

Bachelor of Education (B.Ed.)

Practical work of Semester I & II

WEF-July 2018

Method Group

The Trainee Teacher can select two methods of the following Groups

Five groups (A, B, C, and D & E)

From each group he/she can select any one method.

| Group | Name of Method in Group |
|-------|--|
| A | Gujarati |
| B | Hindi Science and Technology Economics |
| C | English (LL) Org. of Com. & Management |
| D | Social Science |
| E | Sanskrit Accountancy Mathematics Psychology |

Shri Govind Guru University

Government Polytechnic Campus,
Gadukpur, Godhra,
Dist. Panchmahals, Gujarat - 389001.

(SEM-I)

Academic Year 2018-20 Onwards

B.Ed. SEMESTER-I

| Semester –I (Core Paper) Perspectives in Education | | | | | | | |
|---|--|----------------------------------|---------------|-------------------|-----------------|-----------------|--------------|
| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | Total |
| | | | | | Internal | External | |
| BED0C 101 | Childhood and Growing Up | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0C 102 | Contemporary India and Education | 4 | 4 | 3 | 30 | 70 | 100 |

Curriculum and Pedagogic Study

| | | | | | | | |
|-------------|--------------------------------|---|---|---|----|----|-----|
| BED OCP 101 | Language Across the curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
|-------------|--------------------------------|---|---|---|----|----|-----|

Enhancing Professional Capacity (EPC)

EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-1 exam.

| BEDO EPC - 101 | Reading and Reflection on Texts | 2 | 2 | 2 | 50 | -- | 50 |
|-------------------|---|------------------------------|--------|---------------|----------|----------|-------|
| | Pedagogy of School Subject (Any two from given group) | | | | | | Total |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | |
| | | | | | Internal | External | |
| BED0M 101 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 102 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 103 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 104 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 105 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 106 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 107 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |

| | | | | | | | |
|-----------|---------------------------|---|---|---|----|----|-----|
| BED0M 108 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 109 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 110 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 111 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |

B.Ed. SEMESTR-I

Practical Work

| Sr. No | Practical Work | Instructional Hours/ week | Credit | Internal | External | Total |
|--------------|---|---------------------------|-----------|------------|-----------|------------|
| 1 | Micro Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 2 | Simulation Lessons (5-Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 3 | Stray lessons in School (5- Lessons + 10-Observation) | - | 2 | 50 | -- | 50 |
| 4 | Administration of Psychological test (Practical of BEDOC 101) | - | 2 | 50 | -- | 50 |
| 5 | Visit to a Educational Institution and report writing (Practical of BEDOC 102) | - | 1 | 25 | -- | 25 |
| 6 | Book Review (EPC-101) | - | 1 | 25 | -- | 25 |
| Total | | | 10 | 250 | -- | 250 |

Guidelines for the practical work

- 1 **Micro Lessons** (any five skills) (1) Skill of Set Induction (2) Skill of fluency in questioning (3) Skill of reinforcement (4) Skill of illustration (5) Skill of B.B. Work (6) Skill of Stimulus variation (7) Skill of Explanation (8) Skill of probing in questioning
- 2 **Simulation Lessons** based on different teaching method (Any Five)
- 3 **Stray Lessons** (Any Five) for secondary school subject methods Std-6 to Std.-10 and for higher secondary school subject Std.-11 and Std.-12.
- 4 **Administration of Standardized Psychological Test** in any one class with their assessment, evaluation and report writing for submission. (Any one Test)
- 5 Educational Institution: Education Institution like BRC, CRC, DIET, GCERT and other than Special Schools. Like Mentally Retired School , PH and Residence Schools,
- 6 **Book Review** :(except school textbooks), Selection, Deep reading, Evaluation, Assessment and Report Writing for submission (Any one).

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Syllabus in Force from July 2018

Semester-1

Childhood and Growing Up

Credit-04

Internal Marks: 30

External Marks: 70

Objectives :

To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.

To gain an understanding of different methods and techniques for the assessment of personality, intelligence and creativity of the child.

To understanding the child Psychology

To get the knowledge of different teaching methods based on Psychology.

To understand the stages of child development and their characteristics.

To understand the learning concepts.

To understand the different psychological theories like IQ, Personality, Motivation, Defense, Mechanism, Adjustment etc.

To understand the concepts of Psychology and gain the understanding of practical implementation, in education.

Unit 1: Educational Psychology

Psychology and educational psychology, meaning, definition, Nature, characteristics and importance.

Scope of educational psychology, its usefulness to the teachers.

Different methods of educational psychology - interview, case study, observation and experiments.

School problems and their solutions with the help of educational psychology.

Unit 2: Stages of child development

Concept of human growth and development, maturation, principles and factors affecting human growth and development. Role of home, school and society in cognitive and affective development.

Difference between the growth and development and types of development. Individual differences in growth and development.

Stages of child development-its characteristics, characteristics of adolescences in Indian context their development task of Robert having hurst, counseling and needs of adolescents.

Implementation of the stages of child development and role of school and teacher.

Unit 3: Intelligence, Personality and Motivation

Intelligence - meaning, theories (Howard Gardner's theory of multiple intelligence, guilford's SOI model and dealing with gifted and backward, children concept of

emotional intelligence.

Personality - concepts and theories of personality - (Jung), Educational implementation of personality in classroom.

Motivation and achievements motivation (McClelland Theory) meaning, motivation affecting, factors on motivation and importance.

Defense mechanism : meaning, various defenses mechanism techniques - projection identification, displacement, day dreaming of fantasy and sublimation

Educational implementation of intelligence, personality and motivation in class room.

Unit 4: Learning and creativity

Learning - meaning, steps of learning process, factors effective on learning - learner's and teacher.

Condition of learning and environment of school and home suggestions about learning through motivation

Concept of creativity : concept, meaning and components of creativity, identification of creative child in classroom.

Techniques and methods of creativity : brain storming, problem solving, group discussion and quiz and education implementation in the classroom.

Suggested Activity:

- Prepare a note on characteristics of learner's profile based on psychological variables.
- Visit a psychology lab and acquire skill of using all equipment.
- Administration, scoring and interpretation of the following psychological test-intelligence, personality and creativity.

Reading Books :

- Johnson & Medinnus: Child Psychology –Behavior & Development Wiley International Editor
- Thompson , George G : Child Psychology Growth Trends in Psychological Adjustment The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication Vikas Marg Shakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, NewYork
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- SiddiquiMujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi

- Jerrild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology - Prentice - Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand BOOK of RESEARCH on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company New York.

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Syllabus in Force from July 2018

Semester-1

Education and Contemporary India

Total Credit 4

Internal 30

External 70

Objectives

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

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

Unit 1 Education and Contemporary India

- 1.1 Education: Meaning, Definition, Concept, Aims, Formal and Non-formal education
- 1.2 Philosophy and Educational Philosophy: meaning, scope and interrelation between education and philosophy
- 1.3 Characteristics of Contemporary Indian Society and Problems occurred due to social strata of contemporary Indian society
- 1.4 National & International Understanding: concept, importance, threats and role of the teacher

Unit 2 Education and Indian constitution

- 2.1 Constitution of India: Introduction, Preamble, Main Features of India Constitutions
- 2.2 Constitutional provisions of India in relation to Education, fundamental rights and duties, directive principles of state policy
- 2.3 Education for Democracy
- 2.4 Value Education: Meaning, importance, types of values and role of a teacher in teaching values

Unit 3 Specific Recommendations of Education Commissions

- 3.1 Kothari Commission: construction, three language formula, recommendations of the commission (education policy, structure, standard, teacher's status, teacher training, equality in education, professional, technical education)
- 3.2 New Education Policy 1986 (derivation, characteristics, structure of national syllabus, student centered approach, causes and remedies of wastage and stagnation)
- 3.3 Education for Schedule Tribe & Schedule Caste
- 3.4 Education Policy 2015: Need & Information about fields

Unit 4 Various Programmes for quality reformation in education

- 4.1 Girls' education – Praveshotsav, Gunotsav
- 4.2 Mid-Day Meal: Nature and importance
- 4.3 SSA, RMAS and RUSA: introduction and functions
- 4.4 Teacher Efficiency, Training, BISAG Programmes

Suggested activities

Each trainee teacher will conduct any one of the following activities:

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

Suggested Readings:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5th rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, "Education: its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaiba, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.

- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

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Syllabus in Force from July 2018

Semester-1

Language across the Curriculum

Total Credit-04

Internal - 30

External - 70

Objectives:-

The Trainee teachers will be able ...

- To know Meaning and importance of language.
- To understand Difference between Language and dialect.
- To understand relationship between Language, society and culture.
- To know stages of Language acquisition.
- To know nature of multilingualism in classroom and its situation.
- To know skills of Language proficiency and assimilate it
- To understand nature of Classroom Discourse and develop strategies for using oral language.

Unit-1 Language and learning

- 1.1 Language: Meaning, characteristics and importance
- 1.2 Language and dialect: Difference, Effect of regional pronunciation and remedies to remove them, Home language and school language.
- 1.3 Factors affected on language development
- 1.4 Language acquisition : Stages, first language and second language acquisition

Unit-2 Language, society and education

- 2.1 Relationship of language and society: Identity, power and Discrimination
- 2.2 Nature of multilingualism: Status of language with reference to Indian classroom language.
- 2.3 Medium of education as Mother Tongue: Important and needs. Language and culture.
- 2.4 Language proficiency of teacher

Unit-3 Basic skills of language

- 3.1 Listening skill : Meaning, Important and needs, activities development for Listening skill
- 3.2 Speaking skill: Meaning, Important and needs, activities for development of difference speaking skills (storytelling, dialogues, simulations, games and contexts etc...)

- 3.3 Reading skill: Meaning, Important and needs, components of Reading skill
- 3.4 Writing skill : Meaning, Important and needs, pillars of writing skills, types of formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)

Unit-4 Classroom and language

- 4.1 Classroom Discourse: Meaning, nature and strategies for using oral language
- 4.2 Tools for learning : Discussion and questioning
- 4.3 Functions of language : In the classroom and outside the classroom
- 4.4 Language diversity in classroom: Use of first and second language in the classroom

Activities:-

- To organize workshop on Reading skill and read report.
- To organize workshop on writing Skill and Write report.
- Case study of students who know more than one language.
- To conduct diagnostic and remedial work for the deficiency in pronunciation.
- To get the introduction of various languages and culture.
- To note the functions of language lab by visiting it.
- To criticize any one language text books from std.06 to std.12 in the context of values.

References:-

- Agnihotri, R.K.(1995). Multilingualism as a classroom resource. In K. Heugh A. Siegruhn, & P. Pludemann(Eds.), Multilingual education for South Africa (pp.3-7). Heinemann Educational Books.
- Aderson, R.C.(1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.) Learning to read in American School: Basal readers and content texts. Psychology Press.
- Braner, J.S. (1975). Language as Instruments of Thoughts. In Davies, Alam(Ed.) problems of language and learning condone. Heileman.
- Eller, R.G. (1989). Johnny Can't talk either: The perpetuation of the deficit theory in classrooms. The Reading Teacher.
- Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University press.
- Ladson-Billings. G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research journal.32 (3), 465-491.
- NCERT (2006d). Position paper-national focus group on teaching of Indian language (NCF 2005). New Delhi: NCERT
- Thwaite, A. & Rivalland, J. (2009). How can analysis of classroom tasks help teachers reflect on their practices? Australian journal of language of literature, 32(1) 38.
- પટેલ મોતીભાઈ અને અન્ય(2002). ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ:બી.એસ.શાહ પ્રકાશન.

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Syllabus in Force from July 2018

Semester-1

Reading and Reflection on Text

Total Credit- 02

External - 00

Internal - 50

Objectives of the Course:

After going through the course the teacher trainee will be able to...

1. develop proficiency in reading and responding to written texts.
2. examine and appreciate authentic literary and non-literary texts.
3. develop reading habits and reference skills
4. reflect on the ideas expressed in the texts.
5. plan, draft, edit and present a piece of writing related to their understanding.
6. read & reflect on variety of texts in different ways.
7. develop metacognitive awareness to become conscious about thinking processes.
8. learn to analyze various text structures to see how they contribute to the comprehension of text.

Unit 1 Reading

- 1.1 Reading : Definition, Meaning & Concept of Reading
- 1.2 Importance of Reading & Teaching Reading
- 1.3 Types of Reading (Informative, Critical & Creative Reading)
- 1.4 Factors affecting Reading

Unit-2 Reading Comprehension

- 2.1 Reading Comprehension: Meaning, Concept and Nature
- 2.2 Importance of Reading Comprehension
- 2.3 Components of Reading comprehension
- 2.4 Reading habits : Meaning, concept and Components

Unit-3 Reflecting Thinking, Writing & Text-book Evaluation

- 3.1 Reflective Thinking (Meaning, Concept & Importance)
- 3.2 Reflective writing on any one educational problem
- 3.3 Report writing : Meaning & types of report writing
- 3.4 Steps of the Text-book Evaluation

Unit-4 Content Analysis and source of Reading Materials

- 4.1 Content Analysis : Meaning, Concept and Steps
- 4.2 Need of Content Analysis

4.3 Sources of Reading

4.4 Library and e-book : Meaning, Concept and Importance

Suggested Activities:

1. Brief Content Analysis on any one book out of course.
2. Prepare a reflective report on any Educational problem.

Suggested Readings:

- 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.
- Dechant, E.V.: Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston, 1971.
- Hanter, L.E.: Improving Reading in secondary schools, Macmillan Co. New York, 1964.
- Shrivastav B.P.: The Teaching of Reading. Bahri Publishers, New Delhi-1971.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Gujarati

Total Credit- 4

Internal - 30

External - 70

હેતુઓ :-

પ્રશિક્ષણાર્થીઓ...

૧. ભાષાના સ્વરૂપ અને માતૃભાષાના વિકાસના તબક્કાથી માહિતગાર થાય.
૨. માતૃભાષા અને માતૃભાષા શિક્ષણનું જીવનમાં મહત્વ સમજે.
૩. માતૃભાષા અને માતૃભાષા શિક્ષણની સ્થિતિ પ્રવર્તમાન સ્થિતિ જાણે અને સમાજમાં માતૃભાષાનું ગૌરવ ટકાવવા પ્રયત્નરત રહે.
૪. માતૃભાષાના વ્યાકરણના કેટલાંક અંગોનું પુનરાવર્તન-દઢીકરણ કરે.
૫. માતૃભાષા અધ્યાપન માટેની પ્રયુક્તિઓ અને પદ્ધતિઓ કેળવે.
૬. માતૃભાષા શિક્ષણના હેતુઓથી પરિચિત થાય.
૭. માતૃભાષા અધ્યાપનના વિવિધ પાઠ આયોજન શીખે.
૮. માતૃભાષાનાં સાહિત્યસ્વરૂપો અને સાહિત્યકારથી પરિચિત થાય.
૯. માતૃભાષાના શિક્ષકની વિવિધ સજ્જતાઓથી પરિચિત થાય.
૧૦. માતૃભાષા અને માતૃભાષા અધ્યાપન પર પ્રભુત્વ પ્રાપ્ત કરે.

એકમ:૧ ભાષા અને માતૃભાષા

- ૧.૧ ભાષા: અર્થ, સ્વરૂપ, ઘટકો, પરિબળો
- ૧.૨ માતૃભાષા: અર્થ, વિકાસ(વિવિધ તબક્કાઓ)
- ૧.૩ માતૃભાષા શિક્ષણનું મહત્વ
- ૧.૪ વર્તમાનમાં માતૃભાષા અને માતૃભાષા શિક્ષણની સ્થિતિ – ઉપાયો

એકમ:૨ વ્યાકરણ

- ૨.૧ વર્ણ, અક્ષર, સ્વર અને વ્યંજન
- ૨.૨ જોડણી અને તેના નિયમો, શબ્દનો ક્રમ
- ૨.૩ સંધિ અને સમાસ : અર્થ અને પ્રકારો
- ૨.૪ સંજ્ઞા અને સર્વનામ : અર્થ અને પ્રકારો

એકમ:૩ માતૃભાષાનું અધ્યાપન

- ૩.૧ સૂક્ષ્મ અધ્યાપન : સંકલ્પના, મહત્વ અને સોપાનો

- ૩.૨ કૌશલ્યો: વિષયાભિમુખ, પ્રશ્નપ્રવાહિતા, ઉત્તેજના પરિવર્તન, કા.પા.કાર્ય, સ્પષ્ટીકરણ, ઉદાહરણ
- ૩.૩ સિમ્યુલેશન : સંકલ્પના, મહત્વ, સોપાનો અને આયોજન
- ૩.૪ સાહિત્ય કૃતિ અને સાહિત્યસ્વરૂપનો અભ્યાસ :
 ૧. રવિશંકર મહારાજ(જીવનચરિત્ર)-ધીરુભાઈ પરીખ (ધો.૬)
 ૨. બાનો વાડો (નિબંધ)-પ્રવીણ દરજી (ધો.૭)
 ૩. ધૂળિયે મારગ (ઊર્મિગીત)-મકરન્દ દવે (ધો.૮)

એકમ:૪ માતૃભાષા શિક્ષણના હેતુઓ, અધ્યાપન અને ભાષાશિક્ષક

- ૪.૧ માતૃભાષા શિક્ષણના હેતુઓનું વર્ગીકરણ અને મહત્વ
- ૪.૨ માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- ૪.૩ સ્ટ્રેલેશન : સોપાન, મહત્વ, આયોજન
- ૪.૪ ભાષાશિક્ષકની સજ્જતા

પ્રવૃત્તિઓ:-

૧. ગુજરાતી વ્યાકરણના એકમો માટે વર્કશીટની રચના કરો.
૨. ગુજરાતી સાહિત્યની વિવિધ કૃતિઓનો અભ્યાસ કરી નોંધ તૈયાર કરો.

સંદર્ભો:-

ત્રિવેદી અને અન્ય. ભાષાશિક્ષણની પ્રક્રિયા. અમદાવાદ: રાજ્ય શિક્ષણ ભવન.

દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.

દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.

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

પટેલ મોતીભાઈ અને અન્ય. ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.

પાર્થ કિશોર અને અન્ય. ધો.૬ થી ધો. ૮ ગુજરાતી. ગાંધીનગર: ગુજરાત રાજ્ય શાળા પાઠ્યપુસ્તક મંડળ.

બઘેકા, ગીજુભાઈ. પ્રાથમિક સાલમાં ભાષાશિક્ષણ. અમદાવાદ: એ. આર. શેઠની કંપની.

રાવલ નટુભાઈ. ગુજરાતી વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

हिन्दी

कुल क्रेडिट -४

आंतरिक: 30

बाह्य: 70

उद्देश्य : प्रशिक्षणार्थी

१. भाषा शिक्षा का महत्व एवं विशेषताएँ समझे ।
२. शिक्षा समितिओं के प्रतिवेदनो के विषय में ज्ञान प्राप्त करें ।
३. कक्षा ६ से ९ तक के गद्य- पद्य के विषय में ज्ञान प्राप्त करें ।
४. कक्षा ६ से ९ तक के व्याकरण विषयक ज्ञान प्राप्त करें ।
५. हिन्दी भाषा शिक्षा के उद्देश्य को जाने ।
६. हिन्दी भाषा की वर्तमान स्थिति के बारे में जाने ।
७. हिन्दी भाषा के अध्यापन कौशल्य का वर्गखण्ड से विनियोग करे ।

इकाई – १ (एक) भाषा का महत्व , विशेषताएँ एवं उद्देश्य ।

- १.१ भाषा की परिभाषा ओर महत्व ।
- १.२ भाषा की विशेषताएँ ओर उद्देश्य ।
- १.३ भारतीय संविधान ओर शिक्षा समितिओं के प्रतिवेदनो में भाषा की स्थिति ।
- १.४ गुजरात राज्य में हिन्दी भाषा की प्रवर्तमान स्थिति ।

इकाई – २ पाठ आयोजन

- २.१ सूक्ष्म अध्यापन कौशल्य अर्थ, आयोजन के सोपान ,विषयाभिमुख, प्रश्नप्रवाहिता, उदाहरण ,श्यामपट कार्य ।
- २.२ सिम्युलेशन (अनुरूपण) अर्थ, आयोजन के सोपान-व्याख्यान, निदर्शन, आगमन –निगमन , प्रश्नोत्तर ।
- २.३ स्ट्रैलेशन अर्थ, आयोजन के सोपान ।
- २.४ पाठ आयोजन अर्थ, महत्व ओर योजना के प्रकार ।

इकाई – ३ (तीन) विषयवस्तु

- ३.१ कक्षा ८ पाठ ९ ममता (प्रथम सत्र)
- ३.२ कक्षा ८ पाठ ३ मत बांटो इन्सान को (द्वितीय)
- ३.३ कक्षा ९ पाठ ३ क्या निराश हुआ जाए
- ३.४ कक्षा ९ पाठ १७ तुलसी के पद

इकाई – ४ (चार) विषयवस्तु व्याकरण

- ४.१ वर्ण परिभाषा ,भेद ,उदाहरण स्थान के आधार पर वर्णों का वर्गीकरण
- ४.२ संरचना के आधार पर शब्द के प्रकार (संज्ञा,सर्वनाम ,विशेषण ओर क्रिया विशेषण)
- ४.३ पद रचना विकारी ,अधिकारी ,निपात
- ४.४ वर्तनी दोष : कारण ओर उपाय

प्रवृत्ति

१. हिन्दी साहित्यकारों का नाम और उनकी रचनाओं का चार्ट तैयार करे ।
२. शब्दसंरचना की पी पी टी तैयार करे ।

संदर्भ ग्रंथ :

१. पाण्डेय रामशकल ,हिन्दी शिक्षण ,विनोद पुस्तक मंदिर ,आगरा ।
२. सफाया रघुनाथ, हिन्दी शिक्षण विधि ,पंजाब किताब घर ,जालन्धर ।
३. गुरु ,कामताप्रसाद ,हिन्दी व्याकरण वाणी प्रकाशन, नईदिल्ली ।
४. शुक्ल ,रामचंद्र ,हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा ,बनारस ।
५. पटेल पुरुषोत्तम , हिन्दी व्याकरण ओर रचना ,ज्योतिप्रकाशन ,अहमदाबाद ।

Shri Govind Guru University

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Semester-1

English (L.L.)

Total Credit- 4

External - 70

Internal - 30

Objectives of the Course:

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

- To acquire knowledge of the nature, structure and components of English language.
- To get acquainted with the objectives of teaching English at secondary school level.
- To formulate instructional objectives in term of observable behavior of learners.
- To acquire mastery over instructional skills.
- To have a formal and functional knowledge of some elements of English grammar
- To acquire command over sentence constructions in English.
- To acquire competence in both spoken and written English.

Unit-1 Introduction to English Language

- 1.1 The role of English in India and its place in school curriculum.
- 1.2 English as second/foreign language in school of India with specific reference to school education in Gujarat.
- 1.3 Importance of English and Teaching of English
- 1.4 Problems faced by Gujarati speaking learners in learning English

Unit-2 Lesson Planning in English

- 2.1 Lesson Plan: Meaning, importance and types of lesson planning Skill of set-induction, Skill of Stimulus Variation Skill of fluency in questioning, Skill of reinforcement, Skill of black-board work
 - 2.2 Micro Teaching: Meaning, concept, importance, steps, limitations, micro lesson Planning.
 - 2.3 Classification of objectives and their importance, General and Specific Objectives of teaching English as Second/Foreign language.
 - 2.4 Simulation: Meaning, importance, limitations, steps, simulation lesson planning.
- Inductive Deductive Method, Direct Method, Bilingual Method, Story Telling Method, Structural Approach

Unit-3 Grammar and Usage

- 3.1 Word formation: Synonyms, antonyms, nouns, pronouns, adjectives.
- 3.2 Parts of speech: Meaning and illustrations Fundamentals of grammar: Noun, adjective, pronoun, verb, adverb (their different kinds & illustrations)

- 3.3 Kinds of sentences (according to function and structure): Meaning and Examples
- 3.4 The Tenses: (Simple present/past/future), (Progressive present/past/future), (Perfect present/past/future) and change the voice.

Unit-4 Study of Content (Standard VI to VIII)

- 4.1 Text-book : meaning, importance & characteristics
- 4.2 Standard VI : Detailed study of Unit 3 : Fought & Won
- 4.3 Standard VII : Detailed study of Unit 4 : Longer, Shorter, Bigger
- 4.4 Standard VIII : Detailed study of Unit 3 : What were you doing ?

Suggested Activity :

- Prepare a report on difficulties in English Speaking.

Suggested Readings:

- Textbooks of English of Std VI, VII & VIII
- Wren and martin, *English grammar and composition*, S.Chand.
- J.D. Murthy, *Contemporary English Grammar for scholars and students*, , Book place, New Delhi
- Navita Arora, *English language Teaching approaches and Methodology* Tata McGraw Hill education private limited New Delhi.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Sanskrit

Total Credit:4

Internal Marks : 30

External Marks :70

પ્રશિક્ષણાર્થીઓ...

- ❖ સંસ્કૃત ભાષાનું મહત્વ સમજે.
- ❖ સંસ્કૃત પંચની ભલામણોથી પરિચિત થાય.
- ❖ સંસ્કૃત ભાષાનો અન્ય વિષયો સાથેનો અનુબંધ કેળવે.
- ❖ સંસ્કૃત ભાષાને લોકપ્રિય બનાવવાના ઉપાયો વિચારે.
- ❖ સંસ્કૃત ભાષા શિક્ષણમાં પાઠ આયોજનનું કૌશલ્ય કેળવે.
- ❖ સંસ્કૃત ભાષા શિક્ષણના સૂત્રો અને શિક્ષણના સિદ્ધાંતોનો સંસ્કૃત શિક્ષણમાં વિનિયોગ કરતાં શીખે.
- ❖ સંસ્કૃત ગદ્ય, પદ્ય અને વ્યાકરણ શિક્ષણ માટેની અસરકારક પદ્ધતિઓથી પરિચિત થાય.
- ❖ સંસ્કૃત ભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓથી પરિચિત થાય.
- ❖ આદર્શ સંસ્કૃત શિક્ષકની સજ્જતા કેળવે.
- ❖ સંસ્કૃત ભાષાના પ્રાથમિક વ્યાકરણની સમજ કેળવે.

એકમ : 1 વિદ્યાશાખામાં સંસ્કૃત

- 1.1 સંસ્કૃત ભાષાનું સાંસ્કૃતિક, ભાવાત્મક અને સાહિત્યિક મહત્વ
- 1.2 સંસ્કૃત ભાષાનો અન્ય વિષયો સાથેનો અનુબંધ
- 1.3 સંસ્કૃત પંચની ભલામણો
- 1.4 સંસ્કૃત ભાષાની વ્યાવહારિક ઉપયોગિતા અને વર્તમાન સમયમાં સંસ્કૃત ભાષાને લોકપ્રિય બનાવવાના ઉપાયો

એકમ : 2 સંસ્કૃત વિષયવસ્તુની મૂળભૂત પરિભાષાઓ

- 2.1 વર્ણપટ પરિચય, સ્વર અને વ્યંજન: સંકલ્પના અને પ્રકારો
- 2.2 માહેશ્વરસૂત્રો અને સૂત્ર સ્પષ્ટીકરણ
- 2.3 વિભક્તિ પરિચય
- 2.4 રૂપો : અ-કારાન્ત પુલ્લિંગ, ન.પુ. તથા આ-કારાન્ત સ્ત્રીલિંગ તેમજ વર્તમાનકાળ પરસ્મૈપદ તથા આત્મનેપદનાં (ગણ-1,4,10) રૂપાખ્યાનો

એકમ : 3 સંસ્કૃત શિક્ષણમાં પાઠ આયોજન

- 3.1 માઇક્રોટીચિંગ: સંકલ્પના, સોપાનો અને મહત્વ
- 3.2 માઇક્રોટીચિંગના કૌશલ્યો : વિષયભિમુખ, ઉત્તેજના -પરીવર્તન, પ્રશ્નપ્રવાહિતા , ઉદાહરણ અને શ્યામફલક નોંધ કૌશલ્ય

- 3.3 સિમ્યુલેશન : સંકલ્પના, આયોજનના સોપાનો , વ્યાખ્યાન પદ્ધતિ , કથન-ચર્યા પદ્ધતિ, અર્થબોધ પદ્ધતિ, નિદર્શન પદ્ધતિ અને આગમન-નિગમન પદ્ધતિ
- 3.4 પાઠ આયોજન : અર્થ, સોપાનો અને મહત્વ

એકમ : 4 સંસ્કૃત ભાષા શિક્ષણના હેતુઓ અને આનુષંગિક બાબતો

- 4.1 સંસ્કૃત ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ
- 4.2 સંસ્કૃતમાં ગદ્ય, પદ્ય અને વ્યાકરણનું શિક્ષણ
- 4.3 શિક્ષણના સિદ્ધાંતો અને સંસ્કૃત ભાષા શિક્ષણના સૂત્રો
- 4.4 આદર્શ સંસ્કૃત શિક્ષકના ગુણો અને વ્યાવસાયિક સજ્જતા

સૂચિત પ્રાયોગિક કાર્ય:

- સંસ્કૃત ભાષાની પ્રવર્તમાન સ્થિતિ જાણવા માટે સંસ્કૃત શિક્ષકની મુલાકાત લઈ અહેવાલ તૈયાર કરવો .
- રોજિંદા વ્યવહારમાં ઉપયોગી યીજવસ્તુઓ તેમજ પશુ , પક્ષી અને ફૂલોના સચિત્ર સંસ્કૃત નામ દર્શાવતો ચાર્ટ તૈયાર કરો.

સંદર્ભ પુસ્તકો :

- ✚ Apte, D.G., Teaching of Sanskrit, Padma Publications, Bombay.
- ✚ Apte, V.S., A Guide to Sanskrit Composition, Padma Publications, Bombay.
- ✚ Bokil, V.P. and Parasnis, N.K., A New Approach to Teaching of Sanskrit, Loksangraha Press, Poona.
- ✚ Kale, M.R., A Higher Sanskrit Grammar, Report on the seminar of methods of teaching Sanskrit, M.P., Department of Extension Service, Govt. P.G.B.T. College, Raipur.
- ✚ પાળડેય, રામશકલ, સંસ્કૃત શિક્ષણ, વિનોદ પુસ્તક મંદિર, આગરા.
- ✚ અક્રવાલા, સી.કે., (1956). સંસ્કૃતનું અભિનવ અધ્યાપન, ભારત પ્રકાશન , અમદાવાદ.
- ✚ અક્રવાલા, સી.કે., (1966). સંસ્કૃતનું શિક્ષકની હેન્ડબુક, ભારત પ્રકાશન , અમદાવાદ.
- ✚ ભટ્ટ, વી.એમ., સંસ્કૃત વાક્યસંરચના, સરસ્વતી પ્રકાશન, અમદાવાદ.
- ✚ શશિકાન્ત અભ્યંકર, સંસ્કૃત અધ્યાપન મંદિર, અનડા બુક ડેપો, અમદાવાદ.
- ✚ નકુમ ગોવિંદભાઈ, સંસ્કૃત વ્યાકરણ વિચાર, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ✚ પટેલ અશોક, (2009). માઈક્રોટીચિંગ, વારિષેણ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Social Science

Total Credit- 04

Internal - 30

External – 70

Objectives of the Course:

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

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

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

1.1 Social Science – Meaning & Definition

- Modern concept of Social Science
- Importance of teaching of Social Science.
- Scope of Social Science.

1.2 Aims of Social Science teaching. Cultural heritage, national econonal economic growth, national integration, interanational understanding

1.3 General objectives and specific objectives of social science teaching.

1.4 Development of values through the teaching of social science.

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

2.1 Micro Teaching: Meaning, Steps, Importance, Characteristics, merits & demerits, Different skill of microteaching lesson planning –Set induction, fluency in questioning – Reinforcement – B.B. Work, skill of example – skill of explaining, Prepare a micro lesson planning on the basis of above skills.

2.2 Simulation: Meaning, steps, concept, characteristics, importance, advantages & disadvantages, Prepare a simulation planning.

2.3 Lesson Planning: Meaning, steps, importance, merits & demerits

2.4 Prepare a ideal stray lesson planning.

Unit-3 Content Std- 6 & 7

3.1 Lesson - 4 BEGINNING OF HUMAN LIFE

- 3.2 Lessons - 7 GUJARAT: LOCATION, BOUNDARY AND PHYSIOGRAPHY
- 3.3 Lesson - 9 EMPERORASHOKA
- 3.4 Lessons - 2 MOTIONS OF THE EARTH
- 3.5 Lessons - 9 ADMINISTRATION OF THE STATE
- 3.6 Lesson - 7 INDIA: SOCIAL LIFE

Unit-4 Content Std-8

- 4.1 Lesson- 3 INDIAN CONSTITUTION
- 4.2 Lesson- 6 EFFECTS OF THE BRITISH RULE IN INDIA
- 4.3 Lesson- 7 FOLLOWING THE MAHATMA - PART I
- 4.4 Lessons- 8 INDIA - CHALLENGES AND SOLUTIONS

Suggested Reading:

- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well.
- Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Sahu, B.K. (2007). Teaching of Social Science. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: PanjabKitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Pathak Upendrabhai and others. Abhinav Teaching of Social Sciences. Ahmedabad: Nirav Prakashan
- Social Science Standard 6, : Gandhinagar :Gujarat State School Textbook Board
- Social Science Standard 7, : Gandhinagar :Gujarat State School Textbook Board
- Social Science Standard 8, : Gandhinagar :Gujarat State School Textbook Board
- પટેલ,મોતીભાઈ મ. અને અન્ય,(૨૦૦૬-૦૭) સામાજિક વિજ્ઞાનના અધ્યાપનનું પરિશીલન
- પટેલ,અશોક. (૨૦૦૯) માઈક્રો ટીચીંગ. અમદાવાદ : વારિષેણ પ્રકાશન

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Mathematics

Total credit – 4

Internal – 30

External – 70

Objectives Of The Course

To enable the student teacher to.....

- Understand the meaning, scope, needs and values of mathematics teaching.
- Understand the principles and maxims of teaching of mathematics teaching.
- Understand the aims and objectives of mathematics teaching at school level.
- Understand the lesson planning process for effective Teaching - Learning Process & better instruction.
- Acquire the knowledge of content of upper primary syllabus of mathematics.
- Explain the importance of Micro, Simulation & stray lesson to develop mathematics teaching skills.
- Practice various teaching skills, methods and approaches in mathematics teaching.

UNIT – I Mathematics: as Discipline

1.1 Introduction to Mathematics : Meaning, Scope & place of Mathematics subject in upper primary and secondary school curriculum

1.2 Values of Mathematics teaching : Utilitarian, Disciplinary & Cultural

1.3 Maxims of teaching & Principles in Mathematics teaching

1.4 Objectives of Mathematics teaching at upper primary & secondary level, Taxonomy of Educational Objectives : general & specific objectives

UNIT – II Lesson Planning in Mathematics

2.1 Micro lesson: Meaning, Components & Planning on Different teaching skills such as skill of Fluency in questioning, set induction, Illustration & Explaining.

2.2 Simulation: Meaning, Nature, Merits and Demerits & Planning of Different teaching methods such as Inductive-deductive, Analytic-Synthesis, Demonstration & Experiment.

2.3 Stray Lesson Planning: Meaning, Characteristics, Importance & Planning.

2.4 Teaching for development of Mathematical Concepts: Arithmetic, Algebra & Geometry.

UNIT – III Content

3.1 Std – 6 Chapter - 4 Basic ideas of Geometry

Std – 6 Chapter - 5 Understanding of basic shapes

3.2 Std – 7 Chapter - 2 Fraction and Decimal numbers

- Std – 7 Chapter - 5 Line and Angle
- 3.3 Std – 8 Chapter - 3 Understanding of Quadrilateral
- 3.4 Std – 8 Chapter - 9 Algebraic Expressions & Identity

UNIT – IV Content

- 4.1 Std – 6 Chapter - 10 Measurement
Std – 6 Chapter - 12 Ratio and Proportion
- 4.2 Std – 7 Chapter - 6 Triangle and its Properties
Std – 7 Chapter - 11 Perimeter and Area
- 4.3 Std – 8 Chapter - 12 Power and Exponent
- 4.4 Std – 8 Chapter - 14 Factorization

SUGGESTED ACTIVITIES:

- Draw innovative Lesson Plan in Microteaching, Simulation & Macro teaching in Context to present scenario of Mathematics teaching.
- Prepare list of values, Principles, Maxims of teaching & Classification of general and specific objectives of Mathematics teaching.

REFERENCES :

- Kumar S. (1993). Teaching of Mathematics, New Delhi :Anmol Publication Pvt. Ltd.
- Mottershead, L. (1978). Sources of Mathematical Discovery, Oxford : Basil Black Wall
- Pandya B.(2007). Teaching of Mathematics, Agra :RadhaPrakashanMandir.
- Rao N.M. (2007). A Manual of Mathematics Laboratory, New Delhi : Neelkamal
- Publication .
- Packiam, S.(1983). Teaching of Modern Mathematics : A New Approach , NewDelhi :
- DoabaPrakashan.
- Shah G.B. (1964). New Dimensions in teaching Mathematics , Baroda : CASE.
- Joshi H.O. (1997). GanitShastraAdhyapan, Ahmedabad :BAOU.
- Joshi P.M., Sejal D. K., Parikh K.O., & Patel N.B. (1988). Ganitna Adhyapannu Parishilan,
- B.S.Shah Prakashan, Ahmedabad.
- Kothari R.G., Doctor I.H. & Patel V.G. (1996). Ganit Adhyapan Padhdhati, Anand Book Depot.
- Standard 6,7,& 8 Mathematics Textbook, GSSTA, Gandhinagar.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Science and Technology

Total Credit- 4

Internal- 30

External- 70

Object of the course :

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

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

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

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

- 2.1 Lesson planning : Meaning, Characteristics of good lesson planning, Importance, various types of lesson plan.
- 2.2 Micro Technology: Meaning, Concept, Steps, Importance, Characteristics, Utilities, Limitations. Different skill of micro teaching – Set induction, fluency in questioning – reinforcement – B.B. Work, skill of example – skill of explaining. Prepare a micro lesson planning on basis of above skills.

2.3 Simulation: Meaning, concept, characteristics, importance, advantages & disadvantages.

-Prepare a simulation planning.

2.4 Stray Lesson: Meaning, concept, importance. – Prepare a stray lesson planning.

Unit- 3

Physics

Std. - 6

Ch. 10 – Motion and Measurement of Distances.

Ch. 11 – Light shadows and reflections.

Ch. 12 – Electricity and circuit.

Ch. 13 – Fun with magnet.

Std. – 7

Ch. 13 – Motion and time.

Ch. 14 – Electric current and it's effect.

Ch. 15 – Light.

Chemistry

Std. - 6

Ch. 2 – Components of food.

Std. – 7: Ch. 4 – Heat.,

Ch. 5 – Acid Base and Salt.

Ch. 6 – Physical and chemical changes.

Biology

Std. 6

Ch. 8 – Body movement.

Ch. 9 – The living organisms and their surroundings.

Ch. 16 – Garbage in Garbage out.

Std. – 7

Ch. 10 – Respiration in organisms.

Ch. 11 – Transportation in Animal and Plants.

Ch. 12 – Reproduction in plant.

Ch. 18 – Wastewater story.

Unit -4

Std. – 8

Physics

Ch. 13 – Sound.

Ch. 14 – Chemical of electric Current.

Ch. 15 – Some Natural Phenomena.

Ch. 16 – Light.

Ch. 17 – Star and the Solar System.

Chemistry

Ch. 3 – Synthetic Fibres and Plastics.

Ch. 4 – Materials Metals and Non-metals.

Ch. 5 – Coal and Petroleum.

Ch. 6 – Combustion and Flame.

Biology

Ch. 8 – cell structure and function.

Ch. 9 – Reproduction in Animals.

Ch. 10 – Reaching the Age of Adolescence.

Suggested Activity:

- Prepare a sample lesson plan with project method.

Suggested Readings:

- ધોરણ :6 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- ધોરણ :7 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- ધોરણ :8 વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર મંડળ .પુ .પા .શા .રા.ગુ :
- જોષી, હરિપ્રસાદ ઓ અને અન્ય વિજ્ઞાન અધ્યાપન નું પરિશીલન, બીશાહ પ્રકાશન .એસ ., અમદાવાદ
- અને અન્ય વિજ્ઞાન શિક્ષણ પદ્ધતિ , અનડા પ્રકાશન, અમદાવાદ વિજ્ઞાન અને ટેકનોલોજી નું અભિનવ અધ્યાપન , નિરવ પ્રકાશન, અમદાવાદ
- જાદવ, શવિલ, વિજ્ઞાન અને ટેકનોલોજી નું આધ્યાપન આગ્રા: અગ્રવાલ પબ્લિકેશન
- Sood, J.K. Teaching of Science, Agrawal Publications, Agra
- BhatnagarA.B. Teaching of Science, VinodPustakMandir, Agra

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

- After going through the course the teacher trainee will be able:
- To understand the concept, scope & structure of economics.
- To enable the student trainees to know the importance of need of teaching economics at the higher secondary school level.
- To understand the aims & objectives of teaching economics in higher secondary school level.
- To understand the lesson planning process for effective teaching-learning process & better instruction.
- To acquire the knowledge of current higher secondary syllabus of economics.
- To explain the importance of micro, simulation & stray lesson to develop economics teaching skill.
- To practice various microteaching skill in economics teaching.

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

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

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

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

Unit-3 Content (1) Std-11.

- 3.1 Lesson-2 Fundamental concept & Terminologies
- 3.2 Lesson-3 Demand.

- 3.3 Lesson-4 Supply
- 3.4 Lesson-5 Cost of Production and Concepts of Revenue.

Unit-4 Content (1) Std-12.

- 4.1 Lesson-1 Diagram and Graph in Economics
- 4.2 Lesson-2 Indicators of growth & development.
- 4.3 Lesson-3 Money & Inflation
- 4.4 Lesson-4 Banking & Monetary Policy

Suggested Activity:

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

Suggested Readings :

- A.M.A. 'Teaching of Economics in Secondary School', New Delhi, Continental Book Co.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-2.
- Knopf, K.A. 'The Teaching of Elementary Economics; New Delhi.
- પટેલ ધનશ્યામ બી તથા અન્ય અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ નવદીપગૃહ
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ ગુજ.યુનિ.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીયઅર્થશાસ્ત્રબી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Organization of Commerce and Management

Total Credit- 4

Internal – 30

External – 70

Objectives of the course :

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

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

UNIT – 1 UNDERSTANDING DISCIPLINE

- 1.1 Trade and commerce : meaning, concept, ausilliary activities of commerce, difference between trade and commerce.
- 1.2 Scope of commerce, aims of commerce
- 1.3 Objectives and importance of elements of commerce at higher secondary level
- 1.4 General and specific objectives of o.c.m. and expected behaviioral change.

Unit – 2 std 11

- 2.1 chapter 1- nature, purpose and scope of business
- 2.2 chapter 2- business services-1
- 2.3 chapter 3- business services-2
- 2.4 chapter 4- public sector , private sector , global enterprises

Unit -3 std 12

- 3.1 chapter 1 – nature and significance of management
- 3.2 chapter 2 – principals of management
- 3.3 chapter 11 – consumer protection
- 3.4 chapter 12 – business environment

UNIT – 4 LESSON PLANNING

- 4.1 micro teaching: meaning, concept, importance, steps, merits and demerits.
- 4.2 skill of micro teaching: meaning, components and lesson planning
-skill of set induction - skill of black board work

- skill of fluency in questioning -skill of illustration
- 4.3 simulation: meaning, importance, merits and demerits, components and lesson planning- comparative method -demonstration method
-lecture method
(meaning, steps, merits and demerits, role of teacher for its effective use)
- 4.4 stray lesson: meaning, importance, merits and demerits, components and lesson planning

Suggested Activity

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

Suggested Readings :

- Khan. M S., Commerce education , New Delhi, Sterling Publication (p) ltd.
- Sharif khan ,Mohd., The teaching of commerce New Delhi , Sterling publication (p) ltd.
- Teaching of commerce, SeemaRao, AnomlPublication , 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.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Accountancy

Total Credit- 4

Internal- 30

External-70

Objectives of the course :

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

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

Unit-1 UNDERSTANDING DISCIPLINE

- 1.1 Accountancy : Meaning, Concept, Objectives
- 1.2 Aims of Accountancy
- 1.3 Importance of teaching of elements of Accountancy at higher secondary level.
- 1.4 General and Specific Objectives of Accountancy and expected behavior change.

Unit -2 LESSONPLANING

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

- 2.4 Stray Lesson : Meaning, Importance merits and demerits, Components and lesson planning.

UNIT -3 STD : 11 –Concept and Computation

- | | | | |
|-----|----------|------------|--------------------------------|
| 3.1 | (Part-1) | Chapter-1 | Accounting and its terminology |
| 3.2 | (Part-1) | Chapter-6 | Cash Book and its Types |
| 3.3 | (Part-2) | Chapter-2 | Depreciation Accounts |
| 3.4 | (Part-2) | Chapter-11 | Accounting and Computer |

UNIT-4 STD : 12 – Concept and Computation

- | | | | |
|-----|----------|-----------|-------------------------------|
| 4.1 | (Part-1) | Chapter-2 | Final Accounts of Partnership |
| 4.2 | (Part-1) | Chapter-3 | Valuation of Goodwill |
| 4.3 | (Part-2) | Chapter-1 | Accounting for share capital |
| 4.4 | (Part-2) | Chapter-5 | Accounting Ratio and Analysis |

Suggested Activity :

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

Suggested Readings :

- Lewis D.,(1955), Methods of teaching Book-keeping, Cincinnati, south western publishing
- Bhatia & Bhatia, (2000). The Principles and methods of Teaching, Delhi; Doaba House
- Teaching Of Commerce –A practical Approach, J.C. Aggarwal, Vikas publishing house pvtltd, New Delhi
- Mohd.sharifkhan, the teaching of commerce, new Delhi, sterlingpublishers(P) ltd.
- Teaching of commerce education, DrUmesh, Dr Ajay Rana, Tandon publications Ludhiana
- Teaching of commerce vintymonga, Twenty first century publications, Patiala
- MalekParveenbanu M (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- પટેલ ભગવાનભાઈ એસ અને પ્રજાપતિ મોહનભાઈ એસ ,(૨૦૦૯-૧૦), નામાના મૂળતત્વોના અધ્યાપનનું પરિશીલન, બી.એસ શાહ પ્રકાશન, અમદાવાદ

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-1

Psychology

Total Credit- 4

Internal - 30

External – 70

Objectives of the course

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

- To understand the Modern Concept of Psychology
- To know the aims and objectives of teaching Psychology.
- To acquaint him with various techniques and methods of teaching Psychology subject.
- To understand the scope of Psychology, A good Text Book of Psychology and different techniques and methods of the teaching of Psychology subject.
- To train the students in lesson planning.

Unit-1 Modern Concept of Psychology

- 1.1 Psychology: Meaning, Scope, Aims and Objectives.
- 1.2 Modern innovation in school biased on Psychology.
- 1.3 Scope and New Scientific views of the teaching Psychology at Higher Secondary level.
- 1.4 Importance of Psychology in daily life and role of Psychology teacher.

Unit-2 Lesson Planning and Methods and Techniques

- 2.1 Micro teaching: meaning, concept, Importance, steps
- 2.2 Skill of Micro teaching: meaning, components and lesson planning
 - Set induction
 - Explanation
 - Fluency in questioning
 - Illustration
- 2.3 Simulation: meaning, Importance, merits and demerits, components and lesson planning
 - Lecture Method
 - Demonstration Method
 - Inductive Method
 - Deductive Method

[Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.]
- 2.4 Stray Lesson: meaning, Importance, merits and demerits, components and lesson planning

Unit -3 Psychological Concept

- 3.1 Mental process, Cognitive Process
- 3.2 Experience, Behaviour

- 3.3 Nervous system, Limbic System
- 3.4 Chromosomes, Hallucinogens

Unit -4 STD-11

- 4.1 Chapter-6 Memory and Forgetting
- 4.2 Chapter-7 Language and Communication
- 4.3 Chapter-8 Personality
- 4.4 Chapter-9 Motivation and Emotion

Suggested Activity

- Prepare scrap book on psychology topic
- Prepare notes on psychologist.

Suggested Readings

- Anastadi, A., (1982).**Psychological Testing**, New York; Macmillan
- Cox Tom, (1978).**Streets London**, The McMillan Press Ltd.
- Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York; McGraw Hill Book Co.
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Shri Govind Guru University

Government Polytechnic Campus,
Gadukpur, Godhra,
Dist. Panchmahals, Gujarat - 389001.

(SEM-II)

Academic Year 2018-20 Onwards

B.Ed. Semester-II

Semester –II (Core Paper)

| Subject Code | Subjects/ Curriculum Components | Instructional Hours/ week | Credit | Exam Hours | Total | | |
|--------------|---------------------------------|---------------------------|--------|------------|----------|----------|-------|
| | | | | | Internal | External | Total |
| BEDOC 201 | Knowledge and Curriculum | 4 | 4 | 3 | 30 | 70 | 100 |
| BEDOC 202 | Learning and Teaching | 4 | 4 | 3 | 30 | 70 | 100 |

Curriculum and Pedagogic Study

| | | | | | | | |
|---------------------------------------|------------------------|---|---|---|----|----|-----|
| BEDOCP 202 | Assessment of Learning | 4 | 4 | 3 | 30 | 70 | 100 |
| Enhancing Professional Capacity (EPC) | | | | | | | |

EPC course exam to be conducted by the college. This course has internal written /Practical (Or Both) assessment only and so the candidates are required to obtain passing minimum marks to be eligible for the semester-2 exam.

| BEDO EPC-202 | Drama And Art In Education | 2 | 2 | 2 | 50 | -- | 50 |
|--|----------------------------|---------------------------|--------|------------|----------|----------|-------|
| Pedagogy of School Subject (Any two from given group) | | | | | | | |
| Method Code | Course | Instructional Hours/ week | Credit | Exam Hours | Total | | Total |
| | | | | | Internal | External | |
| BED0M 201 | Gujarati | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 202 | Hindi | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 203 | English (LL) | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 204 | Sanskrit | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 205 | Social Science | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 206 | Mathematics | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 207 | Science and Technology | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 208 | Economics | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 209 | Org. of Com. & Management | 4 | 4 | 3 | 30 | 70 | 100 |

| | | | | | | | |
|-----------|-------------|---|---|---|----|----|-----|
| BED0M 210 | Accountancy | 4 | 4 | 3 | 30 | 70 | 100 |
| BED0M 211 | Psychology | 4 | 4 | 3 | 30 | 70 | 100 |

B. Ed. - SEMESTR - II

Practical Work

| Sr. No | Practical Work | Credit | Internal | External | Total |
|--------------|---|-----------|------------|-----------|------------|
| 1 | Block Teaching (10- Lessons + 10- Observation) | 4 | 100 | -- | 100 |
| 2 | Blue Print (One in Each method) | 2 | 50 | -- | 50 |
| 3 | Action Research | 2 | 50 | -- | 50 |
| 4 | A Study of TET / TAT Exam Test Paper..... | 1 | 25 | -- | 25 |
| 5 | Seminar/Workshop/Project Work | 1 | 25 | -- | 25 |
| Total | | 10 | 250 | -- | 250 |

Guidelines for the practical work

- 1. Block Teaching Lesson Planning:** For Secondary School subject Std-6 to Std-10 and for higher secondary school subject Std-11 and Std-12.
- 2. Blue print:** In each school subject one blue print having 25/50/100 marks planning.(Submission of total two Blue Prints).
- 3. Action Research:** Selection of Problem, Data Collection, Analysis, Report writing and Submission. (One Submission)
- 4. A Study of TET / TAT Exam Test Paper:** A Study of previous 5 TET / TAT Exam Test Papers and prepare objectives type test the format of this exam in the present time.
- 5. Seminar/Workshop/Project Work:** In any one Core Paper Subject or General Topic regarding teacher education.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-2

Knowledge and Curriculum

Total Credit- 4

External – 70

Internal - 30

Objectives of the Course :

After going through the course the teacher trainee will be able to...

1. Get information about meaning, concept, characteristics, types and sources of knowledge.
2. appraise the concept of Modernization, Multiculturalism and Democratic Education.
3. acquaint with the culture and modernity, individualism, nationalism and universalism.
4. understand the concept of hidden curriculum and analyze various curriculum framework
5. explain the meaning, foundations, types and determinants of curriculum.
6. get information about importance, principle sand steps of curriculum construction.
7. acquire conceptual understanding of curriculum development and evaluation.

Unit-1 Epistemological bases of Education

- 1.1 Knowledge: Meaning, Definition, concept and characteristics
- 1.2 Differences among Skill, Information, Knowledge, Wisdom
- 1.3 Types of knowledge: Tacit Knowledge and Explicit Knowledge
- 1.4 Source of knowledge: Educational, Situational, Conceptual and Strategic Sources

Unit-2 Social and Cultural context of Education

- 2.1 Modes of education : face to face, open & distance learning, e-learning
- 2.2 Concept of Society and Culture, Its influences in recent education system.
- 2.3 Education in multi-cultural society with reference to values like equality, social justice and individual differences.
- 2.4 Tagore and Kirshnamurti:concept of individualism, nationalism, and universalism with reference to education.

Unit-3 Curriculum

- 3.1 Curriculum: Meaning, Definition, Importance and Difference between syllabus and curriculum
- 3.2 Hidden Curriculum : meaning, concept, merits & demerits

- 3.3 Philosophical, Psychological and Sociological Foundations of Curriculum
- 3.4 Role of Government and Society in Construction of Curriculum

Unit-4 Curriculum Development and Evaluation

- 4.1 Curriculum Development : concept, importance and steps
- 4.2 Obstacles in developing ideal curriculum
- 4.3 Hilda Taba Model of curriculum development
- 4.4 Curriculum evaluation : Meaning, Need and Methods

Suggested Activity

- Select one social issue and prepare small curriculum module for its suggested solutions.

Suggested Readings:

- Allan, C. et al., (1993). Curriculum Foundations, Principles and Issues. Allyn and Bacon, London.
- Ballantine, H.J. (1983). The Sociology of Education - A Systematic Analysis. Prentice-Hall, Inc., New Jersey.
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- SK Murty: Essentials of Curriculum development. Allied Book Center Hyderabad.

Shri Govind Guru University

Syllabus in Force from July 2018

Semester-2

Learning and Teaching

Total Credit-4

Internal-30

External-70

Objectives of the course:

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

1. To become aware of different context of learning and situate schools as special environment for learning;
2. To reflect on their own implicit understanding of the nature and kinds of learning;
3. Gain an understanding of different theoretical perspective on learning with a focus on cognitive views of learning as well as socio-constructivist theories;
4. Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
5. To get introduction and understanding of teaching models.
6. To Prepare questions for competitive exams from given course.

Unit-1 Learning

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

Unit-2 Learning theories and behavior changes

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

Unit-3 Teaching and Instructional Technology

- 3.1 Concept and nature of teaching and Teaching as a profession.
- 3.2 Maxims of teaching
- 3.3 Ned Flanders classroom interaction analysis
- 3.4 Educational Technology : Meaning form, Scope

Unit-4 Teaching Models and Teaching Aids

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

Suggested Activities:

- Prepare lesson plan of your main school subject with the help of any one teaching model.
- Prepare any one computer program for self learning
- Seminar, Workshop active participation of the student in any one from the above.

References :

- Aggarawal J C, Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S S, Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner, Educational Psychology, P H I Learning Pvt. Ltd- New Delhi 2012
- Dandapani S, A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd- New Delhi, 2000
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House Ltd. New Delhi 2008
- Hodder and Stoughton Bernard, H.W., Psychology of Learning and Teaching, New York; McGraw Hill 1954
- Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers
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- Lampert, M. Teaching problems and the problems of teaching. New Haven : Yale University Press, 2001
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- દેસાઈ, કે.જી. શૈક્ષણિક મનોવિજ્ઞાન, અમદાવાદ, જયભારત પ્રકાશન
- દોગ્રા, એન.એલ, અભ્યાસ મનોવિજ્ઞાન, રાજકોટ: નિજજન સાયકો સેન્ટર
- શાહ ગુણવંત, શૈક્ષણિક મનોવિજ્ઞાન, અમદાવાદ, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગુજરાત રાજ્ય

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Assessment of Learning

Total Credit - 4

Internal - 30

External - 70

Objectives of course :

After going through the course the teacher will be able to :-

- Understand the nature of assessment and its role in teaching learning process.
- Critically analyze the Role of assessment at different domains of learning.
- The students will be aware to about examinations. conducted with electronic media.
- Develop the skill of construction of testing tools.
- Understand, analyze, manage and implement assessment data.
- Examine different trends and issues in assessment.
- To emerging trends of evaluation and suggest solution for examination problems.

Unit - 1 Measurement and Evaluation :-

- 1.1 Measurement : meaning, Definitions, importance and types.
- 1.2 Evaluation : meaning, definitions, characteristics and importance.
- 1.3 Steps of evaluation, evaluation triangle and difference between measurement and evaluation
- 1.4 Principals and types of evaluation.

Unit - 2 Assessment trends :-

- 2.1 Present examination system, issues and suggestion, examination improvement and suggested by NEGER.
- 2.1 Online evaluation meaning - merits and demerits.
- 2.3 Open book examination meaning - merits and demerits.
- 2.4 Continues and comprehensive evaluation and its importance and In relation to school level formative and summative evaluation.

Unit - 3 Tools of Evaluation :-

- 3.1 Rating scale check list observation and Diagnostic test - meaning, important and steps,
- 3.2 Design of evaluation for co-scholastic activities in school level.
- 3.3 Characteristics of a standardized test, validity, reliability, objectivity and usability.

- 3.4 Techniques of assessment : use of projects, assignments, work sheets, practical work, performance based activities, seminars and reports as assessment devices.

Unit - 4 Analysis of Assessment : -

- 4.1 Measurement of central tendency - mean, median and mode with computation.
- 4.2 Measurement of variability - range, mean deviation, standard deviation and quartile deviation with computation and interpretation.
- 4.3 Percentile and percentile rank with computation - Interpretation of percentage rank, understand of grading system in present statement of marksheet in the school level.
- 4.4 Concept of co-relation and calculation of Spearman's Rank Difference method. Role of feedback in improving learning and learners development.

Suggested Activity : -

- Construction and standardized of an achievement test with the help of blue print.
- Interpret class result with the help of statistics and make graphical presentation of it.
- To make graphical presentation of raw score and percentile rank.

Suggested Readings : -

Through one of students progress reports, result.

- Aggarwal, Y. P. (1989) : Statistical Methods. Concepts Application & Computation, New Delhi : Sterling Publishers.
- Anastasi, A. (1983) : Psychological Testing, 6th Ed. New York, The Macmillan co. 6th Edition.
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- Kubiszyn, Tom and Borich Gary (1993) Education Testing and Measurement. Harper Collins college publishers.
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- Thorndike R. L. and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R. L., & Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc.
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Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Drama and Art in Education

Total Credit- 2

Internal - 50

External - 00

Objectives:-

The Trainee teachers will be able ...

- To Know Meaning, Concept and types of art.
- To develop skills of learning and teaching through art.
- To understand relationship between hand, heart and head by medium of Art.
- To be aware with regional dances.
- To get the introduction of Some Artists.
- To use drama and art in overall development.
- To develop artistic sense.
- To become Creative and mindful teacher.

Unit-1 Performing Arts and Education

- 1.1 Performing Arts : Meaning, Concept and types
- 1.2 Drama and its types
- 1.3 Drama: In the context of learning-teaching and social activities
- 1.4 Dances of Gujarat

Unit-2 Visual Arts and Education

- 2.1 Visual Arts : Meaning, Concept and types
- 2.2 Drawing and painting: Meaning and types
- 2.3 Usage of Sculpture and Architecture in education
- 2.4 Photography, Rangoli and Handicraft : Meaning, types and importance

Unit-3 Introduction of Artists

- 3.1 Dramatists : Bharat Muni, Jayshankar Sundari
- 3.2 Singer and Musician : Lata Mangeshkar, Avinash Vyas
- 3.3 Painters: Raja Ravi Varma, Ravishankar Raval
- 3.4 Dancers: Birjumaraj, Mrunalini Sarabhai

Unit-4 Usage of art in classroom education and real life

- 4.1 Use of music in classroom
- 4.2 Importance of various arts in classroom education

4.3 Indian Culture and art

4.4 Drama and art in education : helpful in understanding self

Activities:-

To celebrate various Festivals with arts.

To prepare a report by visiting any one place in the context of Sculpture and Architecture.

To enjoy regional folk songs and folk dances.

To draw picture regarding syllabus.

To organize workshop on handicraft.

To prepare a report by visiting any one art institution.

To present various arts for self- pleasure.

References:-

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Davis, J.H. (2008). Why pour schools needs the arts. New York: teachers college press.

Prasad D (1998). Art as basis of education. New Delhi :National book Trust

Gupta S.P. (2002). Elements of Indian art. New Delhi :D.K. Printworld(P) Ltd.

Heathcote, D. & Bolton G. (1994). Drama for learning: Dorothy heathcote's mantle of the expert approach to education. Portsmouth. NH :Heinemann

Sharma L.S. (2002). A brief history of Indian painting. Meerut: Goel publishing House.

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જાદવ જોરાવરસિંહ(2011). ગુજરાતના લોકઉત્સવો. અમદાવાદ: ગુર્જર ગ્રંથ રત્ન કાર્યાલય.

પરમાર જયમલ્લ. આપણી લોકસંસ્કૃતિ. રાજકોટ: પ્રવીણ પ્રકાશન.

પરમાર જયમલ્લ. આપણાં રાસ-ગરબા. રાજકોટ: પ્રવીણ પ્રકાશન.

પરમાર જયમલ્લ(2010). આપણાં લોકગીતો. રાજકોટ: પ્રવીણ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Gujarati

Total Credit- 4

Internal - 30

External - 70

હેતુઓ :-

પ્રશિક્ષણાર્થીઓ...

૧. માતૃભાષાના વ્યાકરણના કેટલાંક અંગોનું પુનરાવર્તન-દઢીકરણ કરે.
૨. માતૃભાષાનું શિક્ષણ અને જીવનમાં મહત્વ સમજે.
૩. શૈક્ષણિક સાધનોથી માહિતગાર થાય.
૪. માતૃભાષા અધ્યાપન પદ્ધતિઓ કેળવે.
૫. માતૃભાષા અધ્યાપનના વિવિધ પાઠ આયોજન શીખે.
૬. માતૃભાષાનું ગૌરવ ટકાવવા પ્રયત્નરત રહે.
૭. માતૃભાષાના શિક્ષકની સજ્જતાથી પરિચિત થાય.
૮. માતૃભાષા અધ્યાપનમાં મૂલ્યાંકન જાણે.
૯. માતૃભાષા અને માતૃભાષા અધ્યાપન પર પ્રભુત્વ પ્રાપ્ત કરે.

એકમ:૧ વ્યાકરણ

- ૧.૧ વાક્ય : અર્થ અને પ્રકારો (વિધાન,નિષેધ, આજ્ઞા, પ્રશ્નાર્થ,ઉન્દગાર)
- ૧.૨ વિશેષણ અને ક્રિયાવિશેષણ : અર્થ અને પ્રકારો
- ૧.૩ વિરામચિહ્નો અને સંયોજક : અર્થ અને પ્રકારો
- ૧.૪ રૂઢિપ્રયોગ(વાક્યપ્રયોગ) અને કહેવત

એકમ:૨ માતૃભાષાના કૌશલ્યો (સંકલ્પના,મહત્વ અને તેના વિકાસ માટેની પ્રવૃત્તિઓ)

- ૨.૧ શ્રવણ કૌશલ્ય
- ૨.૨ વાચન કૌશલ્ય : (મુખવાચન અને મૂકવાચન)
- ૨.૩ કથન કૌશલ્ય
- ૨.૪ લેખન કૌશલ્ય: લેખન કૌશલ્યના આધારસ્તંભો

એકમ:૩ શૈક્ષણિક સાધન,અધ્યાપન પદ્ધતિ અને મૂલ્યાંકન (અર્થ, પ્રકાર, વિશેષતા, મર્યાદા, માતૃભાષા અધ્યાપનમાં વિનિયોગ)

- ૩.૧ શૈક્ષણિક સાધન
- ૩.૨ પદ્ધતિ : વ્યાખ્યાન પદ્ધતિ, પ્રશ્નોત્તર પદ્ધતિ,આગમન નિગમન પદ્ધતિ

- ૩.૩ પદ્ધતિ : નાટ્યીકરણ પદ્ધતિ, જૂથચર્ચા પદ્ધતિ, સ્વાધ્યાય પદ્ધતિ
૩.૪ મૂલ્યાંકન : અર્થ, પ્રકાર અને બ્લ્યુપ્રિન્ટની સમજ

એકમ:૪ માતૃભાષા અધ્યાપનનું આયોજન

- ૪.૧ માતૃભાષા અધ્યાપનનું આયોજન : અર્થ અને મહત્ત્વ
ગદ્ય શિક્ષણ: હેતુઓ, સોપાનો, આયોજન, સમસ્યાઓ, ધ્યાનમાં રાખવાની બાબતો, પાઠ
૪.૨ આયોજન
પદ્ય શિક્ષણ : હેતુઓ, સમસ્યાઓ, અસરકારક કાવ્ય શિક્ષણ(શિક્ષક સજ્જતા), પદ્ય શિક્ષણ
૪.૩ અને ગદ્ય શિક્ષણ વચ્ચે તફાવત, પાઠ આયોજન
૪.૪ વ્યાકરણ શિક્ષણ : અર્થ અને મહત્ત્વ, ઉપેક્ષાનાં કારણો અને ઉપાયો, પાઠ આયોજન

પ્રવૃત્તિઓ:-

૧. ગુજરાતી વિષયના ધોરણ-૬ થી ધોરણ-૧૨ની કોઈ એક કૃતિનું સ્ક્રિપ્ટ લેખન કરે.
૨. ગુજરાતી વિષયના ધોરણ-૬ થી ધોરણ-૧૨ના પાઠ્યપુસ્તકમાં આવતા કોઈ એક કવિ કે લેખકના જીવન-કવન વિશે માહિતી તૈયાર કરી, તેમની કોઈ એક કૃતિની સમીક્ષા કરવી.

સંદર્ભો:-

ત્રિવેદી અને અન્ય. ભાષાશિક્ષણની પ્રક્રિયા. અમદાવાદ: રાજ્ય શિક્ષણ ભવન.
દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
દવે, શાસ્ત્રી જયેન્દ્ર. ગુજરાતી અધ્યાપનનું પરિશીલન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
દેસાઈ ધનવંત. ગુજરાતી અધ્યાપન નવીન પ્રવાહો. અમદાવાદ: એ. આર. શેઠની કંપની.
પટેલ મોતીભાઈ અને અન્ય. ગુજરાતી વિષયવસ્તુનું અધ્યયન. અમદાવાદ: બી. એસ. શાહ પ્રકાશન.
બધેકા, ગીજુભાઈ. પ્રાથમિક સ્તરમાં ભાષાશિક્ષણ. અમદાવાદ: એ. આર. શેઠની કંપની.
રાવલ નટુભાઈ. ગુજરાતી વિષયવસ્તુ. અમદાવાદ: નીરવ પ્રકાશન.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

हिन्दी

कुल क्रेडिट -०४

आंतरिक -30

बाह्य -70

उद्देश्य : प्रशिक्षणार्थी

१. व्याकरण विषयक ज्ञान प्राप्त करें ।
२. व्याकरण और रचना शिक्षा का महत्व समझे ।
३. हिन्दी भाषाशिक्षा के पाठ आयोजन तैयार करे ।
४. भाषा शिक्षा के सिद्धांत सूत्रों की जानकारी प्राप्त ।
५. हिन्दी भाषा की शिक्षण पद्धतिओं का ज्ञान प्राप्त करे ।
६. हिन्दी भाषा शिक्षा के मूल्यांकन को समझे ।
७. ब्लू प्रिंट एवं प्रश्नरचना सीखे ।

इकाई – १ (एक)परीक्षण एवंमूल्यांकन

- १.१ मूल्यांकन का अर्थ ,महत्व एवं विशेषताएँ
- १.२ निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण
- १.३ ब्लू प्रिंट का अर्थ ,महत्व ,त्रिपरिमाण दर्शक कोष्टक रचना
- १.४ आदर्श प्रश्नपत्र के लक्षण और प्रश्नपत्र की संरचना ।

इकाई – २ (दो) उद्देश्य, सिद्धांत सूत्र एवं कौशल्य

- २.१ गद्य – पद्य व्याकरण और रचना शिक्षा के उद्देश्यऔर उसकी पाठ योजना ।
- २.२ भाषा शिक्षा के सिद्धांत सूत्र
- २.३ भाषा कौशल्य : श्रवण ,कथन ,वाचन ,लेखन ,संकल्पना ,महत्व और उसके विकास की प्रयुक्तियाँ
- २.४ हिन्दी भाषा कक्ष और उसके उपकरण ।

इकाई – ३ (तीन) भाषा शिक्षा की विधियाँ

- ३.१ प्रत्यक्ष विधि - संकल्पना, महत्व गुण एवं दोष ।
- ३.२ परोक्ष विधि -संकल्पना ,महत्व गुण एवं दोष ।
- ३.३ व्याख्यान विधि -संकल्पना ,महत्व गुण एवं दोष ।
- ३.४ आगमन – निगमन विधि -संकल्पना ,महत्व गुण एवं दोष ।

इकाई – ४ (चार) विषयवस्तु

- ४.१ उपसर्ग तथा प्रत्यय की परिभाषा एवं प्रकार ।
- ४.२ संधि की परिभाषा और प्रकार ।
- ४.३ वाक्य रचना के प्रकार (अर्थ और रचना के आधार पर) ।
- ४.४ समास और भेद ।

प्रवृत्ति

१. हिन्दी भाषा का प्रश्नपत्र तैयार करना ।
२. गुजरात राज्य के हिन्दी साहित्यकारों की सूची तैयार करे ।

संदर्भ ग्रंथ :

१. पाण्डेय, रामशकल ,हिन्दी शिक्षण ,विनोद पुस्तक मंदिर, आगरा
२. सफाया, रघुनाथ ,हिन्दी शिक्षण विधि ,पंजाब किताब घर, जालन्धर
३. गुरु ,कामताप्रसाद ,हिन्दी व्याकरण, वाणी प्रकाशन, नईदिल्ली
४. शुकल ,रामचंद्र ,हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा, बनारस
५. पटेल,पुरुषोत्तम प,हिन्दी व्याकरण ओर रचना ,ज्योतिप्रकाशन, अहमदावाद

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

English (L.L.)

Total Credit-4

External-70

Internal-30

Objectives of the Course:

After going through the course, the teacher trainee will be able...

- to acquire knowledge of basic language skills.
- to acquire knowledge and mastery over methods, approaches and techniques of teaching English as second / foreign language.
- to know planning and procedures for teaching English (LL) in formal classroom and informal environment.
- to develop skills in creating writing.
- to get the knowledge of different types of tests.
- to develop skills to evaluate performance of learner through written, oral or other types of tests.
- to teach various areas like, prose, poetry, grammar, composition.
- to make use of various modern gadgets and non-projection devices in classroom effectively.

Unit-1 : Unit lesson plan, Evaluation and ICT in Teaching English

Unit Lesson Plan : Concept, steps, importance, characteristics of an ideal unit plan, model of unit lesson plan.

- 1.1 Blueprint : Concept, importance, three dimensional table of blue-print, preparation of blueprint and an ideal question paper, types of questions and test items.
- 1.2 Use of Modern Gadgets like Multimedia projector, interactive white board, computer and internet.
- 1.3 Use of Non-projection devices like chalk-boards, pictures, charts, photographs, flannel board.

Unit-2 :Teaching Language skills

Basic Language Skills:

- 2.1 Listening: Meaning, types of listening, importance, sub skills, techniques and activities to develop listening skill of students.
- 2.2 Speaking: Meaning, sub-skills, importance of oral work, techniques of Oral work.
- 2.3 Reading: Meaning, types of reading, methods of teaching reading, sub-skills.
- 2.4 Writing: Meaning, importance, sub-skills, characteristics of good Handwriting, ways of improving handwriting.

Unit-3 :Prose, Poetry, Grammar and Composition

- 3.1 Teaching of Prose (including vocabulary)
- 3.2 Teaching of Poetry
- 3.3 Teaching of Grammar
- 3.4 Teaching of Composition

Unit-4 : Methods, Approaches & Comprehension, Composition and Internship.

- 4.1 Methods & Approaches : meaning, characteristics, principles, merits and demerits (A. Grammar-translation & direct method; B. Structural & situational approach)
- 4.2 Techniques : Questioning, pair work, group work, role play, dramatization, language games, storytelling, discussion.
- 4.3 Reading comprehension and story writing
- 4.4 Informal and formal letters

Suggested Activity:

- Write informal and formal letters & stories.

Suggested Readings:

- Passi B. K. & M. M. Shah, *Microteaching in teacher education* Baroda : Centre of Advanced Study.
- Pathak, K.H., *Teaching English as Second/Foreign Language*, Ahmedabad; Varishen Prakashan.
- Ghanchi D.A., *Teaching of English in India*, Ahmedabad; Sharda Prakashan.
- Lee, W.R., Coppen M., (1964), *Simple Audio Video Aids to Foreign Language Teaching*, London; Oxford University Press.
- Lee W.R., (ed.), *English Language Games and Contents*, Bombay; Oxford University Press.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Sanskrit

Total Credit:4

Internal Marks : 30

External Marks :70

પ્રશિક્ષણાર્થીઓ...

- ❖ સંસ્કૃત વ્યાકરણ વિષયક બાબતો પર પ્રભુત્વ કેળવે.
- ❖ સંસ્કૃત ભાષા શિક્ષણના કૌશલ્યો હસ્તગત કરે.
- ❖ સંસ્કૃત શિક્ષણની વિવિધ મૂલ્યાંકન પ્રક્રિયા સમજે.
- ❖ સંસ્કૃત શિક્ષણમાં શૈક્ષણિક સાધનોનો અસરકારક વિનિયોગ કરવાની સમજ કેળવે.
- ❖ સંસ્કૃત શિક્ષણમાં નડતી સમસ્યાઓથી અવગત થઈ તેના ઉકેલ માટે સંશોધનાત્મક વલણ વિકસાવે.

એકમ 1: ભાષા કૌશલ્યો અને આનુષંગિક બાબતો :

- 1.1 શ્રવણ, કથન, વાચન અને લેખન કૌશલ્ય : સંકલ્પના, મહત્વ અને વિકાસ માટેની પ્રવૃત્તિઓ
- 1.2 સંસ્કૃત શિક્ષણમાં ક્રિયાત્મક સંશોધન: અર્થ, મહત્વ અને સોપાનો
- 1.3 સંસ્કૃત ખંડની સજ્જતા અને સાંસ્કૃતિક મૂલ્ય
- 1.4 શૈક્ષણિક સાધનો: સંકલ્પના, મહત્વ અને સંસ્કૃત શિક્ષણમાં તેનો વિનિયોગ

એકમ 2: સંસ્કૃત શિક્ષણમાં મૂલ્યાંકન:

- 2.1 મૂલ્યાંકનનો અર્થ, સંકલ્પના અને મહત્વ
- 2.2 સંસ્કૃતમાં નિદાનાત્મક અને ઉપચારાત્મક શિક્ષણ: સંકલ્પના, મહત્વ
- 2.3 બ્લૂપ્રિન્ટ : અર્થ, મહત્વ, પ્રશ્નસંરચના, ત્રિપરિમાણદર્શક કોષ્ટક અને આદર્શ પ્રશ્નપત્રના લક્ષણો
- 2.4 આદર્શ પાઠ્યપુસ્તકના લક્ષણો : ધોરણ-9 અને ધોરણ-10નાં પાઠ્યપુસ્તકની સમીક્ષા

એકમ 3 : સંસ્કૃત સાહિત્ય :

- 3.1 સંસ્કૃત સાહિત્યકારોનો પરિચય: મહાકવિ વાલ્મીકિ, વ્યાસ અને કાલિદાસ

- 3.2 સંસ્કૃત સુભાષિતોનું સાહિત્યિક મહત્વ
- 3.3 સંસ્કૃત ગદ્યાંશ ગ્રહણની કૃતિઓ
 - 3.3.1 ધોરણ 6 : મમ વિદ્યાલય:
 - 3.3.2 ધોરણ 7 :વિજ્ઞાનસ્ય ચમત્કારા:
- 3.4 સંસ્કૃત પદ્યાંશ ગ્રહણની કૃતિઓ
 - 3.4.1 ધોરણ 6 : પ્રહેલિકા
 - 3.4.2 ધોરણ 7 :વન્દના

એકમ 4 સંસ્કૃત વ્યાકરણ :

- 4.1 નામરૂપ: ઇ કારાન્ત પુલ્લિંગ, ઇ-ઈ કારાન્ત સ્ત્રીલિંગ, ઊ કારાન્ત પુલ્લિંગ – સ્ત્રીલિંગ, ઊ કારાન્તસ્ત્રીલિંગ,ઋ કારાન્ત પુલ્લિંગ
- 4.2 સન્ધિ :સંકલ્પના અને પ્રકાર (સ્વર, વ્યંજન, વિસર્ગ)
- 4.3 હયસ્તન ભૂતકાલ : પરસ્મેપદ, આત્મનેપદ - રૂપાખ્યાન: (ગણ-1,4,6,10)
- 4.4 સંખ્યા વાચક અને સંખ્યાપૂરક શબ્દો (1 થી 100)

સૂચિત પ્રાયોગિક કાર્ય :

- શ્રીમદ ભગવતગીતાનો કોઈપણ એક અધ્યાય પસંદ કરી તેમાથી નિષ્પન્ન થતાં શૈક્ષણિક મૂલ્યોનો અભ્યાસ કરી નોંધ તૈયાર કરો.
- સંસ્કૃત માધ્યમમાં અભ્યાસ કરાવતી શૈક્ષણિક સંસ્થાઓની યાદી તૈયાર કરો.

સંદર્ભ પુસ્તકો:

- Apte, D.G., Teaching of Sanskrit, Padma Publications, Bombay.
- Apte, V.S.,A Guide to Sanskrit Composition, Padma Publications, Bombay.
- Bokil, V.P. and Parasnis, N.K., A New Approach to Teaching of Sanskrit, Loksangraha Press, Poona.
- Kale, M.R., A Higher Sanskrit Grammar, Report on the seminar of methods of teaching Sanskrit, M.P., Department of Extension Service, Govt. P.G.B.T. College, Raipur.

- ✚ પાણ્ડેય,રામશકલ,સંસ્કૃત શિક્ષણ, વિનોદ પુસ્તક મન્દિર,આગરા.
- ✚ અક્રુવાલા, સી.કે., (1956). સંસ્કૃતનું અભિનવ અધ્યાપન, ભારત પ્રકાશન , અમદાવાદ.
- ✚ અક્રુવાલા, સી.કે., (1966). સંસ્કૃતનું શિક્ષકની હેન્ડબુક, ભારત પ્રકાશન , અમદાવાદ.
- ✚ ભટ્ટ, વી.એમ.,સંસ્કૃત વાક્યસંરચના, સરસ્વતી પ્રકાશન, અમદાવાદ.
- ✚ શશિકાન્ત અભ્યંકર,સંસ્કૃત અધ્યાપન મંદિર, અનડા બુક ડેપો, અમદાવાદ.
- ✚ નકુમ ગોવિંદભાઈ,સંસ્કૃત વ્યાકરણ વિચાર, બી. એસ. શાહ પ્રકાશન, અમદાવાદ.
- ✚ પટેલ અશોક, (2009). માઈક્રોટીચિંગ, વારિષેણ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Social Science

Total Credit- 04

Internal - 30

External - 70

Objectives of the course:

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

To acquire a conceptual understanding of the nature of Social Science

- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classroom critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.
- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.
- To acquire knowledge of differentiate lesson planning & unit planning in relation to Social Science
- To develop the skill of preparing ideal question paper according to blueprint in Social Science

UNIT- 1 Teaching method-

- 1.1 Lecture method : Meaning, definition, merits and demerits, role of teacher for its effective use.
Source method : Meaning, definition, types, merits and demerits, role of teacher for its effective use.
- 1.2 Project method: Meaning, definition, steps of project method, merits and demerits, role of teacher for its effective use.
- 1.3 Group discussion Method : Meaning, definition, merits and demerits, role of teacher for its effective use.

- 1.4 Natural region method : Meaning, definition, merits and demerits, role of teacher for it effective use.

Unit-2 Teaching – Learning Materials (aids) in Social Science

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

Unit-3 Unit Plan & Blue print

- 3.1 Unit Lesson Plan : Meaning, concept, importance, steps.- Prepare a unit lesson plan.
- 3.2 Difference between unit lesson planning & stray lesson planning.
- 3.3 print – Meaning, Importance, Advantages.
- 3.4 Draw out the question paper according to blue print in Social Science method.

Unit-4 Content Std-9 & Std-10

- | | | |
|--------|------------|---|
| Std-9 | Lesson -4 | National Movements in India |
| Std-9 | Lesson -18 | Wildlife |
| Std-10 | Lesson- 4 | Literary Heritage of India |
| Std-10 | Lesson – | Economic Problems and challenges : Poverty and unemployment |

Suggested Activities

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

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., Teaching Social Science in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Science. New Delhi: Kalyani, Publication.

- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Science. New York: Basics Black Well,Singh, Tirath (2013). Teaching of Social Science, Jalandhar:SG Publication.
- Mofatt, M.R. (1955). Social Science Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Science in the Elementary School. NewYork: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Science in the Elementary School. New York:Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Science.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Science. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Science. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Science. Boston: D.C. Herth and Co.
- Kureshi, Salim and others(2016) Social Sciences. Standard IX. Gandhinagar: Gujarat State School Textbook Board.
- Kureshi, Salim and others(2018) Social Sciences. Standard X. Gandhinagar: Gujarat State School, Textbook Board.
- Mahida Jagdishbhai and others(2011) Ideal Teaching of Social Sciences. Ahmedabad: Varishen, prakashan.
- Patel, Kanubhai and others(2012) Abhinav Teaching of Social Sciences. Ahmedabad: Nirav, Prakashan

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Mathematics

Total credit – 04

Internal – 30

External – 70

Objectives of the course :

To enable the student teacher to..

- Differentiate lesson planning & unit planning in relation to Mathematics teaching.
- Acquire knowledge of teaching methods & techniques of Mathematics teaching.
- Acquire knowledge of continuous and comprehensive evaluation in Mathematics.
- Understand professional efficiencies of Mathematics teacher.
- Acquire knowledge of various types of tests in Mathematics teaching.
- Acquire the knowledge of content of secondary school syllabus of mathematics.

UNIT – I Unit planning & Evaluation in Mathematics teaching

- 1.1 Unit lesson planning : Meaning – Characteristics – Merits – demerits - Developing
- 1.2 continuous and comprehensive evaluation in Mathematics : Meaning & importance
- 1.3 Tests in Mathematics teaching : Teacher made, Standardized, & Diagnostic, Remedial work & Error analysis, Characteristic of good question paper and Blue print
- 1.4 Mathematics teacher : social and professional responsibilities

UNIT – II Various Techniques and Methods in Mathematics teaching

- 2.1 Oral work in Mathematics : Meaning – Merits – Demerits
- 2.2 Assignment Method and Supervised method : Meaning, Nature, Merits & Demerits
- 2.3 Drill work & Review work : Meaning, Nature, Merits & Demerits
- 2.4 Project Method : Meaning – Steps – Merits – Demerits – Application in classrooms

UNIT – III Content

- 3.1 Std – 9 Chapter - 1 Number system
- 3.2 Std – 9 Chapter - 2 Polynomials
- 3.3 Std – 10 Chapter - 5 Arithmetic Progression

UNIT – IV Content

| | | |
|-----|----------|--------------------------|
| 4.1 | Std – 9 | Chapter - 7 Triangle |
| 4.2 | Std – 9 | Chapter - 10 Circle |
| 4.3 | Std – 10 | Chapter - 9 Trigonometry |
| 4.4 | Std – 10 | Chapter - 15 Statistics |

SUGGESTED ACTIVITIES:

- Prepare a project for mathematics teaching.
- Prepare the format or system for continuous and comprehensive evaluation in Mathematics teaching.

REFERENCES:

- Kumar S. (1993). Teaching of Mathematics, New Delhi : Anmol Publication Pvt. Ltd.
- Mottershead, L. (1978). Sources of Mathematical Discovery, Oxford : Basil Black Wall.
- Pandya B.(2007). Teaching of Mathematics, Agra : Radha Prakashan Mandir.
- Rao N.M. (2007). A Manual of Mathematics Laboratory, New Delhi : Neelkamal Publication .
- Packiam, S.(1983). Teaching of Modern Mathematics : A New Approach , NewDelhi : Doaba Prakashan.
- Shah G.B. (1964). New Dimensions in teaching Mathematics , Baroda : CASE.
- Joshi H.O. (1997). Ganit Shastra Adhyapan, Ahmedabad : BAOU.
- Joshi P.M., Sejal D.K., Parikh K.O., & Patel N.B.(1988). Ganitna Adhyapannu Parishilan, B.S.Shah Prakashan, Ahmedabad.
- Kothari R.G., Doctor I.H. & Patel V.G. (1996). Ganit Adhyapan Padhdhati, Anand Book Depot.
- Standard 9 & 10 Mathematics Textbook, GSSTA, Gandhinagar.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Science and Technology

Total Credit -4

Internal - 30

External -70

Objective of the Course:

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

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

Unit-1 General Principles & Maxims of Teaching Science and Technology.

- 1.1 Principle of Teaching : Meaning, Concept, Scope.
- 1.2 General principles of Teaching of Science and Technology.
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Science and Technology teaching.

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

- 2.1 Unit Lesson Plan: Meaning, concept, importance, steps, characteristics.
- Prepare a unit lesson plan.
- 2.2 Difference between unit lesson planning & stay lesson planning.
- 2.3 Blueprint- Meaning, Importance, Advantages.
- 2.4 Draw out the question paper according to blue print in Science and Technology method.

Unit-3 Method of Teaching of Science and Technology.

- 3.1 Project Method-Meaning, concept, principles, steps, type of project , merits & Demerits.
-Demonstration method- Meaning, merits & Demerits, use of Demonstration method in classroom teaching of Science and Technology.
- 3.2 Experimental method – Meaning, concept, importance, advantages, limitations, use of experimental method in classroom teaching of Science and Technology.
- 3.3 Problem Solving method – Meaning, steps, importance, merits & Demerits.

- Group Discussion method – Meaning, Advantages & Disadvantages , importance, Role of a teacher in group discussion method.
- 3.4 Inductive- Deductive method – meaning, merits & Demerits, effective use of inductive – deductive method in classroom teaching of Science and Technology.

Unit-4 Content

4.1 Content (1) Std-9.

| | |
|-----------|-------------------------------|
| Lesson-10 | Gravitation. |
| Lesson-04 | Structure of the Atom. |
| Lesson-03 | Atoms and Molecules. |
| Lesson-05 | The Fundamental unit of life. |

4.2 Content (2) Std-10.

| | |
|-----------|-----------------------------------|
| Lesson-02 | Light, Refraction and Refraction. |
| Lesson-08 | Metals. |
| Lesson-15 | Reproduction in Organisms. |
| Lesson-16 | Heredity and Evolution. |

Suggested Activity:

Prepare a sample Lesson plan with help of project method.

Suggested Readings :

- ધોરણ-૯ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર, ગુ.રા.શા.પા.પુ. મંડળ.
- ધોરણ-૧૦ વિજ્ઞાન અને ટેકનોલોજીનું પાઠ્ય પુસ્તક ગાંધીનગર, ગુ.રા.શા.પા.પુ. મંડળ.
- જોષી, હરિપ્રસાદ ઓ. અને અન્ય વિજ્ઞાન અધ્યાપન નું પરિશીલન , – બી.એસ.શાહ પ્રકાશન અમદાવાદ.
- વિજ્ઞાન શિક્ષણ પદ્ધતિ, –અનડા પ્રકાશન અમદાવાદ.
- વિજ્ઞાન અને ટેકનોલોજીનું અભિનવ અધ્યાપન –નિરવ પ્રકાશન અમદાવાદ.
- પટેલ પી. અને અન્ય – વિજ્ઞાનનું આદર્શ અધ્યાપન , વારિષેષ પ્રકાશન. અમદાવાદ.
- જાદવ – વિજ્ઞાન અને ટેકનોલોજીનું અધ્યાપન , આગ્રા. અગ્રવાલ પબ્લિકેશન.
- Sood, J.K. Teaching of Science , Agrawal Publications, Agra.
- Bhatnagar A.B. , Teaching of science , vinod pustak mandir, Agra.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Economics

Total Credit- 4

Internal - 30

External - 70

Objectives of the course :

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

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

Unit-1 General Principles & Maxims of Teaching Economics

- 1.1 Importance of Principle of teaching Economics :
- 1.2 Principles of teaching of Economics.(Activity, Motivation, Linking With Life, Definite Aim, Planning, Interest, Individual Differences)
- 1.3 Maxims of Teaching : Meaning, Importance.
- 1.4 Maxims of Economics teaching.- Proceed from simple to complex, proceed from known to unknown proceed from particular to General, proceed from concrete to Abstract proceed from Experienced to Intellectual

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

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

Unit-3 : Method of Teaching of Economics

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

- 3.4 Inductive – deductive method – Meaning, Merits & Demerits, Combination of deductive & Inductive Method, Effective use of inductive – deductive method in classroom teaching of economics.

Unit-4 : Content

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

Suggested Activity:

Market Survey, Market Study

- **Organizing Student “Bank” in the School (With Permission) Reference:**
- J.C.Aggarwal, Teaching of Economics : A Practical Approach, Agrawal Publications, Agra-
- A.M.A. ‘Teaching of Economics in Secondary School’, New Delhi, Continental BookCo.
- K.G. Lumsend. New Developments in The Teaching of Economics; New Jersey, Prentice Hall.
- Knopf, K.A. ‘The Teaching of Elementary Economics; New Delhi.
- પટેલ ધનશ્યામ બી તથા અન્ય અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ નવદીપગૃહ
- દવે પ્રભાકર એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમદાવાદ ગુજ.યુનિ.
- બ.સો. પટેલ, અર્થશાસ્ત્ર પરિચય સી. જમનાદાસ.
- આર.એમ. શર્મા, ધંધાકીયઅર્થશાસ્ત્રબી.એસ.શાહ.
- Economics Survey- 2016-17
- Human Development Report-2016-17.
- World Development Report-2016-17.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Organization of Commerce and Management

Credit -04

Internal – 30

External – 70

Objectives of the course:

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

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

UNIT – 1 MAXIMS OF CLASS ROOM TEACHING, UNIT PLAN, EDUCATIONAL METHODS

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

UNIT -2 STD 11 & 12 CHAPTER

- 2.1 STD 11- CHAPTER –4 COMMUNICATION, ECOMMORCE AND OUT SOURCING
- 2.2 STD 11 –CHAPTER – 8 SOURCE OF BUSINESS FINANCE
- 2.3 STD 12 – CHAPTER – 4 ORGANIZING
- 2.4 STD 12- CHAPTER – 8 FINANCIAL MANAGEMENT

UNIT -3 EVALUATIONS

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

UNIT -4 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

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

Suggested Activity:

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

Suggested Readings:

- Bhatia and Bhatia (2000) , The principal and methods of teaching, Delhi, Doaba house.
- Mohd. Sharifkhan, The Teaching of Commerce, Sterling Publication (P) Ltd.
- Khan, M.S., Commerce Education, Sterling Publication (P) Ltd., New Delhi
- Teaching of commerce, Seema Rao, Anoml Publication, New Delhi.
- Teaching of commerce, A practical Approach, J.C. Aggarwal, vikas publishing house pvt. Ltd. New Delhi.
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ĖuMkkR yLku yLP, (1984). yÇPkMkç{ : rMkØktík yLku yÇPkMkç{ Mkth[Lkk, ÞwrLkðŠMkxe økútÚk rLk{koý çkkuzoøkwshkík hkßÞ.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Accountancy

Total Credit -4

Internal - 30

External- 70

Objectives of the course :

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

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

UNIT -1 METHOD OF ACCOUNTYANCY AND UNIT PLAN

- 1.1 Maxims of Teaching : Meaning, Importance and Examples Easy to Difficult Whole to Part Inductive to Deductive Simple to Complex Analysis to Synthesis
- 1.2 Educational Method :
Project Method : Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
Analysis – Synthesis Method ; Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
Demonstration Method : Meaning, Steps, Merits and Demerits , Role of teacher for its effective use.
- 1.3 Unit Plan : Meaning, Importance, Merits and Demerits, Steps of unit lesson planning
- 1.4 Difference between Unit plan and Lesson plan

UNIT-2 EVALUATIONS

Evaluation : Meaning, Concept, Objective, Importance

- 2.1 Techniques of Evaluation, Types of Examinations (Oral, Practical and Written exam)
- 2.2 Types of Questions : Meaning, Merits and Demerits.

- 2.3 Blue Print : Meaning, Concept structure, Construction of an ideal question paper

UNIT-3 TEACHING TECHNIQUES, SYLLABUS & CURRICULUM AND INTERNSHIP

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

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

- 4.1 STD 11 (Part-1) Chapter-5 Subsidiary Books
- 4.2 STD 11 (Part -2) Chapter-9 Accounts of Non-Trading concern
- 4.3 STD 12 (Part-1) Chapter-5 Admission of a partner
- 4.4 STD 12 (Part-2) Chapter-4 Analyses of Financial Statements

Suggested Activity :

1. Teach any one unit of Accountancy using teaching methodology
2. Survey of any one public/private unit.
3. Prepare question paper on the basis of blue print in any one unit of accountancy.

Suggested Readings :

- Bhatia and Bhatia (2000), The principal and methods of teaching, Delhi, Doaba house
- Forkner, Hamden L, The teaching of Book-keeping.
- Malek parveenbanu M.(2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- આર.કે.પંડ્યા અને ભાવિક એમ શાહ (૨૦૦૯), નામાનાં મૂળતત્વો -વિષય પદ્ધતિ , અક્ષર પબ્લિકેશન , અમદાવાદ.
- પટેલ ભગવાનભાઈ એસ અને પ્રજાપતિ મોહનભાઈ એસ ,(૨૦૦૯-૧૦), નામાના મૂળતત્વોના અધ્યાપનનું પરિશીલન, બી.એસ શાહ પ્રકાશન, અમદાવાદ.

Shri Govind Guru University

Syllabus in Force from June 2018

Semester-2

Psychology

Total Credit- 4

Internal - 30

External - 70

Objectives of the course

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

- To understand the Modern Concept of Psychology aims and Objectives.
- To acquaint him with various techniques and methods teaching of Psychology Subject.
- To understand the syllabus and curriculum of psychology and know about internship.
- To acquaint him with the testing evaluation procedures, correlation and modern educational technology.

Unit-1 Maxims of Classroom Teaching, Unit Plan, Educational Methods

- 1.1 Maxims of Teaching (Meaning, Importance and Examples)
 - Easy to Difficult
 - Simple to Complex
 - Whole to Part
 - Psychological to Logical
 - Analysis to Synthesis
 - Empirical to Rational
- 1.2 Methods : Meaning, Importance, Merits, Demerits, Role of Teacher for its effective use.
[Project Method, Experimental Method, Exhibition Method]
- 1.3 Unit lesson plan: Meaning, Importance, Merits, Demerits
- 1.4 Use of teaching aids: Instructional Material: News Papers, Magazines, Journals and Reference books
Audio- Visual Aids: Charts, Graphs Pictures, Television, Computer & teleconference

Unit-2 Teaching Techniques, Syllabus & Curriculum and Internship

- 2.1 Techniques of Psychology Teaching:
Field Work, Assignment : Meaning, Importance, Merits, Demerits
Interview, Illustration, Observation, Roll-Play: Meaning, Importance, Types, Merits, Demerits
- 2.2 Syllabus and Curriculum- Meaning and Difference, Steps of Curriculum Development, Evaluation of Curriculum
- 2.3 Internship: Meaning, Concept, Structure, Importance, School-Activity.
- 2.4 Role of a Teacher-Trainee in Internship Programme.

Unit-3 Evaluation

- 3.1 Evaluation: Meaning, Concept, Objective, Importance
- 3.2 Difference between Measurement and Evaluation.
- 3.3 Evaluation Tools: Rating Scale, Check List, Questioner, Sociometric.
 - Techniques of Evaluation,
 - Types of Examination (Oral, Practical and Written)
- 3.4 Blue-Print: Meaning, Concept, Structure, Characteristic of Ideal Question Paper.

Unit -4Content Std-12

- 4.1 Std-12 - Chapter-4 Attitude and Prejudice
- 4.2 Std-12 - Chapter-5 Stress and Health
- 4.3 Std-12 - Chapter-6 Psychological Disorders
- 4.4 Std-12 - Chapter-7 Counseling and Psychotherapy

Suggested Activity

- Prepare Interview Schedule.
- Visit any Historical Places or Exhibition.

Suggested Readings

- Anastadi, A., (1982).**Psychological Testing**, New York; MacmillanCox Tom, (1978).**Strees London**, The McMillan Press Ltd.
- Hill Book Co.Lindgren, Fyrne and Petrinovich, (1966).**Psychology – An Introduction to a Behavioural**
- Hilgard, E. R. (1978).**Introduction to Psychology** (6th Edition), New York; Harcourt Brac andCo.Kendle, H. H. (1963).**Basic Psychology Application**, Century, Crofts
- Lazarus P. S. (1969).**Patterns of Adjustment and Human Effectiveness**, New York;McGraw Milard, Atkinson and Atkinson, (1979).**Introduction to Psychology**, New York;Harcourt Brace Hovanoboich Inc.
- Morgan,C.T., (1975).**A Brief Introduction to Psychology**, New York; John Wiley Publication
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Shri Govind Guru University, Godhra

B. Ed. Course 2018-2020

List of Syllabus Committee (Semester I & II)

- Syllabus Development Core Committee**

Dr. K. R. Patel Dr. V. K. Gelat (Co-Ordinator)
Dr. G. B. Godbole Dr. J. Z. Patel (Invited)

- Syllabus Developers**

| Sr. No | Name | Name of College |
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| 2. | Dr. R. G. Patel | Shree Sarvajanik College of Education, Godhra |
| 3. | Dr. P. J. Dodiya | Shree Sarvajanik College of Education, Godhra |
| 4. | Dr. G. B. Godbole | Shree Sarvajanik College of Education, Godhra |
| 5. | Shri. J. J. Parmar | Shree Sarvajanik College of Education, Godhra |
| 6. | Dr. J. Z. Patel (Invited) | Shree Sarvajanik College of Education, Godhra |
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| 8. | Dr. C. S. Sangada | Sheth M N C College Of Education, Dabhoi |
| 9. | Dr. M D Prajapati | Sheth M N C College Of Education, Dabhoi |
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| 28. | Dr. A. S. Tiwari | Ma Gayatri B. Ed College, Dahod |
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