

**B.Ed. SEMESTER-I
(Revised)**

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

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

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

B.Ed. Semester-II (Revised)

Semester -II (Core Paper)							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A - 03	Knowledge and Curriculum	4	4	3	30	70	100
A - 04	Learning and Teaching	4	4	3	30	70	100
Curriculum and Pedagogic Study							
C - 02	Assessment of Learning	4	4	3	30	70	100
Enhancing Professional Capacity (EPC) * EPC course exam to be conducted by the college. This course has internal written / Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam.							
EPC-2	Drama And Art In Education	2	2	2	50	--	50

Pedagogy of School Subject (Any two from given group)

Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B - 105	Social Science	4	4	3	30	70	100
B - 106	Mathematics	4	4	3	30	70	100
B - 107	Science and Technology	4	4	3	30	70	100
B - 109	Economics	4	4	3	30	70	100
B - 110	Org. of Com. & Management	4	4	3	30	70	100
B - 111	Accountancy	4	4	3	30	70	100
B - 113	English- HL (For English Medium Students)	4	4	3	30	70	100

**B.Ed.-SEMESTER-II (Revised)
Practical Work**

Sr. No	Practical Work	Credit	Internal	External	Total
1	Block Teaching (10- Lessons + 10- Observation)	4	100	--	100
2	Blue Print (One in Each method)	2	50	--	50
3	Action Research	2	50	--	50
4	Prepare Objective type test for main school subject	1	25	--	25
5	Seminar/Workshop/Project Work	1	25	--	25
Total		10	250	--	250

B.Ed. -Semester-III (Revised)

(Semester-III pedagogy school subject and External viva based on Internship conducted by the university)

Semester -III							
* A-05, A-06, C-03 and EPC-03 course exam conducted by college as an internal written exam.							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A - 05	Gender School and Society	2	2	2	50	-	50
A - 06	Creating Inclusive School	2	2	2	50	-	50
Curriculum and Pedagogic Study							
C - 03	Understanding Self	2	2	2	50	-	50
Enhancing Professional Capacity (EPC) * EPC course exam to be conducted by the college. This course has internal written / Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-3 exam.							
EPC-3	Critical Understanding of ICT	2	2	2	50	--	50

Pedagogy of School Subject (Any two from given group)

* Student will have to prepare themselves content course of school subject selected by the students and University exam will be conducted by the end of term. The format of this exam as per TET/TAT exam format related to subject content only.

Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B - 105	Social Science	2	2	2	-	50	50
B - 106	Mathematics	2	2	2	-	50	50
B - 107	Science and Technology	2	2	2	-	50	50
B - 109	Economics	2	2	2	-	50	50
B - 110	Org. of Com. & Management	2	2	2	-	50	50
B - 111	Accountancy	2	2	2	-	50	50
B - 113	English- HL (For English Medium Students)	2	2	2	-	50	50

B.Ed.-SEMESTER-III (Revised)
Practical Work

Sr. No	Practical Work	Credit	Internal	External	Total
1	Internship 11 Week (Non plan 25-Lessons, 20- Observation, Maintain Log book)	10	250	--	250
2	TLM (Each School Method)	2	50	--	50
3	Computer practical (MS-Office, Internet)	2	50	--	50
4	PPT Submission (Each School Method)	2	50	--	50
5	Viva Examination based on Internship taken by university	4	-	100	100
Total		20	400	100	500

B.Ed.-Semester-IV (Revised)

B.Ed.-Semester -IV (Core Paper)							
Subject Code	Subjects/ Curriculum Components	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
A - 07	Introduction to Educational Research	4	4	3	30	70	100

Curriculum and Pedagogic Study

(Any two from the following two groups one subject form each group)

Group-1							
C - 05	Guidance and Counseling	4	4	3	30	70	100
C - 06	Teacher Education	4	4	3	30	70	100
Group-2							
D - 01	Educational Technology	4	4	3	30	70	100
D - 02	NCF- 2005 and RTE-2009	4	4	3	30	70	100

Enhancing Professional Capacity (EPC) * EPC course exam to be conducted by the college. This course has internal written / Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-4 exam.							
EPC-4	Yoga & Sports Education	2	2	2	50	--	50

Pedagogy of School Subject (Any two from given group)

Method Code	Course	Instructional Hours/ week	Credit	Exam Hours	Total		
					Internal	External	Total
B - 105	Social Science	4	4	4	30	70	100
B - 106	Mathematics	4	4	4	30	70	100
B - 107	Science and Technology	4	4	4	30	70	100
B - 109	Economics	4	4	4	30	70	100
B - 110	Org. of Com. & Management	4	4	4	30	70	100
B - 111	Accountancy	4	4	4	30	70	100
B - 113	English- HL (For English Medium Students)	4	4	4	30	70	100

B.Ed.-SEMESTER-IV (Revised)
Practical Work

Sr. No	Practical Work	Credit	Internal	External	Total
1	Internship 04-Week (Non plan 16- Lessons, 10- Observation, Maintain Log book)	2	50	--	50
2	Digital lesson plan (Presentation) (Each method)	1	25	--	25
3	Institutional Visit (Any One)	1	25	--	25
4	Map Filing/ Analysis of Balance sheet/Budget Analysis/ Science/Psychology Practical/Review of Prose or Poem	1	25	--	25
5	Presentation of Trainees' Portfolio and Viva	1	25	--	25
6	Annual lesson (University Exam)	4	-	100	100
	Total	10	150	100	250



SEMESTER I

Objectives of the course:

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

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

Unit-1 Educational Psychology

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

Unit-2 Stages of Child development

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

Unit-3 Intelligence, Personality and Motivation

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

Unit-4 Creativity and Mental health

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

Administration, scoring and interpretation of the following psychological tests.

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

Suggested Readings:

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

- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.1968 The Genetic Determination Of Intelligence Bulletin of British Psychological Society 21,11_18
- Garbarino ,J,(1982)Children and Families in the social Environment Aldine de Gruyter:Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,Theory and Problem of Child Development,New York :Grune&Stratlon Inc.,1958
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt - Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects. New York Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill
- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997 Development And Learning
- Sharma,N(2003) Understanding Adolescence; N B T India

A-02: CONTEMPORARY INDIA AND EDUCATION

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

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

Unit-1 Educational and Philosophy

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

Unit-2 Constitutional provision for Education

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

Unit-3 Education Commissions and Recommendations

- 3.1 Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
- 3.2 Salient features of Education in British period Macaulay's Minutes (1835), Woods' Despatch(1854),Radhakrishnan Commission (1948 -49), Secondary Education Commission (1952-53), Kothari Commission (1964-66).
- 3.3 Educational Policies- NPE 1986, Program of action-1992, Knowledge commission, Right to Education Act- 2009.
- 3.4 SSA, RMAS and RUSA : Introduction and functions

Unit-4 Emerging Trends at Global level

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

Suggested Activity

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

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

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.

- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaiba, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- Gujarat University : B.Ed. Syllabus Revised In Force From June : 2017 39
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

Objectives of the Course:

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

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

UNIT-1 Language And Learning

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

UNIT-2 Language At School

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

UNIT-3 Basic Language Competencies Required At School

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

Unit-4 Listening and Speaking, Reading, Writing,

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

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Suggested Activities:

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

Suggested Readings:

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

Objectives of the Course:

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

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

Unit 1 The Scope & Nature Of Reading

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

Unit-2 Reading Comprehension

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

Unit-3 Reflecting On Text Of School Subjects

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

Unit-4 Content Analysis And Source Of Reading Materials

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

4.4 E-book: Meaning, Concept and Importance

Suggested Activities:

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

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

B-105: SOCIAL SCIENCE

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the Course:

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

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

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

- 1.1 Social Science – Meaning & Definition
 - Modern concept of Social Science
 - Importance of teaching of Social Science.
 - Scope of Social Science.
- 1.2 Aims of Social Science teaching.
- 1.3 General objectives and specific objectives of social science teaching.
- 1.4 Development of values through the teaching of social science.

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

- 2.1 Micro Teaching: Meaning, Steps, Importance, Characteristics, merits & demerits, Different skill of microteaching lesson planning –Set induction, fluency in questioning – reinforcement
– B.B. Work, skill of example – skill of explaining, Prepare a micro lesson planning on the basis of above skills.
- 2.2 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages, Prepare a simulation planning.
- 2.3 Lesson Planning: Meaning, steps, importance, merits & demerits
- 2.4 Prepare a ideal stray lesson planning.

Unit-3 Content (1) Std-9.

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

Unit-4 Content (1) Std-10.

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

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Suggested Activity:

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

Suggested Reading :

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Science in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Science in Secondary School. Longman Greenand Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.

- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well.
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.

B-106: MATHEMATICS

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

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

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

- 1.1 Introduction to Mathematics: Meaning, Definition & Concept of Mathematics, Scope of Mathematics.
- 1.2 Importance of teaching of Mathematics, Need of Mathematics subject in Secondary School curriculum
- 1.3 Value of Mathematics in modern life, Utilitarian value, Disciplinary value, Cultural value,

- 1.4 Objectives of teaching Mathematics at secondary level, Taxonomy of education

objectives: general and specific objectives

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

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

Unit-3 Content (1) Std-9.

- 3.1 Lesson-1 Number System
- 3.2 Lessons-2 Polynomials
- 3.3 Lesson-6 Lines and Angles
- 3.4 Lesson-7 Triangle
- 3.5 Lesson-11 Constructions

Unit-4 Content (1) Std-10.

- 4.1 Lesson-2 Polynomials
- 4.2 Lesson-4 Quadratic Equation
- 4.3 Lessons-6 Triangles
- 4.4 Lesson-8 Introduction to Trigonometry
- 4.5 Lesson-11 Constructions

Suggested Activity:

- Prepare a list of values of mathematics teaching.

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra :RadhaPrakashanMandir.
- Patel R N (2012). Teaching and learning mathematics in modern times:New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.

- Roohi.Fatima (2008).Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). GanitShashtraAdhyapanPadhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpai, D. K., Parikh, K. O., and Patel, N. B. (1988).Ganit Na Adhyapan Nu Parishilan.Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996).GanitAdhyapanPadhdhatiAmdavad : Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981).GanitShikshanPadhdhati. Amadavad: A. R. Sheth& Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

B-107: Science and Technology

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

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

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

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

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

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

Unit-3 : Content (1) Std-9.

- 3.1 Lesson-1 Matter in our surrounding
- 3.2 Lesson-2 Is matter around Us pure?
- 3.3 Lesson-5 Fundamental units of life
- 3.4 Lesson-8 Motion
- 3.5 Lesson-9 Force and laws of motion

Unit-4 : Content (1) Std-10.

- 4.1 Lesson-1 Chemical reactions and Equations
- 4.2 Lesson-2 Acids, Bases and Salts
- 4.3 Lesson-6 Life Processes
- 4.4 Lesson-10 Light Reflection and Refraction
- 4.5 Lesson-11 Human Eye and Colourful World

Suggested Activity :

- Preparation of material and objective for teaching science and technology

Suggested Readings:

- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

B-109 :Economics

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

- To understand the concept, scope & structure of economics.
- To enable the student trainees to know the importance of need of teaching economics at the higher secondary school level.
- To understand the aims & objectives of teaching economics in higher secondary school level.

- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquire the knowledge of current higher secondary syllabus of economics.
- To explain the importance of micro, simulation & stray lesson to develop economics teaching skill.
- To practice various micro teaching skill in economics teaching.

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

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

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

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

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

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

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

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

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Suggested Activity:

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

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics :A Practical Approach, Agrawal Publications, Agra-2.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

Objectives of the course :

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

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

UNIT-1 UNDERSTANDING DISCIPLINE

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

UNIT-2 LESSON PLANNING

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

UNIT -3 STD : 11

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

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UNIT – 4 STD : 12

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

Suggested Activity

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

Suggested Readings :

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

B-111:Accountancy

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

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

UNIT-1 Understanding Discipline

- 1.1 Accountancy : Meaning , Concept, History, Objectives
- 1.2 Scope of Accountancy, Aims of Accountancy

- 1.3 Objectives and Importance of teaching of elements of Accountancy at higher secondary level
- 1.4 General and Specific Objectives of Accountancy and expected behavior change

UNIT-2 Lesson Planning

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

UNIT-3 STD : 11-Concept and Computation

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

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UNIT - 4 STD: 12-Concept and Computation

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

Suggested Activity :

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

Suggested Readings :

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

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.

Unit -1 Introduction to English Language

- 1.1 English as a Discipline of Study: concept and nature
- 1.2 Importance of Teaching English and status of ELT in Gujarat and India.
- 1.3. Role of English language in cultivating values and life skills
- 1.4. Psychology of language learning and Problems faced by first language learners in Learning English

Unit 2: Planning teaching English as first language

- 2.1 Micro teaching (including bridge lesson) Concept, Importance, Steps, Limitations
- 2.2 Instruction Skills: Skill of Set-Induction, skill of Fluency in Questioning, Skill of Explanation, Skill of using Chalk Board, Skill of Stimulus Variation
- 2.3. Simulation: concept, importance, steps, limitations. Lecture method, inductive deductive method and demonstration method
- 2.4 Stray lessons steps, importance, limitations General and specific objectives of teaching English as first language.

Unit:3 Grammar and usage -1

- 3.1 Parts of Speech: Meaning and Illustrations
- 3.2 Word Formation; synonyms, antonyms, nouns, verbs, adjectives
- 3.3 Sounds of English, Stress and Intonation
- 3.4 Punctuation mark: Full stop; Comma, Question mark and Exclamatory mark.

Unit: 4 Grammar and usage -2

- 4.1 Kinds of sentences: (Meaning and Examples) Declarative/assertive, Interrogative, Imperative and Exclamatory.
- 4.2 Modal Auxiliaries: Be, Do, Have, Need and Dare
- 4.3 Figures of speech: Contrast and Similarity
- 4.4 The Degree of Comparison (positive, comparative, superlative)

Suggested Activities:

- Collect ten examples of grammar in context from English textbook 8th class have a group discussion.
- Prepare three activities to develop the reading skills of class 7
- Prepare three activities to develop the speaking skill of class 8
- Prepare two activities to brush up oral skill of std. 8
- Do a survey of two schools in your neighbourhood to find out:
 1. Level of English teaching
 2. Materials and different methods used in class room in teaching English

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- Arora Navita, English language Teaching: Approches and Methodology. New Delhi,
- Tata McGraw Hill education private limited
- General English for High school classes English grammar, Gaziabad, Jawahar prakashan Pvt.Ltd.
- Leech Geoferey & Svartvik J., Contemporary English grammar for scholars and students, Book palace, New Delhi
- Murthy J. D., A Communicative Grammar of English, Longman
- Wren and martin, English grammar and composition, S. Chand



SEMESTER II

Objectives of the course :

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

- To get information about concept, sources of knowledge, and facets of knowledge.
- To appraise the Student-Teacher about the concept of Modernization, Multi culturalism and Democratic Education in Curriculum
- To acquaint the Student-Teacher with the culture and modernity, nationalism, universalism and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework
- To appraise the Student-Teacher about the concept of autonomy.
- To explain the meaning and different types and determinants of curriculum.
- To get information about principles and Approaches of curriculum construction
- To acquire conceptual understanding of power, Ideology and the curriculum

Unit-1 Epistemological bases of Education

- 1.1 Concept of knowledge: Meaning, Definition, concept and characteristics
- 1.2 Types of knowledge: Philosophical, Psychological, Propositional
- 1.3 Source of knowledge: Education, situational, conceptual and strategic
- 1.4 Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.

Unit-2 Social and Cultural context of Education

- 2.1 Concept of Society and Culture, Its influences in recent education system.
- 2.2 Influence of modern values like equity and equality, Individual opportunity and social justice.
- 2.3 Tagore and Kirshnamurti: With reference to nationalism, universalism and secularism.
- 2.4 Academic Autonomy: Meaning, Merits and Demerits

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Steps, Difference between syllabus and curriculum.
- 3.2 Role of Govt. and Society in construction of curriculum.
- 3.3 Foundations of Curriculum: Philosophical, Psychological and Sociological
- 3.4 Issues related curriculum development, Concept of Hidden curriculum.

Unit-4 Curriculum transaction and evaluation

- 4.1 Strategies for making curriculum contextually responsive

- 4.2 Steps of curriculum development
- 4.3 Hilda Taba model of curriculum development
- 4.4 Methods of curriculum evaluation

Suggested Activity

1. Prepare a small curriculum for course.
2. Select social one social issues and prepare small curriculum module for its suggested solutions.

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Suggested Readings:

- Allan,C. et al., (1993). Curriculum Foundations, Principles and Issues. Allyn and Bacon, London.
- Anita J. Harrow, (1972). A Taxonomy of Psychomotor Domain. NeYork: Mckay.
- Arulsamy, S., (2010). Curriculum Development., NeelkamalPublications Pvt., Lted, Hyderabad
- Ausubel, D., (1968). Educational Psychology: A Cognitive View. New York: Holt, Rinehart and Winsom.
- Ballantine, H.J. (1983). The Sociology of Education - A Systematic Analysis. Prentice-Hall, Inc., New Jersey.
- Benjamin S. Bloom, (1956). Taxonomy of Educational Objectives. Handbook-I, Cognitive domain. New York: Mckay.
- Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum Construction. Kanishka Publishing House, Delhi.
- Bhatt B.D., (1996). Curriculum Reform Change and Continuity.
- Kanishka Publications, New Delhi. Bruner, J.S. et al., (1965). A study of Thinking. New York. John Wiley.
- B. C Rai: Theories of education. ParkashanKendra Sitapur Road Luckhnow.
- Chandra S.S. and Sharma, R.K., (2004). Sociology of Education. Atlantic publishers and distributors, New Delhi.
- Kamala Bhatia and B.D Bhatia: Theory and principle of education. Doaba house Nai Sarak Delhi.
- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers Ludhiana.
- NR Swarup Sexsena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education. Bawa publication Patiala.
- SP Chaube Foundation of education. Vikas Publishing House Noida.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology. Sterling Publishers New Delhi.
- R. M Kalra Curriculum construction for youth development. Sterling Publishers New Delhi.

Objectives of the course:

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

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social- constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school;
- Prepare teachers for reflective teaching.
-

Unit-1 Learning

- 1.1 Learning: Meaning, Definition and characteristics
- 1.2 Socio-cultural factors influencing cognition and learning.
- 1.3 Types of learning: Self learning, Multisensory learning, CAI
- 1.4 Factors influences learning, learning process, memory and forgetting

Unit-2 Learning theories and behavior changes

- 2.1 Pavlov Classical conditioning learning theory its uses in classroom.
- 2.2 Learning theories of Skinner, Thorndike, Gestalts
- 2.3 Transfer of learning, types, and factor affected of transfer of learning
- 2.4 Role of motivation, interest and readiness in learning

Unit-3 Teaching

- 3.1 Concept of Profession; Teaching as a profession , Professional ethics for teachers
- 3.2 Concept and nature of teaching

- 3.3 Maxims of teaching
- 3.4 Ned Flanders classroom interaction analysis

Unit-4 Teaching Model

- 4.1 Models of Teaching: Meaning, Concept, Uses in routine teaching
- 4.2 Concept Attainment Model; Meaning, steps, merits and demerits
- 4.3 Inquiry Training Model; Meaning, steps, merits and demerits
- 4.4 Advance organizer model: Meaning, steps, merits and demerits

Suggested Activity

1. Prepare lesson plan of your main school subject with the help of any one teaching model.
2. Prepare any one computer program for self learning

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Suggested Readings:

- Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S S , Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
- Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. New Delhi, 2000
- De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7thEd.). Boston: Allyn & Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.

Objectives of the course:

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

- Understand the nature of assessment and its role in teaching learning process
- Critically analyze the role of assessment at different domains of learning
- Develop the skill of construction of testing tools
- Understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment
- To emerging trends of evaluation and suggest solutions for examination problems

Unit-1 Measurement and Evaluation

- 1.1 Measurement: Meaning, Definitions, importance and types
- 1.2 Evaluation: Meaning, definitions, characteristics and Importance
- 1.3 Steps of evaluation, Evaluation triangle
- 1.4 Principles and types of evaluation

Unit-2 Assessment trends

- 2.1 Present examination system, issues and suggestion.
- 2.2 Online evaluation : Meaning, Merits and Demerits
- 2.3 Open book Examination : Meaning, Merits and Demerits
- 2.4 Continuous and Comprehensive evaluation and its importance.

Unit-3 Tools of Evaluation

- 3.1 Rating Scale, Check list, Observation
- 3.2 Blue Print: Importance, Steps, Merits, characteristics of ideal question paper.
- 3.3 Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
- 3.4 Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit-4 Analysis of Assessment

- 4.1 Measurement of central tendency: Mean, Median and Mode with computation
- 4.2 Measurement of variability: range, mean deviation, standard deviation and quartile deviation with computation and interpretation
- 4.3 Percentile and percentile rank with computation
- 4.4 Role of Feedback in Improving learning and learners' development.

Suggested Activity

1. Construction of an Achievement Test with the help of blue print
2. Interpret class result with the help of statistics and make graphical presentation of it.

Suggested Readings:

- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing., 6th Ed. New York, The Macmillan Co. 6th Edition.
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- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from [http:// www. upe fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf](http://www. upe fa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf).
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.
- Patel, R.S (2015) Statistical Methods in Education. Jay Publication, Ahmedabad.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014)
- Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York., John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

EPC-2 : Drama and Art in Education

Total Credit: 2
Internal Marks : 50
External Marks : 00

Objectives of the course :

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

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To write legibly on chalk board.
- To learn to handle and display teaching material.

Unit – 1 Art Education

- 1.1 Art Education: Meaning, concept, importance and Scope.
- 1.2 Indian Rasa Theories (Bharat Muni's , NatyaShastra).
- 1.3 Role of Art (Visual arts, Literary Arts and performing Arts),
- 1.4 Music and Drama in Teaching and Learning-need and importance,

Unit – 2 Performing Arts Education

- 2.1 Theatre: Introduction, Importance and role of Drama in society, Role of Drama in Education
- 2.2 Forms and Styles, Comedy and Tragedy.
- 2.3 Components of Theatre: Role play, Space, Time, Audience and Performance.
- 2.4 Various forms of Music: Gayan, Vadan and Nartan.

Unit – 3 Dramas and Art in School

- 3.1 Meaning and concept of arts and its significance at school education
- 3.2 Difference between Arts in education and Education in arts
- 3.3 Identification of different performing arts.
- 3.4 Identification of different forms and artists.

Unit-4 Activity in School

- 4.1 Theme based composition with action.
- 4.2 Drawing & Painting on different subjects.

4.3 Design: Floral and Geometrical (Rangoli).

4.4 Collage, Cutting and Pasting, Preparation of an Advertisement.

Suggested Activity:

1. Poster making
2. Collage making
3. Prepare advertise

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Suggested Readings:

- A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
- Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
- Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
- Gupta S.P., (2002): Elements of Indian Art, Inderaprashta Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984): an Approach to Indian Art, Publication Bureau.
- Roy C. Craven, (1995): Indian Art A Concise History, Thames and Hudson Ltd, London.
- Sharma L. C., (2002): A Brief history of Indian Painting, Goel Publishing House, Meerut.
- Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
- Work Experience and Black Board Writing: Neeraj Publications, Rohtak.
- Natya Shastra by Bharat Muni.
- NCERT (2006). Position paper : National focus group on Arts, Music, Dance and theatre, new delhi: NCERT

B 105 : Social Science

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course :

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

- To acquire a conceptual understanding of the nature of Social Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.

- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

UNIT- 1 Teaching – Learning Materials (aids) in Social Science

- 1.1 Teaching aids: Meaning, concept, importance, selection of teaching aids, precautions while using teaching aids
 - Limitations of usefulness of aids
 - Map – Meaning, concept, characteristics of ideal map, types of map, educational importance, use of map in classroom, Selection and conservation of map, map work related skills, different symbols of map.
- 1.2. Time Line: Meaning, construction, merits & demerits, use of time line in social science classroom teaching, importance, points to be considered while preparing time line.
Chart : Meaning, importance, types of chart, points to be considered while selecting and using chart
- 1.3 Globe: Importance, types, use.
Models, Stamps, coin, manuscript, T.V., Radio, film and film strips use in social science teaching.
- 1.4 News papers, magazines, reference books use in social science teaching.

Unit-2 Teaching method-1

- 2.1 Lecture method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.2 Source method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.3 Project method: Meaning, definition, merits and demerits, role of teacher for its effective use.
- 2.4 Tour method: Meaning, definition, merits and demerits, Stages of planning of tour.

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Unit-3 Teaching method-2

- 3.1 Project Method: Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.2 Group discussion Method : Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.3 Co operative learning method : Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 3.4 Natural region method: Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.

Unit-4 Content Std-9 & Std-10

- 4.1 Std-9 Lesson -12 Indian Democracy
- 4.2 Std-9 Lesson -18 Wildlife
- 4.3 Std-10 Lesson- 13 Production Industry
- 4.4 Std-10 Lesson - 18 Inflation and consumer awareness

Suggested Activities

- Prepare different scripts of history through drama/Role Play.
- Prepare scrap book of any one social reformer

Suggested Readings

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

B 106 : Mathematics

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

- Understand general principles & maxims of teaching of Mathematics.
- Trainee teachers differentiate lesson planning & unit planning in relation to Mathematics.
- To acquire knowledge of teaching Methods and Approaches of Mathematics.
- Develops the skill of using various methods of teaching of Mathematics.

- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Mathematics.
- Become familiar with internship programme.

Unit-1 Planning of Mathematics Teaching

- 1.1 Developing yearly planning
- 1.2 Developing monthly planning.
- 1.3 Developing unit lesson planning.
- 1.4 The Mathematics teacher: Social and Professional Responsibility

Unit-2 Method of Mathematics

(Importance, usefulness, advantage and disadvantages of following methods)

- 2.1 Lecture method
- 2.2 Demonstration.
- 2.3 Inductive - deductive
- 2.4 Analytic and synthetic

Unit-3 Approaches of Teaching Mathematics and Maxims

(Introduction, Importance, usefulness, advantage and disadvantages of following methods)

- 3.1 Oral work, Inductive - deductive, Inquiry
- 3.2 Assignment, Drill - Review work
- 3.3 Maxims of teaching
- 3.4 Evaluation of teaching of Mathematics: Concept and Importance
 - Continuous and Comprehensive evaluation of Mathematics
 - test in Mathematics teaching : Teacher made , standardized, diagnostic , remedial test and construction of good question paper and blue print
 - Internship: Meaning, Importance, layout, role of trainees in internship, and activities.

Unit-4 Content

- 4.1 Content (1) Std-9.
 - Lesson-3 Coordinate Geometry
 - Lesson-4 Linear Equations In Two Variables
 - Lesson-8 Quadrilaterals
 - Lesson-9 Area of Parallelograms And Triangles
 - Lesson-12 Heron's Formula
- 4.2 Content (1) Std-10.
 - Lesson-1 Real Numbers
 - Lesson-3 Pair of Linear Equation in Two Variables
 - Lesson-7 Coordinate Geometry
 - Lesson-10 Circle
 - Lesson-13 Surface areas & Volumes

Suggested Activity:

- Prepare list of activities for maths teaching.

Suggested Readings:

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

B 107 : Science and Technology

Total Credit: 4

Internal Marks : 30

External Marks : 70

Objectives of the course :

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

- Understand general principles & maxims of teaching of Science and Technology.
- Trainee teachers differentiate lesson planning & unit planning in relation to Science and Technology.
- To acquire knowledge of teaching methods of Science and Technology.
- Develops the skill of using various methods of teaching of Science and Technology.
- Trainee teachers will develop the skill of preparing ideal question paper according to blueprint in Science and Technology.
- Become familiar with internship programme.

Unit-1 General Principles & Maxims of Teaching Science

- 1.1 Principle of teaching: Meaning, Concept, Scope.
- 1.2 General principles of teaching of Science.

1.3 Maxims of Teaching: Meaning, Importance.

1.4 Maxims of Science teaching.

Unit-2 Lesson planning in Science (Unit Lesson Planning)

2.1 Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.
- Prepare a unit lesson plan.

2.2 Difference between unit lesson planning & stray lesson planning.

2.3 Blue print – Meaning, Importance, Advantages.

2.4 Draw out the question paper according to blue print in science method.

Unit-3 Method of Teaching of Science

3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of science.

3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of science.

3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.

3.4 Inductive – deductive method – Meaning, merits & demerits, effective use of inductive – deductive method in classroom teaching of science.

Unit-4 Content

Content (2) Std-9.and Std.-10

4.1 Content (1) Std-9.
Lesson-3 Atoms And Molecules
Lesson-6 Tissues
Lesson-10 Gravitation
Lesson-13 Why Do We Fall Ill?
Lesson-14 Natural Resources

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4.2 Content (1) Std-10.

Lesson-3 Metals & Non Metals
Lesson-4 Carbon and its Compounds
Lesson-7 Control and Coordination
Lesson-12 Electricity
Lesson-13 Magnetic effects of Electric Current

Suggested Activity:

- Prepare a sample lesson plan with help of project method.

Suggested Readings:

- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

Objectives of the course :

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

- To understand general principles & maxims of teaching of economics.
- To acquire knowledge of differentiate lesson planning & unit planning in relation to economics.
- To develop the skill of preparing ideal question paper according to blueprint in economics.
- To acquire knowledge of teaching methods of economics.
- To develop the skill of using various methods of teaching of economics.
- To become familiar with internship programme.

Unit-1 General Principles & Maxims of Teaching Economics

- 1.1 Principle of teaching : Meaning, Concept, Importance.
- 1.2 Principles of teaching of Economics.
(Activity, Motivation, Linking With Life, Definite Aim, Planning, Interest, Individual Differences, Revision)
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Economics teaching.

Unit-2 : Lesson planning in Economics (Unit Lesson Planning)

- 2.1 Unit Lesson Plan : Meaning, concept, importance, steps.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stray lesson planning.
- 2.3 Blue print – Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in economics method.

Unit-3 : Method of Teaching of Economics

- 3.1 Project Method – Meaning, concept, principles, steps, type of project, merits & demerits.
-Comparative method – Meaning, merits & demerits, use of comparative method in classroom teaching of economics.
- 3.2 Source method – Meaning, concept, form, importance, classification of source, advantages, limitations, use of source method in classroom teaching of economics.
- 3.3 Problem solving method – Meaning, steps, importance, merits & demerits.
-Group discussion – Meaning, advantages & disadvantages, importance, Role of a teacher in group discussion method.
- 3.4 Inductive – deductive method – Meaning, Merits & Demerits, Combination of deductive & Inductive Method, Effective use of inductive – deductive method in classroom teaching of economics.

Unit-4 : Content

- 4.1 Lesson – 6 Market (Std-11)
- 4.2 Lesson – 7 Indian Economy (Std-11)
- 4.3 Lesson – 5 Poverty (Std-12)
- 4.4 Lesson – 6 Unemployment (Std-12)

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Suggested Activity:

- Market Survey, Market Study
- Organizing Student “Bank” in the School (With Permission)

Reference:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- A.M.A. ‘Teaching of Economics in Secondary School’, New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. ‘The Teaching of Elementary Economics; New Delhi.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

B-110: Organization of Commerce and Management

Total Credit: 4

Internal Marks : 30

External Marks : 70

Objectives of the course:

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

- Will learn Unit Lesson planning of O.C.M.
- Acquires knowledge of different teaching methods of O.C.M.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in O.C.M.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.
- To Prepare Teaching aid for the subject of Account.

UNIT – 1 Maxims Of Class Room Teaching, Unit Plan, Educational Methods

- 1.1 Maxims of Teaching: Meaning, Importance and Examples
-Easy to Difficult -Whole to Part
-Simple to Complex -Analysis to Synthesis
- 1.2 Educational Method:
-Project method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
-Group Discussion Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
- 1.3 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.4 Difference between unit plan and lesson plan

UNIT -2 Evaluations

- 2.1 Evaluation: Meaning, Concept, objective, importance
- 2.2 Difference between measurement and evaluation
- 2.3 Evaluation Tools (Rating Scale, Check List, Questionnaire, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT -3 Teaching Techniques, Syllabus & Curriculum And Internship

- 3.1 Techniques: Review, Field work, Survey, Interview, Role play, Observation, Illustration, Questionnaire
(Meaning, Importance, Merits, Demerits, Role of Teacher)
- 3.2 Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum
- 3.3 Internship: Meaning, concept, Structure, Importance, School Activities
- 3.4 Role of a teacher-trainee in Internship programme

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UNIT -4 STD-11 & 12

- 4.1 STD 11 Chapter – 5 Form of Business Organization-1
- 4.2 STD 11 Chapter – 6 Form of Business Organization-2
- 4.3 STD 12 Chapter – 5 Staffing
- 4.4 STD 12 Chapter – 6 Directing

Suggested Activity:

- 1. Teach any one unit of O.C.M. using teaching methodology.
- 2. Evaluate any one text book of STD 11/12.
- 3. Prepare question paper on the basis of blue print in any one unit of O.C.M.

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Mohd. Sharifkhan, The Teaching of Commerce, Sterling Publication (P) Ltd.
- Khan, M.S., Commerce Education, Sterling Publication (P) Ltd., New Delhi
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.

B-111 : Accountancy

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

- Will learn Unit Lesson planning of accountancy.
- Acquires knowledge of different teaching methods of accountancy.
- Understand the concept and use of evaluation process in account.
- Will develop the skill of preparing ideal question paper according to blue print in accountancy.
- Applies evaluation techniques most appropriate to assess the progress and achievement of pupils.
- Develops attitudes to be a competent and committed Accountancy teacher,
- Develops interest for the betterment of Accountancy in higher secondary school.
- To Prepare Teaching aid for the subject of Account.

UNIT – 1 Method Of Accountancy And Unit Plan

- 1.1 Maxims of Teaching: Meaning, Importance and Examples
-Easy to Difficult -Whole to Part
-Simple to Complex -Analysis to Synthesis
- 1.2 Educational Method:
-Project Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
-Analysis-Synthesis Method: Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
-Group Discussion Method:Meaning, Steps, Merits and Demerits, Role of teacher for its effective use
- 1.3 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.4 Difference between unit plan and lesson plan

UNIT -2 Evaluations

- 2.1 Evaluation:Meaning, Concept, objective, importance

- 2.2 Difference between measurement and evaluation
- 2.3 Evaluation Tools (Rating Scale, Check List, Questionnaire, Socio Metric), Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.4 Blue print: Meaning, Concept, structure, Construction of an ideal question paper

UNIT- 3 Teaching Techniques, Syllabus & Curriculum And Internship

- 3.1 Techniques: Review, Field work, Survey, Interview, Role play, Observation, Illustration, Questionnaire
(Meaning, Importance, Merits, Demerits, Role of Teacher)
- 3.2 Syllabus and Curriculum: Meaning, Difference between Syllabus and Curriculum, Steps of Curriculum Development, Evaluation of curriculum

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- 3.3 Internship: Meaning, concept, Structure, Importance, School Activities
- 3.4 Role of a teacher-trainee in Internship programme

UNIT -4 STD-11& 12-Concept and Computation

- 4.1 STD 11 (Part-1) Chapter – 5 Subsidiary Books
- 4.2 STD 11 (Part-2) Chapter – 4 Bills of Exchange
- 4.3 STD 12 (Part-1) Chapter – 5 Admission of a partner
- 4.4 STD 12 (Part-2) Chapter – 4 Analyses of Financial Statements

Suggested Activity:

1. Teach any one unit of Accountancy using teaching methodology.
2. Evaluate any one text book of std 11/12.
3. Prepare question paper on the basis of blue print in any one unit of accountancy.

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Forkner, Hamden L., The teaching of Book -keeping.
- Malek parveenbanu M. (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad.

Objectives of the course:

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

- Get acquainted with the objectives of teaching English at secondary school level;
- Formulate instructional objectives in terms of observable behaviours of learners;
- Be acquainted with and to acquire the qualities of a good English teacher;
- Acquire knowledge and mastery over methods, approaches and techniques of teaching English and designing learning experiences;
- Teach various areas like prose, Poem poetry, grammar;
- Organize language activities and games in the classroom;
- Design and prepare Teaching Learning Material, Self-Learning Materials and use multimedia technology for teaching English;
- Get the knowledge of different types of tests;
- Develop capacity to prepare and use different evaluation techniques to evaluate pupils' learning.

Unit-1 Objectives of Teaching and the English Teacher

- 1.1. Classification of objectives and their importance
- 1.2. General and Specific objectives of teaching English as Second Language (EFL)
- 1.3. Teacher of English: qualities and competences
- 1.4. Difficulties faced by the teacher in teaching EFL

Unit: 2 Planning and Methodology of Teaching EFL

- 2.1 Unit Lesson plan: Importance, constituents and limitations
- 2.2 Approaches (meaning, principles and procedure): The Communicative Approach, The Structural Approach, The Situational Approach
- 2.3 Techniques: 1 questioning, pair work, group work, role play
- 2.4 Technniques 2: dramatation, language games, puzzles, storytelling, discussion

Unit 3 Teaching EFL

- 3.1 Development of language skills:
Listening and Speaking: Sub skills, importance of listening in English, activities to develop aural-oral skill.
Reading: Sub skills of reading, oral and silent reading, Intensive and extensive reading, methods of teaching reading, ways of developing reading skill. Writing: Components of writing, Characteristics of good handwriting, ways of improving handwriting, spelling and punctuation.
- 3.2 Teaching of prose (including vocabulary) and poetry
- 3.3 Teaching functional grammar

3.4 Teaching composition: guided and free composition

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Unit:4 Use of ICT and Evaluation of Learning

- 4.1 Blue print: meaning, construction, importance
- 4.2 Types of Tests- achievement test, diagnostic test
- 4.3 Types of questions & tests items
- 4.4. Characteristics of an ideal question paper of English

Suggested Activities:

- Discussion on the topic “Mother tongue and Other tongue’
 - Describe pictures /people/events.
 - Organize and conduct quiz in English.
 - Analyse of advertisements on Radio/television/social media on the basis of language and gender.
 - Take any one topic on environment published in newspaper and review it.
- Suggested Readings:

- Bandari C. S., A Hand-book for Teachers of English, Orient Longmans
- French, F. G., Teaching of English Abroad- Parts 1, 2 and 3, Delhi ; Oxford University Press
- George, H. V., 101 Substantial Tables for Students of English- Student's book and Teacher's Guide, Bombay; Oxford University Press
- Ghanchi D. A., Teaching of English in India, Ahmedabad; Sharda Prakashan
- Gokak, V. K., English in India, Bombay; Asia Publishing House
- Hornby, A. B., (1962), The Teaching of Structural Words and Sentence Patterns. Stages 1, 2, 3 and 4, Delhi; Oxford University Press
- Lee, W. R., Coppen M., (1964), Simple Audio Video aids to Foreign Language Teaching, London; Oxford University Press
- Lee. W. R., (ed.), English Language Games and Contents, Bombay; Oxford University Press
- Menon & Patel, The Teaching of English as a Foreign Language, Baroda; Acharya Book Depot
- Nasr R. T., Teaching and Learning English, Longman
- Pathak P. D. & Others, Teaching of English, Ahmedabad; B. S. Shah Prakashan
- Pathak, K.H., Teaching English as Second/foreign Language, Ahmedabad ; Varishen Prakashan
- Lado Robert, Language Teaching, a scientific approach, New York, McGraw Hill Inc., 1964.
- Christopher Bramfit: Communication methodology in language Teaching, Cambridge University Press
- W.F. Makey: Language Teaching Analysis
- David P. Harris: Testing English as second language McGraw Hill.



SEMESTER III

Objectives of the course :

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

- Understand the concept of sex, gender, transgender and gender role development.
- To prepare student teachers for solving various sexual abuses and harassment issues in school and society.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

Unit-1 Gender : concept and perspectives

1.1 Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.

1.2 Historical perspective and current scenario of the social role of an Indian woman.

1.3 Patriarchy and matriarchy social tradition

1.4 Portrayals of an Indian woman -In units like family, caste, religion and culture In media and popular culture; films, television, advertisement, film songs etc.

Unit-2 Gender bias

2.1 Gender sensitivity : meaning and concepts

2.2 Gender bias in Schooling and in text books, curricular choices and the hidden curriculum.(Teacher attitudes, classroom interaction and peer culture).

2.3 Role of education in gender sensitization - Identifying education as a catalyst agent for gender equality.

2.4 Gender bias: health and nutrition, education, employment

Unit-3 Gender related issues in India

3.1 Gender related issues and their reasons

3.2 Child marriage, female foeticide and female infanticide

3.3 Sexual harassment and abuse, Dowry

3.4 Domestic violence, Gender discrimination at the workplace

Unit-4 Role of the government

4.1 Constitutional provisions for gender parity

4.2 Legal provisions for women

4.3 Role of MHRD for women empowerment

4.4 Role of Ministry of women and child development in ensuring gender parity

Suggested Activity

1. Preparing analytical report on gender issues in print and electronic media.
2. Arrange a seminar and workshop on women empowerment and social justice.

Suggested Readings:

- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- UNESCO. (2004). EFA Global Monitoring Report: Education for All: The Quality Imperative.
- UNESCO. (2003). EFA Global Monitoring Report: Gender and Education for All: The Leap to equality.
- Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17- B, Sri Aurobindo Marg, New Dehli - 110016
- NCERT (National Council of Educational Research and Training). (2006): Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). Gender Equity in Education: A Review of Trends and Factors. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls' Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education: A Conceptual Overview. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). 'Contemporary Challenges to women's education: towards an elusive goal?' Economical and political Weekly, 38(43), 4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. B-arton, R. Meighan and S.Walker, (Eds.) Schooling, Ideology and the curriculum. Lewes, UK: The Falmer Press. 29-49.a

A 06: Creating An Inclusive School

Total Credit: 2
Internal Marks : 50
External Marks : 00

Objectives of the course:

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

- Understand the concept of inclusive school
- Understand Culture, policies and practices to create an inclusive school
- Understand Concept of integral humanism
- Understand the instructional strategies for inclusion of disabled child
- Understand the policies for promotion of inclusive school
- Understand evaluation tools of disable children

Unit - 1 Inclusive School

1.1. Inclusive School: Concept, Need, Merits and its importance.

1.2. Difference between Special, Integrated and Inclusive Education.

1.3. Indicators for Inclusive Education (Booth and Ainscow's Index for Inclusion, 2000)

1.3.1 Introduction to Index for Inclusion

1.3.2 Indicators for Creating Inclusive Culture, Producing Inclusive Policies, Evolving Inclusive Practices

1.4. Role of teacher in inclusive education

Unit – 2 Disability and disabled child

2.1. Disability: Meaning and concept

2.2. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

2.2.1 Blindness or low vision

2.2.2 Deaf or Hard-of-Hearing

2.2.3 Physical disabilities

2.3. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

2.3.1 Psychiatric disabilities

2.3.2 Dyslexia

2.4. Disabled child: Meaning, Characteristics, Instructional Strategies and Inclusion

2.4.1 Speech and Language disability

2.4.2 Learning disabilities/Slow learners

Unit – 3 Policies for promotion of inclusive school

3.1. UN Convention on Rights of Person with Disability (UNESCO, 2006)

3.2. Policy guidelines on inclusion in Education by (UNESCO, 2009)

3.3. National level policies for education of children with disabilities

3.3.1 Sarva Shiksha Abhiyan (SSA)

3.3.2 NCF, 2005

3.3.3 Right to Education Act -2009

3.4. Contribution of Social sectors, NGO and semi government bodies

Unit – 4 Teaching, Learning and Evaluation for Disabled Child

4.1. Teaching Strategies for disabled child

4.2. Counseling for disabled child and parents

4.2.1 Interview and visit of parents and families

4.2.2 Motivation and self-reliant

4.3. Evaluation of disabled child

4.3.1 Formal Evaluation

4.3.2 Informal Evaluation

4.4. Role of School, Teacher, Peer, Parents and society for disabled child

Suggested Activity:

- Visit to one special school
- Write a brief report of Case study of special child

Suggested Readings:

- Bartlett, L. D. and Weisentein, G. R. (2003).Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming, Allyn and Bacon
- Choate, J. S. (1997).Successful Inclusive Teaching. Allyn and Bacon
- Daniels, H. (1999) .Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Braceand Company
- Dessent, T. (1987).Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality.Belmont: Wadsworth.
- Gartner, A. &Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. &Pierangelo, R. (2007) Understanding, Developing and Writing IEPs . Corwin press:Sage Publishers.
- Gore, M. C. (2004) .Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. &Alur, M. (2002) Education of Children with Special Needs: from Segregation to

- Inclusion, Corwin Press. Sage Publishers
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum -Based Assessment in Special Education. California Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- McCormick, Sandra. (1999) Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

C 03 : Understanding Self

Total Credit: 2
Internal Marks : 50
External Marks : 00

Objectives of the course:

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

- To help student teachers to develop an insight to know ones' own self.
- To make student teachers aware about his/her potentials and limitations.
- To provide student teachers a theoretical and practical perspective about 'self and society', 'conflict resolution' 'stages of human development' and 'self management'.
- To cultivate positive attitude towards own self and life, openness to understand, and adaptability to life situations. To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the professional growth to enhance personality development of their own students.
- To develop his/her own personality through various techniques like yoga and self awareness programmes.

Unit-1 Self and its Development

- 1.1 What is Self? Meaning and Concept The psychology and The Philosophy of Self
- 1.2 Different Perspectives of Self : Self Concept, Self-awareness, Self-knowledge, Self- perception, Self control and Self understanding
- 1.3 Development of Self Concept : Importance of developing positive self concept Influencing factors in developing self concept
- 1.4 Self Actualization : Meaning, Carl Rogers theory on self actualization

Unit-2 Self, Society and Sensitivity Training

- 2.1 Self, School and Society: The role of school and society in self development Interactions with society and peer group
- 2.2 Sensitivity Training: Meaning and importance, IQ, EQ, SQ and EQ - meaning and its importance

2.3 Personality: Meaning and Nature, Characteristics of Good Personality

2.4 Motivation : Meaning, The role of motivation in developing self

Unit-3 Self Management

3.1 Adjustment: Meaning, Causes of maladjustment

3.2 Conflict Resolution: Meaning, Types and Conflict Resolution techniques

3.3 Self Management: Meaning, strategies of self management techniques

3.4 Peace and Harmony: Meaning and its cultivation in life

Unit-4 Identity crisis and Teachers' Role

4.1 Identity and Self Stereotypes: Meaning and its effects on life

4.2 Identity crisis : Meaning and its effects

4.3 Teachers' role : Role of teacher in developing positive Self concept and Gender Equality while teaching

4.4 Yoga : Yoga and self awareness program for developing self

Suggested Activity

- SWOT Analysis of Self and family
- Writing Attributes of most like and unlike persons

Suggested Readings:

- Dalal, A.S.(2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's search for meaning. New York: Pocket books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the significance of life, Ojai, California, USA: Krishnamurti foundation trust.
- Walk with me: A guide for inspiring citizenship action (2006), New Delhi: Pravah pub.
- Wilson, T.D (2002) stranger to ourselves: discovering the adaptive coconscious Harvard university press.
- Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
- Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.

Objectives of the course:

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

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

Unit-1 Use of ICT in Education

- 1.1 Concept of ICT, Need & Importance of ICT,
- 1.2 Scope of ICT in teaching-Learning Process, research and Administration.
Integrating ICTs in Teacher Education
- 1.3 ICT for professional Development of teachers, ICT for improving organization and management of teacher education. Possible uses of audio-visual media and computer.
- 1.4 Tools of ICT

Unit-2 Basic part of Computer

- 2.1 Basic parts of computers
- 2.2 Storage devices: ROM, RAM, CD, DVD, Pen drive
- 2.3 Input devices, Output devices
- 2.4 Network, types of network, WAN, LAN, MAN

Unit-3 Current trends of ICT in education

- 3.1 E learning, M-learning- meaning, merits and demerits
- 3.2 Virtual classroom: meaning, merits and demerits
- 3.3 Smart class: meaning, merits and demerits
- 3.4 Online learning resources - MOOC

Unit-4 Application for teachers

- 4.1 MS-Office word its uses
- 4.2 MS-Excel

4.3 MS-power point and MS-Access

4.4 Internet surfing and Android application for teachers and students

Suggested Activity

1. Preparing PPT of main school subject.
2. Prepare ICT based learning module with the help of MS word and MS Power Point.

Suggested Readings

- Intel Education, NCTE,(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Leao, A.M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
- Petzold, C. (1998). Programming windows. USA: Microsoft Press.
- Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGraw Hill Publication.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
- Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
- Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). The internet: A user's guide. Prentice Hall of India Pvt. Ltd: New Delhi.
- Rosenberg, M.J.(2001) e-Learning , New York:Mcgrowhill.
- Peter Norton (2010) Virtual Learning, McGraw-Hill.

B.Ed. Semester-III (Revised)

Note : Pedagogy of School Subject (Any two from given group)

* Student will have to prepare themselves content course of main of second school subject selected by the students and University exam should be conducted by the end of term. The format of this exam as per TET/TAT (MCQ type) exam format related to subject content.

Method Code	Course	Syllabus	This examination will be taken by Gujarat University. Multiple choice type questions will be asked based on knowledge, understanding and application of subject.
B - 101	Gujarati	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 102	Hindi	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 103	English (LL)	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 104	Sanskrit	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 105	Social Science	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 106	Mathematics	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 107	Science and Technology	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 108	Urdu	Std-6 to Std-10 Gujarat State School Text book board Text book	
B - 109	Economics	Std-11 and Std-12 Gujarat State School Text book board Text book	
B - 110	Org. of Com. & Management	Std-11 and Std-12 Gujarat State School Text book board Text book	
B - 111	Accountancy	Std-11 and Std-12 Gujarat State School Text book board Text book	
B - 112	Psychology	Std-11 and Std-12 Gujarat State School Text book board Text book	
B - 113	English- HL (For English Medium Students)	Std-6 to Std-10 Gujarat State School Text book board Text book	



SEMESTER IV

Objectives of the course:

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

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

UNIT-1 Research in Education

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

Unit-2 Selection of Problem in Research, Review of related literature and Drafting the Proposal

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

Unit-3 Research Method, Variable, Hypothesis and Sampling Technique

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

Unit-4 Steps in the research process

- 4.1 Identifying the problem, Objectives and Hypothesis or Research Question
- 4.2 Reviewing related Literature, Variables

4.3 Methods of research, sampling procedure

4.4 Tools to be used and preparation, Data collection, Statistical analysis and interpretations, writing a research report

Suggested Activity:

- Prepare research proposal

Suggested Readings:

- Arya, D. et al. Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
- Best, J.W. Research in Education. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A. Shikshak Anushahan Ka Vidhishastr. Rajasthan Hindi Granth Academy, Jaipur, 1972.
- Entanistte, N.J. and Neshat, P.D. Educational Research. Hodder Strongton, London, 1972.
- Good, C.V. Essentials of Educational Research. Methodology and Designs. Appleton Century Crofts, New York, 1941.
- Hakim, M.A. Manovigyan Shodh Vidhian. Vinod Pustak Mandir, Agra, 1977.
- Jha A.S., (2010), Research Methodology, New Delhi; APH Books.
- Jha A.S., (2014), Social Research Methods, New Delhi: McGraw Hill Book.
- Jha A.S., (2011), Educational Research, Germany; VDM Publications.
- NCERT: Research in Education. New Delhi, NCERT, 1962.
- Pandey, K.P. Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.
- Patel R. S. (2010) Fundamental Concept of Research (Research Handbook): Ahmedabad, Jay Publication
- Patel R.S. (2015) Research Methodology (3rd ed. Gujarati Version), Ahmedabad, Jay Publication.
- Patel R.S. (2015) Research Methodology (1st ed. English Version), Ahmedabad, Jay Publication.
- Patel, R.S.: February- 2012 Statistical Techniques for Data Analysis, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
- Patel, R.S.: November-2011 Research Handbook, (For all disciplines) (International Version), First Edition, LAP LAMBERT Academic Publishing GmbH & Co. KG Dudweiler Landstr. 99, 66123 Saarbrücken, Germany.
- Rai, P.N. Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.
- Rawat, D.S. Research in Classroom. NCERT, New Delhi, 1969.
- Sinha, H.C. Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.

Objectives:

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

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

UNIT-1 Guidance, Types And Agencies Of Guidance

1.1 Guidance: Introduction , Meaning and Concept

1.2 Importance, scope and need of Guidance

1.3 Types, Assumption and Problems of Guidance

1.4 Agencies of Gujarat State & India and Role of the Teacher in the context to Guidance

UNIT-2 Principles Of Guidance

2.1 Guidance in terms of curriculum and classroom learning

2.2 Important methods of Guidance for classroom Learning

2.3 Application of Principles to Guidance in Classroom Learning

2.4 Role of Teacher to implementation of principles of guidance

UNIT-3 Vocational Guidance and its approaches

3.1 Introduction and Concept of Vocational Guidance

3.2 Factors of Career Selection

3.3 Holland's Theory of vocational choice

3.4 Ginberg's Theory about vocational Development

UNIT-4 Guidance of Children with special needs

4.1 Concept of Special Child & Gifted Child and Guidance

4.2 Mentally Retarded & Physically Handicapped Child and Guidance

4.3 Problematic Child and Guidance

4.4 Under - achiever & slow learner Child and Guidance

Suggested Activity:

- Interview and Interaction with the teacher working in special school
- Visit to Vocational Training and career guidance institute

Suggested Readings:

- Anastassi A (1982). Psychological Testing, (5th Ed.) New York; Macmillan Publishing Co.
- Bennett M.E. (1963). Guidance and counseling in groups, New York; McGraw Hill Book
- Bernard H.W and Fulmer D.W. (1972). Principles of Guidance, A basic text, Bombay; Alied Publisher
- Crow I.D. and Grow. A. (1962). An Introduction to Guidance, New Delhi;
- Freeman F.S. (1972). Theory and Practice of Psychological Testing, New Delhi; Oxford and IBH Co.
- Nunnally J.C. (1972). Educational measurement and Evaluation , New York : McGraw Hill
- Super D.E. and Crites J. C. (1968). Appraising Vocational Fitness by Means of Psychological Tests, Delhi; Universal Book Stall.

C-06 : Teacher Education

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

Unit-1 Teacher Education

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

Unit-2 Various teacher education agencies

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

Unit-3 Teacher education as a profession

- 3.1 Scope and characteristics of teaching as a profession

3.2 Teachers status – Social, Economic and Professional Status.

3.3 Teachers competencies – Kind of Competencies

3.4 Teachers commitment areas – Kind of commitments

Unit-4 In-Service and Pre-service Program

4.1 Meaning and Objectives

4.2 Basic requirement and programmes for quality improvement

4.3 Innovative practices – Classroom teaching method and use of latest technology

4.4 New Horizons for teaching profession

Suggested Activity:

- Read One Biography any eminent teacher
- Visit and interaction of any educational institute

Suggested Readings:

- Buch, M. B., (1978). Second Survey of Research in Education, Baroda; Centre of Advanced Study in Education
- Chaurasia G., (1977). Innovations and Challenges in Teacher Education, New Delhi; Vikas Publications.
- Devgowda, A. C. (1973). Teacher Education in India, Bangalore; Bangalore Book Bureau
- Dutt, S. (1972). The Teachers and His World, Agra; Sukumar Dutt, Soamibagh
- Goodigs R. (1982). Changing Priorities in Teacher Education, New York; Nichols Publication Co.
- (1966). Government of India Education and Development Report of Education Commission (1964-66), New Delhi; Govt. of India.
- Hilgased, F H (Ed.), (1971). Teaching the Teachers: Trends in Teacher Education, London; George Allen and Union Ltd.
- I.A.A.T.C. (1964). Symposium on Teacher Education in India, Ambala Cantt; The Indian Publications

D-01 : Educational Technology

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

- To enable the T.E to understand about the importance of programmed instruction and researches in E.T.
- To acquaint the T.E. with emerging trends in E.T. along with the resource centers of E.T.

Unit 1 Educational Technology

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

Unit 2 Communication, Teaching and Instruction and System Approach

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

Unit 3 Teaching Levels and Strategies

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

Unit 4 Teaching Models and Computer Assisted Instruction

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

Suggested Activity :

1. Select any one unit of your method and prepare Teaching model.
2. Make one classroom interaction analysis report.

Suggested Readings:

- Ausubel D. P., & Rolinson F.G., (1969). School Learning, New York;
- Holt, Rinehart and Winston. Block, J.H. Mastery (1971). Learning: Theory and Practice, New York;

- Holt, Rinchert and Winston. Bloom, B. S., Hastings, J.T. and Madans, J.F. (1971). Handbook on Formative and Summative Evaluation of Student Learning, New York; McGraw Hill.
- Bloom, B.S. (ed.-1971). Taxonomy of Educational Objectives: Cognitive Domain, New York; And David
- Mackay. Bundura, A. (1970). Principles of Behaviour Modification, London;
- Holt, Rinchert and Winston. Davies, I. K. and Hartlay, J. (1972). Contributions to an Educational Technology, London; Butterworth.
- Gerlach, V.S. and Ely, D.P. (1971). Teaching and Media: A Systematic Approach, New Jersey; Prentice Hall, Englewood Cliffs. Hapfer,
- M. B. (1971). Behavioral Objective in Curriculum Development, Educational Technology Publications, New Jersey;
- Englewood Cliffs Krathwohl D. R., Bloom, B. S. and Masia, B. (1964). Taxonomy of Educational Objectives II, Affective Domains, New York;
- David Mackay. Razik, T. A. (1970). System Approach to Teacher and Curriculum Development, Paris; International Institute for Education Planning, UNESCO.
- Shah, G. B. (1975). Studies in Programmed Learning, Baroda; Centre of Advanced Study in Education.
- Wittich, W. A. and Schuller, E. F. L. (1973). Instructional Technology: its Nature and Use, (5th Ed.) New York; Harper and Row.

D 02:NCF-2005 and RTE-2009

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

- Enable to know about the opportunities of implications of education

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

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

Unit: 2 School management and learning and right to education

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

Unit 3 National Curriculum and Goal and Scope of the curriculum

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

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

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

Suggested Activity:

- To make scrap book related RTE admission in your city.
- Organize Debate on NCF recommendation of any one subject.

Suggested Readings:

- NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT.
- NCERT. (2006a). Position paper-National focus group on education with special needs
- NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum
- (NCF 2005). NCERT.

- NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
- RTE Act, 2009

B-105 : Social Science

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

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

- 1.1 Advance organizer model in social science teaching.
- 1.2 Strategy of teaching: Brain storming, Field trip.
- 1.3 Narration technique - Concept, merit & demerits, effective use of classroom in social science.
- 1.4 Role play technique: meaning, concept, importance, merits & demerits, use of role play in classroom, teachers role in role play technique.

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

- 2.1 - Teacher of Social Science: Educational qualifications, skills, professional efficiency (competencies), qualities, training.
- 2.2 - Correlation: Meaning, concept, correlation of social science with other school subject: Language (literature), Economics, Geography, Art, Political Science, Psychology, Maths, Science & Technology.
- 2.3 - Social Science room: Importance, layout, arrangement of the material and the equipments, Functions of Social Science room, use of social science room in teaching social science, list of activities of programmes.
- 2.4 - Social Science Club: Aims, importance, layout, need, different activities in social science club, role of principal & teacher social science club.

Unit-3 : Curriculum, Textbook & Evaluation.

- 3.1 - Curriculum – Meaning, definition, characteristics.
 - Syllabus – Meaning, concept, importance
 - Difference between curriculum & syllabus.
- 3.2 - Textbook of social science – importance, utilities, limitations.
 - Characteristics of ideal textbook.
 - Criteria of textbook evaluation
 - Evaluation of the current textbook of economics of std.-9 & std.-10.
- 3.3 - Examination – Concept, importance
 - Types of examination (Oral, Practical) performance, written test.
- 3.4 - Evaluation – Meaning, concept, importance, characteristics, steps, utilities, functions of educational evaluation.
 - Evaluation tool – Rating scale, check list, questionnaire, cumulative record card.

Unit-4 : Content (4) Standard-9 & 10.

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

Reference:

1. Bhatia & Bhatia (2000), ' The principles & Methods of Teaching', Delhi: Doaba House.
2. Kochhar S.K. (1997), Method & techniques of Teaching, Sterling Publishers Pvt. Ltd.
3. Summer, W.L. (1966), Teaching aids for elementary methods, USA, Holt, Rinehart & Winston Inc.

B-106 : Mathematics

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

- Understand & use of appropriate innovative teaching & techniques in mathematics teaching.
- Develops attitudes to be a committed & competent secondary school teacher.
- Develop interest in mathematics subject among the pupils.
- Will correlate content of mathematics with various subjects.
- Trainee teachers become aware of the mathematics club & room's activities.
- Make use of various audio-visual aids in the classroom effectively.
- To acquaint the students teacher with different audio-visual aids & develop in them the skill for the proper use & maintenance of teaching aids.

- Analyze & evaluate economics syllabus & mathematics textbook.
- Understand the concept & use of evaluation process in mathematics.
- Can construct, select & use suitable test items for evaluation.

Unit-1 : Teaching aids:

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

Unit-2 : Mathematics, References.

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

Unit-3 : Mathematics Club & evaluation of textbooks.

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

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

- 4.1 : Content (4) Std-9.
 - Lesson-5 Introduction of Euclid's Geometry
 - Lesson-10 Circle
 - Lesson-13 Surface Area And Volume
 - Lesson-14 Statistics
 - Lesson-15 Probability
- 4.2 : Content (4) Std-10.
 - Lesson-5 Arithmetic Progression.
 - Lesson-9 Some Applications of Trigonometry
 - Lesson-12 Areas related to Circles
 - Lesson-14 Statistics
 - Lesson-15 Probability

Suggested Activity:

- Prepare text book analysis

Suggested Readings:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford: Basil black Wall.

- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra: Radha Prakashan Mandir.
- Patel R N (2012). Teaching and learning mathematics in modern times: New Delhi: Himalaya Publishing House
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Roohi.Fatima (2008). Teaching aid in mathematics. New Delhi: Kanishka Publishers
- Joshi, H. O. (1997). Ganit Shashtra Adhyapan Padhdhati. Amadavad: BAOU.
- Joshi, P. M., Sejpal, D. K., Parikh, K. O., and Patel, N. B. (1988). Ganit Na Adhyapan Nu Parishilan. Amdavad: B.S. Shah Prakashan.
- Kothari, R. G., Doctor, I. H., and Patel, V.G. (1996). Ganit Adhyapan Padhdhati Amdavad: Anand Book Depot.
- Mahant, G. V., Trivedi, M. D., Patel, J. A., and Dave (1981). Ganit Shikshan Padhdhati. Amadavad: A. R. Sheth & Co.
- Patel J. Z., and Jani, P. N. Hand-Book for Mathematics Teachers. V. V. Nagar: Manisha Prakashan.

B-107: Science and Technology

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

Unit-1 : Teaching aids & Laboratory:

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

Unit-2 : Science and Technology, References.

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

Unit-3 : Club, science activities.

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

Unit-4 : Content (1) Std-9.

- 4.1 Lesson-4 Structure Of The Atoms
- Lesson-7 Diversity In Living Organisms
- Lesson-11 Work And Energy
- Lesson-12 Sound
- Lesson-15 Improvement In Food Resources

Content (1) Std-10.

- 4.2 Lesson-5 Periodic Classification of Elements
- Lesson-8 How do Organisms Reproduce ?
- Lesson-9 Heredity and Evolution
- Lesson-14 Sources of Energy
- Lesson-15 Our Environment
- Lesson-16 Management of Natural Resources

Suggested Activity:

Analysis of Science and Technology Text books
Survey of Science and Technology Laboratory in school
Script writing for Radio Lesson TV Lesson, Science Drama

Suggested Readings :

- Sood, J.K. Teaching of science, Agrawal Publications, Agra
- Bhatnagar A.B. Teaching Of Science, Vinod PustakMandir, Agra

Objectives of the course:

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

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

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

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

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

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

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

- 3.1 - Teaching aids: Meaning, concept, importance, Classification, Principle of Selection, Preparation, Control, Presentation, Response, Evaluation)-Limitations

3.2 - Text Book – Main Function, Essential Characteristics of a Text Book in Economics,
 - Use of Textbooks to Teachers and Students, Demerits of a Text book Method.
 - Evaluation of the Current Textbook of Economics

3.3 - Evaluation: Meaning, Concept, Importance, Steps, Techniques of Evaluation,

3.4 - Evaluation Tool : Rating Scale, Check List, Questionnaire.

Unit-4 : Content.

4.1 Lesson – 9 National Income (Std-11)

4.2 Lesson – 10 Budget (Std-11)

4.3 Lesson – 4 Banking And Monetary Policy (Std-12)

4.4 Lesson – 10 Migrations, Urbanisation. (Std-12)

Suggested Activity:

- Participating in Small Saving Scheme.
- Visit to a Bank.

Suggested Readings:

- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- गुरसरनदास त्यागी, अर्थशास्त्र शिक्षण का प्रणाली विज्ञान, अग्रवाल पब्लिकेशन, आग्रा-२.
- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

B-110 : Organization of Commerce and Management

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

- Understand the concept and use of evaluation process in account.
- Understands the concept and use of evaluation process, diagnostic and remedial measures in O.C.M.
- Realize her/his role as facilitator in enhancing O.C.M. learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in O.C.M.

- Develop learning materials on selected units to facilitate learning in O.C.M.
- Understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming an O.C.M. teacher.
- Develops attitudes to be a competent and committed O.C.M. teacher,
- Develops interest for the betterment of O.C.M. in higher secondary school.

Unit -1 Correlation And Teaching Aid

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

Unit -2 O.c.m. Teacher, Room, Club And Co Curricular Activity

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

Unit -3 Text Book And Resources

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

Unit -4 Std-11 & 12

- 4.1 STD 11 Chapter - 9 Internal Trade
- 4.2 STD 11 Chapter - 10 International Trade
- 4.3 STD 12 Chapter - 8 Financial Management
- 4.4 STD 12 Chapter - 10 Marketing Management

Suggested Activity (ANY ONE)

- 1. Report writing of Visit of Bank or Financial Institution.
- 2. Correlation of O.C.M. with different subjects and prepare a list of chapters/topics.

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Kochhar, S. K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). Methods of teaching Book-keeping, Cincinnati; South-Western Publishing,
- Mohd. Shrif Khan, The Teaching of Commerce: New Delhi; Sterling Publishers (P) Ltd. New Delhi-16.
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.

B-111 : Accountancy

Total Credit: 4
Internal Marks : 30
External Marks : 70

Objectives of the course:

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

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

Unit -1 Correlation And Teaching Aid

1.1 Correlation: Meaning, Concept, Importance and Types

1.2 Correlation with different Subjects (Commerce, Mathematics and Economics),
Correlation with daily life activity

1.3 Teaching Aids: Meaning and Importance

1.4 Types of Teaching Aids: Importance and Limitation of each Aid

-Audio: Radio, Tape Recorder

-Video: OHP, Slide Projector, Charts, Models

-Audio-Video Instruments: T.V, Film Projector, Computer, Internet

Unit -2 Accountancy Teacher, Room, Club And Co Curricular Activity

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

Unit -3 Text Book And Resources

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

Unit -4 Std-11& 12-concept And Computation

- 4.1 STD 11 (Part-1) Chapter – 6 Cash Book and its types
- 4.2 STD 11 (Part-2) Chapter – 6 Conventions, Assumption, Concepts and Principles of Accounting
- 4.3 STD 12 (Part-1) Chapter – 7 Dissolution of Partnership firms
- 4.4 STD 12 (Part-2) Chapter – 5 Accounting Ratios and Analysis

Suggested Activity: (ANY ONE)

- 1. Report writing on How to Use Accounting Software. (Tally ERP 9)
- 2. Correlation of Accountancy with different subjects and prepare a list of chapters/topics.
- 3. Prepare learning materials using MS Word on any one unit to facilitate learning in Accountancy.

Suggested Readings:

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi; Doaba House
- Forkner, Hamden L., The Teaching of Book-keeping
- Kochhar, S. K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Lewis D., (1955). Methods of teaching Book-keeping, Cincinnati; South-Western Publishing,
- Malek, Parveenbanu M.,(2014). Content cum Methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad.
- Mohd. Shrif Khan, The Teaching of Commerce: New Delhi; Streling Publishers (P) Ltd.New Delhi-16.

Objectives of the course:

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

- Acquire knowledge of the nature, structure and components of English language;
- Have a formal and functional knowledge of some elements of English grammar;
- Acquire command over sentence constructions in English;
- Acquire mastery over instructional skills.

Unit -1 English Language and literature

- 1.1 Critical evaluation of textbook std.10th
- 1.2 task analysis
- 1.3 English language lab : Concept, uses, limitations
- 1.4 English corner

Unit 2: English language and technology

- 2.1 Use of modern gadgets like TV, mobile, DVD player, multimedia projector, interactive white board
- 2.2 use of non projection devices :blackboard, pictures, charts, mind maps, models, sketches, photographs, flannel board, print media, authentic material
- 2.3 CALL: concept, uses, limitations
- 2.4 MAL: concept, uses, limitations

Unit:3 LSRW : use of skills

- 3.1 Listening Activities (any two)
- 3.2 Speaking activities (any two)
- 3.3 Reading Activities (any two)
- 3.4 Writing Activities (any two)

Unit: 4 Comprehension and Composition

- 4.1 Reading Comprehension
- 4.2 Paragraph writing and Essay writing
- 4.3 Report writing and email writing
- 4.4 An application and curriculum vitae writing acquire command over sentence constructions in English

Suggested Activities:

- Collect ten examples of grammar in context from English textbook 8th class and do group discussion.

- Prepare three activities to develop the reading skills of class 7
- Prepare three activities to develop the speaking skill of class 8
- Prepare two activities to brush up oral skill of std. 8
- Do a survey of two schools in your neighbourhood to find out:
 3. Level of English teaching
 4. Materials and different methods used in class room in teaching English

Suggested Readings:

- Arora Navita, English language Teaching: Approches and Methodology. New Delhi, Tata McGraw Hill education private limited
- General English for High school classes English grammar, Gaziabad Jawahar prakashan pvt.ltd.
- Leech Geoferey & Svartvik J., Contemporary English grammar for scholars and students, Book palace, New Delhi
- Murthy J. D., A Communicative Grammar of English, Longman
- Wren and martin, English grammar and composition, S. Chan

Objectives of the course:

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

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

Unit-1 Concept of Yoga and Pranayam

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

Unit-2 Meditation

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

Unit-3 Yoga (Practical Work)

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

Unit-4 Sports

Importance of Sports, Sportsmanship, Indoor and outdoor games, Volleyball, Kho-Kho, Cricket and other Sports practical work.

Suggested Activity:

Practical work of Yoga and Sports

Suggested Readings:

- Kamalkant Bhatt, Yoga Education .Mandvi : Vivek Prakashan.
- Vyas Sunilkumar, Yog Siksha, Delhi : Khel Sahitya Kendra.
- Vaibhav Devakinandan. Yog Sikhsa. Delhi : Sports Publication.