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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Name of Method in Group</th>
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<tbody>
<tr>
<td>A</td>
<td>Gujarati</td>
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<tr>
<td>B</td>
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<tr>
<td></td>
<td>Science and Technology</td>
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<td>Economics</td>
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<td>C</td>
<td>English (LL)</td>
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<td>Org. of Com. &amp; Management</td>
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<td>D</td>
<td>Social Science</td>
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<td>E</td>
<td>Sanskrit</td>
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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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subjects/ Curriculum Components</th>
<th>Instructional Hours/ week</th>
<th>Credit</th>
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<tr>
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<td>Childhood and Growing Up</td>
<td>4</td>
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Curriculum and Pedagogic Study

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<td>Reading and Reflection on Texts</td>
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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.

<table>
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<th>Course</th>
<th>Instructional Hours/ week</th>
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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).
Shri Govind Guru University
Syllabus in Force from July 2018
Semester-1
Childhood and Growing Up

Credit-04

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 understand 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
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
• Siddiqui Mujibul Hasan -- Early Childhood Education -- APH Publishing Corporation Darya Ganj, New Delhi
• S.N. Reddy, Reddy G. Narayana: Managing Childhood Problems -- rjfKanishka Publication Distribution New Delhi
• Jerrisild, 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
• Meece, J S & ECCLES, J L 2010 Hand BOOK of RESEARCH on School, Schooling And Human development New York, Routledge
Shri Govind Guru University
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:
Shri Govind Guru University
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
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:-
Shri Govind Guru University
Syllabus in Force from July 2018
Semester-1
Reading and Reflection on Text

Total Credit- 02

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:**
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston, 1971.
Shri Govind Guru University  
Syllabus in Force from July 2018  
Semester-1  
Gujarati

Total Credit- 4  

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એકમ: 1  
ભાષા અને માતૃભાષા

1.1 ભાષા: અર્થ, સ્વરૂપ, ઘડીર, પરિબળો  
1.2 માતૃભાષા: અર્થ, વિકાસ (વિબિધ તમકણગાય)  
1.3 માતૃભાષા શિક્ષણનું મહત્વ  
1.4 પ્રવૃત્તિઓ અને માતૃભાષા શિક્ષણી સ્થિતિ - ઉપયોગ

એકમ: 2  
વ્યાકરણ

2.1 વાર્તા, અકાદ, સ્વાર અને વિદ્યાના  
2.2 જેડી અને તેના નિદયામપું, શબ્દનો કમ  
2.3 સંપદા અને સમસા: અર્થ અને પ્રકારો  
2.4 સંદલ અને સર્વનામ: અર્થ અને પ્રકારો

એકમ: 3  
માતૃભાષાનું અધ્યાપન

હેતુથો :-  
પ્રીતિક્ષણાર્થીઓ...  
1. બાલકાન સ્વરૂપ અને માતૃભાષાના વિકાસના તમકણગાય મહત્વ થાય.  
2. માતૃભાષાના શિક્ષણ જીવનમાં મહત્વ કરેલ છે.  
3. માતૃભાષા અને માતૃભાષા શિક્ષણી સ્થિતિ પ્રવૃત્તિમાં સ્થિત જાય અને સમાજમાં માતૃભાષાનું જીવન દરકરો પ્રથમનાં થયે હતે.  
4. માતૃભાષાના વ્યાકરણના હેઠળ અંગે પુનરાવરતન-પ્રકરણ કરે.  
5. માતૃભાષા અધ્યાપન માટે પ્રભૂત પ્રાપ્ત કયે  
6. માતૃભાષા શિક્ષણ હેઠળ પરિચિત થાય.  
7. માતૃભાષા અધ્યાપનના વિવિધ પાડ આયોજન શીખે.  
8. માતૃભાષાની સાહિત્યોદ્યો અને સાહિત્યકારી પરિચિત થાય.  
9. માતૃભાષાના શિક્ષકની વિવિધ સભ્યતાઓથી પરિચિત થાય.  
10. માતૃભાષા અને માતૃભાષા અધ્યાપન પર પ્રભૂત પ્રાપ્ત કરે.
3.1 સૂક્મ અધયાપન : સંક્ટાપણા, મહત્વ અને સૌથી
3.2 કીરતિ: વિજ્ઞાનભંડર, પ્રશ્નપ્રશંખા, ઉદ્ભવના પરિવર્તન, ક.પ.ા.ક.ા.ટ. સ્માર્ટકિટ.
3.3 સમયોગના: સંક્ટાપણા, મહત્વ અને સૌથી
3.4 સાહિત્ય જીવન અને સાહિત્યસાધનો અભ્યાસ :
  1. રામસૂરી મહારાજ(જુલાઇ-પ્રશ્નપ્રશંખા) પરીન (પ્ર.૫)
  2. બેઠો વાડી (ભારત-પ્રવાસ દૃષ્ટિ) (પ્ર.૭)
  3. ધૂલીદાર મારા (સ્પષ્ટતા-મળકા) દેવ (પ્ર.૮)

અંક ૪: માટ્ર શિક્ષણના હેતુઓ, અધયાપન અને લાયકાહસક

4.1 માટ્ર શિક્ષણના હેતુઓનું વાંકઠરા અને મહત્વ
4.2 માટ્ર શિક્ષણના સમાન્ય અને વિશેષ હેતુઓ
4.3 સમયોગના: સૌઠી, મહત્વ અને સૌથી
4.4 લાયકાહસકની સફાઈ

પ્રૂર્તિઓ:-
1. ગુજરાતી વાંકઠરા અંકમાં માટે વકાદની રખવા કરો.
2. ગુજરાતી સાહિત્યની વિવિધ હુલિયોની અભ્યાસ કરી નોધ તૈયાર કરો.

સંક્ષેપ:-
બિયેનટ અને અન્ય, લાયકાહસકની પ્રોડક્ટ. અમદાવાદ: રાજય શિક્ષણ લાયક.
દેવ, શાંકી જેવન, ગુજરાતી અધયાપન નવિશ્ચ પ્રભાવ. અમદાવાદ: આર. બી.એસ. નાની કપની.
દેવ, શાંકી જેવન, ગુજરાતી અધયાપનનું પરિવર્તન. અમદાવાદ: બી. એસ. શાખ પ્રકાશન.
દેવ, શાંકી જેવન, ગુજરાતી અધયાપન નવિશ્ચ પ્રભાવ. અમદાવાદ: આર. બી.એસ. નાની કપની.
પટેલ મોતીપાટી અને અન્ય, ગુજરાતી વિચારવપૂર્ણ અધયાપન. અમદાવાદ: બી. એસ. શાખ પ્રકાશન.
પાર્શ્વદિગટ અને અન્ય, પ્ર.૫ થી પ્ર. ૮ ગુજરાતી. આંગ્નોનગર: ગુજરાત રાજય શાખા પાઠ્યપુસ્તક મંડળ.
પઞ્ચાઠ, નીચરલક, પ્રસારિત સાલમાં લાયકાહસકાર. અમદાવાદ: આર. બી.એસ. નાની કપની.
શાશ્વત નદુલાઈ. ગુજરાતી વિચારવસતુ. અમદાવાદ: નીરવ પ્રકાશન.
उद्देश्य: प्र शक्तियाँ

1. भाषा शक्ति का महत्व एवं वर्षहित एवं समझे।
2. शक्ति स मतियों के प्रतिवेदनों के वर्ष य में जान प्राप्त करे।
3. कक्षा 6 से 9 तक के गद्य-पद्य के वर्ष में जान प्राप्त करे।
4. कक्षा 6 से 9 तक के व्याकरण वर्ष क जान प्राप्त करे।
5. हिंदी भाषा शक्ति के उद्देश्य को जाने।
6. हिंदी भाषा की वर्तमान स्थिति के बारे में जाने।
7. हिंदी भाषा के अध्यापन कौशल्य का वर्गवर्ण एवं विविध करे।

इकाई - 1 (एक) भाषा का महत्व, वर्षहित एवं उद्देश्य।

1.1 भाषा की परिभाषा और महत्व।
1.2 भाषा की वर्षहित और उद्देश्य।
1.3 मास्तास और शक्ति स मतियों के प्रतिवेदनों में भाषा की स्थिति।
1.4 गुजरात राज्य में हिंदी भाषा की प्रवर्तमान स्थिति।

इकाई - 2 पाठ आयोजन:

2.1 सुपृक्ष प्राध्यापन कौशल्य भर्य, आयोजन के संपादन, वर्ष भर्मुख प्रवाहिता, उदाहरण, शायमपत भर्य।
2.2 सम्प्रेदेश (अनुष्ठान) भर्य, आयोजन के संपादन-व्याख्यान, निदेशन, आगमन-निम्नगमन प्रश्नोत्तर।
2.3 स्ट्रेटेजिक भर्य, आयोजन के संपादन।
2.4 पाठ आयोजन भर्य, महत्व और योजना के प्रकार।

इकाई - 3 (तीन) व्याख्यानों:

3.1 कक्षा 8 पाठ 9 ममता (प्रथम सत्र)
3.2 कक्षा 8 पाठ 3 मत बांटो इन्सान को (द्वितीय)
3.3 कक्षा 9 पाठ 3 कर्म निरास दुआ जाए
3.4 कक्षा 9 पाठ 17 तुलसी के पद।
इकाई - ४ (चार) वषयवस्तु व्याकरण

४.१ वर्ण परिभाषा ,रूपेंदा ,उदाहरण स्थान के आधार पर वर्णों का वर्गीकरण

४.२ संरचना के आधार पर शब्द के प्रकार (संज्ञा,सर्वनाम ,वर्ग शर्लक और क्रिया वशेषण)

४.३ पद रचना वर्तक ,अ धकलरी ,।विभाजन

४.४ वर्तनी दोष : कारण और उधार

प्रवृति

१. हिन्दी साहित्यकारों का नाम और उनकी रचनाओं का चार्ट तैयार करें।

२. शब्दसंरचना की पी पी टी तैयार करें।

संदर्भ ग्रंथ :

१. पाण्डेय रामशंकर ,हिन्दी शक्षण , वनोद पुस्तक मंदिर ,।वारसा।

२. सफाया रघुनाथ, हिन्दी शक्षण व घ ,पंजाब कालां घर ,।जालन्दरपुर।

३. गुरु ,कामतप्रसाद ,हिन्दी व्याकरण वाणी प्रकाशन ,।नईदिल्ली।

४. शुक्ल ,रामचंद्र ,हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा ,।बनारस।

५. पटेल पुरुषोत्तम , हिन्दी व्याकरण और रचना ,।ज्योतिप्रकाशन ,।अहमदाबाद।
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 an 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
Shri Govind Guru University
Syllabus in Force from July 2018
Semester-1
Sanskrit

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

पश्चातार्थों...

पंडित लाभान्यं महत्व प्रमणं.
पंडित पंचमी लाभामार्धी परिवर्तन थायं.
पंडित लाभानी अन्य विषयो यािेनी अनुपंध डेकवे.
पंडित लाभाने लोकप्रिय बनावलाना उपायो वियारे.
पंडित लाभ शिक्षणमा पा क आयोजनमाखळा वीशयवकलोकरे.
पंडित लाभ शिक्षणाना सुखो अनेश्वर न्यायौ शिक्षणाना विषयानी संबंध संक्षेपामा विविधोष करतां शीकने.
पंडित गां,पां अनेश्वर शिक्षण माझणी अस्तरलक पवित्रवीं परिवर्तन थायं.
पंडित लाभ शिक्षणाना सामान्य अनेश्वर हेतुवीं परिवर्तन थायं.
आदेश संस्कृत लाभानी संक्षेप डेकवे.
पंडित लाभाना प्राथमिक व्याकरणानी संज्ञेन्द्र डेकवे.

अध्यायः 1 विधायकामां संस्कृत
1.1 पंडित लाभानु संस्कृतिक, लाभामक अनेश्वर साहित्यिक महत्व
1.2 पंडित लाभानी अन्य विषयो साहित्यो अनुपंध
1.3 पंडित पंचमी लाभामार्धी
1.4 पंडित लाभानी व्याकरणिक उपवािंगितां अनेश्वरान समयानं संस्कृत लाभाने लोकप्रिय बनावलाना उपायो

अध्यायः 2 संस्कृत विषयवस्तुनी भूमिकृत परिष्कारां
2.1 वाइपुर परिवर्त, स्वर अनेश्वर: संक्षेपना अनेश्वर पुकारे
2.2 माहेश्वरणी अनेश्वर सूत्र न्यायीकरण
2.3 विवेकित परिवर्त
2.4 उपो : अ-कारान्तु पुर्विन,द.पु. तथा आ-कारान्तु रंगीला तवं भूमिकृत परस्पर्राह तथा आत्मेन्द्रियाना(गाण-1,4,10) उपायाशानो

अध्यायः 3 संस्कृत शिक्षणमा पा क आयोजन
3.1 माहेश्वरिङ्गा: संक्षेपना, सोपानी अनेश्वर महत्व
3.2 माहेश्वरिङ्गा काशळो : विषयविभागमार्ध, उपवेशन -परीक्षात, पश्चिमवाहिता , उद्योगाने अनेश्वर श्यामलक नोध काशळ
3.3 सिम्युलेशन : संकल्पना, आयोजनना सोपानो, व्याख्यान पद्धति, कथन-र्थयां पद्धति, अर्थप्रमोळ पद्धति, निर्देशन पद्धति अने आगमन-निगमन पद्धति

3.4 पाठ आयोजन : अर्थ, सोपानो अने महत्त्व

अध्याय : 4 संस्कृत लाभ शिक्षकांना हेतु अने आनुष्ठानिक बाबते

4.1 संस्कृत लाभ शिक्षकांना सामान्य हेतु अने विशेष हेतु शिक्षण

4.2 संस्कृतमां गद्य,पद्य अने व्याकरणांतून शिक्षण

4.3 शिक्षकांना सर्वांत अने संस्कृत लाभ शिक्षकांना सूचना

4.4 आदर्श संस्कृत शिक्षक गृह अने व्यावसायिक सफलता

सूचित प्राविधिक कार्य:

- संस्कृत लाभांनी पुरवताना स्थिति जाणवा माही संस्कृत शिक्षकांनी मुलाकात तयार केल्यास, त्यावर तैयार करा.
- लेखिका व्यवसायांमध्ये उपयोगी जीवनस्तरात कसे पत्ता , पश्चिम अने चूलेल्या सामिल संस्कृत सर्वांत नाम दर्शवतो यांचा तैयार करा.

संदर्भ पुस्तकेचे:

- पाण्डेय, रामशंकर, संस्कृत शिक्षण, वनोद पुस्तक मंदिर, आगरा.
- अकुलवाल, श्री, (१९५६). संस्कृतमां अभिव्यक्ति अध्यापन, भारत प्रकाशन, अम्बावाड.
- अकुलवाल, श्री, (१९६६). संस्कृतमां शिक्षणतील हेक्कवुट, भारत प्रकाशन, अम्बावाड.
- मह, श्री. अमेश, संस्कृत व्याकरणसंग्रह, सरस्वती पुस्तक, अम्बावाड.
- शंकरलाल अरवंधर, संस्कृत अध्यापन मंदिर, अनंत ऊतक, अम्बावाड.
- नकुम गोविंदकाव, संस्कृत व्याकरण विश्वार, श्री. अमेश, शाळ पुस्तक, अम्बावाड.
- पटेल अशोक, (२००९). माधवेकों, वाहिकांस व्याख्यान, अम्बावाड.
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, international 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)


2.2 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 EMPERORASHOCA
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:
- 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, મોતિલાલ મ. અને અન્નસ, (૨૦૦૫-૦૭) સામાજિક વિદ્યાના અધ્યાપનનું પરિશ્રામલ
- પટેલ, અહેલી. (૨૦૦૬) માષ્ટો ટિપ્યોન. અમદાવાદ : વારિશેકુ પ્રકાશન
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
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 :

- B.S.Shah Prakashan, Ahmedabad.
- Standard 6,7,& 8 Mathematics Textbook, GSSTA, Gandhinagar.
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.
2.3 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:
   • धीरेन : 6 विशाल अनेक विज्ञान अनेक व्याख्यान मंडळ .पु .पा .शा .राज .भ. :
   • धोराण : 7 विशाल अनेक विज्ञान अनेक व्याख्यान मंडळ .पु .पा .शा .राज .भ. :
   • धोराण : 8 विशाल अनेक विज्ञान अनेक व्याख्यान मंडळ .पु .पा .शा .राज .भ. :
   • भोजी, हरिपुसात अने अनेक विज्ञान अध्यापन नुं पुस्तक , वीशाल पुस्तक .अमे . : अमावास भारत, अनेक विज्ञान अनेक व्याख्यान , निर्या पुस्तक , अमावास भारत
   • जनव, शवित, विशाल अनेक विज्ञान अनेक व्याख्यान नुं मार्गप्रवाह , भारत पुस्तक: अमावास पुस्तक: भारत
   • Sood, J.K. Teaching of Science, Agrawal Publications, Agra
   • Bhatnagar A.B. Teaching of Science, VinodPustakMandir, Agra
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 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.
2.3 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:
- પટેલ ઘનશ્માભ ફી તથા અન્મ અથતળાસ્ત્ર વળક્ષણ ઩ધ્ધવત અભદાલાદ નલદી઩ગૃશ
- દવે પ્રબાકય એન. અથતળાસ્ત્ર વળક્ષણ ઩ધ્ધવત અભદાલાદ ગુજ.બુલની.
- બા.સી. પટેલ, અથતળાસ્ત્ર પરિયાધ સી. જમનાડાસ.
- આર.એમ. શ્રીમ, ઘંધારિકાય અથતળાસ્ત્રની.એસ.શહ.
- Economics Survey- 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, auxilliary 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 behavioral 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, A practical Approach , J.C. Aggarwal , vikas publishing house pvt . ltd. new 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
- Teaching Of Commerce –A practical Approach, J.C. Aggarwal, Vikas publishing house Pvt Ltd, New Delhi
- Mohd. Sharif Khan, The teaching of commerce, new Delhi, Sterling Publishers (P) Ltd.
- Teaching of commerce education, Dr. Umesh, Dr. Ajay Rana, Tandon publications Ludhiana
- Teaching of commerce vintymonga, Twenty first century publications, Patiala
- Malek Parveen Banu M (2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- पटेल बाबासाहब ओळे अने पुलकमल ओळे ओळे , (2006-10), नामाना मूलतंत्रना अध्यापननु परिशीलन, वी.एस.शाख प्रकाशन, अमదाबाद
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

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)

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Curriculum and Pedagogic Study

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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.

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**B. Ed. – SEMESTR – II**

**Practical Work**

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**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.

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**Shri Govind Guru University**

*Syllabus in Force from July 2018*

*Semester-2*

*Knowledge and Curriculum*

Total Credit- 4

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<tbody>
<tr>
<td>External</td>
<td>70</td>
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<tr>
<td>Internal</td>
<td>30</td>
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</tbody>
</table>

**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:

- S.K Murty: Philosophical and sociological foundation of education: Parkash Brothers Ludhiana.
- 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
4.4 Teaching Aids- Printed, Broadcast and Digital

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 Bermard, H.W., Psychology of Learning and Teaching, New York; McGraw Hill 1954
• Kochar, S. K., Method & Techniques of Teaching, New Delhi; Sterling Publishers
• Kundu, C. L., and Tutoon, D. N. Educational Psychology New Delhi; Sterling Publishers 1985

Gujarati References:
• શુભેદ, સત્સાહકાર અભયાસ, અને અધયાયના અધિકારીઓ અને પ્રયુંત આધાર: અભયાસ પુસ્તકએ સ્ર. 2019
• દેશાઈ, એટ. શૈક્ષિક મનોવિદન અને જયાબાહન, અમદાવાદ, રાજ્ય પ્રકાશન
• દોઝી, એ.ને.ઓલ, અભયાસ મનોવિદન અને જયાબાહન, રાજ્યના જયાબાહન સંમેલન સેટટર
• શાહ સુભાવનત, શૈક્ષિક મનોવિદન અને જયાબાહન, અમદાવાદ, સુનિવસિત પ્રથ્મ નિર્માણ બોલદ, ગુજરાત રાજય
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 :

- 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:**

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, AvinashVyas
3.3 Painters: Raja Ravi Varma, Ravishankar Raval
3.4 Dancers: Birjumaharaj, 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:-
Armstrong, m.(1980). The practice of art and the growth of understanding In closely observed children: the diary of primary classroom.(pp. 131-170) writers and readers
Shri Govind Guru University
Syllabus in Force from June 2018
Semester-2
Gujarati

Total Credit- 4

icamente :-

પ્રથમાંણ

1. માતૃભાષાના વિસ્તારના કેટલાક અંગોનું પુનરાવરતન-ધક્કરણ કરે.
2. માતૃભાષાનું શિલ્પા અને જ્વાનમાં મહત્વ સમજે.
3. શૈક્ષિક સાહનેશી મહત્વની થાય.
4. માતૃભાષા અધયાપન પક્ષીઓ ભલવે.
5. માતૃભાષા અધયાપનના વિશેષ પાઠ આયોજન શીખે.
6. માતૃભાષાનું ગીરચન દકાવવા પ્રયાસ કરે.
7. માતૃભાષાના શિલ્પકાલી સજ્જતાથી પરિચય થાય.
8. માતૃભાષા અધયાપનમાં મૂલ્યાંકન શીખે.
9. માતૃભાષા અને માતૃભાષા અધયાપન પર પ્રભુત્વ મૂક કરે.

એકમ : 1 વિશેષણ

1. 1 વાક્ય : અર્થ અને પ્રક્રિયા (વિધાન,નિવેદન, આલાંગ, પ્રશ્ન,ઉન્નગગ)
1. 2 વિશેષણ અને વિદાવિશેષણ : અર્થ અને પ્રક્રિયા
1. 3 વર્ણનાંકી અને સંયોજક : અર્થ અને પ્રક્રિયા
1. 4 ઉદ્દ્ધત્વન (વાકયની) અને કેવ્યલ

એકમ : 2 માતૃભાષાની કીશ્યલ્યં (વિકાસ,અક્ષર અને તેના વિકાસ માટે પ્રકૃતિઓ)

2. 1 શ્લેન કીશ્યલ્યં
2. 2 વાચન કીશ્યલ્યં : (ધૃતશાળા અને બુદ્ધશાળા)
2. 3 કલાતંત્ર કીશ્યલ્યં
2. 4 લેખન કીશ્યલ્યં : લેખન કીશ્યલ્યંના આધારસંયોજ શીખે.

એકમ : 3 શૈક્ષિક સાહની અધયાપન પક્ષીઓ (અર્થ, પ્રક્રિયા, વિશેષણ, માટ્યા,

3. 1 શૈક્ષિક સાહની
3.2 પહેલું : વાવર્યાળ પહેલું, પ્રશ્નીતર પહેલું, આખરમાં નિગમન પહેલું
3.3 પહેલું : નાટ્યિકરણ પહેલું, જુખમાં પહેલું, સવાગ્ય પહેલું
3.4 મુલયંકન : અય્ય, પ્રશ્ન અને વશ્વિઝની સમજ

અભેદમું માટ્રાયા અધયાપનનું આયોજન

4.1 માટ્રાયા અધયાપનનું આયોજન : અય્ય અને મહત્ત

ગાય શિખરણ : હેતુવો, સોફાની, આયોજન, સમસયાઓ, ધ્યાયમાં રાજ્યશાળાની ભાષાતો, પાટ

4.2 આયોજન

પાઠ શિખરણ : હેતુવો, સમસયાઓ, અતરકારક કાય શિખરણ (શિખરણ સંઘર્ષ), પાઠ શિખરણ

4.3 અય્ય અને પાઠ શિખરણ વચે તકાવત, પાટ આયોજન

4.4 વક્રશરૂ શિખરણ : અય્ય અને મહત્ત, ઉપશિખાઓ કાયણ અને ઉપશિખા, પાટ આયોજન

પ્રવૃત્તિઓ:-

1. ગુજરાતી વિષયવના ઘોરાજ-૫ થી ઘોરાજ-૧રણના કોઇ એક કૃતિનુત્ક સ્ટ્રી લેખ પાડો.

2. ગુજરાતી વિષયવના ઘોરાજ-૫ થી ઘોરાજ-૧રણના પાદયાપતસંખી આવતા કોઇ એક કવિ કે લેખકના જીવન-કરન વિશે મહત્તતી તૈયાર કરી, તેમની કોઇ એક કૃતિની સમીક્ષા કરી.

સંક્ષેપ:-

ટ્રીવે અને અન્ય. ભાષાશિખરણી પ્રીટભા. અમદાવાદ : રાજ્ય શિખરણ વાવ.

ડેવ. શક્યી જિયનબુ, ગુજરાતી અધયાપન નવાલ પ્રવાહી. અમદાવાદ : વી. યેસ. શેલ્ની કાંલી.

ડેવ. શક્યી જિયનબુ, ગુજરાતી અધયાપનનું પરિશ્રમ, અમદાવાદ : વી. યેસ. શેલ્ની કાંલી.

ડેવા ધ્યાનવાંત. ગુજરાતી અધયાપન નવાલ પ્રવાહી. અમદાવાદ : વી. યેસ. શેલ્ની કાંલી.

પટેલ મોટી ધાણ અને અન્ય. ગુજરાતી વિષયવનાંનું અધયાપન. અમદાવાદ : વી. યેસ. શેલ્ની કાંલી.

પટેલ મોટી ધાણ અને અન્ય. ગુજરાતી વિષયવનાંનું અધયાપન. અમદાવાદ : વી. યેસ. શેલ્ની કાંલી.

સાલન નાટકિયો. ગુજરાતી વિષયવસ્તુ. અમદાવાદ : નીર્વ પ્રકાશન.
उद्देश्य : प्रश्नांशी
1. व्याकरण व्यक्तिज्ञता ज्ञान प्राप्त करें ।
2. व्याकरण और रचना शक्ति का महत्व समझें ।
3. हिंदी भाषा शक्ति के पाठ आयोजन तैयार करें ।
4. भाषा शक्ति के सहायता सुविधाओं की जानकारी प्राप्त ।
5. हिंदी भाषा का शक्ति पद्धतियों का ज्ञान प्राप्त करें ।
6. हिंदी भाषा शक्ति के मूल्यांकन को समझें ।
7. व्याकरण एवं प्रश्नरचना सीखे ।

इकाई – १ (एक)परीक्षण एवंमूल्यांकन
1.1 मूल्यांकन का अर्थ ,महत्व एवं वशेषतां
1.2 निदानतत्त्व परीक्षण एवं उपचारतत्त्व शक्ति
1.3 व्याकरण का अर्थ ,महत्व ,विपक्षात्त्व दशक कोष्टक रचना
1.4 आदर्श प्रश्नपत्र के लक्षण और प्रश्नपत्र की संरचना ।

इकाई – २ (दो)उद्देश्य, सदाचार सूत्र एवं कौशल्य
2.1 गद्य – पद्य व्याकरण और रचना शक्ति के उद्देश्यऔर उसकी पाठ योजना ।
2.2 भाषा शक्ति के सदाचार सूत्र
2.3 भाषा कौशल्य : श्लेषण ,कथन ,वाचन ,लेखन ,संकल्पना ,महत्व और उसके वकास की प्रयुक्तियाँ
2.4 हिंदी भाषा कस्त और उसके उपकरण ।

इकाई – ३ (तीन)भाषा शक्ति की व धयाँ
3.1 प्रत्यक्ष व ध एवं उद्देश्य एवं ध एवं दोष ।
3.2 हिंदी व ध एवं उद्देश्य एवं ध एवं दोष ।
3.3 व्याख्यान व ध एवं उद्देश्य एवं ध एवं दोष ।
3.4 आगमन – लिखि एवं ध एवं उद्देश्य एवं ध एवं दोष ।

इकाई – ४ (चार) वषयवस्तु
4.1 उपस्थित तथा प्रत्यक्ष की परिभाषा एवं प्रकार ।
4.2 संधि की परिभाषा और प्रकार ।
4.3 वाक्य रचना के प्रकार (अर्थ और रचना के आधार पर) ।
प्रवृत्ति

1. हिन्दी भाषा का प्रश्नपत्र तैयार करना ।
2. गुजरात राज्य के हिन्दी साहित्यकारों की सूची तैयार करे ।

संदर्भ ग्रंथ:

1. पाण्डेय, रामशंकर, हिन्दी शक्षण, वनोद पुस्तक मंदिर, आगरा
2. सफाय, रघुनाथ, हिन्दी शक्षण वध, पंजाब कलाब घर, जालन्धर
3. गुरु, कामताप्रसाद, हिन्दी व्याकरण, वाणी प्रकाशन, नईदिल्ली
4. शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास नागरी प्रचारिणीसभा, बनारस
5. पटेल, पुरुषोत्तम, शिक्षण और रचना, ज्योतीप्रकाशन, अहमदाबाद
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:
- 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

पुष्करणेपारी...  
❖ संस्कृत व्याकरण विषय का भाषातील प्रबुद्ध दिलावे।
❖ संस्कृत भाषा संशोधन इशारयो केलेले करे।
❖ संस्कृत संशोधनी विषय भूत्यांकन पुष्करणेपारी समजे।
❖ संस्कृत संशोधनांमध्ये शैक्षिक साधनांनेमध्ये असरकार विनियोज करवाली समज देणवे।
❖ संस्कृत संशोधनांमध्ये नक्तेची समस्याओतील अवगत येथेून तेंच माळें संशोधनातमक वातावरण विद्वाने。

एकम 1: भाषा इशारयो अने आनुंशिकांच्या बाबतो:

1.1 श्वर्ण, कथन, वाचन अने लेखन इशारय : संक्लपण, महत्त्व अने विषय माहणारे प्रश्नीयो।

1.2 संस्कृत संशोधनांमध्ये दिखातमक विश्लेषण: अर्थ, महत्त्व अने सांकल्पना।

1.3 संस्कृत प्रवक्ती सज्जनी अने संस्कृतिक महत्त्व

1.4 शैक्षिक साधन: संक्लपण, महत्त्व अने संस्कृत संशोधनांमध्ये तेंच विनियोज

एकम 2: संस्कृत संशोधनांमध्ये महत्त्वांकन:

2.1 महत्त्वांकनांमध्ये अर्थ, संक्लपण अने महत्त्व

2.2 संस्कृतस्थापत्यद्वितीय अने उपयोगांतरिक संशोधन: संक्लपण, महत्त्व

2.3 व्युत्पत्त : अर्थ, महत्त्व, पृथवीसंरक्षण, निर्माणाधीनक दृष्टिकोन अने आदरी पृथिवीसंरक्षण लक्षां

2.4 आदरी पृथिवीपुस्तकांच्या लक्षां: प्रोफेसर-9 अने प्रोफेसर-10नं पृथिवीपुस्तकांच्या समीक्षा

एकम 3: संस्कृत साहित्य:

3.1 संस्कृत साहित्यांच्या परिचय: महत्त्व वालमीकि, व्यास अने कालिदास
3.2 संस्कृत सुभाषितोत्ती साहित्यिक महत्व
3.3 संस्कृत गद्यांश ग्रहणी द्वितीयो
   3.3.1 धोरण 6: मम चातायलयः
   3.3.2 धोरण 7: वजानस्य चमत्कारः
3.4 संस्कृत पक्षांश ग्रहणी द्वितीयो
   3.4.1 धोरण 6: प्रहे लका
   3.4.2 धोरण 7: वन्दना

अध्याय 4 संस्कृत व्याकरणं:
   4.1 नामस्य: इ कारान्त पुलिंग, इ-ई कारान्त स्त्री लंग, उ कारान्त पुलिंग -
           स्त्री लंग, ऋ कारान्तस्त्री लंग, ऊ कारान्त पुलिंग
   4.2 सन्धि : संक्तव्यना अने प्योर (स्वर, व्यंजन, वसर्ग)
   4.3 ह्यस्तन भूतकाल : परस्मेपद, आतंनेपद - स्वायायायः (गणा-1,4,6,10)
   4.4 संस्क्रत वाचक अने संस्क्रतपुरुष शब्दो (१ थी १००)

सूचित प्रायोगिक कर्यः:
   ➢ श्रीमद्भगवतगीतानाथो कर्त्तव्य एक अध्ययन प्रसंग करी तेमाधी निर्धारण यथा शैक्षिक
      भूल्योगो अवस्थाकरी नोध तैयार करो.
   ➢ संस्कृत माध्यममाण अवस्थाकरावती शैक्षिक संस्थाओनी यादी तैयार करो.

संदर्भ पुस्तकाँ:
   Apte, D.G., Teaching of Sanskrit, 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.
पाण्डेय, रामशंकर, संस्कृत शिक्षण, वनोद पुस्तक मंदिर, आगरा।
अकुवाला, सी.डी., (1956). संस्कृत नाम अभिनव अध्ययन, भारत प्रकाशन, अम्बावाड।
अकुवाला, सी.डी., (1966). संस्कृत नाम शिक्षकी, हेडम्यूंड, भारत प्रकाशन, अम्बावाड।
बझ, वी.अ.म., संस्कृत कालसंवरण, सरस्वती प्रकाशन, अम्बावाड।
शशिकांत अश्वंत, संस्कृत अध्ययन मंदिर, अंडा बुक डेंपो, अम्बावाड।
नकम गोविंदचांद, संस्कृत व्याकरण विद्यार, वी. अंस. शाख प्रकाशन, अम्बावाड।
पटेल अशोक, (2009). माइक्रोटीकिंग, वारिचे प्रकाशन, अम्बावाड।
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 its 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


2.4 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
- Position Paper by National Focus Group on Teaching of Social Sciences
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
3.4 Std – 10 Chapter - 7 Similarity and pythagorus Theorem

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:
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 Approaches of Science Teaching and Learning

1.1 Type of Approaches for the Presentation of Syllabus Historical, Logical, Inquiry, Problem Solving, Co-central etc…
1.2 Concept of Project Based Teaching Approaches
1.3 Inquiry - A way of the Scientist Method for Science Search
   - Way of the student for science learn
1.4 Various a Scientist at Science work - Modern Man and his Special Traits

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 & steay lesson planning.
2.3 Blueprint- Meaning, Importance, Advantages, Evaluations of Science
   (Continues and Comprehensive Evaluation)
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 & Demirits.
   -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-03 Metal and Nonmetals
  Lesson-08 How to organism Reproduce
  Lesson-09 Heredity and Evolution
  Lesson-10 Light Reflection and Refraction

Suggested Activity:
Prepare a sample Lesson plan with help of project method.

Suggested Readings:
- धोरण—८ विद्यालय अने टेक्नोलॉजींच्या पाठ्य पुस्तक गंधीनगर, यु.रा.शा.पा.पु. मंग.।
- धोरण—१० विद्यालय अने टेक्नोलॉजींच्या पाठ्य पुस्तक गंधीनगर, यु.रा.शा.पा.पु. मंग.।
- जोशी, एकप्राचार आ. अने अन्य विद्यालय अध्यापन नं परिशीलन आहे. भी.अ.स.साळ प्राधान्याच्या अभ्यासाच.।
- विद्यालय शिक्षक पुष्पिक, --अन्यचा प्राधान अभ्यासाच.।
- विद्यालय अने टेक्नोलॉजींच्या अभिनव अध्यापन --निर्ध. प्राधान अभ्यासाच.।
- पटेल पी. अने अन्य -- विद्यालयांचे आकर्षण अध्यापन, वांशिक प्रकाशन. अभ्यासाच.।
- जाट -- विद्यालय अने टेक्नोलॉजींच्या अध्यापन, आज्ञा. अभ्यासाच प्रकरणाच.।
- 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 stray lesson planning.
2.3 Blue print – Meaning, Importance, Advantages.
2.4 Draw out the question paper according to blue print in economics method.

Unit-3 : Method of Teaching of Economics
3.1 Project Method – Meaning, concept, principles, steps, 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.


**Unit-4 : Content**

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<thead>
<tr>
<th>4.1</th>
<th>Lesson – 6</th>
<th>Market (Std-11)</th>
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<tr>
<td>4.2</td>
<td>Lesson – 7</td>
<td>Indian Economy (Std-11)</td>
</tr>
<tr>
<td>4.3</td>
<td>Lesson – 5</td>
<td>Poverty (Std-12)</td>
</tr>
<tr>
<td>4.4</td>
<td>Lesson – 6</td>
<td>Unemployment (Std-12)</td>
</tr>
</tbody>
</table>

Suggested Activity:

Market Survey, Market Study

- **Organizing Student “Bank” in the School (With Permission)**
- Reference:
  - પટેલ ધનશાય ભી તથા અન્ય અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમહાવા નવાદીપુર.
  - હવે પ્રતાક એન. અર્થશાસ્ત્ર શિક્ષણ પદ્ધતિ અમહાવા ગુજ.યુનિ.
  - વ.સો. પટેલ, અર્થશાસ્ત્ર પરિયુષ સી. જમનાહસ.
  - આર.અમ. શામી, ધંપાઈકી અર્થશાસ્ત્રવી.અમ.શાહ.
  - Economics Survey- 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:
- Khan, M.S., Commerce Education, Sterling Publication (P) Ltd., New Delhi
- Teaching of Commerce, Rainu Gupta, Shipra publications, Delhi.
- ËuMkkR yLku yLP, (1984). yÇPmk{ : rMkØkttk yLku yÇPmk{ Mkth[Lkk, ÞwrLkòŠMkxe økútÚk rLk{koý çkkuzoøkwshkík hkB."
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 ACCOUNTANCY 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
- Malek parveenbanu M.(2014), Content cum methodology of Teaching Elementary of Accountancy, SSTCT Publication, Ahmedabad
- આય.કે.એફ્લુજ અને બાવલક એભ લાશ (૨૦૦૯), નામાંય મૂલતલ્લો સબ્સિડીયર બુક્સ, અક્ષર પ્રકાશણ, અમદાવાદ.
- પટેલ કલાશનાંલાઈ એલ અને પ્રજાભો બાબૂ બાબી (૨૦૦૮-૧૦), નામાંય મૂલભલ્લો આભોજન પરિક્લીલલન, બી.જી.એસ શક્તિ પ્રકાશણ, 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 -4 Content 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