



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:	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 1. Meaning and Definition of Reading 2. Types of Reading (Objective Based) B. Models of Reading 1. Reading model by William S Gray 2. Reading Model by Robinson C. Process of Reflection 1. Reflection: Meaning and Definition. 2. Strategies for Developing Reflection D. Self Learning : Cognitive development through Reading 1. Nature of Questions for Higher order Thinking 2. Reflection Generative Questions for Higher Order Thinking	36
2.	Selected Readings and Reflection A. Descriptive Texts 1. " Diva Swapn" By Gujubhai Badheka 2. " TotoChaan" By Tetsuko Kuroyangi B. Literary Texts 1. " Siddhartha" By Hermann Hesse 2. " Sagar Pankhi" by Richard Bach	32





	C. Educational Texts 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) D. Self Learning : Designing Questions for cognitive Development and generating Reflections 1. Designing Questions for Cognitive Development on Texts mentioned in A, B, C 2. Designing Questions for Generation of Reflections on Texts mentioned in A, B, C	
3.	Selected Reading and Reflections A. Philosophical Texts 1. “Pamvu ke Hovu” by Eric From 2. “ Man Saathe Maitri” By Vimla Thakar B. Descriptive Texts 1. “Triju Moju” By Alwin Tofler (Chapter 1,3,11,14) 2. “Charitry Nirman Matenu Shikshan” By Kirit Joshi (Chapter 1,2) C. Educational Texts 1. “Shikshan Vichaar By Vinoba Bhaave (Chapter 1,5,13,14) 2. “ Shikhvani Kala” By J Krishna Murti D. Self Learning : Designing Questions for cognitive Development and generating Reflections 1. Designing Questions for Cognitive Development on Texts mentioned in A, B, C 2. 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, Toronto
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>Sidhdhartha</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





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:	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 1. Child Psychology : Concept, Nature, Scope 2. Growth and Development : Concept, Principles of Development, Factors influencing Growth and development (Heredity and Environment) B. Child development 1. Sequence of stages of human development 2. Infancy : Characteristics, Educational Implications of Infancy. C. Childhood & adolescence 1. Childhood : Characteristics and Educational Implications 2. Adolescence : Concept of Adolescence in Indian Context, Problems of Childhood. D. Self Learning 1. Observation of Children in real situations 2. Classification of characteristics of children's behaviours	18





2.	Different STAGES of Development of Child A. Emotional development 1. Emotional development of child : Concept, Factors affecting emotional development 2. Childhood and emotional development, Educational Implications of emotional development of child B. Cognitive development 1. Cognitive development of child : Concept, Factors affecting cognitive development of child 2. Adolescence and cognitive development, Educational Implications of child C. Social development 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 D. Self Learning Language development 1. Language development of child : Concept 2. Factors affecting language development, Role of schools in language development of child.	16
3.	Sex Education, Personality, Adjustment and Motivation A. Sex education 1. Concept, objectives of sex Education. 2. Need of Sex Education , Role of school for sex Education B. Personality and adjustment 1. Concept , Nature , Types of personality According to Yung 2. Adjustment : Concept, Factors affecting Adjustment-Home, School and Society C. Motivation 1. Concept , Nature 2. Types of Motivation, Maslo's Self Realization Theory. D. Self Learning 1. Freud's Basic Ideas about Personality 2. Factors of Personality	16
4.	Theories of Learning A. Jean Piaget 1. Cognitive development of child according to Piaget	18





	2. Educational Implications of Piaget's theory B. Erik Erikson 1. Stages of Personality development according to Erikson 2. Educational Implications of Erikson's theory C. Lawrence Kohlberg 1. Kohlberg's theory of Moral development 2. Stages of Moral development and Moral thinking D. Self Learning 1. Classification of Physical and cognitive characteristics of Secondary school students according to above principles 2. Classification of Physical and cognitive characteristics of emotional and social characteristics.	
5.	Education of Exceptional Children A. Exceptional children 1. Meaning and characteristics 2. Gifted children : Characteristics, problems of Gifted children, Education of Gifted Children B. Educationally backward and creative children 1. Educationally Backward children : Meaning, Characteristics, Educational Implications 2. Creative Children : Meaning, Characteristics, Educational Implications C. Slow learner 1. Slow Learner : Meaning and Characteristics 2. Education of Slow Learner D. Self Learning - Mentally Retarded Children 1. Meaning and characteristics 2. Education of Mentally Retarded learners	16
6.	Children with Learning Disabilities A. Learning disability 1. Concept 2. Types of learning disabilities : Language, Reading, Writing, Calculation B. Dyslexia 1. Meaning , Reasons and characteristics 2. Education for Children with Dyslexia C. Attention Deficiency Disorder (ADD)	16





	1. ADD : Meaning , Reasons and Characteristics 2. Education for children with ADD D. Self Learning Physically disabled children 1. Meaning, Characteristics 2. 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
	(1) Hurlock Elizabeth B., (1978). 'Child Development' International Edition, Mcgraw-Hill book Company, New Delhi. (2) Mahmad Jafar (2004). 'Child Psychology' APH Publishing Co-operation, Dariya Ganj, New Delhi. (3) Lada, Aidarora(1982). Child Development and Education, Progress Publishers, Moscow (4) Chaube, S.P. (1983), 'Adolescent Psychology' Vikas Publishing House Pvt. Ltd. Ghaziabad, UP (India) (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. (6) દોંગા, નાનુભાઈ (2001). 'અધ્યયન, અધ્યાપન અને વિકાસનું મનોવિજ્ઞાન', નીરવ પ્રકાશન, અમદાવાદ (7) દોંગા, નાનુભાઈ (2012). 'અધ્યાપન મનોવિજ્ઞાનમાં નવી દિશાઓ : વિકાસ, શિક્ષણ પ્રક્રિયા અને માહિતી ટેકનોલોજી', નિજજન સંકો સેન્ટર, રાજકોટ (8) રાવલ, નટુભાઈ વી. (૨૦૦૩). 'અધ્યેતાનો વિકાસ અને અધ્યાપન-અધ્યયન પ્રક્રિયા'. નીરવ પ્રકાશન (9) શુક્લ, સતીષપ્રકાશ એસ. (2010). 'શૈક્ષણિક મનોવિજ્ઞાન', અગ્રવાલ પ્રકાશન, આગ્રા-2 (10) શુક્લ, સતીષપ્રકાશ એસ.(2012). 'અધ્યેતા, પ્રકૃતિ અને મનોવિજ્ઞાન', અગ્રવાલ પ્રકાશન, આગ્રા-2 (11) માથુર, એસ.એસ (1991). 'શિક્ષા મનોવિજ્ઞાન', વિનોદ પુસ્તક મંદિર, આગરા (12) શર્મા, રાજેન્દ્ર (1998). 'બાલવિકાસ એવં મનોવિજ્ઞાન', સબલાઈમ પ્રકાશન, જયપુર (13) શર્મા, રચના & સિંહા, એચ.એસ. (1996). 'શિક્ષા મનોવિજ્ઞાન', એટલંટીક પબ્લિકેશન & ડિસ્ટ્રીબ્યૂશન, નई दिल्ली.

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

Course Objectives:	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
	A. Education - Meaning and Definition 1. Indian Philosopher and Thinkers 2. Western Philosopher and Thinkers B. Nature and Types of Values 1. Formal and Informal 2. Non formal C. Process of Education and its Aims 1. Process of Education 2. Aims of Education D. Self Learning : Education 1. Nature of Education 2. 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	





	1. Swami Vivekanand : Concept of Education 2. Dr. Sarvapalli Radhakrishnan : Concept of Education	
5.	Contemporary Indian Schooling : Concerns and Issues	16
	A. Equality of Educational Opportunity : (with reference to Constitution of Indian) 1. Concept 2. Need B. Issues and Solution of Various Classes 1. Issues and Solution of SC & ST 2. Issues and Solution of Girls and physically Challenged Child C. Equality in Schooling : Issues and Solution 1. Urban School : Issues and Solution with reference to Equality 2. Rural School : Issues and Solution with reference to Equality D. Self-Learning 1. Issues and Solution of SEBC 2. Issues of Government & Private School with reference to Equality	
6.	Social Diversity and Education	16
	A. Concept of Society and Social Diversity 1. Society 2. Social Diversity B. Diversity of Different levels 1. Regions and Languages 2. Religions and Casts C. Role of Education 1. In the Formation of Collective living 2. For Peaceful life D. Self-Learning: Social Changing 1. Concept 2. 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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SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2021-2022

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.





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

Course Objectives:	1. The Student-teachers examine role of language in thinking in communication. 2. The Student-teachers demonstrate component of effective communication 3. The Student-teachers implement different activities of listening and reading comprehension skills 4. The Student-teachers compose different writing pieces for various purposes 5. The Student-teachers differentiate between home language and standard language and apply its implications in communication 6. The Student-teachers incorporate communication techniques in their lesson plans 7. The Student-teachers classify different types of texts 8. The Student-teachers derive salient features of various types of texts 9. 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 1. Concept of communication 2. Characteristics of effective communication B. Meaning and Role of language 1. Language as a medium of thinking 2. Language as a medium of communication C. Form of language 1. Standard language and home language: Meaning and characteristics 2. Use of standard language and home language in class room D. Self Learning	36





	1. Techniques for developing effective communication 2. Examples of use of standard language and home language in classroom	
2.	Communication in Classroom A. Comprehension Skills 1. Listening and listening comprehension: Concept, characteristics and activities based on school subjects 2. Reading and reading comprehension: Concept, characteristics and activities based on school subjects B. Expression Skills 1. Speaking: Concept, characteristics and activities based on school subjects 2. Writing: Concept, characteristics and writing for various purposes C. Techniques of classroom communication 1. Group discussion and Symposia: concept, implementation in classroom 2. Questioning and Dialogue: concept, implementation in classroom D. Self Learning 1. Design and implementation of skill specific school activities 2. Use of communication techniques in classroom	32
3.	Types of text and multilingualism A. Analysis of different types of text-1 1. Expository text : meaning, characteristics and examples 2. Descriptive text: meaning, characteristics and examples B. Analysis of different types of text-2 1. Transactional text: meaning, characteristics and examples 2. Narrative text: meaning, characteristics and examples C. Multilingualism 1. Concept and characteristics 2. Effect of cultural background D. Self Learning 1. Analysis of various texts of text books and deriving characteristics 2. Implementation of multilingualism in classroom communication	32





Teaching-Learning Methodology	- 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
	- 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 પ્રૌદ્યોગિકી 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

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

Course Objectives:	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* (%)
	અ. માતૃભાષા ગુજરાતીમાં પાઠ આયોજન ૧. પાઠ આયોજનની સંકલ્પના અને મહત્વ ૨. પાઠ આયોજનના સોપાનો બ. પાઠ આયોજન અને એકમ આયોજન ૧. પાઠ આયોજન અને એકમ આયોજન વચ્ચેનો તફાવત ૨. સામાન્ય હેતુ અને વિશિષ્ટ હેતુ વચ્ચેનો તફાવત ક. ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ ૧. હેતુઓ અને વર્ગ વ્યવહાર ૨. શૈક્ષણિક સાધનો અને પ્રવૃત્તિઓ	35





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





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2021-2022

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





SARDAR PATEL UNIVERSITY
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3.	ઠક્કર, ન. અને શાહ. પ્ર.(૨૦૧૧).વિચારવિસ્તાર, છંદ, અલંકાર, કાવ્યનું રસદર્શન અને પ્રસંગાલેખન . અમદાવાદ : આદર્શ પ્રકાશન.
4.	ઠાકર, ધી.(૨૦૦૬).અર્વાચીન ગુજરાતી સાહિત્યની વિકાસરેખા ભાગ ૧-૨-૩-૪ (બારમી આવૃત્તિ). અમદાવાદ : ગુર્જર.
5.	ત્રિવેદી, ર. (૨૦૦૩).અર્વાચીન ગુજરાતી સાહિત્યનો ઇતિહાસ (બીજી આવૃત્તિ).અમદાવાદ : ગુજરાતી સાહિત્ય પરિષદ.
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.
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
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	UE01GBED52	Title of the Course	CPS-2 : Pedagogy of English
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	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 1. Importance of Teaching English as a second language 2. Problems of Teaching English as a second Language. B. Aims, Objectives and Basic language skills 1. General aims and specific objectives of teaching English. 2. Lesson based specific objectives. C. 1. Listening, Speaking: Concepts, Components, Activities 2. Reading, Writing: Concepts, Components, Activities D. Self Learning 1. Language Games for developing Listening and Speaking 2. Language Games for developing Reading and Writing.	36





2.	Approaches, Lesson planning, textbook and Teaching Aids A. Approaches to English Language Teaching 1. Structural Approach: Concept, Principles, Merits, Demerits. 2. Communicative Approach: Concepts, Principles, Communicative Activities, Role of Teacher, Role of Learner, Merits. B. Lesson Planning 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. C. Analysis of text book (std. VI to X) 1. Variety of activities and exercise 2. Classroom interaction and teaching learning process. D. Teaching aids and Reference Materials 1. Teaching Aids i. Pictures, Charts, Toys ii. Computer Aided Language Learning (CALL) 2. Dictionary and Thesaurus as reference Material.	32
3.	Language Enrichment A. Grammar in use 1. Parts of Speech, Tenses 2. Direct Indirect, Proverbs and Idioms. B. 1. Language Functions and related structures 2. Identification of language functions from class 8 to 10 English textbook. C. Developing Writing 1. Essay writing 2. Application D. Language Enhancement 1. Idioms 2. Proverb	32

Teaching-Learning Methodology	Lecture, Pair/Group work, Brain-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.
5.	Kadri, N. (2003) Fun with Letters and Words and Sentences. Ahemedabad, Gurjarprakashan.
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, 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/communicativelanguageteachingtoday/cambridgeuniversitypress.\(2006\)](https://www.professorjackrichards.com/article/communicativelanguageteachingtoday/cambridgeuniversitypress.(2006))

[https://www.jstor.org/article/dellhymes'sconstructof"communicativecompetence/courtney.B.cazden"](https://www.jstor.org/article/dellhymes'sconstructof)





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:	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.	Foundations of Teaching Mathematics A. Meaning, Nature and Importance of Mathematics 1. Concept and Nature of Mathematics 2. Need and Importance of Mathematics at Primary and Secondary level in present Scenario B. Aims and Domains of Teaching Mathematics 1. Aims/Values : Utilitarian (Practical), Disciplinarian, Cultural, Moral and Social	35





	2. Domains : Cognitive, Psychomotor and Affective C. Objectives of Teaching Mathematics 1. General Objectives : Knowledge, Understanding, Application, Skill, Interest, Attitude and Appreciation 2. Specific Objectives and Learning Outcomes : Formulation and Statement of Objectives in behavioural terms (according to Bloom's Taxonomy) D. Self Learning 1. History of Mathematics with special emphases on the Teaching of Mathematics, and Historical Value of Mathematics 2. Contribution of Mathematicians : Aryabhatta, Bhaskaracharya, Srinivasa Ramanujan, Shakuntala Devi, Euclid, Pythagoras, Blaise Pascal	
2.	Instructional Design and Methods of Teaching Mathematics A. Planning of Teaching Mathematics 1. Lesson Planning : Concept, Steps, Importance and Format of Lesson Plan; Principles for Good Lesson Planning 2. Unit Planning : Concept, Steps, Importance and Format of Lesson Plan; Difference between Lesson Planning and Unit Planning B. Methods of Teaching Mathematics 1. Learner Centered Method : Inductive - Deductive, Analytic - Synthetic 2. Activity Centered Method : Laboratory, Project, Problem-Solving, Demonstration C. Approaches and Techniques of Teaching Mathematics 1. Approaches : Constructivist and Discovery Approach 2. Modern Techniques : Brainstorming, Quiz, Seminar, Discussion, Drill and Review, Assignment D. Self Learning 1. Models of Teaching Mathematics : Concept Attainment Model and Mastery Learning Model 2. Vedic Mathematics : Concept, Advantages, Various tricks of fast Calculations (Multiplication, Division)	35
3.	Mathematics Content Standard-8 Mathematics Textbook : Published by Gujarat State Board of School Textbooks, Gandhinagar.	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	UE01GBED54	Title of the Course	CPS-2 : Pedagogy of Economics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers check the justifiability of the Economics subject. 2. The student-teachers establish the relationship of Economics subject with other subjects. 3. The student-teachers prepare the outline of the lesson plan of Economics subject. 4. The student-teachers analyse the current curriculum of Economics subject on the basis of certain parameters. 5. The student-teachers clarify the difference the concept of diagnostic work and remedial work in Economics subject. 6. The student-teachers make various learning methods of Economics subject utilisable. 7. The student-teachers derive the difference of various concepts included in the content of Economics subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	The Meaning of Economics, Importance, Scope and Correlation A. Economics 1. Meaning and Importance 2. Scope B. Teaching of Economics 1. Aims and Objectives 2. Importance of teaching Economies at Higher Secondary Level C. Correlation 1. Meaning and Importance 2. Correlation with Commerce, Social Science and Mathematics D. Self-Learning 1. Pillars of Economics Objectives 2. Correlation to Economics with Geography	35





2.	Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Methods A. Lesson Planning and Syllabus 1. Lesson Planning: Meaning, Importance, stages and detail planning in teaching Economics 2. Syllabus: Meaning, Importance, good syllabus need teaching Economics B. Economics Teacher and Diagnostic-Remedial Work 1. Economics Teacher characteristics and Training 2. Diagnostic-Remedial Work: Meaning, Stages, and Differences between Diagnostic and Remedial C. Methods of Teaching Economics 1. Assignment Method 2. Team teaching Method Inductive and Deductive Method D. Self-Learning 1. Skills of Economics Teacher 2. Meaning, Merits and Demerits of Lecture –discretion Method	32.5
3.	Content A. Budget and Market 1. Budget: Meaning, Important and Types 2. Market: Meaning and Types B. Demand and Supply 1. Meaning and Principals 2. Conjecture and Affecting Factors C. Concept of Income and Expenditure 1. Meaning of Income and Expenditure 2. The internal relationship between different Coasts D. Self-Learning 1. Characteristics of Indian Economy 2. Proses of Globalization	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 Economics subject.
2.	Teaching work based on the objectives of Economics subject.
3.	Find the difference remained in various objectives of Economics subjects.
4.	Establish practical correlation of Economics subjects.
5.	Establish various correlations of Economics subjects with other subjects.
6.	Prepare the list of Economics subject with other subjects.
7.	Prepare the list of various stages/steps/phases of lesson planning of Economics subject.
8.	Construct lesson plan of Economics subject.
9.	Practice classroom teaching based on lesson plan of Economics subject.
10.	Prepare the list of characteristics of appropriate curriculum of Economics subject.
11.	Review the concept of diagnostic work and remedial work in Economics subject.
12.	Review the curriculum of Std.11 of Economics subject.
13.	Clarify the concept of diagnostic work and remedial work in Economics subject.
14.	Clarify various methods of diagnostic work and remedial work in Economics subject.
15.	Use various methods during practical lesson in Economics subject.
16.	Clarify the concept of the content of Economics subject.
17.	Clarify various reasons, merits and demerits of various points of the content of Economics subject.





Suggested References:

Sr. No.	References
1.	- ત્યાગી, ગુરુશરનદાસ. (૨૦૦૯). અર્થશાસ્ત્ર શિક્ષણ. આગ્રા: વિનોદ પુસ્તક મંદિર. - પટેલ, મોતીભાઈ મ. તથા અન્ય. (૨૦૦૬). અર્થશાસ્ત્રના અધ્યાપનનું પરિશીલન. અમદાવાદ: બી.એસ.શાહ પ્રકાશન. - પટેલ, વિનુભાઈ યુ. અર્થશાસ્ત્રનું અધ્યાપન અધ્યાપન. અમદાવાદ: અનડા પ્રકાશન. - પટેલ, ધનશ્યામ તથા અન્ય. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ: નવદીપ પ્રકાશન ગૃહ. - દવે, પ્રભાકરન એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ. અમદાવાદ: ગુજરાત યુનિવર્સિટી. - મહેતા, એચ.કે અને અન્ય. અધ્યેતાકેન્દ્રી શિક્ષણ પદ્ધતિ. આણંદ: એન.એચ.પટેલ કોલેજ ઓફ એજ્યુકેશન. - ભટ્ટ, કાર્તિકેય એસ.તથા અન્ય. (૨૦૧૭). અર્થશાસ્ત્ર પાઠ્યપુસ્તક ધોરણ-૧૧. ગાંધીનગર: ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ. - ભટ્ટ, કાર્તિકેય એસ.તથા અન્ય. (૨૦૧૭). અર્થશાસ્ત્ર પાઠ્યપુસ્તક ધોરણ-૧૨. ગાંધીનગર: ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ. - વોરા, એન.એ. અને અન્યો. (૨૦૦૮). અર્થશાસ્ત્રનું અભિનવ અધ્યાપન. અમદાવાદ: નીરવ પ્રકાશન.
2.	Aggarwal, J. C. (2004). <i>Teaching of Economics</i>. Agra: VinodPustakMandir Aggarwal, J.C. (2007). <i>Teaching of Economics: A Practical Approach</i>. Agra: VinodPustakMandir Kanwar, B.S. (1970). <i>Teaching of Economics</i>. Ludhiana: Prakash Brothers Educational Publishers. Norman, L. (Ed.). (1975). <i>Teaching Economics</i>. (2nd ed.). London: London Educational books. NCERT. (1974). <i>Teaching Units in Economics for High and Higher Secondary Stage</i>. New Delhi: NCERT Reddy, S. (2005). <i>Learn and Teach Economics</i>. Delhi: Authors Press. Rudramambe, B. (2004). <i>Methods of Teaching Economics</i>. New Delhi: Discovery Publishers.





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

On-line Resources

www.economicseducation.org

www.roultd.com

Assets.vmu.ac.in

www.learningclassesonline.com





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:	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 पद्धतिओं के मूलतत्त्व, लाभ एवं गेरलाभ 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* (%)
	अ. हिन्दी भाषा शिक्षा १. हिन्दी भाषा की संकल्पना, विशेषताएँ एवं महत्व २. हिन्दी भाषा शिक्षा के सिद्धांत ब. पाठ्यपुस्तक १. पाठ्यपुस्तक की संकल्पना, लक्षणीकता एवं महत्व २. हिन्दी के वर्तमान पाठ्यपुस्तक की समीक्षा (i) कक्षा ६ (ii) कक्षा ७ (iii) कक्षा ८ (iv) कक्षा ९ क. पाठ आयोजन १. पाठ आयोजन की संकल्पना एवं महत्व २. पाठ आयोजन के सोपान ड. स्व अध्ययन- त्रिभाषी सूत्र और सामान्य और विशिष्ट उद्देश्य १. त्रिभाषी सूत्र का कक्षा में विनियोग २. गद्य, पद्य एवं व्याकरण के सामान्य और विशिष्ट उद्देश्य	36





इकाई-२	शैक्षणिक साधन, अध्यापन पद्धतियाँ एवं भाषा के कौशल	
	अ. शैक्षणिक साधन एवं सहायक सामग्री - शैक्षणिक साधन का महत्व, प्रकार (शैक्षणिक उपयोग - चार्ट, चित्र, कम्प्यूटर) - शैक्षणिक उपयोग - वर्तमानपत्र, इंटरनेट, टेलीविजन ब. अध्यापन पद्धतियाँ - गद्य - प्रत्यक्ष पद्धति, परोक्ष पद्धति, अनुवाद पद्धति - मूलतत्त्व एवं लाभालाभ - पद्य - गीत - अभिनय पद्धति, खण्डान्वयी पद्धति, तुलना पद्धति क. भाषाकीय कौशल - श्रवण कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ - मौखिक कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ ड. स्व-अध्ययन - भाषाप्रयोग शाला एवं संप्रेषणात्मक पद्धति - भाषाप्रयोग शाला की रचना एवं उपयोग - संप्रेषणात्मक पद्धति के मूलतत्त्व एवं लाभालाभ	32
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा	
	अ. व्याकरण एवं रचना लेखन - संज्ञा, कारक और संधि - अर्थ एवं प्रकार - निबंध लेखन, रूपरेखा के आधार पर कहानी रचना ब. शब्द निर्माण और साहित्यकार का परिचय - शब्द समूह के लिए एक शब्द, मुहावरे और कहावते - सूरदास, प्रेमचंद क. कक्षा ६, ७, ८ एवं ९वीं के पाठ्य पुस्तकों से संबन्धित साहित्य स्वरूपों की समीक्षा - गद्य समीक्षा : (१) कथनी और करनी (२) स्वराज्य की नींव - पद्य समीक्षा : (१) धरती को महकाएँ (२) माँ कह एक कहानी ड. स्व-अध्ययन - भाववाचक संज्ञा निर्माण एवं अर्थ विस्तार - भाववाचक संज्ञा निर्माण - 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 कौशलों का विकास विभिन्न प्रवृत्तियों के द्वारा करेंगे ।
9.	साहित्य स्वरूपों के तत्वों के आधार पर पाठ्यपुस्तक में समाविष्ट रचनाओं 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. अहमदाबाद : 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	UE01GBED58	Title of the Course	CPS-3 : Pedagogy of Social Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	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 1. Social Science : Meaning , Modern concept , Importance and Nature 2. Social Science : Aims and objectives of teaching Social Science B. Social Science Teaching correlation other Subject 1. Correlation : Concept, and Importance 2. Correlation of Social Science with Language (Gujarati), Maths-Science and Technology C. Teachers Textbook & Handbook of Social Science 1. Textbook of Social Science : Importance and Characters Handbook of Social Science:-Importance and Characters D. Self learning 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 Semester I 1. Lesson 3 Indian Constitution 2. Lesson 5 Natural Disaster 3. Lesson 9 The Freedom Movement of 1857 C.E 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 Semester I 1. Lesson 1 Two Big States 2. Lesson 5 Location and Time 3. Lesson 9 Administration of The State	32
Teaching-Learning Methodology	Lecture, Discussion, Lecture cum Discussion, Demonstration, Group Discussion and 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.	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.	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). સામાજિક વિજ્ઞાનનું અભિનવ અધ્યાપન. 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

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

Course Objectives:	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 1. Science : Concept, Nature, Interdisciplinary nature of science. 2. Science as a method (Observation, Inquiry, Hypothesis, Experimentation, Data collection, Generalization) B. Science and Society 1. Impact of science on Society. 2. Science for environment, health, peace and equity C. Science Process Skills	35





	1. Illustrations and Implications of science process skills 2. Observing, Interring, Measuring, communicating, classifying, predicting D. Self Learning 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 Bhabha 2. History of science	
2.	Exploring Learning Objectives and Instructional Planning A. Objectives of teaching science 1. General objectives of teaching science in school education 2. Formation of specific objectives and learning outcomes in context of Bloom's Taxonomy B. Lesson Planning 1. Instructional planning : Structure and framework 2. Dimensions of planning concept Mapping, content Analysis, questioning, activity based and learner centred planning. C. Maxims of teaching 1. Maxims of teaching : Known to Unknown, Concrete to Abstract, General to Specific, Part to Whole 2. Improvised Apparatus , Teaching learning Aids : Concept, Construction and Importance D. Self learning Learning Resources 1. General science laboratory : organization and Importance 2. 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 Loudon 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.





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24.	પટેલ, વી. જી. (1993). <i>વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ</i> (પ્રથમ આવૃત્તિ). સુરત : સાહિત્ય સંકુલ.
25.	પાંડે, શશિકિરણ. <i>વિજ્ઞાન શિક્ષણ</i> . નई दिल्ली : वाणी प्रकाशन दरीयागंज.
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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	UE01GBED60	Title of the Course	CPS-3 : Pedagogy of Elements of Accountancy
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	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 analyse 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.	The meaning of Accountancy Importance, Scope and Correlation A. Accountancy 1. Meaning and Importance 2. Scope B. Teaching of Accountancy 1. Aims and Objectives 2. Importance of Teaching Economies at Higher Secondary Level C. Correlation 1. Meaning and Importance 2. Correlation with Commerce, Social Science and Mathematics	35





	D. Self-Learning 1. History of Accountancy 2. Correlation with Accountancy and Daily life	
2.	Lesson planning, Syllabus, Teacher, Diagnostic-Remedial work and Methods A. Lesson Planning and Syllabus 1. Lesson Planning: Meaning, Importance, Stages and Detail planning in Teaching Accountancy 2. Syllabus: Meaning, Importance, good syllabus need teaching B. Accountancy Teacher and Diagnostic-Remedial Work 1. Accountancy Teacher Characteristics and Training 2. Diagnostic-Remedial Work: Meaning, Stages, and Differences between Diagnostic and Remedial C. Methods of Teaching Accountancy 1. Assignment Method 2. Team teaching Method Inductive and Deductive Method 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 Case Book C. Depreciation and The Dual effect of Transactions 1. Depreciations: Meaning, characteristics and factors affecting deprecation-Example of equal instalment method of deprecation 2. Types of Accounting Transactions D. Self-learning 1. Types of sub-notes 2. Forms of ledger	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 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.	- મિસ્ત્રી, એમ.આર. (૨૦૧૦). નામાનાં મૂળતત્વો વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન. - વ્યાસ, આર.એચ. અને અન્ય. (૨૦૧૨). નામાનાં મૂળતત્વો, ધોરણ-૧૧ ભાગ-૧. ગાંધીનગર : ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તકમંડળ. - 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). <i>Methods of Teaching Book Keeping</i>. Cincinnati: South Western Publication Company. Kochhar, S. K. (1992). <i>Methods and Techniques of Teaching</i>. New Delhi: Sterling Publishers Private Limited. Verman, M. M. (1979). <i>Method of Teaching Accountancy</i>. 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

Files,eric,ed.gov

