



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:	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 1. Concept, meaning, features of drama 2. Nature (form) of drama B. Art in Education 1. Concept, types and meaning of art 2. Use of drama and Art in education C. Contribution of Artists and Artisans in India 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 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.	Theatre in Education and Cultural Festivals A. Use of different soft Skill (drama) in education 1. Dialogue, script writing, prompting 2. Role play, Improvisation, and Grooming B. Street-play and movie in the context of social awareness 1. Planning of a street play and street play social impact 2. Review of Documentary Short Film and Movie (Anyone) C. Cultural festivals in India 1. Introduction and impact of cultural festivals 2. Role of education for local cultural and art D. Self Learning Theatre in Education and Culture 1. Dialogue and Story Telling 2. Role of teacher for Social awareness development	32
3.	Practical A. Visual arts and craft (Practical) 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) B. Performing arts Dance (Theatre Music) 1. Listing/ Viewing and exploring Regional Art forms of music, Dance and Theatre 2. Participation and Performance in any one of the regional arts forms (Folk Dance, Folk Song, Bhajan, Duha-Chhand etc.) C. Play making 1. Play making (Creating a Short theatre piece from the text or through improvisation) 2. Making Puppet (Mask Puppet, Finger Puppet) D. Self Learning 1. Circular activities making and Participation 2. 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, ગુર્જર ગ્રંથ કાર્યાલય , અમદાવાદ
6.	ડૉ. યાજ્ઞિક હસુભાઈ : સંગીત વિશે (વિવેચન) , ગુર્જર 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-દ્રુહા 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>





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:	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





	B. System Approach 1. Concept, characteristics, factors and Importance 2. System analysis of Instruction and its classroom implications C. Dale's cone of Experience 1. Concept 2. Educational Implications D. E-learning 1. Concept, objectives and Importance 2. Teaching designs based on E-learning	
5.	Models of Teaching A. Concept Attainment Model 1. Meaning and Assumptions 2. Syntax and Effects B. Inquiry Training Model 1. Meaning and Assumptions 2. Syntax and Effects C. Synactic Model 1. Meaning and Assumptions 2. Syntax and Effects D. Lesson Planning based on Models of Teaching 1. Lesson planning and classroom implementation based on Concept Attainment Model and Inquiry Training Model 2. Lesson Planning and classroom implementation based on Synactic Model	16
6.	Advanced Pedagogy A. Co-operative Learning 1. Concept and Principles 2. Techniques and classroom implications B. Project Based Learning 1. Concept 2. Process and Evaluation of projects C. Meta-cognition 1. Concept and Principles 2. Techniques and classroom implications D. Blended Learning 1. Concept 2. 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%

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

Suggested References:	
Sr. No.	References
1.	Anderson Lorin w (1989). The Effective Teacher. Study Guide and Readings. New York. McGraw-Hill Book Company.
2.	Bugelski, B.R. (1964). The psychology of Learning. University of Buffalo. Methuen & Co limited. London
3.	Clark L.H. (1968). Strategies and Tactics in Secondary School Teaching: A Book of Reading. New York. The Macmillan company. <i>Educational Researcher</i> .
4.	Highet, G. (1964). The Art Of Teaching. 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	UE02CBED53	Title of the Course	PE-4 : Knowledge and Curriculum - Part I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	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 1. Knowledge, skill and information: Concept 2. Difference between Knowledge and skill B. Teaching and Training 1. Teaching and Training: Concept 2. Difference between Teaching and Training C. Reason and Belief 1. Reason and Belief: Concept 2. Difference between Reason and Belief D. Self-Learning: Principles of Knowledge 1. Empiricism, Intellectualism 2. Criticism, Intuitionism	36





2.	Understanding Meaning of Curriculum A. Curriculum 1. Curriculum: Concept 2. Place of Curriculum in Education Process B. Curriculum Determinants 1. Aims of Curriculum 2. Principles of Present Day School Curriculum C. Evaluation of Curriculum 1. Need and approaches for Evaluating Curriculum 2. Criteria for Evaluating Curriculum D. Self-Learning : Syllabus 1. Syllabus: Concept 2. Difference between Curriculum and Syllabus	32
3.	Social Bases of Education A. Sociological Bases of Education 1. Mutual Relationship between Education and Society 2. Social Factors responsible for Curriculum Change B. Modern values in Education with reference to Ambedkar 1. Equity and Equality 2. Individual opportunity and Social justice C. Values rooted in conventional and Daily School Practices 1. Critical Multiculturalism :Concept 2. Characteristics of Critical Multiculturalism D. Self-Learning: 'Democracy' as a value in School programme 1. Democratic Education 2. 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). ઉદ્દીચમાન 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	UE02CBED54	Title of the Course	CPS-4 : Assessment for Learning
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	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* (%)
	A. Assessment 1. Concept, objectives and importance 2. Assessment of learning and Assessment for learning B. Measurement 1. Meaning and types 2. Scales of Measurement C. Evaluation 1. Concept and characteristics 2. Steps of evaluation process D. Self learning 1. Difference between measurement and evaluation 2. Principles of Evaluation	18
Unit-2	Elementary Statistics in Educational Evaluation	16
	A. Measures of Central Tendency 1. Mean, Median, Mode : Importance and Limitation, 2. Calculation B. Percentile and Percentile Scores 1. Meaning, 2. Calculation and Interpretation	





	C. Normal Probability Curve 1. Characteristics and uses 2. Kurtosis and Skewness D. Self learning 1. Prepare a database and use suitable statistics for the analysis and interpretation 2. Nature of data: grouped and ungrouped frequency distribution	
Unit-3	Tools of Assessment and Evaluation	16
	A. Rating Scale 1. Meaning and types 2. Uses and limitations B. Diagnostic test 1. Concept and construction 2. Uses and limitations C. Anecdotal 1. Meaning 2. Uses D. Self learning 1. Rubrics : concept, types and uses 2. Meaning of Achievement test, Difference between Diagnostic test and Achievement test	
Unit-4	Techniques of Assessment	18
	A. Formative and Summative Assessment 1. Concept and its methods 2. Uses B. Observation 1. Meaning and types 2. Uses and limitations C. Questionnaire 1. Concept 2. Merits and demerits D. Self learning 1. Self assessment and peer assessment 2. Meaning of observation and prepare an observation schedule selecting a topic.	





Unit-5	Current Trends in Assessment and Evaluation	16
	A. Continuous Comprehensive Evaluation 1. Meaning 2. Uses B. Students' portfolio 1. Meaning 2. Uses and assessment of portfolio C. Gradation by Assessment: GPA and CGPA 1. Meaning of GPA and CGPA 2. Absolute and relative grade system: Meaning and uses D. Self learning 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
	A. Current Examination System 1. Present system, its limitations and suggestions for the improvement 2. Influence of current examination system on the learners and stakeholders B. Computer assisted item construction and assessment 1. Computer assisted construction and assessment of test items 2. Importance and Limitations C. Internal and External Assessment 1. Meaning 2. Advantages, Disadvantages and suggestions D. Self learning 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.

Suggested References:

Dandekar, W. N. (1971). *Evaluation in Schools*. Pune : Vidhya Prakashan.

Ebel, R. L. & Fresbie, D. A. (2009). *Essentials of Educational Measurement*. New Delhi : PHI Learning Pvt. Ltd.

Garrette, H. E. (1969). *Statistics in Psychology and Education*. Bombay : Vakils Fefferand Simons Pvt. Ltd.

Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi : Surjeet Publication.

Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.

Mehta, S. J. & Shah, I. K. (1982). *Educational Evaluation*. Ahmedabad : Anand Prakashan (Gujarati).





Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi : Discovery Publishers.

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

Course Objectives:	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 કરે 7. 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* (%)
	અ. ભાષાની પરિભાષા, સ્વરૂપ અને વિકાસ ૧. ભાષાની પરિભાષા અને સ્વરૂપો ૨. ભાષાની લાક્ષણિકતાઓ અને ભાષા વિકાસને અસર કરતાં પરિબળો બ. માતૃભાષાનું મહત્વ અને માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષા ૧. માતૃભાષાનું મહત્વ ૨. માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષાનાં કારણો અને દૂર કરવાના ઉપાયો ક. માતૃભાષાનું શિક્ષણ અને માતૃભાષાનો શિક્ષક ૧. ભાષા શબ્દના વિવિધ અર્થો, ભાષા અને વાણી ૨. માતૃભાષા શિક્ષકની સજ્જતા	35





	5. સ્વ અધ્યયન - ભાષામાં શબ્દ ભંડોળ અને ભાષાનાં ઘટકો ૧. ભાષામાં શબ્દભંડોળનું મહત્વ ૨. ભાષાનાં ઘટકો અને મહત્વ	
એકમ-૨	માતૃભાષાનાં મૂળભૂત કૌશલ્યો	
	અ. શ્રવણ કૌશલ્ય ૧. શ્રવણ કૌશલ્યની સંકલ્પના અને મહત્વ ૨. શ્રવણ કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ બ. કથન કૌશલ્ય ૧. કથન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. કથન કૌશલ્ય વિકાસ માટેની સહઅભ્યાસિક પ્રવૃત્તિઓ ક. વાંચન કૌશલ્ય ૧. વાંચન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. વાંચન કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ ડ. સ્વ- અધ્યયન- લેખન કૌશલ્ય ૧. લેખન કૌશલ્યની સંકલ્પના અને મહત્વ ૨. લેખન કૌશલ્ય વિકાસ માટેની સહ અભ્યાસિક પ્રવૃત્તિઓ	૩૨
એકમ-૩	વ્યાકરણ અને સાહિત્ય કૃતિઓની સમીક્ષા	
	અ. સંધિ અને સમાસ ૧. સ્વરસંધિ અને વ્યંજન સંધિ, વિસર્ગ સંધિ ૨. દ્રન્ધ્ર સમાસ, મધ્યમપદલોપી સમાસ અને બહુવિહી સમાસ બ. લેખન (અપઠિત) ૧. અહેવાલ લેખન અને નિબંધ લેખન ૨. વિચાર વિસ્તાર અને સંક્ષેપીકરણ ક. સાહિત્ય કૃતિઓની સમીક્ષા ૧. ધૂળિયે મારગ ૨. જુમો ભિસ્તી ડ. સ્વ- અધ્યયન -ક્રિયાપદના પ્રકાર અને કૃતિની સમીક્ષા	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
1.	આક્રવાલા, 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.
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.
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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, ચો. (૨૦૧૧). ગુજરાતી ભાષાનું વ્યાકરણ (ચોથી આ.). અમદાવાદ : નવસર્જન
18.	વ્યાસ, ચો.ધી (૨૦૧૦). બોલી વિજ્ઞાન અને ગુજરાતી બોલીઓ (ચોથી આ.). અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ
19.	Brindhamani M. (2014). Language education. New Delhi : APH Publishing.
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21.	NCTE, (2001). Teacher Education in Gujarati. NCTE.
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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	UE02GBED52	Title of the Course	CPS-5 : Pedagogy of English
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	- Students clarify the concept of unit planning & design a unit plan. - Students design poetry comprehension lesson plan based on Communicative Language Teaching. - Students prepare Written comprehension lesson plan based on Communicative Language Teaching. - Students derive personal attributes & professional expertise of a teacher of English. - Students design tasks using authentic materials. - Students review online materials for ELT & modify then according to the classroom need. - Students evaluate different methods of teaching English. Students select Eclectic methodology for teaching English and justify their selection. - Students design different types of item for ELT. - Students outline the formation of English club. - Students execute Co-curricular activities for developing L-S-R-W. - Students generate project ideas based on textbook lessons. - Students demonstrate the enhancement of grammar competence & communicative competence.
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Course Content		
Unit	Description	Weightage* (%)
1.	Lesson Planning A. Unit Planning - Concept of Unit planning - Steps in Unit planning B. 1. Poetry lesson plan: Introduction, Activities, comprehension Activity, Evaluation, Vocabulary scheme 2. Writing Composition: Introduction, Brain storming, Collection of ideas, Classification: of ideas, Paragraphing, Framing Beginning and End, Evaluation	36





	C. Teacher of English 1. Personal attributes 2. Professional expertise D. Authentic Materials 1. Meaning and Tasks 2. Web material for ELT : Use of adopting and adapting	
2.	Methods, Approaches and Assessment A. Grammar Translation Method 1. Principles 2. Merits and Demerits Direct Method 1. Merits and Demerits B. Evolving an Eclectic Approach in teaching English 1. Consideration of ground root realities 2. Role of the teacher C. Enriching ELT and construction of test items 1. English language club: concept, formation, activities 2. Development of test Items 1. Objectives types 2. Short answer and essay types D. 1. Co-curricular activities for developing language skills 2. Building lesson based projects ideas	32
3.	A. Grammar in use 1. Active-passive, Degree of comparison 2. Transformation of sentences B. Language in use 1. Translation of Sentences 2. Use of Vocabulary (std VI to XII) C. 1. Story writing based on outline 2. Reports for special programmes and festivals D. 1. Letter writing 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.
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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	UE02GBED53	Title of the Course	CPS-5 : Pedagogy of Mathematics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	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 1. Concept and Importance of Teaching Aids 2. Classification, Preparation and Use of Teaching Aids B. Learning Resources in Mathematics 1. Educational Videos and Movies, Magazines and Periodicals, Reference Books, Blogs and Websites, Apps and Softwares	35





	2. Mathematics Laboratory and Mathematics Corner : Concept, Objectives, Importance and Uses C. Co-curricular Activities in Mathematics 1. Mathematics Club : Concept, Objectives, Importance, Organisation and Activities 2. Mathematics Quiz, Mathematics Fair, Mathematics Olympiad, and Recreational Activities- Games, Puzzles, Riddles in Mathematics D. Self Learning 1. ICT in Teaching Mathematics : CAI, e-Learning, Web based Learning 2. Student Workbook : Concept, Objectives, Formation, Importance and Limitations	
2.	Evaluation & Co-relation in Mathematics, and Mathematics Teacher A. Evaluation in Mathematics 1. Evaluation Tools : Meaning, Need and Use of Diagnostic Testing and Remedial Teaching 2. Various Techniques of Formative Evaluation and the Role of the Teacher in it. B. Relationship in Mathematics and Mathematics Teacher 1. Mathematics : Relationship with its branches and other School Subjects 2. Mathematics Teacher : Qualities, Qualification, Role and Professional Growth C. Mathematics Textbook and its Evaluation 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 2. Teacher Handbook : Concept, Objectives and Importance D. Self Learning 1. Objectives and Principles for designing the Curriculum of Mathematics at different stages of schooling 2. Online Tests : Concept, Advantages and Limitations	35
3.	Mathematics Content Standard-9 Mathematics Textbook (GSEB): 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.	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.
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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.
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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	UE02GBED54	Title of the Course	CPS-5 : Pedagogy of Economics
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers clarify evaluation tools in Economics subject. 2. The student-teachers prepare question paper based on blue print in Economics subject. 3. The student-teachers implement various methods of learning in teaching Economics. 4. The student-teachers establish the relationship of field work practical units in Economics subject. 5. The student-teachers analyse the current school text book of Economics subject with reference to definite parameters. 6. The student-teachers prepare the outline of the club of Economics subject. 7. The student-teachers differentiate among various concepts included in the content of Economics subject.
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Course Content		
Unit	Description	Weightage* (%)
1.	Evaluation Tools of Economics, Audio-Visual Aids and Methods A. Evaluation tools of Economics and Audio-visual Aids 1. Evaluation tools: Meaning, Uses and tools 2. Audio-Visual tools: Computer, Maps, T.V., Internet, Radio, News Paper B. Blue Print 1. Meaning and Characteristics 2. Steps and Construction C. Method of Teaching 1. Project Method: Meaning, 2. Symposium Method: 3. Problem Solving Method D. Self-Learning 1. Effective use of bulletin board as visual tool 2. Meaning, merits and demerits of Inductive Method	35





2.	Field Work, Text book and Economics Study Club A. Field work 1. Meaning and Importance 2. Visits to place, field work and keep to mind field work B. Text book 1. Concept and characteristics 2. Importance and criticism C. Economics study club 1. Meaning and Importance 2. Activates D. Self-Learning 1. Textbook Review of Standard -12 2. Constitution of Economics study board	32.5
3.	Content A. Population Problems 1. Meaning and Effects 2. Causes of Birth rate and Death rate B. Unemployment and Poverty 1. Unemployment: Meaning, Types, Caused and Remedied 2. Poverty: Meaning, Types and Causes C. Inflation and International Trades 1. Inflation: Meaning, Characteristics and Causes 2. Internal national Trades: Meaning and Causes D. Self-learning 1. Money: Meaning, functions and Types 2. Commercial Bank: Meaning and Functions	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 Economics Subject.
2.	Classify various evaluation tools on its types in Economics subject.
3.	Prepare evaluation tools according to the lesson in classroom teaching during practical lesson in Economics subject.
4.	Prepare a blue print in Economics subject.
5.	Prepare question paper based on the blue prints in Economics subject.
6.	Use various methods according to lesson during the practical lesson in Economics subject.
7.	Make a list of the units that can be used in the field work in Economics subject.
8.	Prepare a report on the field work done on any unit of Economics subject.
9.	Classify the internal and external characteristics of textbook of Economics subject.
10.	Review the textbook of Std.11 Economics subject.
11.	Prepare the procedure of constructing study club in Economics subject.
12.	Clarify the organisation of the study club of Economics subject.
13.	Clarify the list and work of the study club members in Economics subject.
14.	Construct a study in Economics subject.
15.	Clarify the school activities of the study club in Economics subject.
16.	Clarify various concepts of the content of Economics subject.
17.	Clarify the reasons, solutions, merits and demerits of the content of Economics subject.

Suggested References:

Sr. No.	References
1.	- ત્યાગી, ગુરુશરનદાસ.(૨૦૦૯). અર્થશાસ્ત્ર શિક્ષણ. આગ્રા: વિનોદ પુસ્તક મંદિર. - પટેલ,મોતીભાઈ મતથા અન્ય ..(૨૦૦૬) અર્થશાસ્ત્રના અધ્યાપનનું.પરિશીલન. અમદાવાદશાહ પ્રકાશન.એસ.બી .:





	- પટેલ, વિનુભાઈ યુઅર્થશાસ્ત્રનું અધ્યાપન અધ્યાપન .. અમદાવાદ પ્રકાશન અનંડા.. - પટેલ, ઘનશ્યામ તથા અન્ય. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ . અમદાવાદ: નવદીપ પ્રકાશન ગૃહ. - દવે, પ્રભાકરન એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ . અમદાવાદ ગુજરાત યુનિવર્સિટી. - મહેતા, એચકે અને અન્ય.. અધ્યેતાકેન્દ્રી શિક્ષણ પદ્ધતિ . આણંદ પટેલ . એચ. એન. કોલેજ ઓફ એજ્યુકેશન. - ભટ્ટ, કાર્તિકેય એસ અર્થશાસ્ત્ર પાઠ્યપુસ્તક. (૨૦૧૭). તથા અન્ય. ધોરણ- ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ: ગાંધીનગર. ૧૧. - ભટ્ટ, કાર્તિકેય એસ અર્થશાસ્ત્ર. (૨૦૧૭). તથા અન્ય. પાઠ્યપુસ્તક ધોરણ- ગુજરાત રાજ્ય પાઠ્ય પુસ્તક મંડળ: ગાંધીનગર. ૧૨. - વોરા, એન. એ. અને અન્યો. (૨૦૦૮). અર્થશાસ્ત્રનું 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





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:	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 कौशल्याँ 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* (%)
	अ. इकाई आयोजन १. इकाई आयोजन की संकल्पना एवं महत्व २. इकाई आयोजन के सोपान ब. मूल्यांकन प्रक्रिया १. मूल्यांकन की संकल्पना, विशेषताएँ एवं महत्व २. मूल्यांकन की विधियाँ क. व्याकरण एवं रचना लेखन १. आगमन प्रणाली, निगमन प्रणाली २. रचना लेखन की संकल्पना, दोष एवं उपाय ड. स्व-अध्ययन - आदर्श प्रश्नपत्र की लाक्षणिकताएँ एवं रचना लेखन १. आदर्श प्रश्नपत्र की लाक्षणिकताएँ २. रचना लेखन विकास की प्रवृत्तियाँ	36





इकाई-२	भाषाकीय कौशल	
	अ. पठन कौशल १. पठन कौशल की संकल्पना, महत्व, दोष, उपाय एवं विकास की प्रवृत्तियाँ २. सस्वरपठन और मौनपठन का भेद ब. लिखित कौशल १. लिखित कौशल की संकल्पना , महत्व दोष , उपाय एवं विकास की प्रवृत्तियाँ २. श्रुतलेखन और अनुलेखन का भेद क. हिन्दी भाषा का शिक्षक १. हिन्दी भाषा शिक्षक की शैक्षिक एवं व्यावसायिक योग्यताएँ २. हिन्दी भाषा शिक्षक की भाषासज्जता ड. स्व- अध्ययन - शब्दों का अर्थ स्पष्ट करने की विधियाँ एवं ध्वनि विज्ञान की शिक्षा १. शब्दों का अर्थ स्पष्ट करने की विधियाँ २. ध्वनि विज्ञान की शिक्षा	32
इकाई-३	व्याकरण, रचना लेखन एवं साहित्य स्वरूपों की समीक्षा	
	अ. व्याकरण एवं रचना लेखन १. वाक्य का अर्थ और प्रकार २. पत्र लेखन - आवेदन पत्र, शिकायती पत्र ब. व्याकरण एवं साहित्यकार का परिचय १. विरामचिह्न, विशेषण, सर्वनाम २. महादेवी वर्मा, सुदर्शन क. कक्षा ६, ७, ८ एवं ९वीं के पाठ्यपुस्तकों से संबन्धित साहित्य स्वरूपों की समीक्षा १. गद्य समीक्षा : (१) न्याय (२) हार की जीत २. पद्य समीक्षा : (१) भारत का गौरव (२) बेटी ड. स्व-अध्ययन - कर्तृवाचक संज्ञा निर्माण और अनुवाद १. कर्तृवाचक संज्ञा निर्माण २. अनुवाद	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 कौशलों 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.
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9.	मुखर्जी, श्रीधरनाथ. (२०१०) .राष्ट्र भाषा की शिक्षा. आगरा : विनोद पुस्तक भंडार.
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11.	पटेल, पी.अ. (२००८) .हिन्दी का अभिनव अध्यापन. अमदाबाद :नीरव प्रकाशन.
12.	पाण्डेय, रामशकल. (२००३) .हिन्दी शिक्षण. आगरा :विनोद पुस्तक भंडार.
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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	UE02GBED58	Title of the Course	CPS-6 : Pedagogy of Social Science
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	1. The student-teachers implement the methods and techniques of teaching Social Science. 2. The student-teachers exhibit attitudes of a committed & competent Social Science teacher. 3. The student-teachers formulate of the Social Science club & room's activities. 4. The student-teachers prepare different teaching aids & exhibit the skill of using them in the classroom. 5. The student-teachers implement evaluation process in Social Science. 6. The student-teachers construct & 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 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 1. Characters and skills 2. Professional Efficiency and Training C. Social Science Club 1. Aims and Formation 2. Needs and Importance D. Self learning 1. Social Science club activities 2. 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 Semester II 1. Lesson 2 Environment Population 2. Lesson 5 Revolutionaries of India 3. Lesson 9 Our Economic System 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 Semester II 1. Lesson 2 Indian Climate and Natural Resources 2. Lesson 9 Indian: Social life 3. Lesson 11 Devotion to Word of the Almighty	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: 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
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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

<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-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:	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 1. Inquiry approach: concept, steps, role of teacher and learner 2. Constructivist Approach : 5E Model, Developing lesson plan as construction of knowledge following 5E Model B. Methods of teaching science 1. Demonstration method: Concept, Demonstration of experiment, merits and demerits 2. Experiment Method : Concept steps merits and demerits C. Textbook and Assessment 1. Evaluation of science textbook 2. 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.
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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





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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.
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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.
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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 Loudon 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., ભટ્ટા, એન. (2004). વિજ્ઞાન અધ્યાપનનું પરિશીલન (ત્રીજી આવૃત્તિ). અમદાવાદ : બી.એસ. શાહ પ્રકાશન.
22.	પટેલ, વી. જી. (1993). વિજ્ઞાન શિક્ષણનો નૂતન અભિગમ (પ્રથમ આવૃત્તિ). સુરત : સાહિત્ય સંકુલ.
23.	પાંડે, શશિકિરણ. વિજ્ઞાન શિક્ષણ . 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/
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-CrPWfoqLuUL6qaPEn7OqvQwZuZ-MX4QyS4kXOW9EyFhoC59QQA vD_BwE





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	02

Course Objectives:	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 utilizable. 4. The student-teachers establish the relationship of field work practical units in Accountancy subject. 5. The student-teachers analyse 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.	Evaluation Tools of Accountancy, Audio-Visual Aids and Methods A. Evaluation tools of Accountancy and Audio-visual Aids 1. Evaluation tools: Meaning, Uses and tools 2. Audio-Visual tools: Computer, Maps, T.V., Internet, Radio, News Paper B. Blue Print 1. Meaning and Characteristics 2. Steps and Construction C. Method of Teaching 1. Project Method: Meaning, 2. Symposium Method: 3. Problem Solving Method D. Self-Learning	35





	1. Effective use of bulletin board as visual tool in accountancy Subject. 2. Meaning, merits and demerits of Demonstration Method	
2.	Field Work, Text book and Accountancy Study Club A. Field work 1. Meaning and Importance 2. Visits to place, field work and keep to mind field work B. Text book 1. Concept and characteristics 2. Importance and criticism C. Accountancy study club 1. Meaning and Importance 2. Activates D. Self-Learning 1. Textbook Review of Standard -12 2. Constitution of Accountancy study board	32.5
3.	Content A. Deshi Nama Method – Account Report 1. Meaning & Characteristic of Deshi Nama Method 2. Simple Sum of Annual Account B. Partnership's Account 1. Meaning & Characteristic 2. Agreement, Capital A/C & Simple sum C. Goodwill 1. Meaning of Goodwill 2. Factors Affecting of Goodwill D. Sleep-learning 1. Accounting Method & Computer 2. Difference between Equity Share & 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.11 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.	- 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 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). <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

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