



A. G. TEACHERS COLLEGE

(Acharatlal Girdharlal Teachers College)
(AUTONOMOUS)

MANAGED BY : THE AHMEDABAD EDUCATION SOCIETY
NAAC Reaccredited with Grade B⁺⁺ (Third Cycle)

Ordinance & Syllabus for Two-year B.Ed. Programme (Autonomous)

In Force from June-2025

Structure of the Course

Over All Summary of Credit, Hours (Approx) and Marks

Mode	Particulars	Semester				Total
		I	II	III	IV	
Theory	Credit	20	20	16	14	70
	Hours	300	300	240	210	1050
	Internal Marks	230	230	210	170	840
	External Marks	270	270	190	180	910
	Total Marks	500	500	400	350	1750
Practical	Credit	12	12	16	18	58
	Hours	360	210	450	390	1410
	Internal Marks	300	300	400	450	1450
	Total Marks	300	300	400	450	1450
Total	Credit	32	32	32	32	128
	Hours	660	510	690	600	2460
	Internal Marks	530	530	610	620	2290
	External Marks	270	270	190	180	910
	Total Marks	800	800	800	800	3200

Method Group

The Student-Teacher can select two methods of the following School Subjects

Group	Name of Method in Group
A	<ul style="list-style-type: none">• Gujarati
B	<ul style="list-style-type: none">• Science
C	<ul style="list-style-type: none">• English (LL)• English (HL)• Organization of Commerce and Management
D	<ul style="list-style-type: none">• Social Science
E	<ul style="list-style-type: none">• Elements of Accounts• Mathematics

Note: Admission will be given in University Graudation or Post Graudation Subject. Students have to select second method as per above Groups.

B.Ed. SEMESTER-I

B.Ed. SEM-1							
Core Course							
Code	Course Name	Credit	Instruct ion Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-101	Psychology of Learner	4	4	60	40	60	100
CC-102	Perspectives in Education	4	4	60	40	60	100
Curriculum and Pedagogic Study							
CPS-101	Language Across the curriculum	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-101	Reading and Reflection on Texts	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-101	Gujarati	4	4	60	40	60	100
PS-102	English (SL)	4	4	60	40	60	100
PS-103	Social Science	4	4	60	40	60	100
PS-104	Mathematics	4	4	60	40	60	100
PS-105	Science	4	4	60	40	60	100
PS-106	Org. of Com. & Management	4	4	60	40	60	100
PS-107	Elements of Accounts	4	4	60	40	60	100
PS-108	English- HL (For English Medium Students)	4	4	60	40	60	100
	Total	20		300			500

	B.Ed. SEM-1 Practical Work				
Sr.No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Marks
Practice Teaching (Pre-Internship)					
1	Micro Lessons (8 Micro Skills, 8 Observations)	4	8	120	40
2	Simu Lessons (2 Simu Lesson, 2 Observations)				20
3	Stray Lessons in School (4 Lesson, 4 Observation)				40
Practical & Submission Work					
4	Book Review (Oral Presentation)	2	4	60	50
5	File Review (Oral Presentation)	2	4	60	50
6	IKS-Report on Ancient Vidhyapith	2	4	60	50
7	Reflective journal	2	4	60	50
	Total	12		360	300

Abbreviations used in Tables

CC – Foundation of Education

CPS – Curriculum and Pedagogic Studies

AEC – Ability Enhancement Course

PS – Pedagogy of School Subject

B.Ed. SEMESTER-II

Code	Course Name	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-201	Teaching Learning	4	4	60	40	60	100
CC-202	Knowledge and Curriculum	4	4	60	40	60	100
Curriculum and Pedagogic Study							
CPS-201	Assessment for Learning	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-201	Drama And Art In Education	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-201	Gujarati	4	4	60	40	60	100
PS-202	English (SL)	4	4	60	40	60	100
PS-203	Social Science	4	4	60	40	60	100
PS-204-	Mathematics	4	4	60	40	60	100
PS-205	Science	4	4	60	40	60	100
PS-206	Org. of Com. & Management	4	4	60	40	60	100
PS-207	Elements of Accounts	4	4	60	40	60	100
PS-208	English- HL (For English Medium Students)	4	4	60	40	60	100
	Total	20		300			500

B.Ed. SEM- II Practical Work

Sr. No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Marks
Practice Teaching (Pre-Internship)					
1	Block Teaching + Stray lesson (08- Lessons + 10- Observation) {Block teaching will be min of 4+1}	4	8	120	100
Practical & Submission Work					
2	Assessment Technique (formative assessment)	2	4	60	50
3	Workshop (method-1)	2	4	60	50
4	IKS- Report on Ancient Education System	2	4	60	50
5	TLM submission(each method)	2	4	60	50
	Total	12		360	300

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AEC – Ability Enhancement Course

PS – Pedagogy of School Subject

B.Ed. SEMESTER-III

Code	Course Name	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-301	Educational Administration and management	2	2	30	20	30	50
CC-302	Creating Inclusive School	2	2	30	20	30	50
Curriculum and Pedagogic Study							
CPS-301	Understanding Self	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-301	ICT in Education	2	2	30	50	-	50
AEC-302	Gujarati Language	2	2	30	50	-	50
AEC-303	English Language	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-301	Gujarati	2	2	30		50	50
PS-302	English (SL)	2	2	30		50	50
PS-303	Social Science	2	2	30		50	50
PS-304	Mathematics	2	2	30		50	50
PS-305	Science	2	2	30		50	50
PS-306	Org. of Com. & Management	2	2	30		50	50
PS-307	Elements of Accounts	2	2	30		50	50
PS-308	English- HL (For English Medium Students)	2	2	30		50	50
	Total	16		240			400

B.Ed. SEM-3 Pratical Work

Sr. No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Marks
Internship					
1	Internship 12 Week (Non plan 25- Lessons, 20- Observation, Maintain Log book, Review of School Documents, Registers)	8 + 1 (Internship Report Presentation)	18	270	225
2	Outreach Activity (during internship)	1	2	30	25
3	Action Research	2	4	60	50
4	Case Study	1	2	30	25
5	Administration of Psychology Test	1	2	30	25
6	MOOC (COURSERA, SWAYAM, TISS, FIRKI, DIKSHA, NISHTHA,etc.)	1	2	30	25
7	Environment & Sustanaible Development Goals	1	2	30	25
	Total	16		480	400

Abbreviations used in Tables

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AEC – Ability Enhancement Course

PS – Pedagogy of School Subject

B.Ed. SEMESTER-IV

Code	Course Name	Credit	Instruction Hours Per Week	Total Instruction Hour Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-401	Gender School and Society	2	2	30	20	30	50
CC-402	History of Indian Edu system	2	2	30	20	30	50
Curriculum and Pedagogic Study							
Group-A							
CPS-A1	Cyber Security	2	2	30	20	30	50
CPS-A2	Teacher Education	2	2	30	20	30	50
CPS-A3	Guidance and Counselling	2	2	30	20	30	50
Group-B							
CPS-B1	Value Education	2	2	30	20	30	50
CPS-B2	Education for Peace	2	2	30	20	30	50
CPS-B3	Entrepreneuership as Career	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-401	Yoga and Sports	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-401	Gujarati	2	2	30	20	30	50
PS-402	English (SL)	2	2	30	20	30	50
PS-403	Social Science	2	2	30	20	30	50
PS-404	Mathematics	2	2	30	20	30	50
PS-405	Science	2	2	30	20	30	50
PS-406	Org. of Com. & Management	2	2	30	20	30	50
PS-407	Elements of Accounts	2	2	30	20	30	50
PS-408	English- HL (For English Medium Students)	2	2	30	20	30	50
	Total	14		210			350

B.Ed. SEM-4 Practical Work

Sr.No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hours Per SEM (15 Week)	Marks
Internship					
1	Internship 04-Week (Non Plan 16 - Lessons, 10- Observation, Maintain Log Book), Annual Lesson Planning, Guidance and Presentation	8	16	240	100+100 (Annual Lesson)
Practical & Submission Work					
2	Educational tour – visit and Report Writing	2	4	60	50
4	Environment Activity	2	4	60	50
5	Project Work (Method – 2)	2	4	60	50
6	Portfolio Presentation	2	4	60	50
7	Life Skill	2	4	60	50
	Total	18		540	450

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AEC – Ability Enhancement Course

PS – Pedagogy of School Subject

Program Outcomes

At the end of the program, trainees will be able to

- **PO1- Knowledge of Content and Pedagogy**
 - Understand comprehensive knowledge of subject matter and foundational concepts in education.
- **PO2 – Understanding Learner Diversity**
 - Analyze learner needs to foster inclusive and equitable education.
- **PO3 – Pedagogical Skills and Instructional Planning**
 - Apply appropriate teaching strategies based on learner profiles and subject matter.
 - Create effective lesson plans, learning materials, and assessment tools.
- **PO4 – Classroom Management and Learning Environment**
 - Understand classroom management techniques that support student engagement and discipline.
 - Evaluate the learning environment to ensure safety, motivation, and inclusiveness.
- **PO5 – Assessment Literacy**
 - Create a variety of assessment tools and techniques to monitor and enhance student learning.
 - Analyze assessment data to inform instruction and improve outcomes.
- **PO6- Digital Tools**
 - Apply digital technologies effectively in planning, instruction, and assessment.
 - Create tech-enabled learning experiences that enhance learner engagement.
- **PO7 Research and Reflective Practice**
 - Apply classroom-based research to improve teaching practices.
 - Engage in reflective practice to enhance personal and professional growth.
- **PO8 – Ethical Values and Professional Conduct**
 - Understand ethical decision-making and uphold the professional standards of teaching.
 - Evaluate educational policies and practices through a moral and civic lens.
- **PO9 – Communication Skill**
 - Apply effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement
- **PO10 – Lifelong Learning and Innovation**
 - Create innovative practices and pursue continuous professional development.
 - Contribute to the transformation of educational practices through creativity and leadership.

ORDINANCE

Edu. O. 1 : Eligibility of Candidate :

1. A candidate seeking admission in Bachelor of Education (B. Ed.) must be a graduate from any University Grants Commission (UGC) recognized university or from any other University recognized as an equivalent for the purpose.
2. The candidate must have completed his graduation in 10 + 2 + 3 or 10 + 2 + 4 or 11 + 4 pattern of educational structure. If he / she has completed graduation under 10 + 2 + 2 pattern of education or under any other pattern in which graduation can be completed in less than 15 years, including school education, he must have master's degree (Post Graduate degree) in the subject related to his / her subjects at Under Graduate level.
3. The candidate must have 50 percent marks in Bachelor's degree and / or in Master's degree in Science/Social Science/Humanities/Commerce

or

The candidate having Bachelor's in Engineering or Technology with specialization in Science and Mathematics with minimum 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

4. Reservation & Relaxation for SC/ST/OBC/PWD/EWS and other applicable categories will be as per the rules of the State Government.
5. A candidate admitted to the B.Ed. programme may opt for dual degree abiding to UGC letter no. D. O. No. 1-6/2007(CPP-II) dated 30th September 2022.

Edu. O. 2 : Admission Procedure :

1. Admission shall be made on the basis of percentage of marks obtained at the graduation level examination. 20% of marks of the percentage of the marks obtained at the post-graduation level are added to the graduation marks provided that the candidate has obtained the Master Degree in any of the graduation level subjects/ cognate subjects that the candidate has opted at graduation level.
2. Candidates belonging to scheduled caste/scheduled tribe would be given concession of 5 percent marks in the minimum marks required for admission.

Edu. O. 3 : Intake and Reservation :

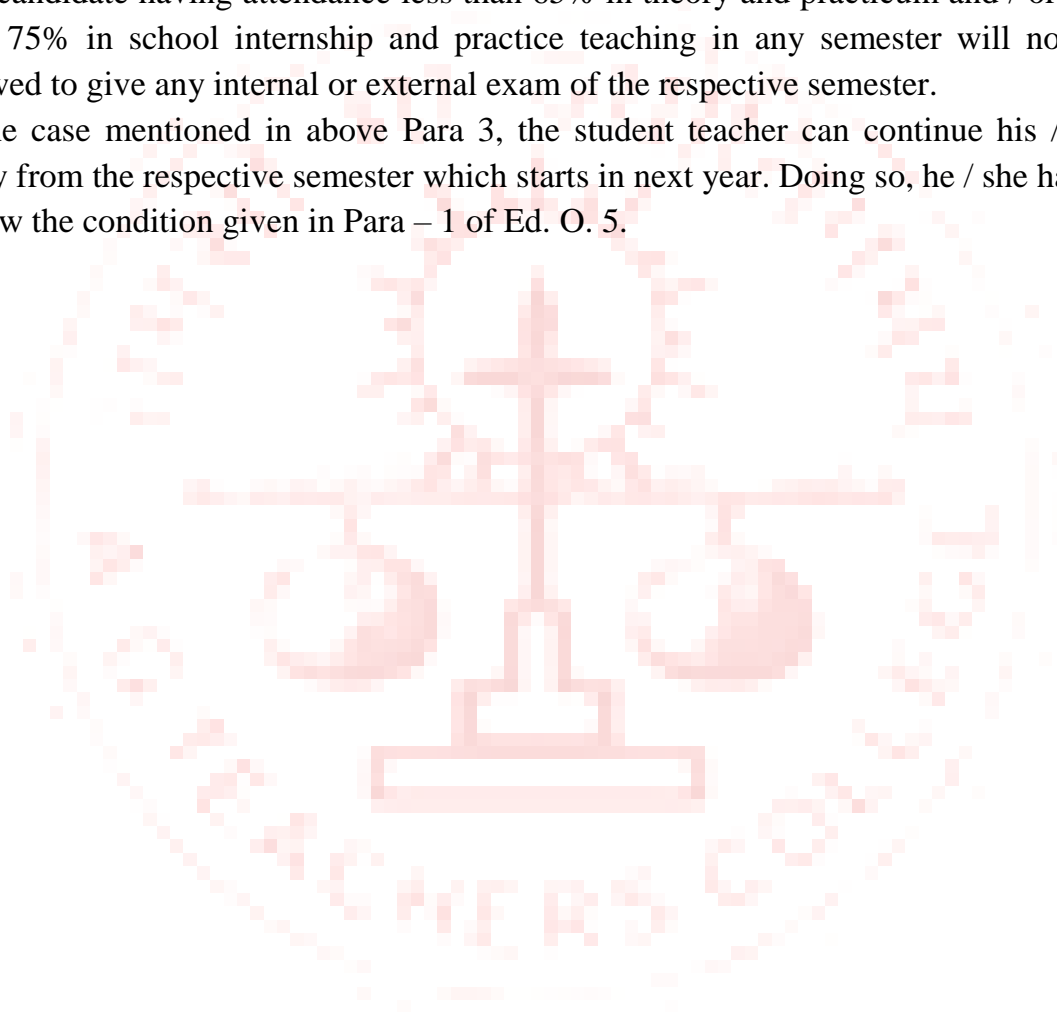
1. Maximum number of students in any teacher education institute offering B.Ed. Programme will be not more than that has been prescribed by National Council of Teacher Education (NCTE).
2. The candidate who has completed his / her graduation from Gujarat University is considered as the candidate of Gujarat University for the purpose of admission in B.Ed. Programme.
3. The candidate who has completed post graduation from other than Gujarat University, is not considered as the candidate of Gujarat University for the purpose of admission, even if he / she has completed his graduation from Gujarat University.
4. The candidate who has completed his / her graduation from Gujarat University and post graduation from any other University, is considered as a candidate of Gujarat University for admission procedure, only if he / she is ready to ignore his / her marks of Master's degree to be included in merit marks for admission procedure.
5. 93 % of the seats are reserved for the candidates who have completed their graduation in Gujarat University, 5 % seats are reserved for the candidates who have completed their graduation in any other University of Gujarat State and 2 % of the seats are reserved for the candidates who have completed their graduation in any University whose head quarter is in other state or out of Gujarat state.
6. Reservation for SC/ST/OBC/PWD/EWS and other applicable categories will be as per the rules of the State Government.

Edu. O. 4 : Structure, Duration and Working Days :

1. The B.Ed. programme shall be of two years duration that is divided in four semesters, which can be completed in a maximum of four years from the date of admission to the programme.
2. The structure of all the semesters is prepared as per the University and NCTE rules.
3. The teacher education institute will work for 36 hours in a week. Each Semester contains 15 to 16 weeks.

Edu. O. 5 : Attendance :

1. Each B.Ed. student must have minimum 80% attendance in theory course and Practical and 90% attendance in school Internship and during practice teaching sessions. Submission of practical work is mandatory.
2. In case of serious illness or physical inability or any other condition approved by committee to attend the classes, the student will be given 15% more relaxation in attendance in theory and practicum and in school internship and practice teaching session on the presentation of medical certificate.
3. The candidate having attendance less than 65% in theory and practicum and / or less than 75% in school internship and practice teaching in any semester will not be allowed to give any internal or external exam of the respective semester.
4. In the case mentioned in above Para 3, the student teacher can continue his / her study from the respective semester which starts in next year. Doing so, he / she has to follow the condition given in Para – 1 of Ed. O. 5.



Edu. O. 6 : Credit, Theory Papers, Practicals and Marks :

1. One credit is assigned to theory paper for one hour of teaching per week and one credit is assigned to practical work for 2 hours per week.
2. Credit for theory paper, practicals and Marks for each of them and for each semester along with all over marks are presented in *Table – 1*.

Table – 1

Semester-wise theory papers and practicals with credits and marks
are given in the following tables

Mode	Particulars	Semester				Total
		I	II	III	IV	
Theory	Credit	20	20	16	14	70
	Hours	300	300	240	210	1050
	Internal Marks	230	230	210	170	840
	External Marks	270	270	190	180	910
	Total Marks	500	500	400	350	1750
Practical	Credit	12	12	16	18	58
	Hours	360	210	450	390	1410
	Internal Marks	300	300	400	450	1450
	Total Marks	300	300	400	450	1450
Total	Credit	32	32	32	32	128
	Hours	660	510	690	600	2460
	Internal Marks	530	530	610	620	2290
	External Marks	270	270	190	180	910
	Total Marks	800	800	800	800	3200

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Examination:

R.-1 RESULTS AND GRADE DESCRIPTION

➤ Criteria for Completing the Semester Successfully -Passing Rules

1. Student teacher must obtain 40% of minimum marks in both internal and semester end examination of each theory course in each semester for clearing the respective theory course (paper) successfully.
2. The student teacher must obtain 50% marks in aggregate in all theory papers to clear the semester successfully.
3. He / she has to secure at least 40% marks during respective semester in each of the practical examination and / or practical work that do not have any external marks and in annual lessons in semester – 4. Evaluation for such practicals and examination will be done by the TEI itself. Annual lessons will be observed and examined by the examiners appointed by the Institute.
4. If the student teacher is successful in fulfilling all the above mentioned three conditions, he / she will be declared 'Pass' in respective semester.
5. If the student teacher fails in clearing the theory paper separately or in aggregate in any semester, he/ she will be declared fail in that particular semester and will be allowed to join the next semester. But, the result of next semester will not be declared until he / she clears the theory paper/s or practical work of previous semester.
6. In the cases, such as mentioned above in para 5, if he / she is declared 'Pass' in theory paper/s according to the conditions mentioned in para 1 and para 2, his / her result of latest semester will be declared and he / she will be allowed to join next semester.
7. If still he / she cannot clear the theory paper/s of previous semester, his / her result of latest semester will not be declared and he / she will not be allowed to join the next of the latest semester for which he/ she has given the last examination. If his / her latest semester is fourth semester, the result of the same will not be declared until he / she clears the theory paper of previous semester.
8. If the student teacher fails in clearing any of the practical exam or fails in obtaining minimum marks in any of the practical in any semester, all the conditions as mentioned in Para 5, 6 and 7 will be applied in terms of practicals and practical exam.
9. Student teacher has to complete all the practical and practical examinations before final theory examination conducted by the Institute.
10. The principal of TEI has to approve the practical of the student teacher in each semester before he / she starts giving semester end theory exam of respective semester.
11. The student teacher has to produce original copies of such all approval at the time of annual lessons, if the examiner asks for the same. He / she has to produce all the lesson plans, internship record and observation book at the time of annual lessons in semester four.
12. Student teacher can get his / her answer book reassessed or rechecked according to the common rules of the Institute.

13. Gracing marks will be given by the Committee consisting of Examiner (concerned course), CoE & Principal.
14. For External Examination, Set-A and Set-B will be prepared, in both English and Gujarati, by one internal and one external paper-setter who will be appointed by the institute. Selection of the final paper set will be done by Principal/IQAC Co-ordinator/CoE.

➤ **Theory Course with Internal Marks**

Internal Assessment and Semester-End Examination

Semester	Internal Assessment			Semester End Examination	Total
	Paper Credit	Student Teacher Engagement	Internal Evaluation		
1	Theory Paper (Credit-4)	20 marks (05 marks for each unit)	20 marks	60	100
	Theory Paper (Credit2)	10 marks (05 marks for each unit)	10 marks	30	50
2	Theory Paper (Credit-4)	20 marks (05 marks for each unit)	20 marks	60	100
	Theory Paper (Credit2)	10 marks (05 marks for each unit)	10 marks	30	50
3	Theory Paper (Credit2)	10 marks (05 marks for each unit)	10 marks	30	50
4	Theory Paper (Credit2)	10 marks (05marks for each unit)	10 marks	30	50

- **Internal Evaluation:** Written test, Assignments, Term paper, ERP based test, Performance based test
- **Ability Enhancement Course (AEC):** Only Internal 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 End Examination.

R.- 2 GRADING RULES

1. Grade and grade point will be assigned to each theory paper on the bases percentage of marks obtained by the student teacher in internal and of external examination in respective semester as shown in Table –1.
2. Grade and grade point will be assigned to practicals and practical exam on the basis of the percentage of total marks of all the practicals obtained by the student teacher in respective semester, if he / she has fulfilled the conditions given in Para 2 and 3 of Passing rule. The grade and grade point will be assigned on the basis of percentage of Total marks of practical
3. Grade and grade point will be assigned to total marks of theory papers in each semester on the basis of percentage of marks, if the student teacher clears all the theory papers according to the conditions given in Para – 1 and 2 of passing rule.
4. Class of the student teacher in each semester for total marks of theory papers and practicals will be awarded separately on the basis of Grade Point and Grade according to Table – 1.

Table-1 Grade, Grade Points, Result and Class in Theory Papers

Percentage of Marks in Internal and External Examination	Grade Point	Grade	Result and Class
85 and Above	8.5 to 10	O+	First Class With Distinction
70 to 84.99	7.0 to 8.49	O	
60 to 69.99	6.0 to 6.99	A	First Class
55 to 59.99	5.5 to 5.99	B+	Higher Second Class
50 to 54.99	5.0 to 5.49	B	Second Class
40 to 49.99	4.0 to 4.99	C	Pass Class
Below 40	0	D	Reappear in Exam

5. A lowest class, out of the classes awarded to the student teacher in External exam and Internal Exam in any semester, will be awarded for the final result of respective semester.
6. A lowest class, out of the classes awarded to the student teacher in four semesters, will be awarded for the final result of B.Ed.

R.- 3 RE-EVALUATION

- Request for re-evaluation/challenge valuation by the students should be made to the Controller of Examination with the prescribed fee.
- Request for photocopy/revaluation/challenge valuation by the students should be made to the Controller of Examinations within 7 working days from the date of publishing of results along with the prescribed fee.
- Application for Reassessment can be given only for 2 papers and for Re-checking only 3 papers with prescribed fees.
- Papers will be reevaluated by 3rd Examiner only when the difference between marks given by 1st Examiner and 2nd Examiner is more than or equal to 5%. Final result will be based on marks closer to initial result declared.

➤ Exam for Repeaters

- End Semester Supplementary Examination will be conducted in October/November (for Odd Semester Examinations) and in March/April (for Even Semester Examinations).
- Students are allowed only a 2-year period, beyond the normal program term to clear the backlog papers and be qualified for the Degree.

The general formula therefore should be as follows:

Time Span to complete the degree = *N + 2 years.

(*where N stands for the normal or minimum duration prescribed for the completion of the program – under section 22 of UGC Act, 1956.)

R. -4 Examination Reform Committee

- Examination Reform Committee will consist of 6 members (Principal, one Senior Faculty, two other college faculties, one Admin staff, CoE)

R. - 5 AWARDS AND PRIZES

1. Percentage of total external marks of all the semesters is considered to award any award or prizes.
2. These marks are to be decided only after the declaration of reassessment process of last semester exam.
3. Gracing marks will not be counted in award and prizes.

R. -6 Semester wise syllabi of Theory Papers :



Semester - 1

B.Ed. SEMESTER-I

B.Ed. SEM-1							
Core Course							
Code	Course Name	Credit	Instruction Hours Per Week	Total Instruction Hour Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-101	Psychology of Learner	4	4	60	40	60	100
CC-102	Perspectives in Education	4	4	60	40	60	100
Curriculum and Pedagogic Study							
CPS-101	Language Across the curriculum	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-101	Reading and Reflection on Texts	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-101	Gujarati	4	4	60	40	60	100
PS-102	English (SL)	4	4	60	40	60	100
PS-103	Social Science	4	4	60	40	60	100
PS-104	Mathematics	4	4	60	40	60	100
PS-105	Science	4	4	60	40	60	100
PS-106	Org. of Com. & Management	4	4	60	40	60	100
PS-107	Elements of Accounts	4	4	60	40	60	100
PS-108	English- HL (For English Medium Students)	4	4	60	40	60	100
Total		20		300			500

	B.Ed. SEM-1 Practical Work				
Sr.No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Marks
Practice Teaching (Pre-Internship)					
1	Micro Lessons (8 Micro Skills, 8 Observations)	4	8	120	40
2	Simu Lessons (2 Simu Lesson, 2 Observations)				20
3	Stray Lessons in School (4 Lesson, 4 Observation)				40
Practical & Submission Work					
4	Book Review (Oral Presentation)	2	4	60	50
5	File Review (Oral Presentation)	2	4	60	50
6	IKS-Report on Ancient Vidhyapith	2	4	60	50
7	Reflective jounal	2	4	60	50
	Total	12		360	300

Guidelines for the Practical work

(1) Microteaching (08 Micro Lessons skills, 08- Observations)

(1) Skill of Fluency in Questioning (2) Skill of Reinforcement (3) Skill of Black board work (4) Skill of Stimulus variation (5) Skill of Set induction (6) Skill of Illustrating with examples (7) Skill of Explaining (8) Skill of Silence non-verbal cues.

(2) Simulation (02 Lessons, 02- observations)

Each trainee-teacher will deliver 02 simulation lessons, (each lesson in each pedagogy subject) and observe 02 lessons.

(3) Book Review (Any one)

Trainee-teachers should review a book by analysing its internal content, literary style, and overall value, rather than just its external appearance. List of books be given by the College.

(4) Stray Lessons (4 Lessons, 4 Observations)

For Secondary School Subject Pedagogical Subjects Std.-6 to 10 and for higher secondary school Pedagogical Subjects Std.11-12.

(5) Film Review: (Followed by oral presentation)

Trainee -teachers should review a film followed by oral presentation. List of films be given by the College.

(6) IKS Report on Ancient Vidyapith

Trainee-teachers should prepare a report on Ancient Vidyapith.

B.ED. SEMESTER-1
CC 101: PSYCHOLOGY OF LEARNER

Total Credit- 4

Marks:100 (60 External +40 Internal)

Learning Outcomes

Student-teacher will be able to:

- *Define and explain the core concepts of educational psychology, human growth and development across different life stages.*
- *Analyse the implications of human development and individual differences in designing inclusive educational practices.*
- *Promote mental health, adjustment mechanisms and personality among learners through appropriate strategies by fulfilling their role as mentor and counsellor.*
- *Understand and describe the concepts of intelligence, creativity, and motivation and their importance in the learning process.*
- *Create, design and implement interactive and engaging learning activities to bridge theoretical knowledge with practical classroom application.*

Unit-1 : Educational Psychology and Growth

- 1.1 Psychology – Its meaning, Nature & scope. Educational Psychology – Meaning, Scope and its Educational Implication Classroom problems and its solutions with the help of educational psychology.
- 1.2 Growth, Development and Maturity: Concept, Principles and factors affecting Growth and Development . Difference between Growth and Development
- 1.3 Types of Development : Characteristics and Educational Implication
 - 1.3.1 Physical Development
 - 1.3.2 Mental Development
 - 1.3.3 Social Development
 - 1.3.4 Emotional Development
- 1.4 Student- teacher engagement (anyone)
 - Write report on any one classroom problem and its solution.
 - Prepare comparative table of human growth, development and development
 - Create mind map on types of development.

Unit-2 : Human development and Individual differences

- 2.1 Stages of Human Development and its Educational Implication and Adolescence : Concept, Characteristics , challenges and Educational Implications
- 2.2 Individual Differences-Concept, Factor affecting and Education implications. Addressing Special Educational Needs (SEN): Inclusive Practices and Differentiated Instruction (as per NEP 2020)
- 2.3 Psychological Methods: Observations, Interview, Case Study, Action Research in Educational Contexts.
- 2.4 Student- teacher engagement (anyone):
 - Prepare E-posters on Stages of Human development
 - Make list of individual differences observed during stray lesson in B.Ed. class
 - Read NEP draft for SEN and make list of educational strategies

Unit -3 :Mental Health, Adjustment , Personality

- 3.1 Concepts & Factors affecting Mental Health. Promoting Mental Health and Role of Teachers as Mentor and Counsellor
- 3.2 Adjustment: Concept and Characteristics, Maladjustment & ways for reducing maladjustment, Defence mechanisms.
- 3.3 Personality: Concept, Type, Factors affecting personality, Methods of measurement, Educational Implication
- 3.4 Student- teacher engagement (anyone):
 - Create flash cards for defence mechanism with examples.
 - Make a list of factor affecting mental health
 - Identify introvert and extrovert students in your class & write 2 characteristics of each one.

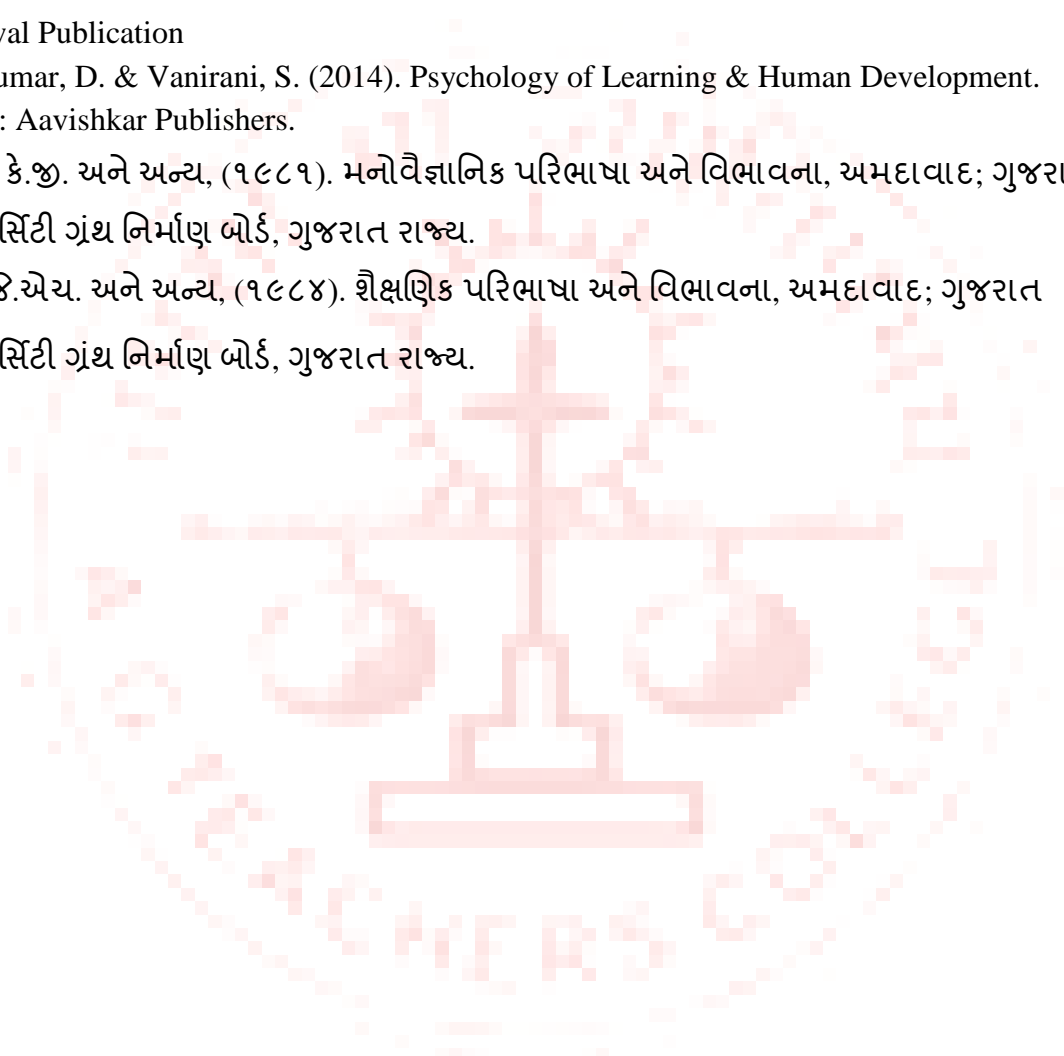
Unit-4 :Intelligence ,Creativity and Motivation

- 4.1 Intelligence-Meaning, Nature, Types and measurement of Intelligence - Gardner's multiple intelligence theory
- 4.2 Creativity – Meaning, Characteristics, Measurement, Techniques for fostering creativity.
- 4.3 Motivation- Concept, Types and its Importance for teaching-learning process.
- 4.4 Student- teacher engagement (anyone):
 - Make list of activities to motivate students for learning with justification.
 - Write activities for fostering creativity of students as per NEP 2020.
 - Prepare posters of types of intelligence.

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- શાહ, જે.એચ. અને અન્ય, (૧૯૮૪). શૈક્ષણિક પરિભાષા અને વિભાવના, અમદાવાદ; ગુજરાત યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય.



B.ED. SEMESTER-1
CC 102: PERSPECTIVES IN EDUCATION

Total Credit- 4

Marks: 100 (60 External + 40 Internal)

Learning Outcomes:

Student Teachers will be able to:

- *Explain the meaning, types, and processes of education; analyze its aims; establish the relationship between education and philosophy*
- *Compare and contrast Idealism, Naturalism, and Pragmatism in terms of their concepts, aims, curriculum, teacher roles, and discipline approaches, and prepare a structured note on different types of discipline with practical examples.*
- *Give the example of education and social change, analyze the relationship between education and economic systems, differentiate between types of educational costs, and demonstrate practical insights through a case study interview or budget analysis report on educational provisions.*
- *Comprehend the key features of the Indian Constitution, including Fundamental Rights, Directive Principles, and Duties*
- *Analyze the role of education in fostering national integration and international understanding.*
- *Demonstrate their learning through case studies, reports on international organizations, or explanations of peace education with real-world examples.*

Unit-1 Education and Educational Philosophy

1.1 Education

1.1.1 Meaning, Definitions of western and Indian Educationalist

1.1.2 Types of Education : Formal Education, Non-Formal Education

1.1.3 Process of Education : Unipolar Process, Bipolar Process, Tripolar Process

1.2 Aims of Education, Exploration of Knowledge, Vocational, Complete Living, Harmonious Development, Moral Development, Character Development, Cultural Development, Citizenship, Individual and Social Aim, Education for Leisure

1.3 Philosophy

1.3.1 Meaning, Definitions

1.3.2 Interaction between Education and Philosophy

1.3.3 Concept of Knowledge, reality and values according to Indian Philosophy

1.4 Student Teacher Engagement : (Any one)

1.4.1 Prepare a Report on Importance of Citizenship Education In Indian Context.

1.4.2 Prepare a Chart/Graph on Process of Education

1.4.3 Critically analyze the definitions of Philosophy of Indian and Western Philosophers.

Unit-2 Philosophies of Education

- 2.1 Idealism- Concept, Characteristics, Aims of Education, Curriculum, Role of Teacher, Teacher-Student Relation, and Discipline
- 2.2 Naturalism - Concept, Characteristics, Aims of Education, Curriculum, Role of Teacher, Teacher-Student Relation, and Discipline
- 2.3 Pragmatism - Concept, Characteristics, Aims of Education, Curriculum, Role of Teacher, Teacher-Student Relation, and Discipline
- 2.4 Student Teacher Engagement: (Any one)
 - 2.4.1 Prepare comparative analysis of the Different Philosophical thoughts of Education.
 - 2.4.2 Compare the concept of Discipline of Idealism and Naturalism with suitable examples.

Unit-3 Sociology and Economics of Education

- 3.1 Sociology of Education: Society- Meaning, Definitions, Role of Society in Education, Social Change : Concept, Factors of Social Change, Role of Education in Social Change
- 3.2 Economics of Education: Meaning, Definitions, Relation between education and different economic system
- 3.3 Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost, Unit cost of Education.
- 3.4 Student Teacher Engagement : (Any one)
 - 3.4.1 Analyze two real-world examples where education has contributed to social change (e.g., literacy movements, gender equality in schools).
 - 3.4.2 Define society and explain its role in shaping education systems.
 - 3.4.3 Create draft on Structure on Indian Society and Its Problem.

Unit-4 Indian Constitution , National Integration and International Understanding

- 4.1 Indian Constitution: Preamble, Features of Indian Constitution, Fundamental rights, directive principles of the state, Fundamental duties
- 4.2 National Integration: Concept, Barriers in national and emotional integration, Role of Education to promote national integration
- 4.3 International Understanding: Meaning, Importance, Role of Education to promote International Understanding
- 4.4 Student Teacher Engagement: (Any two)
 - 4.4.1 Create a poster (handmade/digital) with a slogan and visuals advocating national unity through education.
 - 4.4.2 Prepare a draft on two organizations (e.g., UNESCO, UNICEF) and summarize their role in promoting international understanding.
 - 4.4.3 Prepare a Note on Right to Education-RTE 2009.

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7. Durkheim, É. (1956). *Education and sociology*. Free Press.
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2. પંડ્યા, એમ.એમ.(2010). શિક્ષણના આધાર સ્તંભો, નવભારત પ્રકાશન.
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7. જોશી, આર.એલ.(2014). શિક્ષણ અને ભારતીય બંધારણ, અક્ષર પબ્લિકેશન.
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Online Resources

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2. IGNOU. (n.d.). *E-Gyankosh digital repository*. Retrieved from <http://egyankosh.ac.in>
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B.ED. SEMESTER-1
CPS-101: LANGUAGE ACROSS THE CURRICULUM

Total Credit- 2

Marks: 50 (30 External + 20 Internal)

Learning Outcomes:

Student Teachers will be able to:

- *Analyse the role of oracy, listening, reading, and writing in effective communication:*
- *Develop strategies for teaching reading skills.*
- *Apply language skills in different subjects.*
- *Evaluate the implications of language theories on education.*
- *Reflect on the impact of native language on learning.*

Unit:1 Basic language competencies and development of LSRW.

- 1.1 Oracy: Definition, Importance and its role in Communication. Listening: Definition, Importance and its role in Communication. Reading: Definition, Importance and its role in Communication Writing: Definition, Importance and its role in Communication.
- 1.2 Materials and resources for developing listening and speaking skills. (storytelling, Dialogues and Games) language laboratories.
- 1.3 Reading: Importance and development of Reading Skill, Types of Reading skill, (Loud and silent), Skill for using Dictionary, Encyclopaedia and Thesauruses.
Writing: Stages and process of Writing, Formal and informal writing – (Letters, reports, notices, short stories and Blog writing.)
- 1.4
 1. Reading Workshop: Organization of a reading workshop where students can read and discuss texts, and develop strategies for teaching reading skills.
 2. Writing Process: Write a reflective note on “Microteaching: A Catalyst for Enhanced Teachability.”

Unit:2 Language and Learning

- 2.1 Language as a tool for learning.
- 2.2 Language in different subjects and Strategies for teaching language in different pedagogical subjects
- 2.3 Home language and school language: Deficit Theory and Discontinuity Theory
- 2.4
 1. Language in Learning: Ponder on How Your Native Language Has Influenced Your Learning in Various Subjects.
 2. Home Language and School Language: Discuss on the implications of Deficit Theory and Discontinuity Theory in relation to Home Language and School Language.

References:

- Calkins, L. (2013). Writing Workshop: The Essential Guide. Heinemann.
- Jones, L. (2012). Dialogues: A Practical Approach to Language Teaching. Cambridge University Press.
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- Murray, D. (1972). The Writing Process. Holt, Rinehart and Winston.
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- સ્મિતા દિવ્યેશ ત્રિવેદી (૨૦૧૬). અભ્યાસક્રમમાં ભાષા, નીરવ પ્રકાશન, અમદાવાદ, ગુજરાત.
- આશા પંડિત અને અન્ય (૨૦૧૮-૧૯). અભ્યાસક્રમમાં ભાષા, નીરવ પ્રકાશન, અમદાવાદ, ગુજરાત.
- અર્પિતા વાઘેલા (૨૦૨૧). અભ્યાસક્રમમાં ભાષા, નીરવ પ્રકાશન, અમદાવાદ, ગુજરાત.

B.ED. SEMESTER-1

AEC-101: READING AND REFLECTION ON TEXTS

Total Credit- 2

Marks:50 (50 Internal)

Learning Outcomes:

Student-teacher will be able to:

- *Read and contemplate written texts and gain mastery over them.*
- *Develop the skill of using reference books with study.*
- *Develop writing skills and become proficient in expressing themselves properly.*
- *Develop the skill of reviewing books and films.*

Unit 1: Form and Field of Reading

- 1.1 Reading and contemplation: Meaning and concept
- 1.2 Types of reading: Informational, Critical, and Creative reading.
- 1.3 The importance of teaching-reading and factors affecting reading
- 1.4 Review:
 - 1.4.1 Book Reviews
 - 1.4.2 Film Reviews

Unit-2 Thinking and Writing about School Subjects (Practical)

- 2.1 Create your composition based on any one of the following from class 6 to 10:
Autobiography, story, travelogue, song
- 2.2 Discussion on education / Debate on education
- 2.3 Report Writing: Different types of report writing.
- 2.4 Writing a reflection on any one social or educational issue. (Can be taken from daily paper, magazine, book etc.)

References:

- Alan Robinson H. (Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago, 1964.
- Blanton, W.E. Fae (Ed): Measuring reading performance International Reading Association, New York, 1976.
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B.ED. SEMESTER-1

Paper -PS-101

Pedagogy of School Subject - GUJARATI

Credits: 4

Marks:100 (40 Internal +60 External)

Learning Outcomes:

તાલીમાર્થીઓ.....

- ભાષાવિકાસની પ્રક્રિયા સમજી તે પર અસર કરતા પરિબળો જણાવી શકે.
- માતૃભાષાનું મહત્વ જણાવી શકે.
- સૂક્ષ્મ અધ્યાપન કૌશલ્યો કેળવી શકે.
- ભાષાશિક્ષણની પદ્ધતિઓ પર પ્રભુત્વ મેળવી શકે.
- સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓની રચના કરી શકે.
- ધોરણ-૬ અને ૭ નાં ગુજરાતી વિષયવસ્તુ પર નિપુણતા વીકશે.

Unit: ૧ ભાષા – માતૃભાષા પરિચય

- ૧.૧ વિનયન વિદ્યાશાખા: અર્થ, મહત્વ, કેળવાતાં કૌશલ્યો અને વર્તમાન સ્થિતિ.
- ૧.૨ ભાષા: અર્થ, વૈજ્ઞાનિક પૃથક્કરણ, વિવિધ સ્વરૂપો, ભાષાવિકાસ પ્રક્રિયા, ભાષાવિકાસને અસર કરતાં પરિબળો.
- ૧.૩ માતૃભાષા: અર્થ, માતૃભાષા-પ્રત્યાયન માટે, શિક્ષણના માધ્યમ તરીકે, મુક્ત અને સ્પષ્ટ અભિવ્યક્તિ માટે, સામાજિક અને સાંસ્કૃતિક વારસાની યાત્રી તરીકે, માતૃભાષા પ્રત્યે સેવાતી ઉપેક્ષા અને તેને દૂર કરવાના ઉપાયો.
- ૧.૪ એસાઈનમેન્ટ: (નીચેનામાંથી વિદ્યાર્થીદીઠ એક એસાઈનમેન્ટ તૈયાર કરવું.)
 - ૧.૪.૧ ગુજરાતમાં માતૃભાષા પ્રત્યે શા માટે ઉપેક્ષા સેવાય છે? સર્વે આધારે કારણો લખો.
 - ૧.૪.૨ સર્વે આધારે આવેલ કારણોનો હલ શોધવા કયા કયા ઉપાયો સૂચવી શકાય?

Unit: ૨ સૂક્ષ્મ અધ્યાપન

- ૨.૧ માઈક્રોટીચિંગ: અર્થ, વ્યાખ્યા, સોપાનો, મહત્વ, લાક્ષણિકતાઓ, મર્યાદાઓ.
 - ૨.૧.૧ માઈક્રોટીચિંગ કૌશલ્યો: ૧.પ્રશ્નપ્રવાહિતા ૨.સુદ્રઢીકરણ ૩.કા.પા.કાર્ય ૪.ઉત્તેજના પરિવર્તન ૫.વિષયાભિમુખ ૬.ઉદાહરણ ૭.સ્પષ્ટીકરણ ૮.શાંતિ-અશાબ્દિક સંજ્ઞા માઈક્રોટીચિંગ કૌશલ્યોનું પાઠ આયોજન, અવલોકન

૨.૨ ભાષા શિક્ષણની પદ્ધતિઓ: અર્થ,મહત્વ,ફાયદા,મર્યાદા,આયોજન,વર્ગમાં અસરકારક વિનિયોગ

૨.૨.૧ પદ્ધતિઓ: ૧.આગમન-નિગમન ૨.વ્યાખ્યાન પદ્ધતિ ૩. સંશ્લેષણ-વિશ્લેષણ

૨.૩ સિમ્યુલેશન: સંકલ્પના,સોપાનો,મહત્વ, પાઠ આયોજન.

૨.૪ એસાઈનમેન્ટ:

૨.૪.૧ જૂથચર્ચા પદ્ધતિએ શિક્ષણકાર્ય કરવા માટે સિમ્યુલેશન પાઠ આયોજન તૈયાર કરો.

Unit: ૩ સૈક્ષણિક હેતુઓ,અધ્યાપન નિષ્પત્તિ અને પાઠ આયોજન

૩.૧ બ્લૂમનું વર્ગીકરણ-એન્ડરસન મુજબ સુધારેલું, સામાન્ય અને વિશિષ્ટ હેતુઓની રચના,વર્તન-પરિવર્તન(NCERT પ્રમાણે)

૩.૨ ભાષા શિક્ષણની અધ્યાપન નિષ્પત્તિ(NCERT પ્રમાણે)

૩.૩ સ્ટ્રેલેશન: સંકલ્પના,મહત્વ,સોપાનો,સારા પાઠ આયોજનની લાક્ષણિકતાઓ,પાઠ આયોજન.

૩.૪ એસાઈનમેન્ટ:

૩.૪.૧ કોઇપણ એક લેખન(નિબંધ,પત્રલેખન,અરજી લેખન)નું શિક્ષણકાર્ય કરવા માટે સ્ટ્રેલેશન તૈયાર કરો.

Unit: ૪ વિષયવસ્તુ

૪.૧ ધોરણ-૬ અને ૭ના પાઠ્યપુસ્તકમાં સમાવિષ્ટ ગદ્ય અને પદ્ય પાઠો

૪.૨ વ્યાકરણ:

૪.૨.૧ છંદ:નિયમ,બંધારણ,સમજૂતી

અક્ષરમેળ છંદ: ૧.પૃથ્વી ૨.મંદાકાન્તા ૩.હરિણી

માત્રામેળ છંદ: ૧.દોહરો ૨.ચોપાઈ ૩.હરિગીત

૪.૨.૨ અલંકાર: નિયમ, સમજૂતી

શબ્દાલંકાર: ૧.અનુપ્રાસ ૨.શબ્દાનુપ્રાસ ૩.આંતરપ્રાસ,

અર્થાલંકાર: ૧.ઉપમા ૨.અનન્વય ૩.વ્યતિરેક

૪.૩ લેખન: નિબંધ,પત્રલેખન,અરજીલેખન

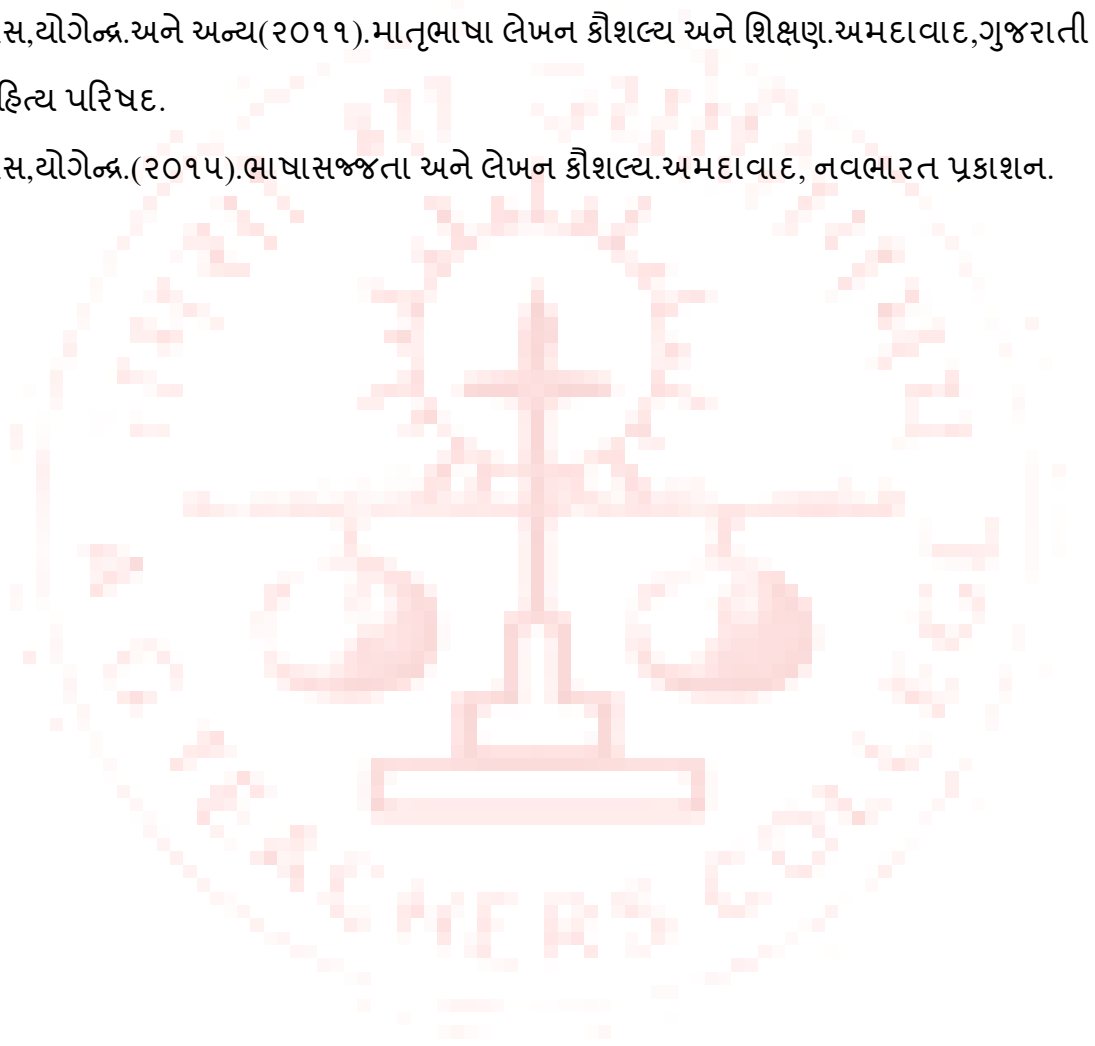
૪.૪ એસાઈનમેન્ટ:

૪.૪.૧ ધોરણ-૬માંથી કોઇપણ પાંચ ગદ્ય પાઠોમાંથી પાંચ મોટા પ્રશ્નોના જવાબો લખવા.

૪.૪.૨ ધોરણ-૬માંથી કોઇપણ પાંચ પદ્ય પાઠોમાંથી પાંચ મોટા પ્રશ્નોના જવાબો લખવા.

સંદર્ભ:

- દેસાઈ, ધનવંત, ગુજરાતી અધ્યાપન, નવીન પ્રવાહો, અમદાવાદ, એ.આર.શેઠની કંપની.
- પટેલ, મોતીભાઈ, ગુજરાતી અધ્યાપનનું પરિશીલન, અમદાવાદ, બી.એસ.શાહ પ્રકાશન.
- ત્રિવેદી અને ગુણવંત, ભાષા શિક્ષણની પ્રક્રિયા, અમદાવાદ, રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર, કવિતાનું શિક્ષણ, વલ્લભવિદ્યાનગર, સરદાર પટેલ યુનિવર્સિટી.
- બધેકા, ગીજુભાઈ. (૧૯૪૯). પ્રાથમિક શાળામાં ભાષા શિક્ષણ, અમદાવાદ, એ.આર.શેઠની કંપની
- વ્યાસ, યોગેન્દ્ર. અને અન્ય (૨૦૧૧). માતૃભાષા લેખન કૌશલ્ય અને શિક્ષણ. અમદાવાદ, ગુજરાતી સાહિત્ય પરિષદ.
- વ્યાસ, યોગેન્દ્ર. (૨૦૧૫). ભાષાસજ્જતા અને લેખન કૌશલ્ય. અમદાવાદ, નવભારત પ્રકાશન.



B.ED. SEMESTER-1
PS 102: Pedagogy of School Subject - ENGLISH (S.L.)

Total Credit- 4

Marks:100 (60 External +40 Internal)

Learning outcomes:

Students Teachers will be able to:

- *Understand the significance of English language learning.*
- *Analyse the aims of English education as per NCF 2023.*
- *Design effective lesson plans using various teaching methods and approaches.*
- *Apply Bloom's taxonomy and revised taxonomy in lesson planning*
- *Develop mastery over the content points of English subject text book (SL) from Std. VI to VIII published by GSEB.*

Unit:1 Nature and importance of English.

- 1.1 Need, role, and importance of English
- 1.2 Aims of English Education (as per NCF 2023), Psychology of Language Learning.
- 1.3 Status of English Education as a Second Language with specific reference to school Education: Issues and Challenges in Gujarat State
- 1:4 Assignment
 - 1. Prepare a list of Aims of Teaching English.
 - 2. Prepare an assignment on problems of teaching and learning English as a second language at a secondary school in Gujarat State.

Unit:2 Planning for Teaching of English.

- 2.1 Micro Teaching: Meaning, Concept Steps, Importance, Characteristics, Limitations.
 - 2.1.1 Micro skills -Fluency in questioning, B.B. work, Stimulus variation, set induction, Examples, Explaining, Silence and non-verbal cues.
- 2.2 Methods and Approaches of teaching.
(Concepts, advantages, limitations, structure, effective use)
 - 2.2.1 Lecture Cum Discussion Method,
 - 2.2.2 Inductive -Deductive Method
 - 2.2.3 Analysis - synthesis Method
 - 2.2.4 Structural Approach, Communicative Approach, Eclectic Approach
- 2.3 Simulation lesson: Concept, Steps, Importance, Lesson Planning
- 2.4 Assignment
 - 1. Prepare three different approaches of set induction for three different lessons of std VII of the English textbook.
 - 2. Prepare a list of content points of standard seven which can be taught by lecture. Come discussion method
 - 3. Prepare a list of grammatical content points that can be taught by Inductive - Deductive Method.

Unit:3 Taxonomy and Planning in English Teaching

- 3.1 Bloom's taxonomy, Bloom's Taxonomy - Revised as per Anderson, Formation of general and specific objectives. Writing objectives in behavioural terms (as per NCERT)
- 3.2 learning outcomes as per NCERT.
- 3.3 Lesson Planning: concept, importance, steps, characteristics of good lesson planning - stray lesson planning
- 3.4 Assignment
 - 1. Prepare a list of behavioural objectives for a chapter covering all three domains.
 - 2. Prepare one stray lesson plan from the textbook of Std.VII.

Unit:4 Content

Std VI to VIII (Semester -1) GSEB Textbook

References:

- 1. National Curriculum Framework (NCF) 2023
- 2. Bloom, B. S. (1956). Taxonomy of Educational Objectives
- 3. Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching, and Assessing
- 4. NCERT. (2014). National Curriculum Framework for Teacher Education
- 5. GSEB. (2020). English Textbook for Std VI to VIII
- 6. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching
- 7. Harmer, J. (2015). The Practice of English Language Teaching
- 8. Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching.

B.ED. SEMESTER-1
PS 103: Pedagogy of School Subject- SOCIAL SCIENCE

Total Credit- 4

Marks:100 (60 External +40 Internal)

Learning Outcomes:

Student Teachers will be able to :

- *Develop a conceptual understanding of Social Science and its relevance to societal development.*
- *Acquire mastery of diverse micro-teaching skills.*
- *Acquire mastery of diverse teaching methods.*
- *Design and implement structured lesson plans with clear objectives and methods.*
- *Apply Bloom's Taxonomy to formulate educational objectives for Social Science instruction and Integration of Educational Objectives*
- *Develop Master of Social Science Content for Std- 7 & 8.*

Unit-1 Concept of Social Science, Importance of Social Science Teaching

- 1.1 Modern Concept of Social Science, Definition of Social Science, Scope and Nature of Social Science
- 1.2 Curricular Goals of Social Science Teaching,
Values of Social Science Teaching, Importance of Social Science Teaching at School Level
- 1.3 Aims of Social Science Teaching, Process of Socialization, Current issues and challenges in social science teaching
- 1.4 Student Teacher Engagement : (Any one)
 - 1.4.1 Clarify the current issues in Social Science Teaching
 - 1.4.2 List out two activities of Socialization
 - 1.4.3 Prepare a Diagram of Scope of Social Science and write a report on it.

Unit-2 Lesson Planning- Teaching Methods

- 2.1 Micro Teaching, Meaning, Steps, Merits, Demerits, Skills –Fluency in questioning, reinforcement, B.B.Work, Stimulus variation, Set Induction, examples, Explanation, Silence non-Verbal clues
- 2.2 Maxims of Teaching & Teaching Methods
 - Maxims of Teaching
 - Lecture Method: Meaning, Steps, Merits and Demerits, Suggestion for its effective use, Format of Lesson Plan
 - Demonstration Method : Meaning, Steps, Merits and Demerits, Suggestion for its effective use, Format of Lesson Plan
 - Comparative Method : Meaning, Steps, Merits and Demerits, Suggestion for its effective use, Format of Lesson Plan
- 2.3 Simulation Lesson : Meaning, Steps, Merit, Demerits, Format of Lesson Plan

2.4 Student Teacher Engagement: (Any one)

- 2.4.1 Prepare a list of topics which can be taught by Comparative Method
- 2.4.2 Give the list of criteria to select the TLM for demonstration method.
- 2.4.3 Prepare a lesson plan of any one topic which can be taught by two different teaching methods.

Unit-3 Educational Objectives and Stray Lesson

3.1 Bloom's Taxonomy-Classification of Educational Objectives

3.2 General and Specific Objectives

- List of General Objectives of Social Science teaching
- List of Specific objectives of Social Science Teaching
- Learning Outcomes context to NCFSE-2023.

3.3 Lesson Planning: Meaning, Steps, Merits, Demerits, Format of Lesson Plan

3.4 Student Teacher Engagement : (Any one)

3.4.1 Select any one topic of Social Science and prepare a list of General objectives and Specific objectives

3.4.2 List of Activities to develop psychomotor and affective domain among students through Social Science Teaching.

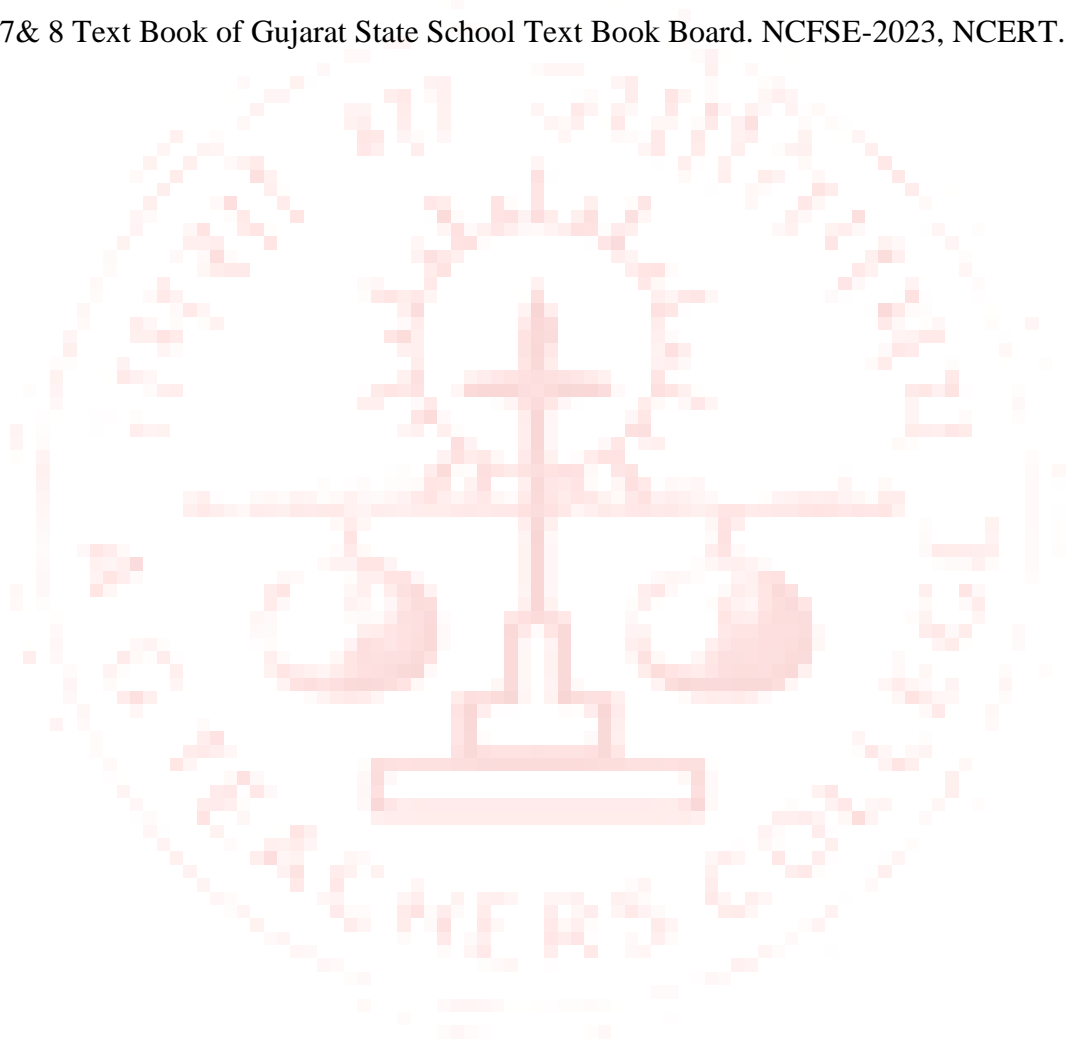
Unit-4 Content Std-6 and 7, 8

Social Science Content of Std- 7 & 8 Gujarat State School Board Text Book

References:

1. Aggarwal, J. C. (2010). *Teaching of social studies: A practical approach* (4th ed.). New Delhi: Vikas Publishing House.
2. Banks, J. A., & Banks, C. A. M. (2009). *Multicultural education: Issues and perspectives* (7th ed.). Hoboken, NJ: Wiley.
3. Bining, A. C., & Bining, D. H. (1952). *Teaching social studies in secondary schools*. New York: McGraw-Hill.
4. Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay.
5. Chauhan, S. S. (2008). *Innovations in teaching-learning process*. New Delhi: Vikas Publishing House.
6. Dash, B. N. (2004). *Teaching of history and civics*. New Delhi: Neelkamal Publications.
7. Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.
8. Joshi, H. (2021). *Socialization and its importance in education*. Surat: Shiksha Publishers.
9. Kochhar, S. K. (2003). *The teaching of social studies*. New Delhi: Sterling Publishers Pvt. Ltd.
10. Mistry, S. P. (2019). *Effective lesson planning: A step-by-step guide for teachers*. Rajkot: Academic Books India.
11. National Council for Teacher Education. (2019). *Developing psychomotor and affective skills in students*. New Delhi: NCTE.
12. National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. New Delhi: NCERT.
13. National Council of Educational Research and Training. (2023). *National curriculum framework for school education (NCFSE-2023)*. New Delhi: NCERT.
14. NCERT. (2012). *Position paper: National focus group on teaching of social sciences*. New Delhi: NCERT.
15. Parker, W. C. (2012). *Social studies in elementary education* (14th ed.). Boston: Pearson Education.
16. Patel, K. P. (2020). *General and specific objectives in the teaching of social science*. Vadodara: Educational Publishers.
17. Patel, R. K. (2018). *Teaching of social science: Pedagogy and methods*. Ahmedabad: Gujarat State Education Board.
18. Patel, R. N. (2019). *Educational pedagogy and teaching strategies*. Ahmedabad: Sunrise Publications.

19. Patel, V. R. (2020). *Teaching strategies for social science: Lecture, demonstration, and comparative methods*. Gandhinagar: Academic Research Center.
20. Shah, M. P. (2022). *Bloom's taxonomy and educational objectives: Applications in lesson planning*. Vadodara: Educational Publications India.
21. Shah, V. P. (2017). *Micro-teaching: Principles, steps, and skills*. Gandhinagar: Gujarat University Press.
22. Singh, Y. K. (2009). *Teaching of social studies*. New Delhi: APH Publishing Corporation.
23. Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace.
24. Std-6,7& 8 Text Book of Gujarat State School Text Book Board. NCFSE-2023, NCERT.



B.ED. SEMESTER-1

PS-104: Pedagogy of School Subject - Mathematics

Total Credit- 4

Marks: 100 (60 External + 40 Internal)

Learning outcomes

Student- teacher will be able to:

- *Interpret the meaning, scope and aim of Mathematics education elaborated in NCFSE 2023*
- *Analyse mathematization process*
- *Practice various microteaching skills and various pedagogies in Mathematics teaching.*
- *Design lesson planning for effective teaching-learning process*
- *Develop mastery on Mathematics content for Std. VI and VII.*
- *Develop interest in Mathematics teaching through various practical implications*

Unit-1 Basics of Mathematics Education

- 1.1 Introduction to Mathematics: Meaning, Definition of Mathematics, Scope of Mathematics, Values of mathematics (Cultural Value, Disciplinary value, Utilitarian Value)
- 1.2 Aims of Mathematics Education, Learning Standards (as per NCFSE 2023)
- 1.3 Mathematization: Meaning and application, Current challenges in Mathematics learning and plan of action.
- 1.4 Student Engagement: (any one)
 1. Prepare a mind map for utilitarian value of Mathematics
 2. Identify the content points in context of visualization
 3. Suggest two activities for mathematization
 4. Prepare a reel on different values of Mathematics
 5. Identify one concept each from Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Mensuration and Geometry and show in detail how it can be used in day- to- day life

Unit-2 Teaching skills

- 2.1 Micro Teaching: (Concept, Steps, Importance, Characteristics, Limitations)
 - 2.1.1 Micro skills –Fluency in questioning, Reinforcement, B.B. Work, Stimulus variation, Set induction, illustrating with examples, Explaining, Silence non-verbal clues,
- 2.2 Maxims of teaching, Methods: (Concept, advantages, limitations, structure, effective use)
 - 2.2.1 Demonstration method
 - 2.2.2 Experiment method
 - 2.2.3 Comparative method,
 - 2.2.4 Analysis-synthesis method
- 2.3 Simulation lesson: Concept, Steps, Importance, lesson planning
- 2.4 Student Engagement: (any one)
 1. Design three different approaches of set induction for one chapter of Std.VI, Std. VII. and Std.VII.
 2. Prepare a list of content points from Std.VI, Std. VII. and Std.VII, which can be taught by experiment method

3. Prepare a list of content points from Std.VI, Std. VII. and Std.VII which can be taught by inductive-deductive method
4. Prepare a list of content points from Std.VII which can be taught by comparative method

Unit-3 Taxonomy and Planning in Mathematics Teaching

- 3.1 Taxonomy of education objectives, Revised Bloom's taxonomy (as per Anderson), Formation of general and specific objectives. Writing objectives in behavioural terms. (as per NCERT)
- 3.2 Learning outcomes as per NCERT.
- 3.3 Lesson planning: Concept, Importance, Steps, Characteristics of good lesson planning, Stray lesson planning
- 3.4 Student Engagement: (any one)
 1. Prepare a list of behavioural objectives for a chapter encompassing all three domains
 2. Design three teacher's activity which satisfy affective domain

Unit-4 Content

Std VI and Std. VII GSEB textbook of Mathematics

References:

1. Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi
2. Chambers, P. : Teaching Mathematics, Developing as a Reflective Secondary Teacher, Sage Publications, 2010. New Delhi
3. Sidhu K.S.: The Teaching of Mathematics, Sterling Publishers Pvt. Ltd., New Delhi, 2002.
4. Singh, C. & Rohatgi, R.P. : Teaching of Mathematics, Dominant Publishers and Distributors, New Delhi. 2005

Website References:

1. <https://clixoer.tiss.edu/cool/oer#section2>

B.Ed. SEMESTER-1

PS-105: Pedagogy of School Subject - Science

Total Credit- 4

Marks: 100 (60External+40Internal)

Learning outcomes:

Student-teacher will be able to:

- *Understand the concept, scope & structure of Science and Reflect on the values associated with science teaching.*
- *Explain the aims & objectives of teaching Science in secondary school level and describe various science process skills required for teaching Science*
- *Develop lesson plan based on different methods for effective teaching-learning process & better instruction.*
- *Explain the importance of micro, simulation & stray lesson to develop Science teaching skill and Practice various microteaching skills*
- *Describe learning outcomes based on bloom's taxonomy.*
- *Develop mastery of Science content of Std-6th and 7th*

Unit-1 Concepts, Aims and values of teaching of science

- 1.1 Concept of Science, Scope of Science , Importance of teaching of Science in Secondary School curriculum
- 1.2 Aims of science education: Basic and integrated Science process skills and learning standards required at secondary level.(NCF-SE)
- 1.3 Value of Science in modern life - Utilitarian value - Disciplinary value - Cultural value, Aesthetic value and Vocational value.
- 1.4 Student-Teacher engagement: (any one)
 - List down various curricular goals recommended in NCF-SE and its linkage with content.
 - Prepare a mind-map for disciplinary value of science
 - List the science process skills given in NCF-SE

Unit-2 Methods, Maxims and skills in Science teaching

- 2.1 Micro Teaching: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations. - Different skill of micro teaching
 - 2.1.1 Micro-skills: Fluency in questioning, Reinforcement, B.B. Work, stimulus variation, Set induction, Illustrating with examples, skill of explaining, silence verbal and clues.
- 2.2 General principles and Maxims of Science Teaching: Meaning and Importance, Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages. - Prepare a simulation planning.
- 2.3 Various science methods: Meaning, concept, importance, advantages, limitations and structure and strategies to effectively use these methods.
 - 2.3.1 Lecture cum demonstration method
 - 2.3.2 Experimental method
 - 2.3.3 Inductive – deductive method
 - 2.3.4 Comparative method
- 2.4 Student-Teacher engagement: (any one)

- Make a lesson plan using 4 different approaches of Set-Induction on any unit of Grade -8 of Science.
- Prepare list of content from Std-6th, 7th and 8th which can be taught using experimental method.
- Prepare list of content from Std-6th, 7th and 8th which can be taught using comparative method.

Unit-3: Objectives, Outcomes and Lesson planning in science teaching

- 3.1 Bloom's taxonomy, general and specific objectives of science teaching, writing objectives in behavioral terms.
- 3.2 Learning outcomes as per NCERT
- 3.3 Lesson Planning: Meaning, Characteristics of good lesson planning, importance, various types of lesson plan. Stray Lesson: Meaning, concept, importance. - Prepare a stray lesson plan.
- 3.4 Student-Teacher engagement: (any one)
- List all the specific objectives of all general objectives in science teaching.
 - List out the learning outcomes specified by NCERT for Grade -6

Unit-4: Content Full syllabus of Standard 6th and 7th

Suggested readings:

1. Yadav .M.S., Teaching of Science, Anmol Publication, New Delhi
2. Sood, J.K., "Teaching of Science", Agrawal Publications, Agra
3. Bhatnagar A.B., "Teaching Of Science", Vinod Pustak Mandir, Agra
4. Ravikumar S.K., Teaching of Science, Mangal deep Publication, Jaipur
5. Bapat and Prakash, "Pedagogy of Science", Neelkamal Publications.
6. Mishra Savita, "Pedagogy of Science Teaching" Rekhta Books.

B.ED. SEMESTER-1
PS 106: Pedagogy of School Subject
ORG. OF COMMERCE & MANAGEMENT (OCM)

Total Credit- 4

Marks:100 (60 External +40 Internal)

Learning Outcomes:

Student Teachers will be able to

- *Interpret the concept, auxiliary activities and scope of commerce.*
- *Employ the aims and values while teaching OCM subject.*
- *Demonstrate effective teaching skills and methods.*
- *Utilize the specific objectives of teaching O.C.M. in the terms of learning outcomes.*
- *Prepare and deliver effective OCM lessons that integrate technology, promote critical thinking, and cater to diverse learning needs.*
- *Develop mastery of OCM content for std. 11th and 12th.*

Unit-1 Commerce: Meaning, Scope, Values

- 1.1 Commerce: Meaning, concept, Auxiliary Activities of commerce, Difference between trade and commerce
- 1.2 Aims of Commerce teaching at higher secondary level (NCF-SE), Importance of Teaching of Commerce at higher secondary level
- 1.3 Scope of commerce, Development of values through teaching of commerce: Aesthetic values, Social values, Intellectual value, International value & Moral value.
- 1.4 Student –Teacher Engagement:
 1. Write down the list of values integrated with reference to 11th std. textbook of OCM.
 2. Prepare a symbolic chart on scope of commerce.

Unit-2 Micro Teaching and Simulation

- 2.1 Micro Teaching: Meaning, Concept, Importance, Steps, Merits and Demerits
- 2.2 Micro Teaching skills: Meaning, Components, merits, demerits
Set Induction skill, Fluency in Questioning skill, B. B. Work Skill, Explanation skill, Stimulus- Variation Skill, Illustration with example skill, Reinforcement skill, Silence & nonverbal cues Skill
- 2.3 Simulation Method: Components, importance, merits, demerits, guidelines for its effective use
 - 2.3.1 Lecture Cum Discussion Method
 - 2.3.2 Inductive-Deductive Method
 - 2.3.3 Demonstration Method
 - 2.3.4 Comparative Method
- 2.4 Student –Teacher Engagement:
 1. Prepare a lesson plan from std. 11th OCM textbook by using one method which is not used during simulation.

2. Record your best Teaching skill demo in both method subjects and briefly write why you like this skill most.

Unit 3 Taxonomy & Maxims of teaching, Learning Outcomes and Lesson planning

- 3.1 Bloom's Taxonomy, Maxims of Teaching
- 3.2 General and Specific Objectives of O.C.M., Learning outcomes: Meaning, Concept, LO given by NCERT for the Business studies (OCM) subject of std. 11 & 12
- 3.3 Stray lesson: Meaning, Importance, merits and demerits, Components and lesson planning
- 3.4 Student –Teacher Engagement:
 1. Suggest the activities for the std. 11th OCM subject through which LO can be achieved.
 2. List out the specific objectives of any one chapter from std. 11th OCM subject.

Unit-4 Content (Std- 11 & 12)

- 4.1 Std.-11 Chapter 2 & 3
- 4.2 Std.-11 Chapter 4 & 5
- 4.3 Std.-12 Chapter 1 & 2
- 4.4 Std.-12 Chapter 3 & 4

References:

- 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
- વાણિજ્ય અધ્યાપન પરિશીલન, બી .એસ .શાહ પ્રકાશન, અમદાવાદ.

B.ED. SEMESTER-1
PS 107: Pedagogy of School Subject – ELEMENTS OF ACCOUNTS

Total Credit- 4

Marks:100 (60 External + 40 Internal)

Learning Outcomes:

Student-teacher will be able to:

- *Identify the concepts, values, aims and significance of Elements of Accounts .*
- *Develop and demonstrate key teaching skills through micro-teaching practices.*
- *Understand maxims and methods of teaching and apply simulation lessons effectively in classroom settings.*
- *Apply Taxonomy to frame educational objectives, design learning outcomes (NCERT), and create effective lesson plans in Elements of Accounts.*
- *Combine pedagogical theories and strategies with accountancy content to create meaningful and engaging learning experiences.*
- *Develop mastery of Elements of Accounts content for Standard –XI and XII.*

Unit-1 Basics of Elements of Accounts Education

- 1.1 Meaning, Needs and scope of Elements of Accounts as a subject
- 1.2 Values of Elements of Accounts (Moral value, Intellectual value, Social value, Aesthetic value , International value)
- 1.3 Aims and Importance of Elements of Accounts at Senior Secondary Levels. (NCF-SE)
- 1.4 Student –teacher engagement (anyone):
 - Prepare a mind map for utilitarian aim /practical aim.
 - Prepare e-content on different values of Elements of Accounts.
 - Suggest two activities for Importance of Elements of Accounts at senior secondary level.

Unit-2 Teaching Skills

- 2.1 Micro teaching: (Concept, Importance ,steps, merits-demerits)
 - 2.1.1 Micro Skills: Fluency in questioning, Reinforcement, B.B. work, Stimulus variation, Set induction, Illustration with examples, Explaining, Silence non – verbal clues.
- 2.2 Maxims of teaching Methods: (Concept, advantage, limitations, structure, effective use)
 - 2.2.1 Lecture-discussion
 - 2.2.2 Demonstration
 - 2.2.3 Inductive –deductive
 - 2.2.4 Analysis –synthesis
- 2.3 Simulation lesson: Concept, Steps and Importance
- 2.4 Student –teacher engagement (anyone):
 - Submit a video of any one micro lesson of your choice from Std . XI & XII.
 - Prepare one lesson plan of simulation lesson(which is not used during simulation lesson) of your School subject.
 - Prepare a list of concept points from Std. XI and Std. XII which can be taught by inductive –deductive method / comparative method.

- Design three different approaches for set induction for one chapter of Std. XI and XII.

Unit-3 Taxonomy and Planning in Elements of Accounts Teaching

- 3.1 Bloom's Taxonomy, Revised Bloom's taxonomy –as per Anderson, formation of general and specific objectives. Writing objectives in behavioural terms . (as per NCERT)
- 3.2 Learning outcomes as per NCERT.
- 3.3 Lesson planning: Concept, Importance, Types and steps of lesson planning and Characteristics of good lesson plan
- 3.4 Student –teacher engagement (anyone):
 - Write learning outcomes of any one chapters of Elements of Accounts Standard -XI
 - Design three teacher's activity which satisfy affective domain.
 - Prepare a lesson plan from std. 12th Elements of Accounts textbook by using one method which is not used during simulation lesson.

Unit-4 Content and computation

- 4.1 Standard -XI (Part-1)
 - Chapter 1 – Accounting and its terminology
 - Chapter 3 – Journal
 - Chapter 5 –Subsidiary Books
- 4.2 Standard -XI (Part-2)
 - Chapter 2 – Depreciation Accounts
 - Chapter 3 – Provisions and Reserves
 - Chapter 5 – Financial statement s of Business organisation
- 4.3 Standard-XII (Part-1)
 - Chapter 2 – Final Accounts of Partnership
 - Chapter 3 – Valuation of Goodwill
- 4.4 Standard- XII (Part-2)
 - Chapter 1 – Accounting for share capital
 - Chapter 4- Analysis of financial statements

References:

- Aggarwal, J.C.(2004). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Pub. HouseDelhi: Vikas Pub, House.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi, Doaba House.
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- NCERT. (2005a). National Curriculum Framework 2005. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- NCERT. (2006b). Environmental Education as infused in NCERT Syllabus for Classes I to XII As Per NCF 2005. <https://ncert.nic.in/desm/pdf/environment-edu/eei.pdf>
- NCERT. (2022). National Curriculum Framework Foundational Stage 2022. <https://ncert.nic.in/pdf/NCF for Foundational Stage 20 October 2022.pdf>
- આર. એચ. અને અન્ય. (2012), નામાનાં મૂળતત્વો, ધોરણ-૧૧, ગાંધીનગર ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ.
- પટેલ, બી. એસ. (2003) નામાના મૂળતત્વોના અધ્યાપનનું પરિશીલન, અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
- મિસ્ત્રી, એમ. આર (2010) નામાનાં મૂળતત્વો વિષયવસ્તુ, અમદાવાદ નીરવ પ્રકાશન વ્યાસ.
- રાવલ, એન. વી. (2015). નામાનાં મૂળતત્વોનું વૃદ્ધિનિવ અધ્યાપન. અમદાવાદ: નીરવ પ્રકાશન.
- બારોટ અને પટેલ (2021) . નામાનાં મૂળતત્વો (Pedagogy of Accountancy). અમદાવાદ: નીરવ પ્રકાશન.

B.ED. SEMESTER-1
PS 108: Pedagogy of School Subject - ENGLISH (H.L.)

Total Credit- 4

Marks:100 (60 External +40 Internal)

Learning outcomes:

Students Teachers will be able to:

- *Understand the concept and nature of English as a discipline of study.*
- *Analyse the aims of English education as per NCF 2023.*
- *Design effective lesson plans using various teaching methods and approaches.*
- *Apply Bloom's taxonomy and revised taxonomy in lesson planning.*
- *Develop teaching strategies for specific content points.*
- *Create effective lesson plans for teaching English*
- *Develop mastery over the content points of English subject text book (HL) from Std. VI to VIII published by GSEB.*

Unit:1 Introduction to English language

- 1.1 English as Discipline of Study: Concept and Nature
- 1.2 Aims of English Education (as per NCF 2023), Psychology of Language Learning.
- 1.3 Status of English Education as a First Language with specific reference to School Education: Issues and Challenges in Gujarat State
- 1.4 Assignment
 - 1. Prepare a list of Aims of Teaching English.
 - 2. Prepare an assignment on problems of teaching and learning English as a first language at a secondary school in Gujarat State.

Unit:2 Planning for Teaching of English

- 2.1 Micro Teaching: Meaning, Concept Steps, Importance, Characteristics, Limitations.
 - 2.1.1 Micro skills - Fluency in questioning, B.B. work, Stimulus variation, set induction, Examples, Explaining, Silence and Non-Verbal Cues.
- 2.2 Methods and Approaches of teaching :(Concepts, advantages, limitations, structure, effective use)
 - 2.2.1 Lecture Cum Discussion Method,
 - 2.2.2 Inductive -Deductive Method
 - 2.2.3 Analysis - synthesis Method
 - 2.2.4 Structural Approach, Communicative Approach, Eclectic Approach
- 2.3 Simulation lesson: Concept, Steps, Importance, Lesson Planning
- 2:4 Assignment
 - 1. Prepare three different approaches of set induction for three different lessons of std VII of the English textbook.
 - 2. Prepare a list of content points of standard seven which can be taught by lecture-cum Discussion Method
 - 3. Prepare a list of grammatical content points that can be taught by Inductive - Deductive Method.

Unit:3 Taxonomy and Planning in English Teaching

- 3.1 Bloom's taxonomy, Bloom's Taxonomy - Revised as per Anderson, Formation of general and specific objectives. Writing objectives in behavioral terms (as per NCERT)
- 3.2 learning outcomes as per NCERT.
- 3.3 Lesson Planning: concept, importance, steps, characteristics of good lesson planning - stray lesson planning
- 3.4 Assignment
 - 1. Prepare a list of behavioral objectives for a chapter covering all three domains.
 - 2. Prepare one stray lesson plan from the textbook (HL) of Std.VII.

Unit:4 Content

Std VI to VIII (Semester -1 HL) GSEB Textbook

References:

- 1. National Curriculum Framework (NCF) 2023
- 2. Bloom, B. S. (1956). Taxonomy of Educational Objectives
- 3. Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching, and Assessing
- 4. NCERT. (2014). National Curriculum Framework for Teacher Education
- 5. GSEB. (2020). English Textbook for Std VI to VIII
- 6. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching
- 7. Harmer, J. (2015). The Practice of English Language Teaching
- 8. Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching.



Semester - 2

B.Ed. SEMESTER-II

Code	Course Name	Credit	Instruction Hours Per Week	Total Instruction Hours Per SEM (15 Week)	Exam		
Foundation of Education					Internal	External	Total Marks
CC-201	Teaching Learning	4	4	60	40	60	100
CC-202	Knowledge and Curriculum	4	4	60	40	60	100
Curriculum and Pedagogic Study							
CPS-201	Assessment for Learning	2	2	30	20	30	50
Ability Enhancement Course (AEC)							
AEC-201	Drama And Art In Education	2	2	30	50	-	50
Pedagogy of School Subject (Any two from given group)							
PS-201	Gujarati	4	4	60	40	60	100
PS-202	English (SL)	4	4	60	40	60	100
PS-203	Social Science	4	4	60	40	60	100
PS-204-	Mathematics	4	4	60	40	60	100
PS-205	Science	4	4	60	40	60	100
PS-206	Org. of Com. & Management	4	4	60	40	60	100
PS-207	Elements of Accounts	4	4	60	40	60	100
PS-208	English- HL (For English Medium Students)	4	4	60	40	60	100
	Total	20		300			500

B.Ed. SEM-II Practical Work

Sr. No	Practical Work	Credit	Instruction Hours Per Week	Total Instruction Hourse Per SEM (15 Week)	Marks
Practice Teaching (Pre-Internship)					
1	Block Teaching + Stray lesson (08- Lessons + 10- Observation) { Block teaching will be min of 4+1 }	4	8	120	100
Practical & Submission Work					
2	Assessment Technique (formative assessment)	2	4	60	50
3	Workshop (method-1)	2	4	60	50
4	IKS- Report on Ancient Education System	2	4	60	50
5	TLM submission(each method)	2	4	60	50
	Total	12		360	300

Guidelines for Practical Work

1. **Block Teaching + Stray Lesson Planning (8 lessons +10 observation):**
 - A **block** consists of a minimum of **4+1 lessons** and a maximum of **7+1 lessons**.
 - Blocks are assigned to subjects for secondary school: Std-6 to 10 and higher secondary school: Std-11 to 12.
 - If there are remaining lessons that don't fit within a block, they are categorized as **stray lessons**. These might be standalone lessons that don't belong to a full block but still need to be covered.
2. **Assessment Technique (formative assessment) :** Students will create and submit any one formative assessment technique from their school subject-I/ II.
 - **Quizzes**
 - **Games**
 - **MCQs (Multiple Choice Questions)**
 - **Interactive apps/websites**
3. **Workshop (method –I) :**
 - Trainees have to participate in the workshop.
 - Topics can be subject-specific, skill-based, or interdisciplinary.
4. **IKS Report on Indian Education System**

Expert lecture will be arranged for this practical work and students can select different topics like Vedic Education, Jain Education, Buddhist Education, Islamic Education and prepare a report on it.

B.ED. SEMESTER-2

C 02: TEACHING AND LEARNING

Total Credit- 4

Marks:100 (60External+40Internal)

Learning outcomes:

Student-teachers will be able to:

- *Explain the concept, nature and styles of learning.*
- *Correlate readiness, motivation and interest of students with learning.*
- *Explain the theories of learning with reference to concepts and implications.*
- *Analyze and reflect on role of teacher.*
- *Describe phases of teaching and adopt same in teaching.*
- *Explain models of teaching and construct a lesson plan based on them*

Unit 1: Learning: Concept and Nature

- 1.1 Concept and Nature of Learning, Factors affecting learning, Transfer of learning: Concept, types, factors affecting transfer of learning
- 1.2 Learning style: Concept and Classification by Kolb's, Edger Dale's Cone of Experience
- 1.3 Concept and Need of Motivation, interest and readiness in learning:
- 1.4 Student-Teacher engagement: (any one)
 - Prepare list of ways to develop interest among students for any unit of your respective method.
 - Recommend different learning styles for different content

Unit 2: Theories of Learning (Concepts and Implications)

- 2.1 Classical Conditioning theory, Operant Conditioning theory
- 2.2 Learning by trial and error, Gestalt theory (Insight learning)
- 2.3 Learning in "constructivist" perspective (Piaget's and Vygotsky's theory)
- 2.4 Student-Teacher engagement: (any one)
 - Term paper on any one theory.
 - Identify 5 content points which can be taught using Gestalt theory

Unit 3: Teaching and Role of Teacher

- 3.1 Concept and Nature of Teaching, Teaching as a Profession, Role of a Teacher: As a Model, Facilitator, Negotiator, Co-Learner, Reflective Practitioner and Classroom Researcher, Teacher Autonomy and Accountability.
- 3.2 Phases of Teaching: Planning, Execution and Reflection, Ned Flanders classroom interaction analysis
- 3.3 Levels of Teaching: Memory Level (Herbartian), Understanding Level (Morrison), Reflective Level (Hunt).
- 3.4 Student-Teacher engagement: (any one)

- Write a term paper on levels of teaching.
- Write your experience as reflective teacher trainee.

Unit 4: Models of Teaching

4.1 Models of Teaching: Concept, Characteristics, Elements, steps, merits and demerits

4.2 Concept attainment Model

4.3 Advance Organizer Model

4.4 Student-Teacher engagement: (any one)

- Prepare a lesson plan based on advance organizer model on any content of your method.
- Write a term paper on machine learning.

Suggested readings:

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

B.ED. SEMESTER-2
CC – 202 Knowledge and Curriculum

Credits: 04

Marks 100 (60 External + 40 Internal)

Learning Outcomes:

Student Teachers will be able to

- *Interpret the concept, sources of knowledge, types of knowledge and facets of knowledge.*
- *Appraise the influence of modern values in education and the concept of academic autonomy.*
- *Apply the concept of nationalism, universalism and secularism given by Tagore and J. Krishnamurti in your method subjects.*
- *Employ the concept of hidden curriculum, null curriculum & spiral curriculum during practice teaching.*
- *Evaluate the determinants of curriculum with reference to current NCFSE.*
- *Evaluate the principles and model of curriculum construction.*

Unit-1 Epistemological basis of Knowledge

- 1.1 Concept of knowledge: concept and characteristics, Types of knowledge
- 1.2 Source of knowledge: Education, situational, conceptual and strategic
- 1.3 Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
- 1.4 Student –Teacher Engagement:
 1. Assignment on sources of knowledge.
 2. Poster making (use knowledge, information, skill and training)

Unit-2 Social and Cultural context of Education

- 2.1 Concept of Society and Culture, Its influences in recent education system, influence of modern values like equity and equality, Individual opportunity and social justice.
- 2.2 Tagore and Kirshnamurti: With reference to nationalism, universalism and secularism.
- 2.3 Academic Autonomy: Meaning, Merits and Demerits
- 2.4 Student –Teacher Engagement:
 1. Assignment on influence of society and culture on recent education system
 2. How you apply the concept of nationalism, universalism and secularism given by Tagore and J. Krishnamurti in your method subjects? - prepare a report with example.
 - 3.

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Steps, Difference between syllabus and curriculum.
- 3.2 Principles of curriculum development
- 3.3 Role of Govt. and Society in construction of curriculum
- 3.4 Student –Teacher Engagement:

1. Assignment on Role of Govt. and Society in construction of curriculum.
2. Prepare a report (Read chapter-4 from First part of NEP-2020 on Curriculum and Pedagogy in schools).

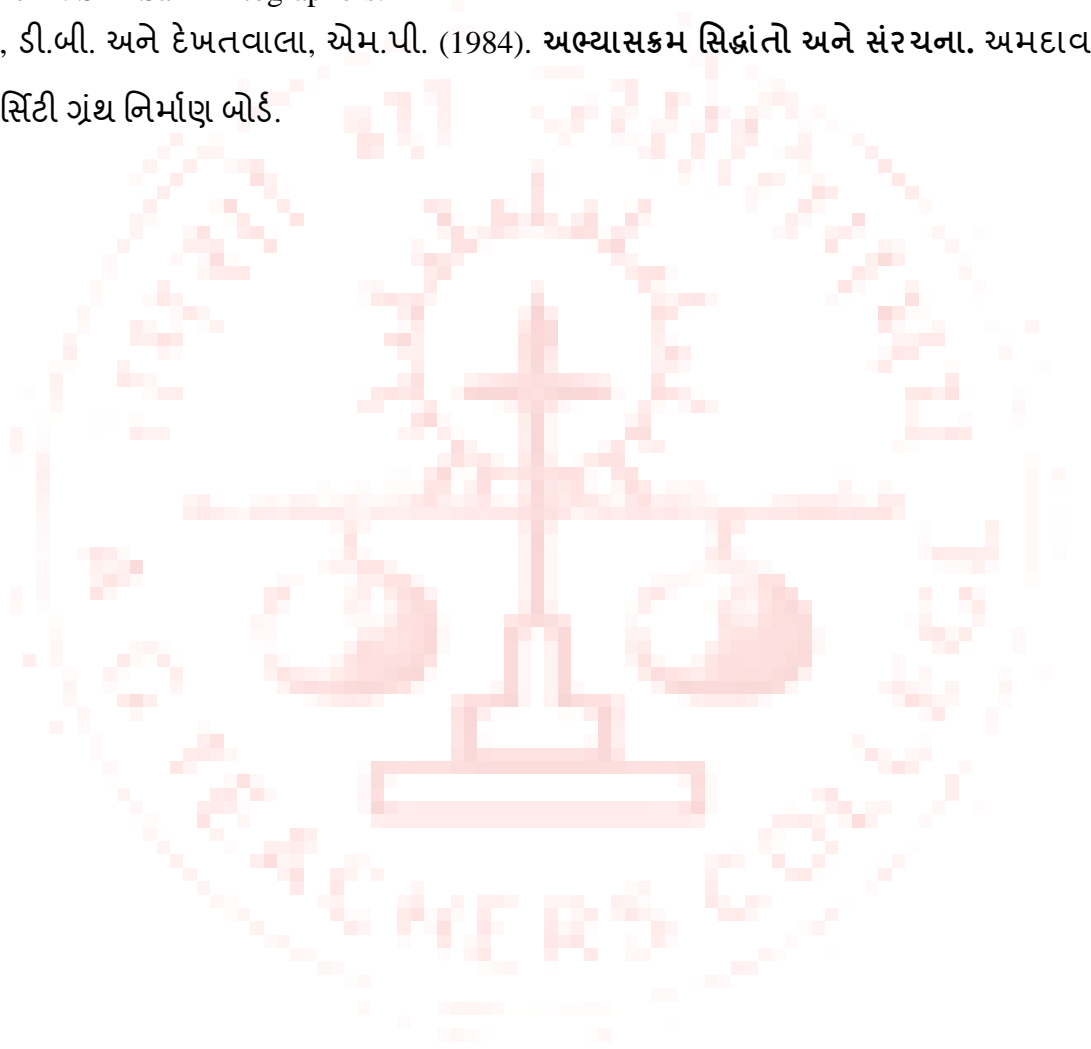
Unit-4 Determinants and transaction of Curriculum

- 4.1 Determinants of Curriculum: Societal Diversity, Political and Economic Factors, Environment and Institutional consideration, Globalization, Technological revolution
- 4.2 Concept of Hidden curriculum, Null curriculum, Spiral curriculum, Issues related curriculum development
- 4.3 Hilda Taba model of curriculum development
- 4.4 Student –Teacher Engagement:
 1. Prepare a report on determinates of curriculum with reference to NCFSE.
 2. Assignment on issues related to curriculum development.
 3. Evaluate the current curriculum of any one standard of secondary school or higher secondary school.

References:

- Aggrawal, J. C., & Gupta, S. (2005). **Curriculum Development**. New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). **Curriculum Planning for Modern Schools**. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). **Principles of Curriculum Renewal**. New Delhi: Kanishka Publishers.
- Candra, A. (1977). **Curriculum Development and Evaluation in Education**. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). **Curriculum Development in Secondary Schools of Baroda**. Baroda: Sadhana Press.
- Erickson, H.L. (2007) **Concept Based Curriculum and Instruction for The Thinking Classroom**. California: Corwin Press.
- Hassrin, M. (2004). **Curriculum Planning for elementary education**. New Delhi: Anmol Publishers.
- Jenkins, D., & Shifrnian, D. M. (1976). **Curriculum an Introduction**. London: Pitman Publishing House.
- Jhompson, K., & White, J. C. (1975). **Curriculum Development**. London: Pitman Publishing.
- Khan. M. I., & Nigam, B. K. (2007). **Curriculum Reform Change and Continuity**. New Delhi: Kanishka Publication.
- Kumari, S., & Srivastava, D. S. (2005). **Curriculum and Instruction**. New Delhi: Shipra Publishers.
- Musgrave, P. W. (1974). **Contemporary Studies in the Curriculum**. Australia: Angus and Roberston Publishers.
- Nigam, B. K., & Khan, I. M. (1993). **Evaluation and Research in Curriculum Construction**. New Delhi: Kaniska Publishers.
- Ornstein, A. C., & Hunkins, F.P. (1988). **Curriculum Foundations, Principles And Issues**. New Jersey: Prentice Hall.

- Panday, M. (2007). **Principles of Curriculum Development**. New Delhi: Rajat Publications.
- Rajput, J. S. (2004). **Encyclopaedia of Indian Education**. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). **Curriculum Development and Management**. New Delhi: DPH.
- Sharma, S. R. (1999). **Issues in Curriculum Administration**. New Delhi: Pearl Publishing House.
- Srivastava, H. S. (2006). **Curriculum and Methods of Teaching**. New Delhi: Shipra Publishers.
- Tata, H. (1962). **Curriculum Development Theory & Practice**. New York:
- Harcourt, Brace & World Inc. Yadav, Y.P. (2006). **Fundamentals of Curriculum Design**. New Delhi: Shri Sai Printographers.
- દેસાઈ, ડી.બી. અને દેખતવાલા, એમ.પી. (1984). અભ્યાસક્રમ સિદ્ધાંતો અને સંરચના. અમદાવાદ: યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ.



B.ED. SEMESTER-2

CPS 201: ASSESSMENT OF LEARNING

Total Credit- 2

Marks: 50 (30 External+20 Internal)

Learning outcomes:

Students teachers will be able to:

- *Explain the concept of evaluation and its role in teaching learning process*
- *Critically analyze the role of assessment at different domains of learning*
- *Develop skill of construction and implementation of assessment tools*
- *Examine different types and trends in examination.*
- *Describe emerging trends of evaluation*

Unit 1: Assessment & Evaluation

- 1.1 Concept of testing: Measurement, assessment and evaluation, Steps of Evaluation Process, Principles and Importance of Evaluation.
- 1.2 Assessment trends: Assessment of learning, assessment for learning and assessment as learning, Formative, Summative, competency based assessment, Role of PARAKH and capacity building of teachers for assessment.
- 1.3 Types of examination: Written, Oral and Performance base, On-Line Examination and Open-Book Examination: Concept, need, benefits.
- 1.4 Student-Teacher engagement: (any one)
 - Prepare a performance based test on any unit from your method
 - Prepare a Google feedback form to collect feedback of your peer's lesson at school.

Unit 2: Elementary Statistics ,Tools of Assessment and Reforms

- 2.1 Techniques of assessment (Concept, Merit & Demerit):
 - Observation,
 - Interview,
 - peer-assessment
 - Sociometry
 - Questionnaire,
 - Checklist,
 - Rating Scales,
 - Rubrics
- 2.2 Assessment reforms- , Continuous and Comprehensive Evaluation, Choice Based Credit System, Uniform system of Assessment, Standardized testing- ASSET (Assessment of Scholastic Skills through Educational Testing) and Olympiad, Grade and Grading System: Meaning, Merits and limitations.

2.3: Elementary statistics: Nature of Data: Grouped and ungrouped, Frequency Distribution, Measure of central tendency: Mean, Median and Mode, percentage and percentile rank, analysis of data and graphical representation.

2.4 Student-Teacher engagement: (any one)

- Prepare a checklist to study discipline/ (infrastructure of school) of students at school
- Find mean, median and mode for the give set of data. Also analyze and graphically represent the same.

Suggested readings:

1. Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi: Sterling Publishers.
2. Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6th Edition.
3. Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
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B.ED. SEMESTER-2
AEC – 201 Drama & Art in Education

Total Credit:2

Marks: 50 (50 Internal)

Learning Outcomes:

Student teachers will be able to:

- *Integrate art in education through designing content-based artwork.*
- *Develop the skill of integrating technology for designing content-based artwork.*
- *Develop design-thinking towards content for an art-based presentation.*
- *Foster critical thinking by analyzing and synthesizing content.*
- *Enhance understanding of the chosen textbook content through dramatization.*
- *Develop scriptwriting and storytelling skills.*
- *Foster collaboration and teamwork by working with peers to create the drama.*
- *Improve public speaking and presentation skills through performance.*

Part-A

- Prepare a scrapbook for any topic from your school subject.
- Prepare a content-based e-poster.
- Prepare a content-based e-book.
- Prepare poster for the given topic.

Part-B

- Prepare a drama of 40 minutes to teach one point from any textbook. Write the script and report of it.
- Prepare a street-play based on any topic regarding community awareness. Write the script and report of it.
- Select any one character from the textbook of your school subject and prepare a solo performance based on it. Write the script and report of it.
- Design a play based on a moral story. Write the script and report of it.

References:

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- McCaslin, N. : Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman, 1987
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- Sahi, J. and Sahi, R. : Learning Through Art, Eklavya. Bhopal, 2009
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- Arts Education Matters: We know, We Measured it, <http://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html>
- Dewey, J.: Art as an experience, <http://plato.stanford.edu/entries/deweyaesthetics/>
- Drama Games, http://en.wikipedia.org/wiki/Drama_Teaching_Techniques
- Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>
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https://ncert.nic.in/dee/pdf/CCE_Arts_edu.pdf



B.ED. SEMESTER-2
Paper -PS-201
Pedagogy of School Subject - GUJARATI

Credits: 4

Marks:100 (40 Internal + 60 External)

Learning Outcomes:

તાલીમાર્થીઓ.....

- ત્રિપરિમાણદર્શક સારણીની રચના કરી આદર્શ પ્રશ્નપત્રની રચના કરી શકે.
- માતૃભાષા શિક્ષણમાં ઉપયોગી શૈક્ષણિક સાધનોનો અધ્યાપનમાં ઉપયોગ કરી શકે.
- માતૃભાષા શિક્ષણની વિવિધ પ્રયુક્તિઓનો અધ્યાપનમાં ઉપયોગ કરી શકે.
- માતૃભાષા શિક્ષણની વિવિધ પદ્ધતિઓનો અધ્યાપનમાં ઉપયોગ કરી શકે.
- ભાષાખંડનું મહત્વ જણાવી શકે.
- ધોરણ-૮ અને ૯ નાં ગુજરાતી વિષયવસ્તુ પર નિપુણતા વીકશે.

Unit:૧ માતૃભાષા શિક્ષણનું આયોજન અને મૂલ્યાંકન

૧.૧ ત્રિપરિમાણદર્શક સારણી(બ્લ્યુ પ્રિન્ટ):

૧.૧.૧ સંરચના,આવશ્યકતા

૧.૧.૨ આદર્શ પ્રશ્નપત્રના લક્ષણો

૧.૨ નિબંધ પ્રકાર,ટૂંક જવાબી અને અનાત્મલક્ષી પ્રશ્નો: રચના,મહત્વ અને મર્યાદાઓ

૧.૩ તાસ/એકમ પાઠ આયોજન(યુનિટ પ્લાન): ગદ્ય,પદ્ય, વ્યાકરણ,લેખન

૧.૪ એસાઈનમેન્ટ:

૧.૪.૧ ગદ્ય- પદ્ય શિક્ષણ: અર્થ,સમસ્યાઓ,અસરકારક શિક્ષણ માટે સૂચનાઓ

૧.૪.૨ ગદ્ય-પદ્ય શિક્ષણ કઈ રીતે જુદું પડે છે?

૧.૪.૩ વ્યાકરણ-લેખન શિક્ષણ:અર્થ,સમસ્યાઓ,અસરકારક શિક્ષણ માટે સૂચનાઓ,ઉપેક્ષા,ઉપાયો.

Unit: ૨ શૈક્ષણિક સાધનો અને પ્રયુક્તિઓ

૨.૧ શૈક્ષણિક સાધનો: વર્ગીકરણ(દ્રષ્ટિગમ્ય,શ્રુતિગમ્ય, દ્રષ્ટિ-શ્રુતિગમ્ય),મહત્વ,સ્વરૂપ,ઉપયોગિતા

૨.૨ ભાષા પ્રયોગશાળા: સ્વરૂપ અને ઉપયોગિતા

૨.૩ માતૃભાષા શિક્ષણની પ્રયુક્તિઓ: સંકલ્પના,મહત્વ, માતૃભાષા શિક્ષણમાં વિનિયોગ

૨.૩.૧ વાંચન, ૨.૩.૨ ગાન, ૨.૩.૩ પ્રશ્નકલા, ૨.૩.૪ ચર્ચા, ૨.૩.૫ શબ્દરમત

૨.૪ એસાઈનમેન્ટ:

૨.૪.૧ ભાષા ખંડનો નકશો તૈયાર કરવો.

૨.૪.૨ ભાષા મંડળની રચના કરી તે અંતર્ગત આયોજિત પ્રવૃત્તિનો અહેવાલ લખો.

Unit: ૩ ભાષા શિક્ષણની પદ્ધતિઓ અને કૌશલ્યો

૩.૧ ભાષા શિક્ષણની પદ્ધતિઓ: અર્થ,મહત્વ,ફાયદા,મર્યાદા,આયોજન,વર્ગમાં અસરકારક વિનિયોગ

૩.૧.૧ પ્રશ્નોત્તરી, ૩.૧.૨ નિરીક્ષિત અભ્યાસ, ૩.૧.૩ નાટ્યીકરણ, ૩.૧.૪ વાર્તાકથન

૩.૨ માતૃભાષાના કૌશલ્યો: સંકલ્પના,મહત્વ અને વિકાસ માટેની પ્રવૃત્તિઓ

૩.૨.૧ શ્રવણ કૌશલ્ય

૩.૨.૨ કથન (મૌખિક અભિવ્યક્તિ) કૌશલ્ય

૩.૩ માતૃભાષાના કૌશલ્યો: સંકલ્પના,મહત્વ અને વિકાસ માટેની પ્રવૃત્તિઓ

૩.૩.૧ વાંચન કૌશલ્ય

૩.૩.૨ લેખન(લેખિત અભિવ્યક્તિ) કૌશલ્ય

૩.૪ એસાઈનમેન્ટ: (નીચેનામાંથી કોઈ પણ એક)

૩.૪.૧ કોઈ એક એકમ લઈ નાટ્યીકરણ પદ્ધતિનું આયોજન કરી તેનો અહેવાલ લખો.

૩.૪.૨ મૌખિક અભિવ્યક્તિ વિકસાવવા માટેની પ્રવૃત્તિનું આયોજન કરી તેનો અહેવાલ લખો.

૩.૪.૩ લેખન કૌશલ્ય વિકસાવવા માટેની પ્રવૃત્તિનું આયોજન કરી તેનો અહેવાલ લખો.

Unit:૪ વિષયવસ્તુ

૪.૧ ધોરણ-૮ અને ૯ના પાઠ્યપુસ્તકમાં સમાવિષ્ટ ગદ્ય અને પદ્ય પાઠો

૪.૨ વ્યાકરણ: ૧.

૪.૨.૧ જોડણી:અર્થ,નિયમ,ઉદાહરણ

૪.૨.૨ શબ્દ-ઘટકો: છુટા-ભેગા લખવાની સમજ,વાક્યશુદ્ધિ,

૪.૨.૩ વિરામચિહ્નો,નિપાત,સંયોજકો

૪.૩ વ્યાકરણ: ૨.

૪.૩.૧ શબ્દસમૂહ માટે એક શબ્દ, ૪.૩.૨ રૂઢિપ્રયોગ અને કહેવતો

૪.૪ એસાઈનમેન્ટ: (નીચેનામાંથી કોઈ પણ એક)

૪.૪.૧ ભે,ત્રણ અને ચાર શબ્દોની જોડણીના નિયમોની ઉદાહરણ સાથે સમજ આપતો ચાર્ટ તૈયાર કરો.

૪.૪.૨ પચાસ શબ્દસમૂહ માટે એક શબ્દની યાદી તૈયાર કરો.

૪.૪.૩ પચાસ રૂઢિપ્રયોગની યાદી તૈયાર કરો.

૪.૪.૪ પચાસ કહેવતોની યાદી તૈયાર કરો.

સંદર્ભ:

- દેસાઈ,ધનવંત,ગુજરાતી અધ્યાપન,નવીન પ્રવાહો,અમદાવાદ,એ.આર.શેઠની કંપની.

- પટેલ, મોતીભાઈ,ગુજરાતી અધ્યાપનનું પરિશીલન,અમદાવાદ,બી.એસ.શાહ પ્રકાશન.
- ત્રિવેદી અને ગુણવંત,ભાષા શિક્ષણની પ્રક્રિયા,અમદાવાદ,રાજ્ય શિક્ષણ ભવન.
- દવે, શાસ્ત્રી જયેન્દ્ર,કવિતાનું શિક્ષણ,વલ્લભવિદ્યાનગર,સરદાર પટેલ યુનિવર્સિટી.
- બઘેકા,ગીજુભાઈ.(૧૯૪૯).પ્રાથમિક શાળામાં ભાષા શિક્ષણ,અમદાવાદ,એ.આર.શેઠની કંપની
- વ્યાસ,યોગેન્દ્ર.અને અન્ય(૨૦૧૧).માતૃભાષા લેખન કૌશલ્ય અને શિક્ષણ.અમદાવાદ,ગુજરાતી સાહિત્ય પરિષદ.
- વ્યાસ,યોગેન્દ્ર.(૨૦૧૫).ભાષાસજ્જતા અને લેખન કૌશલ્ય.અમદાવાદ, નવભારત પ્રકાશન.



B.ED. SEMESTER-2
PS-202 Pedagogy of School Subject - ENGLISH (S.L.)

Total Credit:4

Marks:100 (60 External + 40 Internal)

Learning outcomes:

- *Analyse various methods, approaches, and techniques in teaching English.*
- *Design a unit lesson plan incorporating key components and characteristics.*
- *Develop strategies for teaching language skills.*
- *Apply interdisciplinary and multidisciplinary approaches to learning English.*
- *Develop mastery over the content points of English subject text book (SL) from Std. VIII to IX published by GSEB.*

Unit:1 Methods, Approaches and Techniques in Teaching English

- 1.1 Methods:** Meaning, Principles, Merits and Demerits: Grammar Translation Method, Direct method, Bilingual Method.
- 1.2 Approaches:** (Meaning, Characteristics, Principles, Merits and Demerits): Communicative language teaching (CLT) Situational Approach, Task Based Learning, (TBL) Blended Learning.
- 1.3 Techniques:** Role-play, Vocabulary Games, Language Games, Dramatization.
- 1.4 Assignment**
1. Reflect on your own language learning experience and identify which method(s) were used. Evaluate the effectiveness of the method(s) and suggest improvements.
 2. Compare and contrast Communicative Language Teaching (CLT), Situational Approach, Task-Based Learning (TBL), and Blended Learning, highlighting their characteristics, principles, merits, and demerits.
 3. Compare and contrast the Grammar Translation Method, Direct Method, and Bilingual Method, highlighting their principles, merits, and demerits.

Unit:2 Unit lesson Plan, Evaluation and ICT in Teaching English.

- 2.1 Unit lesson plan:** Concept, Steps, Importance, Characteristics of an ideal unit plan, Model of the unit lesson plan.
- 2.2 Blueprint:** Concept Importance, Three-Dimensional table of blueprint, preparation of blueprint and an ideal question, paper, types of questions and test items, Types of tests: Achievement test and Diagnostic test.
- 2.3 Evaluation of English Textbook of standard IX and X. and (1) use of modern Gadget like:** Opaque projector, Multi media projector, Slide projector, mobile, Interactive white board, Computer and Internet. (2) Use of non-projection devices like: Chalkboards, Pictures, Charts, Maps, Models, Photographs, Print media and authentic materials.
- 2.4 Assignment.**

- 1 Create a model unit lesson plan for a specific topic incorporating the key components and characteristics discussed in class.
2. Create a concept map illustrating the key components of a unit lesson plan.

Unit 3 Teaching Language skills, prose, poetry, grammar and composition

3.1 Basic language Skills:

- 3.1.1** Listening: Meaning, types of listening, importance, skills, techniques and activities to develop listening skills.
- 3.1.2** Speaking: Meaning, sub-skills, importance, oral work, techniques of oral work.
- 3.1.3** Reading: Meaning, types of reading, methods of teaching reading, sub-skills.
- 3.1.4** Writing: Meaning, importance, sub-skills, characteristics of good handwriting, ways of improving handwriting.

3.2 Teaching of Prose, Poetry, Grammar and Composition (Guided and Free Composition).

3.3 Interdisciplinary and Multidisciplinary Approach to Learning English Language.

3.4 Assignment

- 1.Create a reading comprehension exercise including a text and questions.
- 2.Create a lesson plan for teaching a specific grammar topic including its objectives, materials, and procedures.
- 3.Write a reflective essay on the importance of intradisciplinary and multidisciplinary approaches to learning English language, including their benefits and challenges.

Unit:4 Content of Std.8 and 9 of English (SL) Textbook published by GSEB, Gandhinagar, Gujarat State.

References:

1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
Std. 8 and
2. Harmer, J. (2015). The practice of English language teaching. Pearson Education.
3. Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford University Press.
- 4.Graves, K. (2008). Designs for language courses: A handbook for teachers. Cambridge University Press.
5. Nation, I. S. P., & Newton, J. (1997). Teaching vocabulary. In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching (pp. 100-114). Cambridge University Press.
6. Brown, J. D. (2010). Testing and assessment in language teaching. In M. H. Long & J. C. Richards (Eds.), Methodology in language teaching (pp. 115-132). Cambridge University Press.
7. Hedge, T. (2000). Teaching and learning in the language classroom. Oxford University Press.
8. Carter, R., & Nunan, D. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.
9. Tomlinson, B. (2011). Materials development in language teaching. Cambridge University Press.
10. Gujarat State Education Board (GSEB). (n.d.). English (SL) textbook for Std. 8 and 9.
11. GSEB. (n.d.). English language teaching methodology for 9.
12. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.

B.ED. SEMESTER-2
PS-203 Pedagogy of School Subject– SOCIAL SCIENCE

Total Credit- 4

Marks:100 (60 External+40 Internal)

Learning Outcomes:

Student Teachers will be able to :

- *Develop a comprehensive understanding of various teaching methods used in social science, such as project method, group discussion, source method, exhibition, field trips, tours, drone learning, and inductive-deductive methods.*
- *Acquire mastery of plan, organize, and effectively implement teaching methods and strategies, including the preparation of lesson plans, unit plans, and learning activities.*
- *Acquire mastery of Effective Use of Learning Resources and creation an effective TLM.*
- *To develop comprehensive understanding about Evaluation Techniques and apply it.*
- *Integration of Interdisciplinary Approaches of social science, Social Science Club and Classroom Development.*
- *Develop understanding about textbook analysis of Social Science.*
- *Acquire mastery in Social Science content of GSEB Text books of Std-9.*

Unit-1 Teaching Methods of Social Science Teaching

- 1.1 Project Method, Group Discussion Method, Source Method, Exhibition Method
 - 1.1.1 Meaning, Steps, Format (Layout), Advantages- Disadvantages, Topics (Units)
- 1.2 Field Trip: Meaning, Planning and Report Writing – Advantages, Disadvantages, Topic
- 1.3 Tour Method, Inductive Deductive & Drone based Teaching: Meaning, Planning-Steps, Effective Implementation, Advantages-Disadvantages, Topics
- 1.4 Student Teacher Engagement : (Any One)
 - 1.4.1 Give the list of topic which can be taught by Drone based Teaching of Social Science Subject.
 - 1.4.2 Give the list of various type of Sources with examples.
 - 1.4.3 Prepare a write up on Challenges of Planning of Successful Educational Tour.

Unit-2 Learning Resources – Unit Plan, Evaluation Tools

- 2.1 Teaching Learning Resources :
 - Unit Planning-Content Analysis, Structure, Lesson Plan
 - TLM Meaning, Types, Creation of Sustainable and Eco friendly TLM, Effective Use of TLM, Maintain Register for TLM at School Level
- 2.2 Teaching Learning Material for Social Science
 - Globe, Google Earth - Meaning and Effective Use
 - Map- Meaning, Characteristics of an Ideal Map, Types of Map, Selection of standard Map
 - Digital Time Line-Meaning; Draw a Time Line, Presentation of Time Line
 - Mind Map- Concept Map- Meaning, Creation of Concept Map

- Chart and Graphs- Types, Creation and Effective Use
- Postal Stamp, Coins, News paper, Magazines, Reference book- Examples of its use in Social Science Teaching
- 2.3 Evaluation Tools
 - Formative and Summative Tools of evaluation, Creation of Formative Test in Social Science (Games, Rating Scale, Observation Schedule, Creative Writing, Video Creation, Song Creation, Story Creation, Puzzles)
 - Diagnosis and Remedial Test, Creation of Test, Implementation
 - Blue Print- Meaning, Steps, Construct Ideal question Paper, Answer Scheme
- 2.4 Student Teacher Engagement: (Any One)
 - 2.4.1 Prepare a TLM on given unit of Social Science
 - 2.4.2 Create a Time Line on Paper or Digital Time Line
 - 2.4.3 Prepare two types of Formative Assessment test

Unit-3 Social Science Text Book, Social Science Club, Social Science Class

- 3.1 Social Science text Book
 - Meaning of text Book
 - Characteristics of an Ideal Test book
 - Criteria for Text Book Evaluation
 - Text Book evaluation-Std-8,9,10
- 3.2 Interdisciplinary –Multidisciplinary Approach of Social Science
 - Social Science Correlation with Maths with Example- Classroom Situations.
 - Social Science Correlation with Science with Example- Classroom Situations.
 - Social Science Correlation with Literature, History with Example- Classroom Situations.
 - Social Science Correlation with commerce with Example- Classroom Situations.
- 3.3 Social Science Club & Classroom
 - Social Science Club- Meaning, Importance, Activities
 - Social Science Classroom- Meaning, Importance, Activities
- 3.4 Student Teacher Engagement: (Any One)
 - 3.4.1 Evaluate the Social Science Text Book of Std-8 and 9.
 - 3.4.2 List out Social Science Classroom Activities for the Students.

Unit-4 Content Std-9

Social Science Content of Std- 9 Gujarat State School Board Text Book

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B.ED. SEMESTER-2

PS-204

Pedagogy of School Subject - Mathematics

Total Credit- 4

Marks: 100 (60 External + 40 Internal)

Learning outcomes:

Student-teacher will be able to:

- *Differentiate lesson planning & unit planning in relation to Mathematics teaching*
- *Design various types of formative test and diagnostic test*
- *Describe innovative teaching methods and techniques of Mathematics as per NCFSE 2023.*
- *Describe various teaching-learning resources to enrich Mathematics teaching.*
- *Develop mastery on Mathematics content for Std. VI and VII.*
- *Develop interest in Mathematics teaching through various practical implications*

Unit-1 Planning in Mathematics Teaching

1.1 Yearly planning: Concept, Importance, Design

1.2 Unit Lesson Plan:

1.2.1 Concept, importance, steps, characteristics, process of content analysis

1.2.2 Difference between unit lesson planning & stray lesson planning.

1.3 Assessment:

1.3.1 Types of Assessment: Formative (games, puzzles, quiz, oral techniques) Summative, Diagnostic.

1.3.2 Assessment for learning, Assessment of learning and Assessment as learning,

1.3.3 Assessment Blueprint: design, merits

1.4 Student Engagement:

1. Prepare yearly planning for Std. IX
2. Prepare content analysis for any one chapter from Std. IX
3. Design a quiz for unit of Std. VIII as formative assessment tool
4. Design a game for a unit of Std. VIII as formative assessment tool
5. Design a puzzle for a unit of Std. VIII as formative assessment tool
6. Design a diagnostic test which includes basic concepts of Mathematics from Std.VI and VII

Unit-2 Pedagogy for Mathematics Teaching and Techniques

2.1 Instructional practices (NCFSE 2023) and methods of teaching:

(concept, process, effective use)

2.1.1 Blended learning (flipped classroom)

2.1.2 Experiential method

2.1.3 Project method

2.2 Techniques: concepts and steps of oral work, drill work, review work

2.3 Integrating mathematics with other curricular areas:

2.3.1 Integration with art, sports, science

2.3.2 STEM, STEAM

2.4 Student Engagement:

- 2.4.1 Design three activities for integration of mathematics with art
- 2.4.2 Design three activities for integration of mathematics with science
- 2.4.3 Design three activities for STEM/STEAM
- 2.4.4 Identify units from Std. IX which can be taught by flipped classroom

Unit-3 Teaching- learning resources

- 3.1 Characteristics of an ideal textbook of mathematics, Rational of concept selection in textbook, critical analysis of textbook (std- 8 and 9)
- 3.2 Reference material in teaching of mathematics: Magazines, reference books, Research papers, Teacher's handbook
- 3.3 Teaching aids: (Visual, Audio-Visual,)
 - 3.3.1 Importance, selection and use of various teaching aids
 - 3.3.2 Development of improvised teaching aids
- 3.4 Student Engagement:
 - 3.4.1 Prepare a report on critical analysis of Std. IX textbook
 - 3.4.2 Article review from the magazine related to Mathematics
 - 3.4.3 Review of a Research paper
 - 3.4.4 Preparation of content specific improvised teaching aid
 - 3.4.5 Preparation of one working model on the concepts of Mathematics

Unit-4 Content

Std. VIII GSEB Textbook Edition 2024

Std. IX (Linear Equation in Two Variables, Line & Angles, Triangles, Quadrilaterals, Circles, Heron's Formula and Surface Area & Volume from GSEB Textbook Edition 2024)

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- https://ncert.nic.in/dee/pdf/CCE_up_mathematics.pdf
- <https://ncert.nic.in/learning-outcome.php>
- https://www.youtube.com/live/rhVjcmCFvFU?si=1QZvrw1EgdGz8K_m



B.Ed. SEMESTER-2
PS 205: Pedagogy of School Subject - Science

Total Credit- 4

Marks: 100(60External+40Internal)

Learning outcomes:

Students teachers will be able to:

- *Explain pedagogical approaches and settings recommended by NCF-SE*
- *Differentiate lesson planning & unit planning in relation to Science.*
- *Acquaint the students teacher with different audio-visual aids and Develop in them the skill for the effective use & maintenance of teaching aids.*
- *Explain various traditional and innovative teaching methods of Science.*
- *Develop the skill of preparing ideal question paper according to blueprint in Science and design various formative test and diagnostic test.*
- *Correlate content of Science with various subjects.*
- *Develop mastery of Science content of Std 8th and 9th*

Unit-1 Pedagogical and Interdisciplinary approach in science teaching

- 1.1 Pedagogical approaches and settings recommended by NCF-SE.
- 1.2 Methods of science teaching (Meaning, Steps, Merits and Demerits, Suggestion for its effective use, format plan
 - 1.2.1 Project method
 - 1.2.2 Heuristic method
 - 1.2.3. Assignment method
 - 1.2.4. Discussion method
- 1.3. Horizontal connection of science with other disciplines. Meaning, importance and characteristics of correlation, Correlation of Science with mathematics and social science, arts and language and other emerging disciplines. Integrating STEM and STEAM.
- 1.4 Student-Teacher engagement: (any one)
 - Academic writing (500 words) on relation of science with other school subjects.
 - Collection of newspaper cutting, journal articles related to science education.
 - List down the content from Std-9th which can be taught using project method.

Unit-2 Unit planning and Assessment in Science

- 2.1 Content analysis, Unit Lesson Plan: Meaning, concept, importance, steps, characteristics, Difference between unit lesson planning & stray lesson planning.
- 2.2 Blue print – Meaning, Importance, Advantages
- 2.3 Assessment in science teaching. Formative (games, puzzles, quizzes, and summative assessment. Diagnosis and Remedial Test, Creation of Test, Implementation
- 2.4 Student-Teacher engagement (any one)
 - Drawing question paper according to blue print in Science method for any grade.
 - Design a quiz for any one unit of grade -9th as formative assessment tool.
 - Design a diagnostic test for any one content of grade -9th.

Unit-3: Learning resources in teaching of science

3.1 Characteristics of an ideal textbook of Science, Reference material in teaching of Science (usefulness): magazines and reference books, research paper, teacher's handbook

3.2 Importance, selection and use of various teaching aids (Visual, Audio, Audio-Visual,)

3.3 Preparation & Development of improvised approaches.

3.4 Student-Teacher engagement: (any one)

- Critical analysis of textbook of Science
- Develop a power-point presentation for teaching one unit of science. (Hyperlink videos and other related information)/ Designing and implementation of digital lesson plan
- Review one science research article.
- Prepare one improvised aid for science unit of any one unit of science.

Unit-4 Content: Full syllabus of Standard 8th and following chapters of Standard 9th

Chapter-2 : Is matter around us pure?

Chapter-4 : Structure of Atom

Chapter-5 : The Fundamental Unit of Life

Chapter-8 : Force and Laws of Motion

Chapter-9 : Gravitation

Chapter-11 : Work and Energy

Suggested readings:

1. Yadav M.S. "Teaching of science", Anmol publication, New Delhi
2. Sood, J.K. "Teaching of science", Agrawal Publications, Agra
3. Bhatnagar A.B. "Teaching Of Science", Vinod Pustak Mandir, Agra
4. Ravikumar S.K. "Teaching of Science", Mangal deep publication, Jaipur
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B.ED. SEMESTER-2
PS-206 Pedagogy of School Subject
Organization of Commerce and Management (O.C.M.)

Credits: 04

Marks 100 (60 External + 40 Internal)

Learning Outcomes:

Student Teachers will be able to

- *Develop an assessment tool and teaching aid in O.C.M.*
- *Develop the skill of preparing ideal question paper according to blue print in O.C.M.*
- *Execute different teaching methods while teaching O.C.M.*
- *Correlate the OCM subject with other subject and daily life situations.*
- *Explore the use and relevance of different learning resources and materials of O.C.M.*
- *Develop mastery of OCM content for std. 11th and 12th.*

Unit-1 Unit plan, Assessment & Blue print

- 1.1 Unit plan: Meaning, Importance, merits and demerits, Steps of unit lesson planning
- 1.2 Assessment: Formative and Summative assessment, Formative Assessment tools- Gaming, Puzzle, online tools
- 1.3 Blue Print: Meaning, Concept, structure, Construction of an ideal question paper
- 1.4 Student –Teacher Engagement:
 - 1. Prepare one test by using modern assessment tool.
 - 2. Prepare a blue print of one chapter from OCM subject of std. 12.

Unit-2 Teaching Methods and Techniques, Correlation

- 2.1 Teaching Methods: Field Visit, Group Discussion, Problem Solving
- 2.2 Teaching Techniques: Survey, Case study, observation, Interview (Meaning, Importance, Merits, Demerits, Role of Teacher)
- 2.3 Correlation: Inter-correlation and Intra correlation of OCM subject (with other subjects Accountancy, Language, Social Science, Mathematics), Correlation with daily life activity
- 2.4 Student –Teacher Engagement:
 - 1. Prepare one working model in OCM Subject.
 - 2. Do a field visit of bank/ Consumer forum/ Postal office/ Warehouse and submit a detail report of it.

Unit-3 Learning resources: Teaching Aid, Reference books & Textbook

3.1 Teaching Aid: Meaning and Importance

3.2 Reference Books, Magazines and Journals

3.3 Textbook: importance of textbook, Characteristics of ideal textbook, teachers hand-book

3.4 Student –Teacher Engagement:

1. Organize a workshop on OCM subject –select a topic from std. 11 or std. 12
2. Suggest List of activities carried out during Internship – provide structural plan of any one activity

Unit-4 Content (Std. 11 & 12)

4.1 Std.-11 Chapter 6 & 7

4.2 Std.-11 Chapter 8 & 9

4.3 Std.-12 Chapter 5 & 6

4.4 Std.-12 Chapter 7 & 8

References:

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- Sharif khan , Mohd., The teaching of commerce New Delhi , Sterling publication (p) Ltd.
- Rao, Seema. Teaching of commerce. New Delhi: Anoml Publication.
- J.C. Aggarwal. Teaching of commerce, A practical Approach. New Delhi: Vikas publishing house Pvt . Ltd.
- Rainu Gupta. Teaching of Commerce. Delhi : Shipra publications.
- વાણિજ્ય અધ્યાપન પરિશીલન, બીપ્રકાશન શાહ .એસ ., અમદાવાદ.

B.ED. SEMESTER-2
PS-207 Pedagogy of School Subject – ELEMENTS OF ACCOUNTS

Credits: 04

Marks 100 (60 External + 40 Internal)

Learning Outcomes:

Student-teacher will be able to:

- *Develop a comprehensive unit plan tailored for teaching Elements of accounts concepts, aligning with curriculum requirements.*
- *Identify and apply different types of assessment to evaluate student learning outcomes.*
- *Apply various teaching methods and strategies while integrating accountancy with other subjects and art forms as per NEP 2020 guidelines.*
- *Utilize and evaluate teaching-learning resources including textbooks, reference materials, and teaching aids on student engagement and understanding in accountancy.*
- *Combine pedagogical theories and strategies with accountancy content to create meaningful and engaging learning experiences.*
- *Develop mastery of Elements of Accounts content for Standard –XI and XII.*

Unit -1 Unit planning and Assessment in Elements of Accounts

- 1.1 Unit Lesson Plan:
 - 1.1.1 Concept, Importance, Characteristics, Process of content analysis
 - 1.1.2 Difference between unit lesson planning and stray lesson planning
- 1.2 Types of Assessment : Formative(games, puzzles, quiz, oral techniques) Summative and Diagnostic
- 1.3 Blue print : Concept, structure, construction of an ideal question paper.
- 1.4 Student –teacher engagement (anyone):
 - Write content analysis for any one chapter from Std. 11th
 - Design quiz/test for unit of std. 11th /12th as formative assessment tool
 - Create game /puzzle of any one unit of your choice.
 - Prepare a blue print of one chapter from OCM subject of std. 12

Unit- 2 Methods and Strategies in Teaching Accountancy

- 2.1 Methods of teaching (as per NEP 2020):
 - 2.1.1 Project Method: Concept, steps, pros and cons and role of teacher
 - 2.1.2 Symposium method : Meaning ,steps, Importance
 - 2.1.3 Problem solving method : Meaning ,steps, Importance
- 2.2 Techniques(concept & steps): Observation, Interview, Survey, Case study
- 2.3 Linkages and Integration of Accountancy
 - 2.3.1 Linkages with: Economics, OCM, and Mathematics, languages and daily life.
 - 2.3.2 Integration with Art and Drama(as per NEP 2020)
- 2.4 Student –teacher engagement (anyone):
 - Linkages of Accountancy with OCM subjects and prepare a list of chapters/ topic with justification
 - Design two activities for integration of accountancy with Art /Drama
 - Identify units from Std. XI which can be taught by symposium method with reference

Unit: 3 Teaching Learning Recourses

- 3.1 Textbook : concepts, merits, characteristics of Ideal text book , evaluation of present text book.
- 3.2 Reference materials: Magazines, Reference books, Teachers' handbook, Research papers, specimens
- 3.3 Teaching Aids: Concept , Merits and Principles of use and selection
 - 3.3.1 Classification of Teaching Aid : Audio, visual, Audio-visual
 - 3.3.2 Development of improvised teaching aids
- 3.4 Student –teacher engagement (anyone):
 - Preparation of content specific improvised teaching aid.
 - Create any one model /specimen from Standard -XI
 - Write any one accountancy article or research paper review.
 - Prepare Flashcards for any one unit from school subject –I

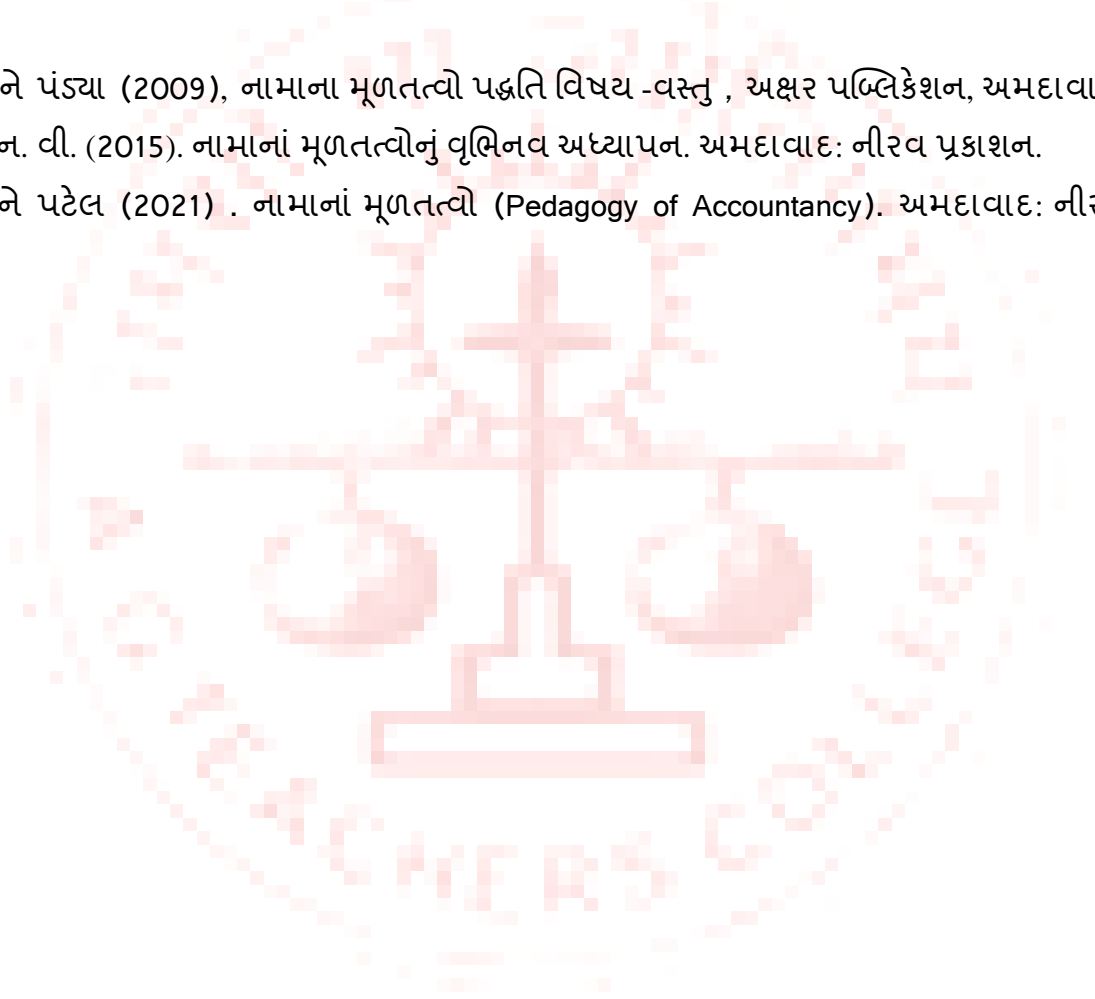
Unit: 4 Content and computation

- 4.1 Standard -11 (Part-1)
 - Chapter - 6 Cashbook and its type
 - Chapter - 8 Ledger –posting
 - Chapter - 9 Trial Balance
- 4.2 Standard -11 (Part-2)
 - Chapter-6 Conservations, Assumptions, Concepts and Principles of Accounting
 - Chapter-9 Accounts of Non-trading Concerns
 - Chapter-11 Computers and Accounting
- 4.3 Standard -12 (Part-1)
 - Chapter-5 Admission of a partner
 - Chapter-7 Dissolution of Partnership firm
- 4.4 Standard.-12 (Part-2)
 - Chapter -5 Accounting Ratios and analysis
 - Chapter -6 Cash flow statement

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- રાવલ, એન. વી. (2015). નામાનાં મૂળતત્વોનું વૃદ્ધિનિવ અધ્યાપન. અમદાવાદ: નીરવ પ્રકાશન.
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B.ED. SEMESTER-2
PS – 208 Pedagogy of School Subject ENGLISH (H.L.)

Total Credit:4

Marks:100 (60 External + 40 Internal)

Learning outcomes:

The student-teachers will be able to:

- *Analyse various methods and approaches in teaching English.*
- *Design a unit lesson plan incorporating key components and characteristics.*
- *Develop strategies for teaching language skills.*
- *Apply interdisciplinary and multidisciplinary approaches to learning English.*
- *Develop mastery over the content points of English subject text book (HL) from Std. VIII to IX published by GSEB.*

Unit:1 Methods Approaches and Techniques in Teaching English

1.1 Methods: Meaning, Principles, Merits and Demerits: Grammar Translation Method, Direct method.

1.2 Approaches: (Meaning, Characteristics, Principles, Merits and Demerits): Communicative language, teaching (CLT) Situational Approach, Task Based Learning, (TBL) Immersion Approach.

1.3 Techniques: Role-play, Vocabulary Building Techniques, Language Games, Dramatization.

1.4 Assignment

1. Reflect on your own language learning experience and identify which method(s) were used. Evaluate the effectiveness of the method(s) and suggest improvements.
2. Compare and contrast Communicative Language Teaching (CLT), Situational Approach, Task-Based Learning (TBL), and highlighting their characteristics, principles, merits, and demerits.
3. Compare and contrast the Grammar Translation Method, Direct Method, and highlighting their principles, merits, and demerits.

Unit:2 Unit lesson Plan, Evaluation and ICT in Teaching English

2.1 Unit lesson plan: Concept, Steps, Importance, Characteristics of an ideal unit plan, Model of the unit lesson plan.

2.2 Blueprint: Concept Importance, Three-Dimensional table of blueprint, preparation of blueprint and an ideal question paper, types of questions and test items, Types of tests: Achievement test and Diagnostic test.

2.3 Evaluation of English Textbook of standard IX and (1) use of modern Gadget like: Opaque projector, Multi media projector, Slide projector, mobile, Interactive white board, Computer and Internet. (2) Use of non-projection devices like:

Chalkboards, Pictures, Charts, Maps, Models, Photographs, Print media and authentic materials.

2.4 Assignment

- 1 Create a model unit lesson plan for a specific topic incorporating the key components and characteristics discussed in class.
2. Create a concept map illustrating the key components of a unit lesson plan.
3. Create a presentation using a multimedia projector to teach a grammar lesson.
4. Create a chart or poster to illustrate a literary concept.

Unit 3 Teaching English as First Language

3.1 Development of language Skills:

- 3.1.1** listening: Meaning, types of listening, importance, skills, techniques and activities to develop listening skills.
- 3.1.2** Speaking: Meaning, sub-skills, importance, oral work, techniques of oral work.
- 3.1.3** Reading: Meaning, types of reading, methods of teaching reading, sub-skills.
- 3.1.4** Writing: Meaning, importance, sub-skills, characteristics of good handwriting, ways of improving handwriting.

3.2 Teaching of Prose, Poetry, Grammar and Composition (Guided and Free Composition).

3.3 Interdisciplinary and Multidisciplinary Approach to Learning English Language.

3.4 Assignment

1. Create a reading comprehension exercise including a text and questions.
2. Create a lesson plan for teaching a specific grammar topic including its objectives, materials, and procedures.
3. Write a reflective essay on the importance of intradisciplinary and multidisciplinary approaches to learning English language, including their benefits and challenges.

Unit:4 Content of Std.8 and 9 of English (HL) Textbook published by GSEB, Gandhinagar ,Gujarat State

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4. Graves, K. (2014). Designing language courses: A guide for teachers. Cambridge University Press.

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14. Tomlinson, B. (2017). Materials development in language teaching. Cambridge University Press.
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R.- 6 FORMAT OF THE QUESTION PAPER

For 60 Marks: (Time- 2 Hours)

Question 1 Answer following questions as directed: (From Unit 1)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks

Question 2 Answer following questions as directed: (From Unit 2)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks

Question 3 Answer following questions as directed: (From Unit 3)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks

Question 4 Answer following questions as directed: (From Unit 4)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks

For 30 Marks: (Time 1.15 Hours)

Question 1 Answer following questions as directed: (From Unit 1)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks

Question 2 Answer following questions as directed: (From Unit 2)

(A): Answer any Three out of Four 12 Marks

(B): Answer the following questions in short 03 Marks