



**SAURAHSTRA UNIVERSITY
RAJKOT**

NAME OF THE PROGRAM BACHELORS OF EDUCATION (TWO YEARS)

TYPE OF PROGRAM : Under Graduate

NUMBER OF YEARS OF PROGRAM : TWO

Approved by

Name of Board of Studies **SHIKSHANSHAstra/PRACTICE TEACHING/METHOD**

AND CONTENT TEACHING BOARDS Dt 15 APRIL 2023

Name of Faculty **EDUCATION Dt 15 APRIL 2023**

Date of Academic Council Meeting **24 APRIL 2023**

Date of Syndicate Meeting

Date of Senate Meeting

Board of Studies

Faculty

Chairman

Dean:

Dr NIDATT BAROT

Date : April 24, 2023

Check list

અભ્યાસક્રમ આનુસાંગિક બાબત

1. Program outcomes અને Program Specific Outcomes દર્શાવેલ છે ? હા
2. અભ્યાસક્રમ અંતર્ગતના ઓર્ડિનન્સ તથા રેગ્યુલેશન પ્રવેશ, પરીક્ષા અને પરિણામને ધ્યાને લઈ દર્શાવેલ છે ? હા
3. આ અભ્યાસક્રમમાં Multiple Entry and Exit ની જોગવાઈ કરેલ છે ? ના (This is Council course and yet Multiple Entry and Exit not applicable)
4. આ અભ્યાસક્રમ NEP-2020 ને ધ્યાને લઈ UGC દ્વારા પ્રકાશિત કરાયેલ Curriculum & Credit Framework for 4 year Under Graduate Program ગાઈડ લાઈન્સ મુજબ તૈયાર કરવામાં આવેલ છે ? ના
5. પરીક્ષા કોમ્પ્યુટર વિભાગ દ્વારા આપવામાં આવેલ આડું પત્રક રજૂ કરેલ છે ? હા
6. વિષય આનુસાંગિક બાબત (દરેક વિષયની શરૂઆતમાં નીચેની બાબત દર્શાવવાની રહેશે)
 1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ? હા
 2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ? હા
 3. Value added Courses Imparting Transferable and Life Skills ના ગુણો ધરાવે છે ? હા
 4. Holistic Education Multidisciplinary Interdisciplinary
 5. Major Minor Skill Enhancement Courses
Ability Enhancement Courses Value Added Courses Exit/ Vocational Courses
 6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ? હા
 7. New India Literacy Programme (NILP) મુજબનો વિષય છે ? હા
 8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ? હા
 9. ઇન્ડિયન નોલેજ સીસ્ટમ (IKS) પર આધારિત વિષય છે ? હા

Board of Studies in the subject : **Shikshanshastra/Practice Teaching/Method Teaching / Content Teaching** Faculty of **Education**

Chairman

Dean

Date :

Date :

Saurashtra University

**B.Ed. Two years
Programme
2023**

**B.Ed. (English)
conducted at
ILT B.Ed. College
Rajkot**

PROGRAMME OUTCOMES (B.Ed.)

- To enable trainees discover and appreciate their unique vocation in society.
- To provide platform for trainees to create learning environment which integrates theory and practice
- To nurture the trainees for inculcating, the values of peace, justice, equality and fraternity.
- To enable trainees to understand and cater to the needs of a diverse student population and understand inclusive education.
- To encourage trainees to become catalysts of social transformation
- To revitalise education through collaboration with different organisations
- To provide trainees with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.
- To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.
- To draw out latent talents and creativity through varied co-curricular programmes.

બે વર્ષના બી. એડ. અભ્યાસક્રમનું માળખું અને અભ્યાસક્રમ

Semester - 1

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
PE-1	Psychology of Learner	4	4	30	70	100
PE-2	Perspective in Education	4	4	30	70	100
CPS	Pedagogy of School Subject - 1 (Part-1)	2	2	15	35	50
CPS	Pedagogy of School Subject - 2 (Part-1)	2	2	15	35	50
EPC-1	School Subject - 1 (Part-1)	2	2	15	35	50
EPC-2	School Subject - 2 (Part-1)	2	2	15	35	50
		16	16	120	280	400

Assignment / Task / Practical Work - Semester : 1

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Micro Lesson - 8 (4 + 4), Bridge Leeson - 6 (3 + 3) Total - 14	2	2	60	0	60
2	Observation Micro Lesson - 8 (4 + 4), Bridge Leeson - 6 (3 + 3) Total - 14	2	2	40	0	40 (16 + 24)
3	School Subject Analysis and framing Comprehension questions	2	2	50	0	50
4	Book Review	2	2	50	0	50
5	Physical Activities & Yoga	1	1	25	0	25
		9	9	225	0	225

Total

625

Semester - 2

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
PE-3	Learning & Teaching	4	4	30	70	100
PE-4	School Policies and Administration	4	4	30	70	100
CPS	Pedagogy of School Subject - 1 (Part-2)	2	2	15	35	50
CPS	Pedagogy of School Subject - 2 (Part-2)	2	2	15	35	50
EPC-3	School Subject - 1 (Part-2)	2	2	15	35	50
EPC-4	School Subject - 2 (Part-2)	2	2	15	35	50
		16	16	120	280	400

Assignment / Task / Practical Work - Semester : 2

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Stray Lesson - 5	2	2	50	0	50
2	Observation of Stray Lesson - 10 (5 + 5)	2	2	50	0	50
3	Unit Lesson - 1 (1)	2	2	50	0	50
4	School Subject Analysis and framing Comprehension questions	2	2	50	0	50
5	Construction of TLM	1	1	25	0	25
		9	9	225	0	225

Total 625

Semester - 3

Sub Code	Subject Name	Hours	Credit	Internal	External	Total
PE-5	Inclusive Education and Gender (School - Society)	4	4	30	70	100
PE-6	Assessment and Evaluation in Learning	2	2	15	35	50
EPC-5	School Subject - 1 (Part - 3)	2	2	15	35	50
EPC-6	School Subject - 2 (Part - 3)	2	2	15	35	50
EPC-8	ICT and Advance Pedagogy	4	4	30	70	100
EPC-7*	(Any one out of four)	2	2	15	35	50
	EPC-7 (A) : Guidance & Counselling					
	EPC-7 (B) : Educational Statistics					
	EPC-7 (C) : Fundaments of Indian Constitution					
	EPC-7 (D) : English Pedagogy					
		6	6	45	105	150

* Optional paper will be given if morethan 15 students are enrolled or as per college discription

Assignment / Task / Practical Work - Semester : 3

Sr. No.	Title	Hours	Credit	Internal	External	Total
1	Stray Lesson - 5	2	2	50	0	50
2	Unit Lesson - 2 (3 + 1 + 1)	2	2	50	0	50
3	Computer Practical	2	2	50	0	50
4	Observation of Unit Lesson - 10 (stray 5 + unit 5)	2	2	50	0	50
5	Preparation of Script (for Drama, Mono Acting, Anchoring)	1	1	25		25
		9	9	225	0	225

Total 625

Semester - 4

Sr. No.	Subject Name	Hours	Credit	Internal	External	Total
1	Internship	--	10	---	230	230
			7	195	---	195
2	Final Lesson Plan	2	2	0	50	50
3	Viva Voce & Computer Viva (25 + 25)	2	2	0	50	50
PE-7*	Environment Education	2	2	15	35	50
PE-8*	Teacher and Learner in Society	2	2	15	35	50
		8	25	225	400	625

* Online teaching during Internship

PE = Perspective in Education

CPS = Currirulum and Pedagogic Study

EPC = Enhancing Professional Capacity

B.Ed. Syllabus

Semester 1

<u>PE - 1</u>	<u>PSYCHOLOGY OF LEARNER</u>
<u>PE - 2</u>	<u>PERSPECTIVE IN EDUCATION</u>
<u>CPS</u>	<u>PEDAGOGY OF SCHOOL SUBJECT - 1</u>
<u>CPS</u>	<u>PEDAGOGY OF SCHOOL SUBJECT - 2</u>
<u>EPC - 1</u>	<u>SCHOOL SUBJECT - 1</u>
<u>EPC - 2</u>	<u>SCHOOL SUBJECT - 2</u>

PE-1 Psychology of Learner

Objectives : To enable the prospective teachers:

- to develop insight about Educational Psychology and the stages of human growth and development.
- to understand different theories of Development and its implication in a real classroom scenario.
- to understand and imply theories of Intelligence, Personality and Creativity.
- to understand concepts of Mental Health and Adjustment.

Unit 1: Educational Psychology & Growth and Development

- 1.1 Psychology: Concept,
Educational Psychology: Concept, Scope and Significance
- 1.2 Growth, Development & Maturity: Concept, Principles and Factors affecting Growth and Development
- 1.3 Stages of Human Development: Characteristics and Educational Implications
- 1.4 Adolescence: Concept, Characteristics, Challenges and Educational Implications

Unit 2: Theories of development (Concept, Stages and Characteristics)

- 2.1 Piaget's Cognitive Development Theory
- 2.2 Vygotsky's Theory of Cognitive Development
- 2.3 Kohlberg's Moral Development Theory
- 2.4 Bruner's Theory of Discovery Learning

Unit 3: Intelligence, Personality and Creativity

- 3.1 Individual Difference: Concept, areas of Individual Differences, Educational Implications
- 3.2 Intelligence: Concept and theories (Guilford's SOI) Measurement of Intelligence and its Educational implications
- 3.3 Personality: Concept, Affecting Factors
- 3.4 Types of Personality (Introvert, Extrovert, Ambivert).

Unit 4: Mental Health and Adjustment

- 4.1 Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene
- 4.2 Adjustment: Concept, Characteristics and Maladjustment
- 4.3 Defense Mechanisms: Types and Implications
- 4.4 Study of various defense mechanisms: Identification, Compensation, Rationalization, Daydreaming and Sublimation

PE - 2 Perspectives in Education

Objectives

To enable the prospective teachers:

- to understand the Education as a System in India and Education envisioned by Indian Thinkers.
- to understand the importance of Development of the Education System.
- to understand the policies implemented in the Post-independence Era.
- to appreciate the futuristic National Policies being introduced.

Unit 1: Philological Thoughts of Education

- 1.1 Philosophy and Educational Philosophy
- 1.2 Types of the Education : Formal and Informal
- 1.3 The educational philosophies of Swami Vivekananda and J. Krishnamurti (Journey of Life,Aims of Education,Curriculum,Methods of Teaching and Learning,Relationship between Teacher and Student,Discipline.
- 1.4 Philosophical Thoughts (Theories)
(Introduction, Objectives, Pioneer or Propounded by,Meaning of Education, Goals of Education, Study of Curriculum and Teaching Methods, Teacher -Disciple Relationship and Discipline.)
 - 1.4.1 Idealism
 - 1.4.2 Naturalism
 - 1.4.3 Realism
 - 1.4.4 Pragmatism

Unit 2: Education in India

- 2.1 Education in India during the Vedic and Buddhist Periods (Historical background,specific features , Method ,Guru - Disciple Relationship)
- 2.2 Educational Institutions In Ancient India : Introduction of Nalanda, Vallabhi and Takshashila
- 2.3 Improvement through Education - Views of Gijubhai Badheka
- 2.4 Gandhi's Wardha Scheme of Basic Education (Nai Talim)

Unit 3: Education in Post Independent India

- 3.1 University Commission (1948-49)
- 3.2 Secondary Education Commission (1952-53)
- 3.3 National Education Commission (1964-66)
- 3.4 National Education Policy (1986)
- 3.4 Revised National Education Policy (1992)

Unit 4: Recent Trends in Education System

- 4.1 National Education Policy 2020 : Restructuring of School Education, School Curriculum and Teaching Methodology
- 4.2 NEP 2020: Arrangements for upcoming teacher training colleges
- 4.3 Right To Education 2009 (Meaning, Need and Clauses)
- 4.4 Process of Admission under RTE

Method

ENGLISH METHOD

Unit - 1 Importance of English & Basic Language Skills

- 1.1 Importance of English Teaching & State Policies
- 1.2 Teaching Basic Language Skills : LSRW
(Listening, Speaking, Reading and Writing)
- 1.3 Skills of English Teacher

Unit - 2 Objective and Lesson Planning

- 2.1 Aims
- 2.2 Objectives
- 2.3 Preparing Instructional Objectives
- 2.4 Microteaching
 - 2.3.1. Concepts
 - 2.3.2 Skills : Introduction, Questionner, Illustration, B. B. Work
- 2.5 Bridge Lesson Planning

Unit - 3 Methods and Approaches in ELT

(Relevant features, Principles, advantages and disadvantages of the following)

- 3.1 Grammar Translation Method
- 3.2 Direct Method
- 3.3 Structural Approach
- 3.4 Functional Approach

Unit - 4 Communicative Language Teaching and Instructional Material

- 4.1 Concept and Principles of Communicative Language Teaching
- 4.2 Differences between traditional approach and communicative approach
- 4.3 Group Method Techniques in CLT (Simulation, Roleplay, language games, Group work, Pair work, activities)
- 4.4 Principles of Selection of Educational Tools
- 4.5 Use and importance of following Instructional Material
 - (1) Match Stick drawing
 - (2) Pictures
 - (3) Charts
 - (4) Flash Cards
- 4.6 films, blogs and websites

સંસ્કૃત પદ્ધતિ

એકમ - ૧

સંસ્કૃત ભાષાનું સાંસ્કૃતિક અને સાહિત્યિક મૂલ્ય

- ૧.૧ ભારતીય જીવન પદ્ધતિ પર સંસ્કૃત ભાષાનો પ્રભાવ
- ૧.૨ ભારતીય ભાષાઓના વિકાસમાં સંસ્કૃતનું પ્રદાન
 - ૧.૨.૧ આદર્શ વાંચનના લક્ષણો
 - ૧.૨.૨ વાંચન લેખન અને ઉચ્ચારણ દોષો તેમજ નિવારવાના ઉપાયો
- ૧.૩ સંસ્કૃત સુભાષિતોનું મહત્વ

એકમ - ૨

પાઠ આયોજન

- ૨.૧ માઈક્રોટીચિંગ : સંકલ્પના, અગત્ય
- ૨.૨ માઈક્રો ટીચિંગમાં ઉપયોગી કૌશલ્યોનો પરિચય
(વિષયાભિમુખ, શ્યામફલક કાર્ય, ઉદાહરણ, પ્રશ્ન પ્રવાહિતા, સુબ્રહ્મચરણ, સ્પષ્ટીકરણ, ઉત્તેજના, પરિવર્તન)
 - ૨.૨.૧ સેતુપાઠ : સંકલ્પના, અગત્યતા (આયોજનના સંદર્ભે)
 - ૨.૨.૨ માઈક્રોટીચિંગ અને સેતુપાઠ વચ્ચેનો તફાવત

એકમ - ૩

સંસ્કૃત શિક્ષણના હેતુઓ

- ૩.૧ પ્રાચીન હેતુઓ
- ૩.૨ અર્વાચીન હેતુઓ
 - ૩.૨.૧ સામાન્ય હેતુઓ
 - ૩.૨.૨ જ્ઞાન, અર્થગ્રહણ, સમજ, અભિવ્યક્તિ, રસાસ્વાદ, ઉપયોગ
- ૩.૩ સંસ્કૃત શિક્ષણના અનુદેશાત્મક હેતુઓ

એકમ - ૪

સંસ્કૃત શિક્ષણની પદ્ધતિ અને શૈક્ષણિક સાધનો

- ૪.૧ શૈક્ષણિક સાધનોના પસંદગીના સિદ્ધાંતો
- ૪.૨ (૧)પ્રત્યક્ષ (૨)અનુવાદ (૩)પ્રત્યક્ષ અનુવાદ પદ્ધતિની તુલના ચર્ચા (૪)સ્વાધ્યાય (૫)આગમન નિગમન (૬) પ્રોજેક્ટ (જેમાં શિક્ષક વ્યવસ્થાપકની ભૂમિકામાં)
- ૪.૩ (૧)ચાર્ટ્સ (૨)પ્રતિકૃતિ (૩)ફ્લેનલ કટ્સ બોર્ડ
- ૪.૪ નીચેના સાધનોનો માત્ર પરિચય અને ઉપયોગ
ટી.વી., શિક્ષક હાથપોથી, કોમ્પ્યુટર, સ્માર્ટ બોર્ડ , ડેટા પ્રોજેક્ટર (LCD), મોબાઈલ , શબ્દકોશ,
- ૪.૫ ડિલ્મો , વેબસાઇટ અને બ્લોગ્સ

B.Ed. Syllabus

Semester 2

<u>PE - 3</u>	<u>LEARNING AND TEACHING</u>
<u>PE - 4</u>	<u>SCHOOL POLICIES AND ADMINISTRATION</u>
<u>CPS</u>	<u>PEDAGOGY OF SCHOOL SUBJECT - 1</u>
<u>CPS</u>	<u>PEDAGOGY OF SCHOOL SUBJECT - 2</u>
<u>EPC - 3</u>	<u>SCHOOL SUBJECT - 1</u>
<u>EPC - 4</u>	<u>SCHOOL SUBJECT - 2</u>

PE-3 Learning and Teaching

Objectives :- To enable the prospective teachers:

- to understand the concept and nature of learning.
- to comprehend the theories of learning with reference to concepts and implications.
- to understand concept of teaching and use of various teaching method
- to understand models of teaching and programmed learning

Unit - 1 Learning , Memory and Motivation

- 1.1 Learning : Concept, nature and affecting factors to learning.
- 1.2 Memory : Meaning, Concept, Way to improve the memory and causes of forgetting
- 1.3 Motivation: Concept, Need, Theory (Abraham Maslow)
- 1.4 Transfer of learning: Concept, types, factors affecting transfer of learning

Unit - 2 Theories of Learning (Concepts and Educational Implications)

- 2.1 Classical Conditioning theory -Pavlov
- 2.2 Operant Conditioning theory -Skinner
- 2.3 Learning by trial and error -Thorndaik
- 2.4 Gestalt theory (Insight learning)

Unit - 3 Teaching and Role of Teacher

- 3.1 Concept and Nature of Teaching
- 3.2 Phases of Teaching: Planning, Execution and Reflection
- 3.3 Levels of Teaching: Memory Level(Herbartian), Understanding Level(Morrison), Reflective Level(Hunt)
- 3.4 Role of a Teacher: As a Role Model, Facilitator, Negotiator, Co-Learner, Reflective Practitioner and Classroom Researcher.

Unit - 4 Innovation in Learning and Teaching

- 4.1 Maxims of teaching.
- 4.2 Attention : Concept, Ways of developing concentration.
- 4.3 Concentration Model :Concepts, Features and Introduction of concept attainment model.
- 4.4 Programmed learning :Concept , theories and steps of the programmed learning

PE- 4 SCHOOL POLICIES AND ADMINISTRATION

Objectives: To enable the prospective teachers

- to make familiar with the School system
- to make aware of different designations in School administration
- to make aware about functions of persons working in School administration
- to be familiar with different boards of schools
- to understand the recruitment process
- to make make familiar with agencies engaged in school education

Unit - 1 School Management and Education Administration

- 1.1 Concept of School Management
- 1.2 Nature, objectives and scope of school management
- 1.3 Attendance Report, Application for Teacher Recruitment, Teacher Resignation Letter, Bonafide Certificate - (Introduction and Samples), Various Types of Leave.
- 1.4 Introduction to the existing framework of student assessment at primary and secondary level
- 1.5 Duties of DPEO, TPEO, EI, BRC, CRC

Unit - 2 Student, Teacher and Principal

- 2.1 Student Welfare Schemes
- 2.2 Teacher
 - 2.2.1 Current Teacher Recruitment Process (Regarding CTET, TET-II, TAT for Secondary and Higher Secondary)
 - 2.2.2 Duties of Teachers (Act Based)
 - 2.2.3 Factors Affecting Teachers Job Satisfaction
- 2.3 Principal
 - 2.3.1 Procedure for Incumbent Principal Recruitment (HTAT Primary Teacher, HMAT Secondary Teacher, Higher Secondary Teacher)
 - 2.3.2 Principal: role, functions, planning, management and control
- 2.4 Discipline and its Types (Free, Suppressive and Dominant)

Unit - 3 Introduction to various Boards, Schools and Institutes

- 3.1 State Board (Concept, Functions)
- 3.2 CBSE Board (Concept, Functions)
- 3.3 ICSE Board (Concept, Functions)
- 3.4 Different types of schools and their general introduction (Zilla Panchayat managed primary schools, aided and full government, secondary higher secondary schools, Jawahar Navodaya Vidyalayas, Kendriya Vidyalayas, model schools, special schools for deaf, mute, blind and mentally challenged children)
- 3.5 Introduction – GCERT, CASE, IASE, DIET, NCTE, STTI, UGC, KCG

Unit - 4 Various Government Acts and Structure of Education

- 4.1 Introduction of the existing Acts of the State Government with respect to Primary Education
- 4.2 Introduction of the existing Acts of the State Government with respect to Secondary and Higher Secondary Education
- 4.3 Administrative Structure of Secondary Education at State Level with Functions and Duties of Commissioner of Higher Education
- 4.4 Administrative Structure of Secondary Education at District Level with Functions and Duties of District Education Officer

ENGLISH METHOD

Unit - 1 Lesson Planning & Procedure

- 1.1 Importance of Lesson Planning
- 1.2 Stray Lesson and Unit Lesson Planning in ELT

Unit - 2 Resources and Problems in ELT

- 2.1 Text Book : Importance and Various aspects of Reviewing a textbook
- 2.2 ELT Resources - Dictionary, Thesaurus, Electronic Media
- 2.3 Causes and remedies of the following ELT Problems.
 - (1) Pronunciation
 - (2) Syntax
 - (3) Spelling
 - (4) Handwriting

Unit - 3 Teaching of Composition and Action Research

- 3.1 Teaching of Composition
 - Types of Composition (Oral-written, controlled - guided)
 - Forms of Composition (Story, Paragraph, Letter, Essay, Report Writing)
- 3.2 Action Research : Concept , Steps and Importance.

Unit - 4 Evaluation

- 4.1 Evaluation : Concept and types (Oral-written)
 - Types of questions and their construction
(Essay Type, Short Answer Type, Objective Type)
- 4.2 (i) Essentials of a good question paper
(ii) Preparing a Blueprint of a question paper

સંસ્કૃત પદ્ધતિ

એકમ – ૧ પાઠ આયોજન

- ૧.૧ ગદ્ય-પદ્ય અને વ્યાકરણના છૂટા અને એકમ પાઠોના આયોજન તેના સોપાન અને ઉદાહરણો
૧.૨ સંસ્કૃતમાં નિદાનાત્મક, ઉપચારાત્મક શિક્ષણ : સંકલ્પના, મહત્વ (એકમ પાઠના સંદર્ભમાં)

એકમ – ૨ વર્ગ શિક્ષણની પ્રવૃત્તિઓ

- ૨.૧ અનુલેખન, શ્રુતલેખન અને ગાન
૨.૨ વર્ગોત્તર પ્રવૃત્તિઓ
(૧) ભીંત પત્રો (૨) બાહ્ય પરીક્ષકો
(૩) રમત દ્વારા સંસ્કૃત શિક્ષણ (૪) સંસ્કૃત સંભાષણ
(૫) સંસ્કૃત સામયિકોનો પરિચય (વધુમાં વધુ બે)

એકમ – ૩ સંસ્કૃતમાં મૂલ્યાંકન

- ૩.૧ મૂલ્યાંકનનું મહત્વ
૩.૨ પ્રશ્નપત્ર સંરચના અને આદર્શ પ્રશ્નપત્ર ના લક્ષણો
૩.૩ વસ્તુલક્ષી કસોટી અને તેના ચાર પ્રકારો જેમાં
(૧) જોડકા (૨) બહુ વિકલ્પ
(૩) ખાલી જગ્યા અને (૪) સંબંધ ઘટાયક કસોટીઓ

એકમ – ૪ પાઠ્યપુસ્તક ના લક્ષણો અને તેની સમીક્ષા

- ૪.૧ ધોરણ – ૭, ૮ અને ૯ ના પ્રવર્તમાન પાઠ્યપુસ્તક અનુસાર પુસ્તકની સમીક્ષા
૪.૨ આદર્શ પાઠ્ય પુસ્તકના આંતરિક, બાહ્ય લક્ષણો
૪.૩ ક્રિયાત્મક સંશોધન : સંકલ્પના , મહત્વ અને સોપાનો

B.Ed. Syllabus

Semester 3

<u>PE – 5</u>	<u>INCLUSIVE EDUCATION AND GENDER (SCHOOL-SOCIETY)</u>
<u>PE – 6</u>	<u>ASSESSMENT AND EVALUATION IN LEARNING</u>
<u>EPC – 5</u>	<u>SCHOOL SUBJECT - 1</u>
<u>EPC - 6</u>	<u>SCHOOL SUBJECT - 2</u>
<u>EPC -7</u>	ANY ONE OUT OF FOUR (D-COURSE)
EPC - 7A	GUIDANCE & COUNSELING
EPC - 7B	EDUCATIONAL STATISTICS
EPC - 7C	FUNDAMENTALS OF INDIAN CONSTITUTION
EPC – 7D	ENGLISH PEDAGOGY
<u>EPC – 8</u>	<u>ICT AND ADVANCED PEDAGOGY</u>

PE - 5 INCLUSIVE EDUCATION AND GENDER (SCHOOL-SOCIETY)

Objectives To enable the prospective teachers:

- to understand concept of Inclusive Education
- to develop competencies for understanding disabilities
- to acquaint and understand instructional strategies for inclusive education
 - to develop knowledge about policies and framework for inclusive education
- to acquire awareness regarding issues related to gender prevailing in school.
- to gain understanding regarding psychological and sociological perspectives regarding gender.
- to find solutions to reduce issues related to gender bias in Society.
- to design strategies to bring gender equality in the school.

Unit -1 Introduction to Inclusive Education

- 1.1 Inclusive Education: Meaning, concept and needs
- 1.2 History of Inclusion –paradigm shift from segregation to inclusion
- 1.3 Social Inclusion: Meaning, Concept and needs
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit - 2 Understanding to Disabilities

- 2.1 Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)
- 2.2 Introduction to Sensory Disabilities (HI, VI, Deaf and blind)
- 2.3 Introduction to Physical Disabilities (Cerebral Palsy and Locomotor disabilities)
- 2.4 Introduction to other disabilities as per the The Rights of Persons with Disabilities (RPWD) Act, 2016

Unit - 3 Gender: Concepts and Origin

- 3.1 Concept of Gender and Sex
- 3.2 Concept of Patriarchy, Feminism, Menism
- 3.3 Emergence of gender specific roles: sociological and psychological perspectives.
- 3.4 Influence of family, caste, religion, culture, region, media on gender identity

Unit - 4 Gender: Representations & Issues

- 4.1 Gender stereotype in India: Concept, Prevention-role of teacher, parent and school
Representation of Gender in text-books, school activities, student teacher interactions and Society
- 4.2 Prevention of Child Sexual Offenses (Introduction to POCSO Act)
- 4.3 Gender bias: health and nutrition, education and workplace
- 4.4 Gender equality and equity given in Indian Constitution

PE-6 ASSESSMENT AND EVALUATION IN LEARNING

Objectives

To enable the prospective teachers:

- to understand concept of assessment and evaluation
- to understand and differentiate tools of assessment and evaluation.
- to understand elementary statistics in evaluation.
- to develop the ability to critically review current trends in evaluation.

Unit - 1 Assessment & Evaluation

- 1.1 Measurement and Evaluation: Meaning and Concepts
- 1.2 Importance and Steps of Evaluation Process
- 1.3 Formative Evaluation, Summative Evaluation, Continuous and Comprehensive Evaluation
- 1.4 Introduction to Grading System: Absolute and relative

Unit - 2 Tools of Assessment and Evaluation

- 2.1 Techniques of Assessment (Concept, Merit & Demerit): Observation, Interview, self-assessment, peer-assessment and Sociometry
- 2.2 Tools of Measurement (Concepts, merits and demerits): Questionnaire, checklist, rating scale and anecdotal records
- 2.3 Psychological test: Meaning, Concepts and Importance
- 2.4 Different Types of Test: Achievement Test, Diagnostic Test, and Standardized Test

Unit - 3 Elementary Statistics

- 3.1 Nature of Data: Grouped and ungrouped, Frequency distribution
- 3.2 Measure of central tendency: Mean, Median and Mode
- 3.3 Measure of dispersion: Average Deviation, Standard Deviation
- 3.4 Concept of correlation, Percentile and Percentile Rank

Unit - 4 Current Trends in Evaluation

- 4.1 Introduction to Choice-Based Credit System (CBCS)
- 4.2 Online Examination and Open Book Examination: Concept, Requirements, and Advantages.
- 4.3 Introduction to Academic Bank of Credit (ABC)
- 4.4 PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development)

EPC - 7A GUIDANCE & COUNSELING

Unit - 1 Introduction to Career Guidance

- 1.1 Meaning of Career and Concepts of Career Guidance
- 1.2 Principles of Career Guidance
- 1.3 Objectives of Career Guidance (at Secondary Level and Higher Secondary Level)

Unit - 2 Career Information and its Integration

- 2.1 Meaning of Career Information
- 2.2 Types of Career Information
- 2.3 Sources of Career Information
- 2.4 Ways to collect Career Information

Unit - 3 Filing and Distribution of Career Information

- 3.1 Characteristics of Ideal Filing of Career Information
- 3.2 Modes of Career Information Distribution : Career Week , Career Talks and Career Fairs.
- 3.3 Introduction to vocational Guidance Institutions situated in Ahmedabad

Unit - 4 Career Guidance Tools with Usage

- 4.1 Visual, Auditory, and Audio-Visual Tools
- 4.2 Magazines , Books, Internet, Radio, Television.

EPC - 7B EDUCATIONAL STATISTICS

Unit - 1 Role of Statistics in Education and Research

- 1.1 Meaning and Importance of Educational Statistics
- 1.2 Graphical presentation of frequency Distribution
(1) Histogram (2) Frequency Distribution (Polygon) 3) Smoothed Frequency Polygon
- 1.3 Educational Research : Meaning, Characteristics and Usage
- 1.4 Variables and hypotheses : Meaning and Types

Unit - 2 Measures of Statistical Characteristic

- 2.1 Measures of Central Tendency
(Mean, Median and Mode)
- 2.2 Frequency Distribution : Mean , Mode and Medium
- 2.3 Measures of Dispersion : Meaning and Usage (Calculation of Quartile and Standard Deviation)
- 2.4 Measurement of Quartile Deviation and Standard Deviation - Based on raw score and frequency distribution

Unit - 3 Normal Distribution Graph

- 3.1 Nature and characteristics of a Normal distribution graph
- 3.2 Kurtosis and Skewness : Characteristics and Causes
- 3.3 Calculation of Skewness (based on Karl Pearson's method and percentile)
- 3.4 Calculation and Interpretation of Kurtosis (using the percentile).

Unit - 4 Correlation

- 4.1 Meaning and Significance of Correlation
- 4.2 Interpretation of correlation coefficients
- 4.3 Calculation of Correlation Index by the Spearman's Rank - Difference Method
- 4.4 Calculation of Correlation Coefficient: Pearson's Product Moments Method (Raw Score , Karl Pearson method, Frequency Distribution and Scatter Diagram Method)

EPC - 7C CONSTITUTION OF INDIA

Unit - 1 Historical Background and Overview of the Indian Constitution

- 1.1 Meaning and Importance of Constitution
- 1.2 Indian Independence Act - 1947
- 1.3 Formation of Constituent Assembly, Committees, and Sources
- 1.4 Introduction to Preamble

Unit 2 Specific Aspects of the Indian Constitution

- 2.1 National symbols : National flag, National anthem, National Emblem, Currency, National song, National calendar, Flower, Bird, Animal and Sport
- 2.2 Fundamental rights and duties of Indian Citizen
- 2.3 Directive principle of state policy
- 2.4 Provisions related to education in the Constitution

Unit- 3 Indian Federal System and States Executives

- 3.1 Qualifications and powers of the President and Vice-President of India
- 3.2 Indian Parliament and State Legislature Assembly
- 3.3 Qualifications and powers of the Governor of states
- 3.4 Qualifications and powers of the Chief Minister and Council of Ministers

Unit - 4 Introduction to the Indian Judiciary and Constitutional Institutions

- 4.1 The Supreme Court of India and its Judges (appointment, jurisdiction)
- 4.2 The High Court and its Judges (appointment, jurisdiction)
- 4.3 Brief overview of the process of lawmaking
- 4.4 Brief overview of the process of amending the Constitution

EPC-7D ENGLISH PEDAGOGY

Objectives

To enable the prospective teachers:

- to understand the theories of First Language Acquisition and its relevance of teaching English (L1)
- to understand and analyse the methods and approaches in ELT (L1) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- to understand the various techniques to teach the various genres of English Literature
- to understand and apply various concepts in Linguistics, Materials Development

Unit 1 : Theories of First Language Acquisition

- 1.1 Behavioural Approaches and its challenges
- 1.2 Nativist Approach and its challenges
- 1.3 Functional Approaches and its challenges

Unit 2 : Methods and Approaches of Teaching English as the First Language

- 2.1 Aims and Objectives of Teaching English as First Language at various levels
- 2.2 Natural Language Processing (LSRW) and Preparing Tasks: BICS and CALP

Unit 3 : Teaching English (L1) through English Literature

- 3.1 Literature as authentic materials
- 3.2 Teaching of Poetry and Drama
- 3.3 Teaching of Fiction and Short Story
- 3.4 Teaching of Essays

EPC-8 ICT AND ADVANCED PEDAGOGY

Objectives: To enable the prospective teachers

- To be familiar with different ICTs to be used in teaching
- To cultivate skills of working with office tools
- to understand importance of ICT in education
- To be familiar with ICT based mediums of teaching, learning and evaluating
- Be familiar with the concept of Advanced pedagogy
- To be familiar with new trends in education

Unit - 1 Introduction to ICT and Computers

- 1.1 Concept, uses and limitations of ICT and computers
- 1.2 MS Word (Introduction, Usage) Activity – Basic functions like typing, formatting, font setting, paragraphing, minimum version 2007, and introduction to Google docs
- 1.3 MS Excel (Introduction, Usage) Activity – Creating results with formulas, creating timetable, basic functions like cell formatting, minimum version 2007, and introduction to Google sheet
- 1.4 MS PowerPoint (Introduction and Usage) – Creating, designing and animating slides by inserting words, pictures, audio and video, minimum version 2007, and introduction to Google slides

Unit - 2 Introduction to Internet and Teaching-Learning Tools

- 2.1 Internet, email and blogs : meaning, introduction, utility
- 2.2 Introduction to Online Teacher Support Tools: Google Classroom, Microsoft Teams, Google Meet, Chat GPT
- 2.3 Introduction to Online Learning Platforms: SWAYAM, DIKSHA, NROER
- 2.4 Introduction to Different methods of Google Search, Hacking, Copyright Infringement and Plagiarism

Unit - 3 Introduction to Advanced Pedagogy

- 3.1 Advanced – Pedagogy : Meaning, Principles, Need
- 3.2 Integrated Pedagogy and STEAM Education: Concept and Introduction
- 3.3 The 5E Model: Steps and Teacher's Role
- 3.4 Reflective Learning: Concept, Gibbs' Cycle and Teacher's Role

Unit – 4 Trends of Advanced Pedagogy

- 4.1 Blended Learning :Concept, forms, Role of Teacher
- 4.2 Modern Techniques of Assessment: Concept and Introduction: **【Quiz (Google form), Games(Kahoot), Student Response System(Mentimeter), Peer Review】**
- 4.3 Digital Portfolio: Concept, Types, Advantages, Limitations
- 4.4 Concept Map: concept, types and importance of education

B.Ed. Syllabus

Semester 4

(Online Teaching during internship)

<u>PE – 7</u>	<u>ENVIRONMENT EDUCATION</u>
<u>PE – 8</u>	<u>TEACHER AND LEARNER IN SOCIETY</u>

PE-7 ENVIRONMENT EDUCATION

Objectives : To enable the prospective teachers

- To understand concept of environment and its importance
- To be aware of issues and challenges in environment and to consider its remedies
- To know the concept of Biodiversity
- To make aware of different Acts, Schemes and programs on Environment Awareness

Unit - 1 Environment and Preservation

- 1.1 Meaning of environment
- 1.2 Concept of Environmental Education
- 1.3 Conservation of Natural Resources (Conservation of Water Land and Forests)

Unit - 2 Pollution: Problems, its causes and remedies

- 2.1 Global problems
 - 2.1.1 Greenhouse effect
 - 2.1.2 Ozone layer depletion
 - 2.1.3 Acid Rain
- 2.2 Regional problems
 - 2.2.1. Problem of salt penetration
 - 2.2.2. Earthquakes and Tsunamis
- 2.3 Functions of Pollution Control Board (State Level)

Unit - 3 Biodiversity

- 3.1 Relationship between Biodiversity and Environment
- 3.2 Threats to Biodiversity
- 3.3 Efforts for Biodiversity Preservation and Functions of Institution Working for it at State Level

Unit - 4 Environmental Education Curriculum and Environmental Conservation

- 4.1 Introduction to Environment Protection Act-1986
- 4.2 Introduction of National Green Tribunal
- 4.3 Awareness programs for environment protection for secondary school students

PE-8 TEACHER AND LEARNER IN SOCIETY

Objectives To enable the prospective teachers:

- understand importance of national integration and cultural heritage
- Be familiar with constitutional values, rights and duties
- To understand role and responsibility of learner in education
- To understand role, responsibility and challenges in being a teacher
- To know the skills and role of teacher working in 21st century

Unit - 1 Learners and Nation

- 1.1 Concept of National Integration in India and its Importance
- 1.2 Constitutional Values, Rights and Duties
- 1.3 Pluralistic Society : Social, Cultural, Linguistic, Religious Diversity and Learners
- 1.4 Indian Cultural Heritage: Literature, Art - Architecture, and Fine Arts.

Unit – 2 Roles and Responsibilities of Learner

- 2.1 Developing responsible citizenship
- 2.2 Value Education - Meaning, concept and Importance
- 2.3 Ensuring cyber safety and security
- 2.4 Conflict, Peace and learner

Unit - 3 Teaching as Profession : Roles and Challenges

- 3.1 Teaching as a Profession: Indian and Western Perspectives and Characteristics
- 3.2 Teacher as an agent of the Social Change in the Society
- 3.3 Challenges in Teaching Profession
- 3.4 Real Life Stories of Effective Teachers (Any three famous/innovative teachers at respective district level)

Unit - 4 Being a Teacher in 21st Century

- 4.1 Characteristics of 21st Century Learners
- 4.2 Skills required in a 21st Century for Teachers
- 4.3 Code of Conduct of a Teacher
- 4.4 Roles of a Teacher in Online Education: A Paradigm Shift

Framework for B.Ed. Course Semester -4 Internship					
Work to be done (evaluated by School personnel)			Assignment/Task/ Practical Work		
Title	Credit	Marks	Title	Credit	Marks
Maintenance of Log book*	1	15	Action Research	1	40
Bulletin Board*	1	15	Observation of a Teacher (preferably subject related teacher) (Assignment to be submitted in the form of a Report)	1	20
Assembly Programme*	1	40	Awareness Programme (Blood donation/ public Health/environment/consumer protection/civic Responsibilities etc) (Assignment to be submitted in the form of a Report)	1	20
Cultural Programme*	1	15	Preparation of School Report	1	20
Preparation of School Calendar*	1	15	Psychology Test	1	20
Study of Internal Evaluation of School Students *	1	15	Interview of a management authority/ Principal/ Supervisor/ Senior teacher (Assignment to be submitted in the form of a Report)	1	25
Co-curricular Activities*	1	15	Study of School Registers (Assignment to be submitted in the form of a Report)	1	50
Lessons (Total 10)	3	100			
Total	10	230		7	195

Note : Total Practical Work of 16 Weeks for 17 Credits. Total credit for semester - IV is 25
One Week for Instruction & Group Assignment

- Submissions with * mark indicates that the evaluation to be done by principal/mentor teacher/ concerned teacher of the school where the student teacher is doing internship.

B.ED. CONTENT SYLLABUS			
SCHOOL SUBJECT			
विषय	सेमेस्टर -1	सेमेस्टर -2	सेमेस्टर -3
संस्कृत	धीरष -7	धीरष -8	धीरष -9
	WHOLE	WHOLE	UNIT 1 TO 10
अंग्रेजी	धीरष -7	धीरष -8	धीरष -9
	WHOLE	WHOLE	UNIT - 1 TO 6 POEM - 1 & 2

સૌરાષ્ટ્ર વિશ્વવિદ્યાલય, રાજકોટ

(Saurashtra University, Rajkot)

પાઠ આયોજન (Lesson Plan)

Enrollment no. _____ Date: _____

Name: _____

Name of the College: _____

Name of School: _____

Subject : _____ Standard : _____

Unit: _____

Method -1: _____ Method -2: _____

શૈક્ષણિક પ્રયુક્તિઓ

(Teaching Techniques)

અધ્યાપન સૂત્રો

(Maxims of Teaching)

શૈક્ષણિક પદ્ધતિ

(Teaching Methods)

શૈક્ષણિક સાધનો

(Teaching Aids)

સંદર્ભગ્રંથો (References):

વિદ્યાર્થીએ સંદર્ભ તરીકે પુસ્તકનો ઉપયોગ કર્યો હોય તો પુસ્તકનું નામ તથા તેના લેખક, પ્રકાશક અને પાના નંબરની વિગતો દર્શાવવી. જો ડીજિટલ કન્ટેન્ટ ઉપયોગમાં લીધેલ હોય તો તેની લીંક મુકવી.

અપેક્ષિત પૂર્વ જ્ઞાન

(Pre-Knowledge):

- પ્રત્યેક સામાન્ય હેતુ સામે વિષયવસ્તુ આધારિત વિશિષ્ટ હેતુઓ/અપેક્ષિત વર્તન પરિવર્તન તેના સામેના ખાનામાં દર્શાવવા.

સામાન્ય હેતુઓ (General Objectives)	વિશિષ્ટ હેતુઓ/અપેક્ષિત વર્તન પરિવર્તન (Specific Objective/Expected Behavioural Changes)
૧. જ્ઞાન (Knowledge)	૧.૧ ૧.૨ ૧.૩
૨. સમજ/અર્થગ્રહણ (Understanding/ Comprehension)	૨.૧ ૨.૨ ૨.૩

3. ୱପଯୋଗନ (Application)	3.1 3.2 3.3
୪. କୌଶଲ୍ୟ/ଅଭିବ୍ୟକ୍ତି (Skill/ Expressions)	୪.1 ୪.2 ୪.3

વિશિષ્ટ હેતુઓ (Specific Objectives)	શૈક્ષણિક મુદ્દાઓ: (Teaching Point)
પૂર્વજ્ઞાન તપાસ (Set Induction)	
હેતુ કથન (Statement of Aim)	
વિષયવસ્તુ નિરૂપણ (Presentation / Discussion)	

શિક્ષકની પ્રવૃત્તિ (Teacher's Activities)	વિદ્યાર્થીની પ્રવૃત્તિ (Pupil's Activities)

કૃલક નોંધ (Black Board Work)

મૂલ્યાંકન

(Evaluation): મૂલ્યાંકન માટેના પ્રશ્ન/કલમની સામે તે કયા હેતુનું મૂલ્યાંકન કરે છે તે તથા તેના ગુણુ દર્શાવવા.

સ્વાધ્યાય

(Assignment) :

નિરીક્ષકની નોંધ/ અવલોકન (Supervisor's Report/Observations):

તારીખ(Date) : _____ **પરીક્ષક ની સહી (Sign of the Examiner):** _____

બી.એડ્. પ્રશ્નપત્ર માળખું

(૭૦ ગુણ)

પ્ર.૧.	નીચે આપેલા વિકલ્પોમાંથી યોગ્ય વિકલ્પ પસંદ કરી જવાબ આપો. (દરેકના ૧ ગુણ)	ગુણ - ૧૦
પ્ર.૨.	નીચેના પ્રશ્નોના એકવાક્યમાં જવાબ આપો. (દરેકના ૧ ગુણ)	ગુણ - ૧૦
પ્ર.૩.	નીચેના પ્રશ્નોના ટૂંકમાં જવાબ આપો. (૧૨ માંથી ૧૦) (દરેકના ૨ ગુણ)	ગુણ - ૨૦
પ્ર.૪.	નીચેના ૭ પ્રશ્નોમાંથી કોઈપણ ૫ પ્રશ્નોના ઉત્તર આપો. (દરેકના ૩ ગુણ)	ગુણ - ૧૫
પ્ર.૫	નીચેના ૫ પ્રશ્નોમાંથી કોઈપણ ૩ પ્રશ્નોના વિસ્તૃત ઉત્તર આપો. (દરેકના ૫)	ગુણ - ૧૫

કુલ ગુણ - ૭૦

બી.એડ્. પ્રશ્નપત્ર માળખું

(૩૫ ગુણ)

પ્ર.૧.	નીચે આપેલા વિકલ્પોમાંથી યોગ્ય વિકલ્પ પસંદ કરી જવાબ આપો. (દરેકના ૧ ગુણ)	ગુણ - ૫
પ્ર.૨.	નીચેના પ્રશ્નોના એક વાક્યમાં જવાબ આપો.(દરેકના ૧ ગુણ)	ગુણ - ૫
પ્ર.૩.	નીચેના પ્રશ્નોના ટૂંકમાં જવાબ આપો. (૭ માંથી ૫) (દરેકના ૨ ગુણ)	ગુણ - ૧૦
પ્ર.૪.	નીચેના # પ્રશ્નોમાંથી કોઈપણ ૫ પ્રશ્નોના ઉત્તર આપો. (દરેકના ૩ ગુણ)	ગુણ - ૧૫

કુલ ગુણ - ૩૫