન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય• ભટ્ટ, હરિપ્રસાદ જે તથા અન્ય ., શૈશવનું મનોવિજ્ઞાન , યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ , ગુજરાત રાજ્ય• ભટ્ટ, દેવેન્દ્ર તથા અન્ય, શૈક્ષણિક મનોવિજ્ઞાન, અનડા પ્રકાશન, અમદાવાદ
2.	<ol style="list-style-type: none">1. Booth, T., Ainscow, M., Black-Hawkins, K., Vughan, M., & Shaw, L. (2000). Index for inclusion: Developing Learning and participation in school. Centre for Studies on Inclusive Education2. GOI. (1986). National policy of education. GOI3. GOI. (2009). The right of children to free and compulsory education act,2009





	<ol style="list-style-type: none">4. GOI. (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act,2009. Gol5. UNESCO.(1988).UN convention on the rights of the children. UNESCO6. UNESCO. (2006). United National convention on the rights of persons with disabilities. UNESCO7. UNESCO. (2009). Policy guidelines on incursion in education. UNESCO
On-line resources to be used if available as reference material	
On-line Resources	
<ol style="list-style-type: none">1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf	
<ol style="list-style-type: none">2. http://www.upefa.com/upefawed/admin/myuploads/SSA_Fame_work_(revised)_9_6-2011.pdf	





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED51	Title of the Course	CPS-7 : Vocational Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers describe the concept, objectives, need, importance and principles of Vocational Education.2. The student-teachers explain the term Vocational Information and list different sources of Vocational Information.3. The student-teachers list and analyze various vocational courses after 10th and 12th standard.4. The student-teachers describe different methods for collecting Occupational Information.5. The student-teachers classify Occupational Information.6. The student-teachers identify the types of vocation selection.7. The student-teachers clarify the concept of Vocational Development.8. The student-teachers improve Vocational Competence and Aptitude to use different types of Vocational Tests.
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Course Content		
Unit	Description	Weightage* (%)
1.	Foundations of Vocational Education A. Vocational Education <ol style="list-style-type: none">1. Concept and Objectives2. Need, Importance and Principles B. Vocational Information Services <ol style="list-style-type: none">1. Meaning and Need2. Sources and Types C. Vocational Curriculum <ol style="list-style-type: none">1. Need and Importance2. Courses after 10th and 12th Standard D. Self Learning <ol style="list-style-type: none">1. History of Vocational Education in India2. Problems and Challenges of Vocational Education in Indian Context	36





2.	<p>Management of Occupational Information</p> <p>A. Occupational Information</p> <ol style="list-style-type: none">1. Methods of Collection2. Methods of Classification <p>B. Techniques of Occupational Information</p> <ol style="list-style-type: none">1. Career Talk and Career Week2. Career Day and Career Visit. <p>C. Selection of Vocation and Vocational Development</p> <ol style="list-style-type: none">1. Types of Vocation Selection and Atmosphere2. Views for Development of Vocation <p>D. Self Learning</p> <ol style="list-style-type: none">1. Evaluation of Occupational Information Material2. Mobilising Resources for Setting Up Occupational Information Service Programme	32
3.	<p>Foundations of Vocational Competence</p> <p>A. Vocational Motivation</p> <ol style="list-style-type: none">1. Concept2. Vocational Maturity and Vocational Satisfaction <p>B. Vocational Tests</p> <ol style="list-style-type: none">1. Tests for Selection of Vocation and Steps2. Types and Utility <p>C. Vocational Aptitudes</p> <ol style="list-style-type: none">1. Definitions and Characteristics2. General Aptitudes and Measurement of Aptitudes <p>D. Self Learning</p> <ol style="list-style-type: none">1. Strategies for Effective Implementation of Vocational Education Programme - Industry-School Linkage, Collaborative Arrangement, On-the-Job Training2. Vocational Teachers and their Competencies	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Justify and Use the various principles of Vocational Education.
2.	Explain the importance of Vocational Curriculum.
3.	Describe the need for collecting and classifying Occupational Information.
4.	Analyze and discuss the techniques of Occupational Information.
5.	Derive and review the views for Vocational Development.
6.	Explain the term Vocational Maturity and Vocational Satisfaction.
7.	Use various Vocational Tests.
8.	Acquire characteristics of Vocational Aptitude and evaluate them.

Suggested References:	
Sr. No.	References
1.	Evans, R.N. & Herr, E.L. Foundations of Vocational Education (2 nd ed.). New York: Macmillan Publishing Co.
2.	Government of India (1988). Scheme of Vocationalization of Secondary Education. New Delhi: Ministry of HRD (Deptt. Of Education).
3.	Kumar, T,P. (2010). Vocational Education. Eastern Book House Publications.
4.	Kamat, H.D. (2007). Vocational Education. Eastern Book House Publications.
5.	Mays, A.B. Principles and Practices of Vocational Education. New York: McGraw Hill Book Co., Inc.





6.	NCERT Higher Secondary Education and its Vocationalization.
7.	NCERT Socially Useful Productive Work: Sample Curriculum Units, New Delhi.
8.	NCERT (1970). "The Concept of Work Experiences". New Delhi: NCERT.
9.	NCERT (1984). Vocational Education at the +2 stage, New Delhi : NCERT.
10.	NCERT Vocationalization of Post Secondary Education (A Critical Study of Implementation in the States). New Delhi: NCERT.
11.	Pritam Singh, Criterion Referenced Testing - A Monograph. New Delhi: NCERT.
12.	Salooja, M.K. (1997). A Hand book for Vocational Survey Worker, PSSCIVE NCERT; (1977).
13.	Sengupta, M. (1997). On Teacher and Teacher Preparation – Guidelines. New Delhi: NCERT.
14.	Sharma, S.R. Vocational Education and Training. New Delhi : Mittal Publishers.
15.	Shivarudrappa, G. Vocationalisation of Education. Bombay : Himalaya Publishing House.
16.	Singh and Sudarshan (2010). Vocational Education. New Delhi : Discovery Publishing House.

On-line resources to be used if available as reference material

On-line Resources

http://www.meerutcollege.org/mcm_admin/upload/1587107317.pdf

<https://www.yourarticlelibrary.com/education/guidance-in-schools/occupational-information-service-meaning-need-types-and-sources/63676>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED52	Title of the Course	CPS-7 : Peace Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers explain the concept of peace and peace education.2. The student-teachers derive characteristics of peaceful personality.3. The student-teachers develop techniques and activities for developing peaceful personality.4. The student-teachers practice the skills for staying in peace.5. The student-teachers elaborate the role of education in resolving conflicts.6. The student-teachers decide role of citizen for protection of human rights.7. The student-teachers differentiate between national and international understanding for peace education.8. The student-teachers search role of various agencies for education of peace.
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Course Content		
Unit	Description	Weightage* (%)
1.	Conceptual Introduction A. Peace 1. Need of Peace 2. Concept and Scope of Peace B. Peace Education 1. Need of Peace Education 2. Concept and Scope of Peace Education C. Peaceful Personality 1. Characteristics of Peaceful Person 2. Behaviour of a Peaceful Person D. Self Learning Role of a Teacher 1. Techniques for developing Peaceful Personality 2. School activities for developing Peaceful Personality	36





2.	<p>Preparation for Peace</p> <p>A. Cultivating the perspectives and skills necessary for peace</p> <ol style="list-style-type: none">1. Introspection2. Meditation <p>B. Resolving Conflicts</p> <ol style="list-style-type: none">1. Nature of Conflicts2. Role of Education in resolving Conflicts <p>C. Human Rights, Fundamental Rights and Duties</p> <ol style="list-style-type: none">1. Human Rights : Concept and Evolution2. Human Rights Education <p>D. Self Learning</p> <p>Protection of Human Rights</p> <ol style="list-style-type: none">1. Dimension of Human Rights2. Fundamental Duties of Citizen	32
3.	<p>National Integration, International Understanding and Peace Education</p> <p>A. National Integration</p> <ol style="list-style-type: none">1. Need for promotion of National Integration2. Value to be cultivated for promoting National Integration <p>B. International Understanding and Peace</p> <ol style="list-style-type: none">1. Measures for developing International Understanding among Students2. Education for National and International Understanding <p>C. Role of Various Institutions for Education of Peace</p> <ol style="list-style-type: none">1. N.G.O. and Religious Organisations2. UNO and UNICEF <p>D. Self Learning</p> <p>Some Thinkers of Harmony</p> <ol style="list-style-type: none">1. Sri Aurobindo (The Ideal of Human Unity)2. Dalai Lama (Universal Responsibility)	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Realise and appreciate the need of peace education.
2.	Create awareness for issues of education for peace.
3.	Identify the curriculum and determine the role of a teacher for integrating peace education with different subject areas.
4.	Explain the need and importance of human rights education.
5.	Analyze the role of human rights, fundamental rights and duties in the context of peace education.
6.	Incorporate peace education in curriculum while transacting it.
7.	Suggest activities for peace education in schools.
8.	Highlight the role of teacher in promoting national integration among students.
9.	Describe approaches suitable for promoting international understanding among students.
10.	Collect philosophical resources, i.e., thinkers of harmony and study relevant extracts from the writings of various thinkers.

Suggested References:	
Sr. No.	References
1.	Balvinder K. (2006). Peace Education. New Trends and Innovations. New Delhi : Deep & Deep Publications Pvt. Ltd.
2.	Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
3.	Burns, Robin Joan and Robert Aspeslagh (1996). Three Decades of peace education Around the world, New Jersey : Garland Publication, INC.





4.	Cremin, P., ed. (1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
5.	Galtung, I (1996). Peace by peaceful means : Peace and conflict, Development and civilization, PRIO - International peace research institute of Oslo and sage publications.
6.	Hicks, David (1988). Education for Peace. New York : Routledge.
7.	Lederach, J.P. (1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
8.	Machel, G. (1996). Promotion and protection of the rights of children: impact of armed conflict on children. United Nations, New York.
9.	NCERT National Curriculum Framework (2005). Position Paper, National Focus Group on Education for Peace, NCERT, New Delhi (2006).
10.	Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
11.	Reardon, B. (1993). Pedagogy as purpose: peace education in the context of violence.
12.	Shah, I. (1971). Thinkers of the East. London: Penguin Books.
13.	Timpson, William M. (2002) Teaching and Learning peace. Madison, Wisconsin : Atwood Publishing
14.	UNICEF (1994). I Dream of Peace. New York: Harper-Collins.
15.	UNICEF (1996). The State of the World's Children Report 1996. Oxford University Press.
16.	UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation, and peace.

On-line resources to be used if available as reference material

On-line Resources

<https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf>

<https://www.learningclassesonline.com/2020/10/peace-education.html>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED53	Title of the Course	CPS-7 : Guidance and Counseling
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers clarify the concept of guidance and counselling, enlist its types and determine its scope as per types. 2. The student-teachers justify the need of guidance. 3. The student-teachers determine the need of educational guidance & frame objectives of it for school level. 4. The student-teachers evaluate need of guidance and counselling for Indian students in context of their problems. 5. The student-teachers explain various standardized and non standardized tools for measuring psychological traits of students. 6. The student-teachers clarify different objectives and subjective techniques of gathering data for guidance and counselling purposes. 7. The student-teachers describe counselling process. 8. The student-teachers clarify the concept of counselling session and justify the need of specific environment. 9. The student-teachers examine various counselling methods. 10. The student-teachers derive characteristics of counsellor and counsellor-client relations.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Guidance & Counselling</p> <p>A. Guidance</p> <ol style="list-style-type: none"> 1. Meaning, concept, types and scope as per types. 2. Need of guidance: basic assumptions. <p>B. Guidance at school level</p> <ol style="list-style-type: none"> 1. Need of educational guidance at school level. 2. Objectives of guidance at school level. <p>C. Counselling</p> <ol style="list-style-type: none"> 1. Meaning, concept and characteristics. 2. Difference between counselling, guidance & psycho therapy. 	36





	D. Self Learning : Need of counselling in Indian context 1. Need of counselling 2. Problems of Indian students and need for counselling	
2.	Tools For Guidance: Standardised & Non-Standardised A. Objective-psychological tests-1 1. Interest inventories: - meaning, examples & usefulness. 2. Aptitude tests: meaning, examples & usefulness. B. Subjective psychological tests-2 1. Attitude tests: meaning, examples & usefulness. 2. Personality tests: meaning, examples & usefulness. C. Objective , non standardised tools:1 1. Anecdotes: meaning, examples & usefulness. 2. Rating scale: meaning, examples & usefulness. D. Subjective non standardised tools:2 1. Interview: meaning, examples & usefulness. 2. Case study: meaning, examples & usefulness.	32
3.	Counselling A. Process of counselling. 1. Prerequisites for counselling process. 2. Steps of counselling process. B. Counselling sessions. 1. Meaning and steps of counselling sessions. 2. Environment for organizing counselling sessions. C. Methods of counselling 1. Directive and non directive method. 2. Elective method. D. Counsellor and counsellor-client relationship. 1. Characteristics of effective counsellor. 2. Concepts of effective counsellor-client relationship its characteristics and its importance.	32

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain guidance and counselling and their need.
2.	Reason out the foundation for guidance and counselling.
3.	List need of educational guidance.
4.	Frame objectives of educational guidance at school level.
5.	Assess need of counselling and relate it with students' problem.
6.	Clarify and conduct standardized and non-standardised tests for guidance purpose.
7.	Study different psychological tests to gather data for imparting counselling and guidance.
8.	Undertake objective and subjective methods for gathering data to impart guidance and counselling.
9.	Explain the concept of counselling and describe its process.
10.	Explain the concept of counselling session and its steps.
11.	Describe various counselling methods.
12.	Derive characteristics of effective counsellor.
13.	Derive characteristics of effective counsellor-client relationship.

Suggested References:	
Sr. No.	References
1.	Baker, S.B. (1996). <i>School Counselling for the Twenty-First Century</i> . Englewood Cliffs, NJ: Prentice Hall.





2.	Beale, A., and McCay, E. (2001). Selecting School Counsellors: What Administrators Should Look for in Prospective Counselors. <i>Clearing House</i> .
3.	Amundson, N. (2009). Active engagement: Enhancing the career counselling process (3rd ed.). Richmond, Canada: Ergon Communications.
4.	McMahon, M., & Patton, W. (2000). Career counsellors, support and lifelong learning: A case for clinical supervision. <i>International Journal for the Advancement of Counselling</i> .
5.	McMahon, M., & Patton, W. (2006a). (Eds.). Career counselling: Constructivist approaches. London: Routledge.
6.	Andrew D.C. and Whilly, E.D. (1957) Administration and organization of Guidance Program, Harper Brothers Publishers New York.
7.	Cron Back L.J. (1960) Essential of Psychological Testing. New York. Harper and Row publisher
8.	Kocchar, S. K. (1958) Educational Guidance and Counseling. Jalandhar. University Publisher
9.	Jones, L.J. (1963) Principles of Guidance. New York. Ma Graw Hill Book,
10.	Dave, J.K. Shah, K M (1987) Shaikshanik Ane Vyavsayik Margdarshan Ane Prishilan. Ahmedabad. B S Shah Prakashan
11.	Patel, M.V. et al.(2008). Pragati Margdarshan ane Salah. Ahmedabad. Nirav Prakashan
12.	Donga, N. S. (1991). Guidance and Counselling. Ahmedabad. Nirav Prakashan
13.	Desai, K.G. (1991). Shaikshanik ane vyavsayik Margdarshan Pravidhio. Ahmedabad, University Granth Nirman Board.

On-line Resources

Baxter, J. (2013). Parents working out work (Australian Family Trends No. 1). Retrieved from Australian Institute of Family Studies website: <http://www.aifs.gov.au/institute/pubs/factsheets/2013/familytrends/aft1/index.html>

McMahon, M. (2004b). Shaping a career development culture: Quality standards, quality service. Retrieved from <http://www.cica.org.au>





Bysshe, S. Hughes, D., & Bowes, L. (2002). The economic benefits of career guidance. Occasional paper. Retrieved from University of Derby, Centre for Guidance Studies website: <http://www.derby.ac.uk/cegs/publications/eco-benefits-report.pdf>

Grubb, W. N. (2002). Who am I: The inadequacy of career information in the Information Age. Paper prepared for the OECD Career Guidance Policy Review. Retrieved from <http://www.oecd.org/dataoecd/32/35/1954678.pdf>

Hughes, D. & Gratton, G. (2009) Evidence and impact: Careers and guidance related interventions. A Synthesis Paper, Reading: CfBT Education Trust. Retrieved from http://www.eep.ac.uk/DNN2/Portals/0/IAG/E&I%28Synthesis%29_FINAL%28W%29.

International Association for Educational and Vocational Guidance. (2003). International competencies for educational and vocational guidance practitioners. Retrieved from <http://www.iaevg.org/crc/files/CQS-final%20Report-draft%208111.doc>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED54	Title of the Course	CPS-7 : Health, Physical Education and Yoga
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers enlist steps for maintaining Health of self and Society and implement it.2. The student-teachers compare different symptoms of Infectious disease and execute steps to protect spreading of these diseases.3. The student-teachers describe the need of physical education in present context.4. The student-teachers conduct mass drill in school.5. The student-teachers appraise importance of yoga in today's complex life.6. The student-teachers compare and contrast between different yogasan.7. The student-teachers perform Surya Namaskar and varied Hand Mudras.
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Course Content		
1.	Health and Human anatomy	Weightage* (%)
	<p>A. Health Education</p> <ol style="list-style-type: none">1. Concept of Health Education2. Objectives and Importance of Health Education <p>B. Human anatomy and physiology</p> <ol style="list-style-type: none">1. Main organ system of body and parts included it2. Work process of systems <p>C. Contagious diseases</p> <ol style="list-style-type: none">1. (I) Covid-19 (II) Typhoid (III) Swine Flu Symptoms and measures to prevent spread2. (I) AIDS (II) Pneumonia (III) Dengue Symptoms and measures to prevent spread <p>D. Self Learning - Activities for awareness about health and Activities for maintaining cleanliness of home,</p> <ol style="list-style-type: none">1. Activities for awareness about health2. Activities for maintaining cleanliness of home, school and Society	36





2.	Physical Education	32
	<p>A. Physical Education</p> <ol style="list-style-type: none">1. Concept of Physical Education2. Objectives and Importance of Physical Education <p>B. Programs for Physical Education</p> <ol style="list-style-type: none">1. Principles of planning for Physical Education2. Obstacles and suggestions <p>C. Mass Drill</p> <ol style="list-style-type: none">1. Meaning and Importance of Mass drill2. Types of Mass drill <p>D. Self Learning- The role of Physical Education for development of Nation and Importance of Khel Mahakunbha</p> <ol style="list-style-type: none">1. The role of Physical Education for development of Nation2. Importance of Khel Mahakunbha	
3.	Yoga	32
	<p>A. Yoga</p> <ol style="list-style-type: none">1. Concept and Importance of yoga2. Points to be kept in mind when doing yoga <p>B. Astang yoga</p> <ol style="list-style-type: none">1. Meaning and Step of Astang yoga2. Concept and importance of Pranayam <p>C. Yogasan</p> <ol style="list-style-type: none">1. Chakrasan, Vajrasan, Garudasan : Method and Importance2. Padmasan, Bhujangasan, Sarvangasan : Method and Importance <p>D. Self Learning- Surya Namsakar and Mudras</p> <ol style="list-style-type: none">1. Surya Namsakar : Step and advantages2. Mudras : Gyan Mudras, Pruthvi Mudras, Surya Mudara – Process and advantages	

Teaching-Learning Methodology	Lecture, Self – learning , Group Discussion, Assignment, Project work, Workshop, Discussion,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Evaluate the need for maintaining health of Society and self.
2.	Prepare a list of Infectious disease and put into practice the steps for protection against these diseases.
3.	Organise various programmes of physical education at school level.
4.	Suggest steps to overcome obstacles of arranging physical Education program.
5.	Perform deficient yoga as a stress free.
6.	Choose between different yagasan and demonstrate it.
7.	Differentiate between steps of Surya Namskar and hand Mudaras

Suggested References:	
Sr. No.	References
1.	આચાર્ય, વી. અને આચાર્ય, જી. (૨૦૦૮). યોગ અને આરોગ્ય . અમદાવાદ: યોગ એજ્યુકેશન એન્ડ રીસર્ચ ફાઉન્ડેશન.
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10.	પટેલ,વી.(૨૦૧૫).યોગદર્શન અને સરળ યોગાસનો.અમદાવાદ:સ્વાસ્થ્ય સેવા ટ્રસ્ટ.
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12.	બીમાનજી,વાય.(૨૦૦૩).યોગાસન માર્ગદર્શિકા.અમદાવાદ:મહર્ષિ પતંજલિ યોગ સંસ્થાન.
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On-line Resources

1. www.yogapoint.com

2. www.myupchar.com





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED55	Title of the Course	CPS-7 : Life Skills Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers explain life skills and examine the inter relations.2. The student-teachers infer the need of life skills.3. The student-teachers justify role of WHO in determining life skills.4. The student-teachers review Dellor's report in context of life skills.5. The student-teachers clarify various life skills and derive characteristics of them.6. The student-teachers design skill specific activities, general language games and co curricular activities.7. The student-teachers explain Indian life skills and their importance.8. The student-teachers evaluate the role of teacher in developing life skills.9. The student-teachers review current text books in context of life skills.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding life Skill	36
	<p>A. Life Skills Concept and Needs</p> <ol style="list-style-type: none">1. Life skills: Concept Classification and interrelations2. Need of life Skill Education <p>B. Theoretical Background of Life Skills</p> <ol style="list-style-type: none">1. Life skill as proposed by 'WHO'2. Delloir's Report : Focus on Life skills <p>C. Social Skills</p> <ol style="list-style-type: none">1. Inter Personal Relationship Skill : Concept, Characteristics of person having the skill2. Self Awareness Skill: Concept, Characteristics of person having the skill <p>D. Self Learning</p> <ol style="list-style-type: none">1. Activities for development of Inter Personal Relationship Skill.2. Activities for development of Self Awareness Skill.	





2.	Cognitive and Emotional Skills	32
	<p>A. Cognitive Skills</p> <ol style="list-style-type: none">1. Critical Thinking Skill : Concept, Characteristics of person having the skill.2. Creative Thinking skill: Concept, Characteristics of person having the skill <p>B. Emotional Skills</p> <ol style="list-style-type: none">1. Coping with emotions skill : Concept, Characteristics of person having the skill.2. Empathy skill: Concept, Characteristics of person having the skill. <p>C. Thinking Skills</p> <ol style="list-style-type: none">1. Decision Making Skill: Concept, Characteristics of person having the skill.2. Problem Solving Skill: Concept, Characteristics of person having the skill <p>D. Self learning</p> <ol style="list-style-type: none">1. Activities for development of Cognitive and thinking Skills2. Activities for development of Emotional Skills	
3.	Communication Skill, Indian Life Skills and Identification and Implementation of Life Skills in the Classroom	32
	<p>A. Communication skill and role of teacher in developing life skills</p> <ol style="list-style-type: none">1. Communication Skill: Concept, Characteristics of person having the skill.2. Role of Teacher in developing Life Skills <p>B. Indian Life Skills</p> <ol style="list-style-type: none">1. Indian Life Skills2. Importance of Indian Life Skill <p>C. Identification and Implementation of Life Skills in the Classroom</p> <ol style="list-style-type: none">1. Core Life Skills Identification from Text Book2. Unit based Life Skill tasks and Implementation in the Classroom <p>D. Self learning:</p> <ol style="list-style-type: none">1. Experiential learning for developing life skills: Concept and educational implications2. Co-curricular activities and games for developing life skills	





Teaching-Learning Methodology	Discussion, Questioning, Presentation by students, Workshop, Blended learning designs, Flipped classroom strategies
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weight age
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30 %
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
	<ol style="list-style-type: none">1. Define and classify life Skills and relate skills as per their common characteristics.2. Justify the need of life skills.3. List life skills proposed by WHO and explain the role of WHO in context of life skills.4. Derive life skills from Dellor's report.5. Explain social skills and derive characteristics from the person having the skill.6. Explain emotional skills and derive characteristics from the person having the skill.7. Explain thinking skills and derive characteristics from the person having the skill.8. Explain Indian skills.9. Plan and execute skills specific activities, language games and co curricular activities.10. Explain role of the teacher in developing life skills.11. Examine the current text book and identify language skill interwoven in lessons.

Suggested References:	
Sr. No.	References
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- Cohort Nominate.(2016).Communication Skill For Teachers: An Overview, Retrieve from Online on 10/08/16 <http://www.communicationsskillsworld.com/communicationsskillsforteachers.html>
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Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED56	Title of the Course	CPS-7 : Environmental Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers differentiate between the concepts of Environment and Environment Education.2. The student-teachers evaluate the effect of the Environmental problems on mankind.3. The student-teachers explain Environmental problems with appropriate examples.4. The student-teachers explain the role of various institutes in Environment Protection.
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Course Content		
Unit	Description	Weightage* (%)
1.	Environment, Environment Education and Environment Awareness A. Environment and Environment Education 1. Environment : Concept 2. Environment Education : Concept and Need B. Environment Education 1. Objectives of Environment Education 2. Significance of Environment Education C. Environmental Awareness 1. Eco-club : Meaning and Objectives 2. Activities of Eco-club related to Environmental Awareness D. Self-Learning : Environment and Environment Education 1. Significance of Environment Education 2. Environment Protection Act, 1986	36
2.	Environmental Issues A. Pollution (Air, Water, Noise, Land) 1. Causes 2. Remedies	32





	<p>B. Global Issues</p> <ol style="list-style-type: none"> 1. Global warming : Concept and its Impact 2. Ozone Layer : Causes of its Depletion and its Impact <p>C. Deforestation</p> <ol style="list-style-type: none"> 1. Causes 2. Impact <p>D. Self-Learning : Acidic Rain</p> <ol style="list-style-type: none"> 1. Concept 2. Effects 	
3.	<p>Role of various Agencies in Environmental Conservation</p> <p>A. Role of School</p> <ol style="list-style-type: none"> 1. Individual (Teacher & Learner) 2. Community & Women <p>B. Role of Mass Media</p> <ol style="list-style-type: none"> 1. Print Media 2. Electronic Media (Film, TV, Internet) <p>C. Role of Government And NGO's</p> <ol style="list-style-type: none"> 1. Local to State Level 2. Role of NGO's in conservation <p>D. Self-Learning: Role of UNFCCC</p> <ol style="list-style-type: none"> 1. Kyoto Protocol 2. Paris Agreement 	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|--|
| 1. | Differentiate between Environment and Environment Education. |
| 2. | Analysis the effect of the environmental problems on mankind. |
| 3. | Enlist Environmental problems with appropriate examples. |
| 4. | Suggest remedial measures for eradication of environmental problems. |
| 5. | Explain the role of various institutes in Protection of Environment. |

Suggested References:

Sr. No.	References
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1.	Bakshi, T.S. & Navesh, Zev (1980). <i>Environment Education Method & Approaches, Princeton Applications</i> . New York.
2.	Bandhu, Desh & Aulakh, G.S. (1981). <i>Environmental Education</i> . New Delhi.
3.	Bhatia, S.C. (1980). <i>Environmental Education Consciousness & Adult Education</i> .
4.	Satapathy, M.K. (2007). <i>Education Environment and Sustainable Development</i> . Delhi : Shirpa Publications.
5.	પટેલ, ડી.જી. (૨૦૦૧) . <i>પર્યાવરણ શિક્ષણ સભાનતા કાર્યક્રમ</i> . વલ્લભ વિદ્યાનગર : એમ.બી.પટેલ કોલેજ ઓફ એજ્યુકેશન પરિવાર.
6.	યાજ્ઞિક, એમ. અને પટેલ, ડી.જી. (૨૦૦૧). <i>પર્યાવરણ શિક્ષણ</i> . રાજકોટ : સૌરાષ્ટ્ર યુનિવર્સિટી.
7.	વ્યાસ, હરીશચંદ્ર (૧૯૯૯). માનવ અને પર્યાવરણ. નવી દિલ્હી : વિદ્યા વિહાર.
8.	શેઠ, પ્રવીણ ન. (૨૦૦૬). <i>પર્યાવરણવાદ : રાજકારણ, ઇકોલોજી અને વિકાસ</i> . અમદાવાદ : ગુર્જરગ્રંથ કાર્યાલય.
9.	માધુર, રમા (૨૦૦૬). <i>પર્યાવરણ અધ્યયન</i> . દિલ્હી : સંજય પ્રકાશન.





10.	જાની, યોગેન્દ્ર (૨૦૦૬). <i>પ્રદુષણ જગતનું મહાન સદુષણ</i> . અમદાવાદ: આદર્શ પ્રકાશન.
11.	રાવલ, નટુભાઈ અને પાઠક, ઉપેન્દ્રભાઈ. <i>પર્યાવરણ શિક્ષણ</i> . અમદાવાદ : નીરવ પ્રકાશન.
12.	પાઠક, શૈલેષ (૨૦૧૧). <i>પર્યાવરણ શિક્ષણ</i> . અમદાવાદ : ગુર્જર સાહિત્ય.
13.	પટેલ, ભૂપેશ અને ઠક્કર , વિજય (૨૦૦૮). <i>પર્યાવરણ શિક્ષણ</i> . અમદાવાદ : બી.એસ.શાહ પ્રકાશન.
14.	ભટ્ટ, બી.કે. અને પટેલ, એમ.બી. (૨૦૦૮). <i>પર્યાવરણ</i> . સુરત: ન્યુ પોપ્યુલેશન પ્રકાશન.
15.	મિસ્ત્રી, પંકજ આઈ અને ભાવસાર , કલ્પેશભાઈ વી. (૨૦૧૧). <i>પર્યાવરણ શિક્ષણ</i> . અમદાવાદ : નીરવ પ્રકાશન.
16.	પટેલ, જયંતી (૨૦૧૪) . <i>ઇકો ક્લબ, પર્યાવરણ જતન અને સંવર્ધન</i> . અમદાવાદ : અવંતિકા પ્રકાશન.

On-line resources to be used if available as reference material

On-line Resources

<http://climateaction.unfccc.int>

https://unfccc.int/kyoto_protocol





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED57	Title of the Course	CPS-7 : School Organization and Management
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers assess the difference between the concept of school organization and Educational Management.2. The student-teachers explain the indicators of concept of Quality for school programme.3. The student-teachers evaluate/justify the need of different types of Educational Leadership.4. The student-teachers appraise remedial measures for improvement of school inspection.5. The student-teachers evaluate the need of maintaining different school records.6. The student-teachers evaluate the role of principal in terms of personal attributes and professional expertise.
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Course Content		
Unit	Description	Weightage* (%)
1.	School Organization, Educational Management and Quality A. School Organization 1. Concept and Characteristics 2. Importance and Scope B. Educational Management 1. Concept and Characteristics 2. Importance and Scope C. Quality 1. Concept and Characteristics 2. Importance D. Self Learning : Best Practices in Educational Management 1. Concept 2. Samples of Best Practices	36





2.	<p>Educational Leadership, School Budget and Inspection</p> <p>A. Educational Leadership 1. Concept and Characteristics 2. Types - Autocratic, Democratic and Leisure Leadership</p> <p>B. School Budget 1. Meaning and Importance 2. Essentials factors effecting for Budget</p> <p>C. Inspection 1. Concept and Importance 2. Scope and Improving measures of School Inspection</p> <p>D. Self Learning : Supervision 1. Concept of Supervision 2. Importance of Supervision</p>	32
3.	<p>School Records, Time-Table and Co-curricular Activities</p> <p>A. School Records 1. Meaning and Importance 2. School Records - Classroom Register and General Register</p> <p>B. Time-Table 1. Meaning and Importance 2. Essentials factors effecting for framing Time-Table and Steps</p> <p>C. Co-curricular Activities 1. Concept and Importance 2. Classification</p> <p>D. Self Learning : Role of Principal 1. Personal & Professional attributes of School Principal 2. Role of Principal in managing School Resources</p>	32

Teaching-Learning Methodology	Lecture, Group based brain storming, Panel Discussion, Case Study, Field visits, Project, Presentations by Students
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|--|
| 1. | Differentiate between the concept of school organisation and Educational Management. |
| 2. | Choose/Select among the indicators of Quality for school programmes. |
| 3. | Distinguish between different types of Educational Leadership. |
| 4. | List down and categorise the remedial measures for improvement of school inspection. |
| 5. | Compare and contrast different features of school records. |
| 6. | Illustrate the role of Principal in terms of personal attributes and professional expertise. |

Suggested References:

Sr. No.	References
1.	Aggrawal, J.C.(1967). <i>Educational Administration</i> , Arya Book Depot, New Delhi.
2.	Desai, D.M. (1963). <i>Some Concept & Terms in Education Administration</i> , M.S. University of Baroda, Vadodara.
3.	Flanders, Ned A. (1966). <i>Interaction Analysis of the Classroom</i> , An Arbor University of Michigan.
4.	Flanders, Ned A., <i>Analyzing Teaching Behaviour</i> , An Arbor University of Michigan.
5.	James, J. (1988). <i>Classroom Management Strategies</i> , Longman, N.Y.
6.	Khan, Mohd. Sharif & Khan (1980). <i>Educational Administration</i> , Mohd. Saleem Ashish Publishing House, New Delhi.
7.	Nwankwo, John I. (1982). <i>Educational Administration</i> , Vikas Publishing House Pvt.Ltd. New Delhi.
8.	Patel, I.J., Buch M.B. and Trivedi, R.S. (1970). <i>Reading in Inspection and Supervision</i> , Vallabh Vidyanagar, Sardar Patel University.
9.	Shelat, Neela. <i>School Climate & Educational Change</i> , R.R. Sheth & Co. Ahmedabad.
10.	દેસાઈ, ધનવંત મ., <i>શિક્ષણશાસ્ત્રના મૂળતત્ત્વો અને શાળા સંચાલન</i> , એ.આર. શેઠની કંપની, અમદાવાદ.





11.	દવે, જયેન્દ્ર અને અન્યો. શાળા પ્રશાસન અને સંગઠન, બી.એસ.શાહ પ્રકાશન, અમદાવાદ.
12.	ભટ્ટ, આર.જી, શાળા સંચાલન, યુનિ.ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ
13.	રાવલ, નરુભાઈ અને અન્યો. શાળા વ્યવસ્થાપન અને શૈક્ષણિક સંગઠન , નીરવ પ્રકાશન , અમદાવાદ.
14.	દેસાઈ, દોલતભાઈ અને પરીખ, જ.સી. અભિનવ શાળા સંચાલન, અનડા બૂક ડેપો, અમદાવાદ.
15.	દવે, પટેલ, પાઠક અને કાપડીયા (૧૯૭૩). ભારતીય શિક્ષણના નૂતન પ્રવાહો અને સમસ્યાઓ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
16.	કાનાવાલા, એસ.સી. (૧૯૭૩). માનવ સંબંધોનું ગતિ શાસ્ત્ર, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.
17.	ભટ્ટ, મહેન્દ્ર. શાળા પ્રબંધ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ.
18.	પાઠક, સી.સી. વર્ગઅધ્યયનની ભીતરમાં , એમ.બી. પટેલ કોલેજ ઓફ એજ્યુકેશન, વલ્લભ વિદ્યાનગર.
19.	બારૈયા, વી.વી. શૈક્ષણિક વ્યવસ્થાપન, પ્રતિક પ્રકાશન, આણંદ.
20.	બારૈયા, વી.વી. શાળા સંચાલન, પ્રતિક પ્રકાશન, આણંદ.
21.	બારૈયા, વી.વી. શિક્ષણમાં વર્તમાન પ્રવાહો, પ્રતિક પ્રકાશન, આણંદ.

On-line resources to be used if available as reference material

On-line Resources

<https://www.learningclassesonline.com>

<http://dsert.kar.nic.in/circulars/position/PlanningAndManagement.pdf>

<https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf>





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED58	Title of the Course	CPS-7 : Statistics in Educational Research
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. The student-teachers elaborate concepts of Educational research and Evaluation. 2. The student-teachers illustrate Variables and Hypothesis using research problem. 3. The student-teachers interpret Scales of measurement. 4. The student-teachers explain Process of Standardization. 5. The student-teachers design research problem and suggest sampling, process of standardization and other factors. 6. The student-teachers Formulate research problem and assess Hypothesis applying t-test, Correlation.
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Educational Research and Evaluation</p> <p>A. Educational Research and Evaluation</p> <ol style="list-style-type: none"> 1. Concept, Characteristics 2. Need, Importance <p>B. Variable and Hypotheses</p> <ol style="list-style-type: none"> 1. Variable : Concept, Types 2. Hypothesis : Concept, Types <p>C. Measurement and Evaluation</p> <ol style="list-style-type: none"> 1. Measurement : Concept, Types, Scale of Measurement : Nominal, Ordinal, Interval and Ratio Scale 2. Evaluation : Concept, Characteristics, Steps, Uses. <p>D. Self Learning</p> <ol style="list-style-type: none"> 1. Illustrations of Measurement Scale 2. Identification of Variables and Hypothesis based on title of research 	30





2.	<p>Process of Standardization</p> <p>A. Sampling</p> <ol style="list-style-type: none">1. Concept2. Types: Random, Stratified Random, Cluster and Systematic Sampling <p>B. Item Analysis</p> <ol style="list-style-type: none">1. Construction of Items and Item Analysis2. Administration of Test and Interpretation of Results <p>C. Reliability and Validity</p> <ol style="list-style-type: none">1. Reliability : Meaning, Types - Test-retest, Parallel forms, Split-half, Kuder Richardson Score Reliability2. Validity : Meaning, Types - Content, Criterion, Construct Validity <p>D. Self Learning</p> <p>Norms :</p> <ol style="list-style-type: none">1. Meaning, Types : Age Norms, Grade Norms2. Standard Scores : Z - Scores, T - Scores	35
3.	<p>Educational Statistics, Correlation, t - test and Chi Square</p> <p>A. Educational Statistics</p> <ol style="list-style-type: none">1. Concept, Importance, Measures of Central Tendency : Mean, Median, Mode - Calculation and Interpretation in terms of Research2. Variability : Standard Deviation and Quartile Deviation, Calculation and Interpretation <p>B. Correlation</p> <ol style="list-style-type: none">1. Correlation: Meaning, Types,2. Calculation of Correlation : Rank Difference Method, Carl Pearson's Product Moment Method (Examples) <p>C. t - test and X^2 - test</p> <ol style="list-style-type: none">1. t - test : Calculation and Interpretation2. X^2 - test : (a) Equal Probability Method, (b) Normal Distribution Method, (c) Analog Data Method, (d) 2 x 2 Method <p>D. Self-Learning</p> <ol style="list-style-type: none">1. Interpretation of t-test with reference to Research2. Interpretation of X^2 - test with reference to Research	35





Teaching-Learning Methodology	Lecture-cum-discussion, Problem solving, Computation, Group work, Formulation of Research problem, Research-design, Experiential learning
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30 %
2.	University Examination	70 %

Course Outcomes: Having completed this course, the learner will be able to	
1.	Interpret Research title in the context of variables and hypothesis.
2.	Differentiate the concepts of measurement and Evaluation.
3.	Calculate Measures of Central tendency and Variability.
4.	Interpret Mean, Median and Mode in relation to research.
5.	Construct research problem to understand the process of Standardization.
6.	Compare techniques of calculating Correlation and X-square.

Suggested References:	
Sr. No.	References
1.	<ul style="list-style-type: none">• Best John W. (2001), Research in Education, New Jегsey, Prentice Hall, Inc, 1978• Groundland, N. E. (1981), Measurement and Evaluation in Teaching, McMillan Publishing Co. Inc. New York.• Garrette, H.E. (1969), 'Statistics in Psychology and Education', Vakils Feffer and Simons Pvt. Ltd. Bombay.• Kothari R.C. (2010), 'Research Methodology', 2nd Edi. New Age International (P) Ltd., Publishers, New Delhi.• Koul Lokesh, (2010). 'Methodology of Educational Research', 4th Edi. UBS Publishers Distributors Pvt. Ltd., New Delhi.





<ul style="list-style-type: none">• ઉચાટ ડી. એ(૨૦૧૨) ., 'શિક્ષણ અને સામાજિક વિજ્ઞાનોમાં સંશોધનનું પદ્ધતિશાસ્ત્ર : પારસ પ્રકાશન, રાજકોટ, ગુજરાત.• દેસાઈ ડી. એમ અને અ.ન્ય, અભિનવ શૈક્ષણિક મૂલ્યાંકન : એ આર. શેઠની કંપની ., અમદાવાદ• દેસાઈ ડી.આર.' શૈક્ષણિક માપન અને મૂલ્યાંકનની પ્રવિધિઓ: યુનીવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ• દેસાઈ એચ.જી.અને અન્ય,'શૈક્ષણિક પ્રવિધિઓ અને પદ્ધતિઓ,યુનીવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ• મહેતા અને પટેલ,' શૈક્ષણિક મૂલ્યાંકન' અનડા પ્રકાશન,અમદાવાદ• પટેલ અને અન્ય (૨૦૦૮) 'શૈક્ષણિક સંશોધન સંશોધન,માપન,મૂલ્યાંકન અને આંકડાશાસ્ત્ર' બી.એસ.શાહ પ્રકાશન,અમદાવાદ• પટેલ આર.એસ. (૨૦૧૪) 'શૈક્ષણિક સંશોધનનું પદ્ધતિશાસ્ત્ર' જય પબ્લીકેશન,આંગણજ,અમદાવાદ• પટેલ આર.એસ. (૨૦૦૯) 'શૈક્ષણિક સંશોધન માટે આંકડાશાસ્ત્રીય પદ્ધતિઓ' જય પબ્લીકેશન,આંગણજ,અમદાવાદ• ત્રિવેદી એમ.ડી.અને અન્ય (૧૯૭૨) . 'શિક્ષણમાં આંકડાશાસ્ત્ર' યુનીવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ

On-line resources to be used if available as reference material
On-line Resources
https://open.umn.edu/opentextbooks/textbooks/459
http://onlinestatbook.com/2/
https://jeniferbatistalam.files.wordpress.com/2017/05/research-in-education-10th-edition-by-john-w-best-james-v-kahn.pdf
https://www.pdfdrive.com/john-w-creswell-research-design_-qualitative-quantitative-and-mixed-methods-approaches-d24960021.html





Bachelor of Education (B.Ed. General)
Semester-IV

Course Code	UE04GBED59	Title of the Course	CPS-7 : Indian Philosophical Thinking and Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. The student-teachers clarify the concept of Philosophy and Education.2. The student-teachers derive points of Relation between Education and Philosophy.3. The student-teachers explain meanings of Metaphysics, Epistemology and Axiology.4. The student-teachers analyze philosophical thoughts of Vedanta, Yog Darshan, and Baudh Darshan and derive educational implications.5. The student-teachers analyze philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand and derive educational implications.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding Philosophy and Education A. Philosophy <ol style="list-style-type: none">1. Concept2. Nature and Scope B. Education and Philosophy <ol style="list-style-type: none">1. Concept of Educational Philosophy2. Relation between Education and Philosophy C. Branches of Philosophy <ol style="list-style-type: none">1. Metaphysics : Concept2. Epistemology : Concept D. Self Learning : Axiology and Educational Implementation <ol style="list-style-type: none">1. Axiology : Concept2. Implementation of Metaphysics, Epistemology and Axiology in Education	36





2.	Indian Philosophy and Education A. Vendanta (Shankar Vendanta): 1. Introduction 2. Metaphysics, Epistemology, Axiology B. Yog Darshan (Patanjali): 1. Introduction, 2. Metaphysics, Epistemology, Axiology C. Baudhd Darshan : 1. Introduction, 2. Metaphysics, Epistemology, axiology D. Self Learning : Educational Implications 1. Educational Implications of Vedanta and Yog Darshan 2. Educational Implications of Baudhd Darshan	32
3.	Indian Thinkers and Education A. Rabindranath Tagore : 1. Philosophy, Educational Philosophy, Principles of Education, 2. Important concepts, objectives of education, curriculum, Role of teacher B. Swami Vivekanand : 1. Philosophy, Educational Philosophy, Principles of Education, 2. Important concepts, objectives of education, curriculum, Role of teacher C. J. Krishnamurti : 1. Philosophy, Educational Philosophy, Principles of Education, 2. Important concepts, objectives of education, curriculum, Role of teacher D. Self Learning : Educational Implications 1. Educational Implications of Rabindranath Tagore's Philosophy and J. Krishnamurti's Philosophy 2. Educational Implications of Swami Vivekanand's Philosophy	32

Teaching-Learning Methodology	Lecture, Lecture cum Discussion, Group work & Presentation, Seminar, workshop, Project work, Practical work in Computer Laboratory.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain Concept, nature and scope of Philosophy and Education.
2.	Examine relationship between Education and Philosophy.
3.	Differentiate various Indian Philosophical thoughts.
4.	Explain basic concepts related to Indian philosophical thoughts.
5.	Derive Educational Implications of Vedanta, Yog Darshan and Baudh Darshan.
6.	Explain components of Philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
7.	Derive and review objectives of education, curriculum, Role of teacher proposed by Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.
8.	Design an educational plan on the basis of the philosophical thoughts of Rabindranath Tagore, J. Krishnamurti and Swami Vivekanand.

Suggested References:	
Sr. No.	References
1.	Chandra S.S., R. Sharma, Rejendra K. (2002). "Philosophy of Education". New Delhi : Allantic publishers.
2.	Chakraborty A. K.(2003). "Principles and Practices of Education". Meerut : Lal Book Depot.
3.	Peters, R.S. (ed), (1975). The Philosophy of education. London : Oxford University Press.
4.	Winch, C. (1996). Key Concepts in the philosophy of education (1st ed.). Routledge.





5.	રાવળ, એન.વી. (૨૦૧૧). કેળવણીની તાત્વિક અને સમાજશાસ્ત્રીય આધારશીલાઓ. નીરવ પ્રકાશન. અમદાવાદ.
6.	રાવળ, સી.વી. (૧૯૯૧). અવૈધિક દર્શનો. સ્વપ્નીલ પ્રકાશન. વઢવાણ.
7.	ભટ્ટ, કે.એમ. (૧૯૮૪). બૌદ્ધદર્શન. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
8.	શાહ, નગીન (૧૯૭૩). સંખ્ય-યોગ. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
9.	ઠાકર, જયંત (૨૦૧૧). ષડદર્શન.સરદાર પટેલ યુનિવર્સિટી. વલ્લભ વિદ્યાનગર.
10.	રાવળ, સી.વી. (૧૯૯૮) બ્રહ્મસુત્ર-શાંકરભાષ્ય. યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ. અમદાવાદ.
11.	રાવળ, સી.વી. (૨૦૦૬). ભારતીય દર્શન (ષડદર્શન) પ્રજ્ઞા પ્રકાશન. અમદાવાદ.

On-line Resources

https://www.cukashmir.ac.in/departmentsdocs_16/PHILOSOPHY%20AND%20EDUCATION%20-%20Dinesh%20Kumar%20K.pdf

https://kkhsou.ac.in/eslm/E-SLM_Main/1st%20Sem/Master%20Degree/Education/Course-1-B-1.pdf

