



Veer Narmad South Gujarat University,

Udhna Magdalla Road.

Surat -395007

SYLLABUS

OF

BACHELOR OF EDUCATION

(B.ED.)

Effective from Academic Year 2009-10

B.Ed. Course: Professional course in Education.

Since there are different categories of teachers teaching in secondary school and higher Secondary School. It is recommended that teachers, teaching up to 12th class should essentially obtained a B.Ed. degree before they can be appointed as panel teachers.

Course of study

A	THEORY PAPERS		
	Papers	No.	Marks
	Core Papers		
	Paper -1 Teacher in Emerging Indian Society Paper -2 Development of learner and Teaching-learning process Paper -3 Development of Education System in India Paper-4 Essential of Education Technology and Management.	4	100 x 4 =400
	Papers -5 Special papers (A) Elementary Education (B)Population Education (C)Environment Educational (D)Educational Administration & Management (E)Educational &mental Measurement (F) Carrier information in carrier guidance (G) Teaching of values (H) Physical Education (I) Alternative Education (Select any one Special Paper)	1	100 x 1 100
	Optional Papers Paper -6 Content and Teaching of Method GUJARATI,ENGLISH,ECONOMICS, SCIENCE AND TECHNOLOGY & SOCIOLOGY Paper -7 Content and Teaching of Method HINDI,SANSKRIT,SOCIAL-SCIENCE , MATHEMATICS, ELEMENTS OF ACCOUNTS Any two school subjects to be studied as a method papers . These will based on the two main subjects or the main and one of the ancillary subjects in the case of graduates; and the subjects offered in post graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like , Philosophy, Psychology, Sociology.(School teaching Subjects)		100 x 2 200
B	Field –based Experience including practice teaching		300
C	Other –than Practice Teaching (to be internally evaluated)		200
	TOTAL		1200

PART-II FIELD BASED EXPERIENCE :

(1) PRACTICE TEACHING :

(a) Practice teaching will be organised on two or three days per week through a cycle of “Practice-feedback - Practice leading to near mastery of various teaching skills.

(b) OBSRVATION BY PEERS

II Internship :

Apart from teaching practice experience in school, the trainee should function as a regular teacher in a school (i.e taking attendance, participating in staff meetings, preparing writtenwork e.g. notices, examination papers, letters to parents, maintenance of school records etc.)

The Trainee –teacher should prepare a report about the school experience with specific reference to their selected area of Specification.

Weightage

Part : 1 Theory		Marks
Core Papers (4)		400
Optional paper (1)		100
Content and Teaching of Method (2)		200
Part-2(A) Field based experiences.		
(a) Classroom Teaching	marks	200
•Microlessons (4+4)	(80)	
•Stray lessons (10+10)	(400)	
• Internship lessons (5+5)	(200)	
Total 500 marks should be converted to 200 Marks		
(b) Annual lessons (1+1)		100
Total Marks		300

Part :3 Other than Practice teaching	Marks
(i) Terminal Examinations	50
(ii) term papers	40
(iii) Projects	30
(iv) Teaching Aids	20
(v) Assignment -1	10
(Vi) Assignment -2	10
(Vii) Experimental Work	20
(Viii) Library Work	10
(ix) Co-curricular Activities	35
(x) Viva	20
(Xi) Observation book	10
(Xii) Off Campus	15
(Xiii) Computer Practical work	25
(Xiv) Internship Programme	05
Total Marks	300

Total 300 Marks should be converted 200 marks

Total 1200 Marks

- Note : • Part 2 & 3 to be internally evaluated
- For Microteaching lessons, select any four different skills.
 - Annual lessons must be planning in two sets in each selected methods.
 - The first and Preliminary examination should be weighted 20 and 30 marks respectively.
 - Term papers must be based on core papers and each question contain 15 marks. Total 60 marks should be converted to 40 marks.
 - Experiments work must be based on core papers only.
 - The distribution Computer Practical work is as follows.

* M.S. Word Processing : Prepare Document and submit

hard and soft copy 05 marks

*Excel : Prepare data sheet and submit

hard and soft copy 08 Marks

* Power Point Presentation : Prepare 4 sides

and submit hard and soft copy 08 Marks

* Internet : Prepare E-mail ID, and collect

information from web sites. 04 Marks

- Internship Programme must be for one week.
- Prepare Project in one selected method and Teaching aid in other selected method only.
- Assignment work should be based on content units only.

Paper- I : Teacher in Emerging Indian Society

Course Objective:

To enable the students – teacher understand.....

1. About the relationship between philosophy and Education and implication of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educators to the field of education.
4. The need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National integration and protection of human rights.

Course Contents:

It consists of six units, each unit attempting to realise one objective.

Unit – I

- ❖ Nature and meaning of education
- ❖ Objectives of education in relation to the time and place
- ❖ Education in the western context
- ❖ Impact of Indian thought and its contribution to educational practices

Unit – II

- ❖ Relation of Education and Philosophy
- ❖ Significance of studying philosophy in understanding educational practices and problem
- ❖ Major Philosophical systems – their salient features and their impact on Education
 - Realism
 - Naturalism

- Idealism
- Pragmatism

Unit – III

- ❖ Educational thinkers and their contribution in developing principles of education:
 - M.K.Ghandhi
 - Gijubhai Badheka
 - Swami Vivekanand
 - Sri Aurobindo
 - Frobel
 - Montessori

Unit – IV

- ❖ Place of education in Indian Constitution
- ❖ Meaning of Secularism
- ❖ Democracy in society
- ❖ Social goals

Unit – V

- ❖ Sociological foundation of education
- ❖ Relationship between individual to individual and individual to society
- ❖ Education as a tool of economic development
- ❖ Education as an agent of social change

Unit – VI

- ❖ Meaning of national integration and its need
- ❖ Role of teacher and educational institution in achieving National integration through democratic interaction
- ❖ Contribution of different religions for human upliftment
- ❖ Philosophy of celebration of Indian festivals

Paper :2
DEVELOPMENT OF LEARNER AND TEACHING
LEARNING PROCESS.

Course Objectives :

To enable trainees teachers to

- 1 acquire knowledge of importance of educational psychology.
- 2 acquire knowledge and understanding of stages of human development task with special reference to adolescents learners.
- 3 develop understanding of process of children learning in the context of various theories of teaching.
- 4 understand intelligence, motivation and achievement motivation.
- 5 acquire the knowledge and understanding of adjustment and personality.
- 6 acquire the knowledge and understanding of Educational measurement an evaluation.
- 7 develop understanding of Educational Evaluation tools and techniques.

Units :1 Nature of Educational psychology and learner.

- (1) Educational Psychology : Its meaning nature and uses.
- (2) Growth and development-Concept and factors affecting it.
- (3) Individual differences and accommodating individual differences in the class-room.
- (4) Stage of human development: Physical, Mental, Emotional and Social development of adolescence. Problems of adolescence and suggestion to remove it. adolescence and Sex Education.

Unit :2 Learning and motivation

- (1) Learning : Definition and Concept, Factors affecting Heredity and Environment. Educational Implications.
- (2) Motivation – nature, types, techniques of enhancing learning motivation, Achievement-motivation : its nature and Educational implementation
- (3) Transfer of learning : Its meaning, type and Principles, Educational implementation.
- (4) Learning theories: Trial and errors, by conditioning, by insights an their Educational implementation.

Unit :3 Intelligence

- (1) Nature and characteristics of intelligence. Its Principles. Two factors theory and Multi factors Theory (PMA)
- (2) Types of IQ Tests and uses
- (3) Memory and forgetting. Reasons of forgetting, Suggestions to increase memory.
- (4) Concept of exceptional children - types and characteristics of each type including children with learning disabilities.
- (5) Personality-Definition, meaning and nature, development of personalities, type and trait, theories of personality.

Unit -4 Adjustment

- (1) Adjustment –Its definition –meaning and concept. Difference between adjustment and mal – adjustment.
- (2) Various Stages of mind.
- (3) Conflict : Definition –nature and type. Frustration, Thwarting, Repression.
- (4) Defense mechanism, fantasy, aggressiveness, Sublimation, Identification and Compensation.

Unit :5 Educational measurement &Evaluation

- (1) Merits and demerits of present examination system, and suggestions to remove demerits.
- (2) Concept and difference between Educational Measurement and Educational Evaluation.
- (3) Continuous, Compressive Evaluation, Diagnostics work and Remedial work with improvement process.
- (4) The inter- relationship between Educational Aims, Experience and Evaluation.

Unit:6 Educational Evaluation-Tools and Techniques.

- (1) Characteristics of Teacher made test and Standardized test .Scientific approach to develop teacher made test.
- (2) Measurement and Interpretation of the following tools and techniques.
 - Rating scale, Checklist, Observation, Questionnaire and Interest Inventories.
- (3) Nature, characteristics and Evaluation in context to the following tests.
 - Essay type questions, short answer questions and objective type test.
- (4) Steps for construction of Ideal question paper with three dimensional tables (Blue Print)and its uses.

Paper -3

DEVELOPMENT OF EDUCATION SYSTEM IN INDIA

Courses Objectives :

To Enable student teacher to:

- 1 understand that development of Education is influenced by socio –Political forces of the time
- 2 acquire knowledge of characteristics of features of ancient, medieval and British system of education in India and of their strengths and limitation.
- 3 understand the contribution of various major committees and commission on Educational set up from time to time.
- 4 appreciate the development in Education the post – independence era.
- 5 understand the problems and remedies of secondary education.
- 6 acquire basic knowledge of statistics.

Unit :1 Development of Education in Pre – independence

- (1) Aims, Characteristics, Educational system, curriculum, Methods, Women education in
(a) Vedic (b) buddhist(3)Medieval periods
- (2) Wood’s Dispatch(1854)
Suggestion of wood’s dispatch
- (3) Essential features of Sadler Commission
Report (1917) Recommendations of Indian
Commission. (1982), Ralley Commission (1902)

Units :2 Education Commissions

Suggestion and educational policy of various educational commission in Indian Education after independence.

- (1) University Education Commission (1948 -49)
- (2) Secondary Education Committee Report (1952-53)
- (3) Indian Educational Commission (1964-66)
- (4) Ishwarbhai Committee Report
- (5) Dr. Adeshesiah Committee -(1977)

Unit :3 National Education Pattern

- (1) Main Characteristics of New Education pattern:-
Characteristics and importance of first ten year Education.
- (2) Needs and expectation of +2 pattern of Education.
- (3) National Education policy -1986
 - Concept • Suggestions • Implementation
- (4) Suggestions of national knowledge society.
(Secondary and Vocational Education)
- (5) Self- aided Educational Institution– its Merits and demerits.

Unit:4 Problems of Secondary Education and Quality improvement

- (1) Wastage and stagnation at secondary level. Its meaning, reasons and suggestion to remove it.

- (2) In-Service training for teacher- its aims programme, limitations and suggestions to remove it
- (3) Training Programme -its importance, limitations and suggestions
- (4) Role of different institutions to improve the quality of secondary education.
 - NCERT •GCERT•IASE •CTE• Gujarat Text book Board • Secondary Teacher Association.

Unit :5 Modern Trends in education.

- (1) Distance Education – Concept and importance
- (2) Open University – Concept, importance and limitations.
- (3) Human Resource for development of Education : its concept, importance and educational programme.
- (4) Health Education and Sex –Education
 - (a) Individual and social health
 - (b) Healthy lifestyle
 - (c) Awareness of human Sex Education.

Unit :6 Basic Statistics.

- (1) Importance of educational statistics to teacher
- (2) Measure of central tendency from raw scores and frequency distribution.(with Examples)
- (3) Measures of Variables.
 - Standard deviation •Quartile Deviation.(with Examples)
- (4) Normal Probability curve- its characteristics and uses.
- (5) Correlation and co- efficient of Correlation. by rank difference method (with Examples)
- (6) Graphical Presentation –Frequency polygon.

Paper :4

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND ELEMENTS OF SCHOOL MANAGEMENT.

Course of Objectives :

To Enable student teacher to:

- 1 obtain a total perspective of the role of technologies in modern Educational practices.
- 2 equip the student teacher with his various technological application available to him/ her for improving instructional practice.
- 3 help the teacher to obtain a total gender for his role of scientific management in Education
- 4 provide the teacher the skills required for effective instructional and institutional Management.
- 5 develop the professional skills required for guiding pupils in three initial areas educational penal and victual.

Unit : 1 (1) Teaching –learning Process.

Meaning, Concept and Characteristics of teaching principles of teaching and Maxims of Teaching.

- (2) Micro Teaching:-
 - Concept importance, merits and demerits and delimitation, • concept of simulation.
- (3) Educational Technology:- its concept and importance, Role of Educational Technology in teaching learning process.
- (4) System Approach -concept and need.Implementation of it in Class-room Teaching.
- (5) Class-room Interaction : its meaning and importance of Class –room Interaction.

Unit :2 Course ware :

- (1) Concept of Course ware, Importance of courseware in teaching learning process.
- (2) Components of courseware-hard ware-O.H.P., L.C.D. Projector, Computer, Internet ,E-mail,T.V.
Software:- chart, maps, Picture, transparencies, Models, Scripts for video.
Human Elements – Role of Student Teacher in courseware formation.
- (3) Mass - Media
 - Multi Media Package, Teleconference, Language laboratory
 - Computer Education -(MS word, Ms Excel, MS Power point, Internet)

Unit :3 Class –room Teaching and Techniques

- (1) Brain Storming- Meaning, Process, Advantages and limitations,
- (2) Team teaching- Concepts, Steps and Preparation, advantages and limitations.
- (3) Introduction to self- learning approach
- (4) Peer Group Learning –Concept, Advantages and limitations
- (5) Programme Learning –Concept, Principles, Importance and Steps for Construction of Linear Programme.
- (6) Assignment method –Meaning and characteristics of good assignment.

Unit :4 School Organisation and School Management.

- (1) School Organisation and School Management: Concept, Difference and Need at School Level.
- (2) Conflict Management – Concept and role of head master to remove it.
- (3) Role and objective of various committees in school management.
 - (a) Administration committee.
 - (b) Parent-Teacher Association.
 - (c) Students Council.
 - (d) Old Students Association
- (4) Role of various Government System in School management
 - (a) Pattern of Secondary at state and district level.
 - (b) D.E.O.
 - (c) Gujarat Secondary Education board.
 - (d) Commissioner of Education.

Unit :5 Components and Sources of Educational management at school level.

- (1) Present system of recruitment of Principal and Teacher.
- (2) Service condition, regulation and code of conduct for Principal and Teacher.
- (3) Principal : A Good Administrator, Educational Manager and as a Leader.
- (4) Supervisor : As a Teacher guide and bridge between teacher and students.
- (5) Teacher : Class-room Manager, Co-leader.
- (6) School Organisation and Time table.
- (7) Communication in school management
 - Meaning and Concept.
 - Elements of communication
 - Factors affecting communication
- (8) Supervision and Inspection in School Organisation- Concepts, Aims and functions.

Unit :6 Organisation of Human resources development and important school registers.

(1) School climate

- Meaning and Component
- Characteristics of Open school climate.

(2) Organisation of human resources development

- (a) Human Relationship in school organization.
 - concept and importance.
 - Basic Principles of Development of Human relation
- (b) Programmes for development of Co- workers.
- (c) Total Quality management.
- (d) SWOT- Concept, analysis and uses.

(3) School Register

Cumulative register card (CRC), Attendance Register, General Register.

PAPER –5
ELECTIVE SUBJECT (A) ELEMENTARY EDUCATION
COURSE CONTENT

Unit – 1

1. Introduction of Elementary Education: the genesis of Elementary education.
2. A brief history of Elementary Education with special reference to the area of its operation, constitutional provisions, Elementary Education Act of the area.
3. Related concept and target of Elementary Education.
4. The learning needs of pupils

Unit – 2

1. National Policy on education 1986 and the revised policy of 1992 with reference to Elementary Education.
2. Role of Local Bodies in Elementary Education.
3. Role of the State Government in Elementary Education.
4. Role of NGO in Elementary Education.

Unit – 3

1. Curriculum of Elementary Education.
2. Curriculum transaction: Activities based, Experience Centered, Learner Centered and Play- way.
3. Curriculum adjustment and adaptation to special need of physically handicapped, remote rural areas, slum areas and girl student.
4. “Education for all “and required variation in Curriculum.

Unit – 4

1. Acquisition of basic skills required for teaching at elementary stage.
2. Special qualities of an Elementary School Teacher (EST).
3. Need for orientation and refresher courses for EST.
4. Developing competencies related to working with parents and community.

Unit – 5

1. Minimum Level of Learning (MLL).
2. School Readiness.
3. Early Childhood Care and Education (ECCE).
4. District Primary Education Programme(DPEP).

Unit – 6

1. Role of basic training centers, school and DIET in providing training to EST.
2. Teachers’ commitment.
3. Uses of modern technologies and media in Elementary Education.
4. Trends of Commercialization of Elementary Education and Remedies.

(B) POPULATION EDUCATION
COURSE CONTENT

Unit – 1

1. Introduction : Concept , need, scope, importance and objectives of population education.
2. Population and literacy campaigns in India.

Unit – 2

1. Population dynamics: Distribution and density.
Population Composition: Age, sex, rural, urban area, literacy in India.
2. Factors affecting population growth: Fertility, Morality and Migration.

Unit – 3

1. Population and quality of life :
Population in relation to: Socio-economic development, Health status, Food and nutrition service and education.
2. Effects of unchecked growth of population on natural resources and environment.

Unit – 4

1. Scope of population education in school.
2. Integration of population education with the general curriculum.

Unit – 5

1. Methods and approaches: Inquiry approach, Observation, Self Study, Discussion, Assignment.
2. Use of mass media: News papers, Radio, TV, A.V, Aids.

Unit – 6

1. Teacher's role in creating awareness of consequence of population problems, inculcating new values and attitudes leading to modifications of student behavior.
2. Working with community to build awareness.

(C) EDUCATIONAL ADMINISTRATION & MANAGEMENT

Course Content

Unit-1

- (1) Concept of educational administration and management
- (2) Nature , objectives and scope of educational administration.
- (3) Role of teachers in school management and administration.
- (4) Basic function of administration.

Unit -2

- (1) Supervision and inspection, defects in the present supervision and inspection.
- (2) Role & functions of the headmaster in school Management.
- (3) Decision – Making Process.
- (4) Co-ordination and growth development.

Unit – 3

- (1) Role of communication in effective management and Administration.
- (2) Methods of communication.
- (3) Barriers of communication in Education Administration.
- (4) Overcoming Barriers to effective communication in educational administration.

Unit -4

- (1) Types of approaches in school management – manpower approach, cost benefit approach, social demand approach, social justice approach.
- (2) Role of the Head master in other functionaries and agencies in the preparation of a school plan.
- (3) Role of the Head master in monitoring, supervision and Evaluation.
- (4) Role of the Headmaster in motivation the staff, interpersonal conflict.

Unit – 5

- (1) Optimum use of available resources for growth and Development of the school.
- (2) Staff Development programmes.
- (3) Maintenance of discipline.
- (4) Maintenance of control management.

Unit -6

- (1) The Administrative structure in the field of education in the state.
- (2) Control of school education in the state –a critical analysis.
- (3) Functions of the board of secondary education in controlling secondary schools.
- (4) Problems of secondary school administration in government schools.

(D) EDUCATIONAL AND MENTAL MEASUREMENT**Course Content**

Unit – 1

1. Concept of Measurement: Testing and Evaluation.
2. Scale of Measurement: Nominal, Ordinal, Interval and Ratio Scales.
3. Qualities of Test : Reliability , Validity, Usability of Test

Unit – 2

1. Measures of Central Tendency from Grouped and Non- Grouped Data.
2. Measures of Variability: Range, Quartile Deviation and Standard Deviation.
3. Discrete and Continuous Variable.

Unit – 3

1. Achievement Test: Constructions of Standardized Achievement Test.
2. Types of Items.
3. Techniques of Test Conduct.

Unit – 4

1. Interpreting Measurements: Normal Probability Curve, Skewness and Kurtosis.
2. Percentiles and Percentile Ranks.
3. Standard Scores.

Unit – 5

1. Measurement of Intelligence: Concept of Intelligence, Binet Test.
2. Concept and Principles of I. Q.
3. Individual and Group test of Intelligence.

Unit – 6

1. Aptitude and Personality Test: Uses of Aptitude Test.
2. Use of Interest Inventories
3. Assessment of Personality : Interview , Rating Scale

(E) CAREER INFORMATION IN CAREER GUIDANCE**Course Content****Unit -1**

- (1) Meaning of career and career information
- (2) Components of career information

Unit – 2

- (1) Role of educational and career guidance
- (2) Role of Government and Non – Government institute in career guidance.

Unit – 3

- (1) Aims to study career information at different school levels.
- (2) Career information : Sources, method of collection and classification

Unit – 4

- (1) Information about education and training opportunities for primary, Elementary and secondary level of school.
- (2) Career information centre & Magazine.

Unit -5

- (1) Personal social information at every school level
- (2) Career guidance techniques.

Unit – 6

- (1) Setting up of a career resource centre : its objectives
- (2) Further study information.

(F) TEACHING OF VALUES

Course content

Unit – 1

- (1) Meaning and Nature of values
- (2) Biological , psychological, social and ecological determinants of values.

Unit – 2

- (1) Types of value, status of values
- (2) How can value be realized through education ?

Unit – 3

- (1) Corresponding to values there are evils or dis-values – materials social, economical moral and religious evils leading to faithlessness and irreverence : how can education overcome these negative value.
- (2) Levels of value realization.

Unit – 4

- (1) How to resolve the conflicts among values.
- (2) How to work for the integration of values that are embedded in education.

Unit – 5

- (1) Development of value as a personal and life long process.
- (2) Teaching of values as an integral part of education.

Unit – 6

- (1) Evaluating that teachers and other school personal are value laden.
- (2) Student and parents are value laden.

(G) PHYSICAL EDUCATION

Course Content

Unit – 1

- (1) Physical education – its meaning and implications aims and objectives.
- (2) Foundations of physical education.

Unit -2

- (1) Concept of physical fitness recreation.
- (2) Biophysical difference in boys and girls and their implications in physical education

Unit – 3

- (1) The significance of child's growth and development for the practice of physical education.
- (2) Concept of positive health.

Unit – 4

- (1) Types of food and their relative efficacy.
- (2) Role of balanced diet, dangers of the use of alcohol, nicotine, drugs.

Unit -5

- (1) The principles of programmed building: organization of physical education programmed in secondary school.
- (2) Organization of annual athletic meet.

Unit -6

- (1) Evaluation of student's performance in physical education program.
- (2) Problems in organizing physical education program in Indian school.

(H) ALTERNATIVE EDUCATION
COURSE CONTENT

Unit – 1

1. Introduction to Non formal education (NFE)
Concept, nature and scope of NFE
2. Philosophical base of NFE.
3. Aims and objectives of NFE.

Unit – 2

1. Types, agencies of NFE.
2. Approach and methods of NFE.
3. Teachers of NFE.

Unit – 3

1. Audio Visual Aids in NFE
2. NFE in Indian Context.
3. Need for monitoring, evaluation and research for effective implementation of NFE program.

Unit – 4

1. Adult education (A E): Meaning, Scope, objectives of AE.
2. Factors, conditions and age effects on adult learning procedures.
3. Tools of learning.

Unit – 5

1. Adult education in India: An instrument for social generation and cultural transformation.
2. Functional literacy programme- Role of National Literacy Mission, Total Literacy campaign in achieving the social aim of education for all.
3. Functional learning.

Unit – 6

1. Teacher of AE: Need for training.
2. Evaluation process in AE.
3. Role of Government and NGO in promoting AE.

(I) ENVIRONMENTAL EDUCATION
COURSE CONTENT

Unit – 1

1. Environment: meaning, scope and nature of environment education.
2. Type of environment population.

Unit – 2

1. Causes and effects of environment, environment pollution and its remedies.
2. Ozone layer depletion, environment threat, acid rain, pillar melting, rise of sea level and their implications.

Unit – 3

1. Environment awareness through education.
Programmes of environmental education for secondary school children.
2. Programmes of environmental education for attitude change among the children

Unit – 4

1. Conservation of genetic diversity.
2. An important environment priority, learning to live in harmony with nature.

Unit – 5

1. Role of school in environmental conservation and sustainable development.
2. Role of government and NGO's in environmental conservation and sustainable development.

Unit – 6

1. Green House Effect : an impending catastrophe
2. Environmental Protection Act.

Paper-6

Methods & Contents of Teaching English

Unit – 1

- [a] Nature of English Language
1. Characteristics-*
 2. English as a Second Language
- [b] Present Position of Teaching & Learning English in Gujarat & India
- [c] Role of Mother – Tongue in Learning English as a Second Language
- [d] Expected Minimum Level of Learning Competencies at the end of Std.VIII, IX & X
- [e] Lesson Planning – Plans based on Functions, Vocabulary, Prose, Poetry, and Composition :
1. Unit
 2. Competencies
 3. Teaching – Learning Materials [TLM]
 4. Teaching – Learning Experiences
 - A. Small Talk
 - B. Pre Task'
 - C. Main Task
 - D. Post Task
- [F] Preparation & Use of Audio – Visual Aids and Instruction Materials
- Flashcards, Picture Flashcards
 - Charts, Picture, Posters
 - Matchstick Drawing
 - Audio, Video & Audio – Visual Programmes / Software's and their Use.
 - Use of Reference and Teaching Learning Materials : Books, Newspapers, Magazines, Journals, Internet, Websites, E-Mails, Authentic Material etc.
 - Use of Dictionary, Thesaurus
- [g] Evaluation Techniques Blue Print Objective type Tests, Multiple Choice Tests Match Tests, Arrangement Tests

Unit – 2

- [a] Understanding the text book
1. Text- book Organization
 2. Values inherent in the Lesson
 3. Classification of Teaching Items
 4. Vocabulary, Language Patterns

5. Exercises
6. Skills Development
7. Evaluation of the Present Text – book

[b] Methods & Approaches : Features Merits & Demerits.

1. The Direct Method
2. The Structural Approach
3. The Communicative Approach
 - Assumptions and Principles
 - Communicative Competence
 - Communicative Activities
 - Communicative Functions (Included in the Textbook of English for Std. VIII, IX & X – Second Language)
 - Collaborative Language Learning

Unit – 3

- [a] Development of Skills [LSRW] :
- Components of the Skills
 - Techniques to Develop Skills
 - Skill wise Problems
 - Remedies to Eradicate skill wise Problems
- [b] Importance & Functions of English club

Unit – 4

- [a] Modal Auxiliaries
- [b] Parts of Speech
- [c] Tenses
- [d] Figures of speech
- [e] Clauses
- [f] Active & Passive voice
- [g] Direct & Indirect Narration
- [h] Degrees of comparison
- [i] Use of : if- unless, too,so,no sooner ... an,either...or, neither..nor.
- [j] Infinitives, Gerund and Participles
- [k] Types of sentences: Transformation, Synthesis
- [l] Use of : otherwise, so, therefore
- [m] Use of should, must, have to
- [n] Sentence pattern: Had ... finished
- [o] Word Formation

Unit – 5

- [a] Phonetics: Organ of Speech
- [b] Vowels, Diphthongs
- [c] Consonants
- [d] Rhythm, Stress, Articulation, Intonation

Unit – 6

- [a] Writing Paragraph, Essay, Story
- [b] Writing Reports, Applications, Curriculum vitae
- [c] Preparing Advertisement & Notes
- [d] Conversion : From Paragraph to Dialogue and vice versa
- [e] Comprehension Passage
- [f] Précis Writing

ગુજરાતી પદ્ધતિશાસ્ત્ર અને વિષયવસ્તુ

એકમ - ૧

- (૧) માતૃભાષા અધ્યાપનનું મહત્ત્વ, ઉપેક્ષા, દૂર કરવાના ઉપાયો
- (૨) માતૃભાષા શિક્ષણના સામાન્ય અને વિશિષ્ટ હેતુઓ
- (૩) ભાષાશિક્ષણના મનોવૈજ્ઞાનિક સિદ્ધાંતો અને ભાષાશિક્ષકની સજ્જતા
- (૪) તાસ આયોજનના પ્રમુખ સોપાનો : પૂર્વતૈયારી, શિક્ષક વિદ્યાર્થીની પ્રવૃત્તિઓ, મૂલ્યાંકન, સ્વાધ્યાય, ફલકર્નોદ (ગદ્ય, પદ્ય, વ્યાકરણ, લેખન ના સંદર્ભે)
- (૫) પાઠ્યપુસ્તકનું મહત્ત્વ, સંરચનાના સિદ્ધાંતો, મૂલ્યાંકન

એકમ - ૨

- (૧) માતૃભાષા શિક્ષણમાં કથન - ચર્ચા - પ્રશ્નોત્તર પ્રયુક્તિ, પ્રોજેક્ટ પદ્ધતિ, જૂથ અધ્યાપન પદ્ધતિ
- (૨) શ્રવણ, કથન, વાચન, લેખન કૌશલ્યો: સંકલ્પના, મહત્ત્વ, અવરોધો અને ઉપાયો
- (૩) ગદ્ય શિક્ષણ : મહત્ત્વ, હેતુઓ, ઉણપો અને ઉપાયો
- (૪) પદ્ય શિક્ષણ : મહત્ત્વ, હેતુઓ, રસપ્રદ બનાવવાના ઉપાયો, કાવ્યપઠન
- (૫) વ્યાકરણ શિક્ષણ : મહત્ત્વ, ઉપેક્ષાના કારણો અને ઉપાયો, વ્યાકરણ શિક્ષણની પ્રવિધિઓ

એકમ - ૩

- (૧) ભાષા શિક્ષણમાં શબ્દકોષ, વિશ્વકોશ અને સંદર્ભગ્રંથોનું મહત્ત્વ
- (૨) ભાષા શિક્ષણમાં દેશ્ય - શ્રાવ્ય સાધનોનો વિનિયોગ
- (૩) સાહિત્યિક સામયિકો અને સાહિત્યવર્તુળનું ભાષા શિક્ષણમાં સ્થાન
- (૪) ભાષા પ્રયોગશાળાનું સ્વરૂપ અને મહત્ત્વ
- (૫) ભાષા શિક્ષણ અને કમ્પ્યુટર ટેકનોલોજી

એકમ - ૪ લેખન વિભાગ

- (૧) કાવ્ય રસદર્શન (ધો.૮,૯)
- (૨) વિચાર વિસ્તાર (ધો.૧૦)
- (૩) અહેવાલ લેખન
- (૪) અરજીલેખન
- (૫) નિબંધલેખન

એકમ - ૫

(અ) સાહિત્ય સર્જકો

(૧) નરસિંહ મહેતા (૨) ઝવેરચંદ મેઘાણી (૩) ઉમાશંકર જોશી

(૪) કનૈયાલાલ મુનશી (૫) ધૂમકેતુ (૬) નર્મદ

(૭) રાજેન્દ્ર શાહ (૮) રમેશ પારેખ

(બ) (ઘોરણ - ૮,૯ ના પાઠ્યપુસ્તકને આધારે સાહિત્ય સ્વરૂપના ઘટકતત્ત્વો સાથે સ્વરૂપલક્ષીયતા

(૧) ઊર્મિકાવ્ય (૨) સોનેટ (૩) ગઝલ (૪) નવલિકા

(૫) નિબંધ (૬) રેખાચિત્ર

એકમ - ૬ વ્યાકરણ વિભાગ

(ઘોરણ - ૮,૯ ના પાઠ્યપુસ્તક આધારિત નીચેના મુદ્દાઓ)

(૧) જોડણી (૨) સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દો

(૩) નિપાત (૪) સંયોજક (૫) કહેવતો અને રૂઢિપ્રયોગો

(૬) વાક્યના પ્રકાર (કર્તરિ, કર્મણિ, ભાવે વાક્યરચના, પ્રેરક અને પુનઃ પ્રેરક

વાક્ય રચના)

(૭) વિભક્તિ (૮) સન્ધિ (૯) સમાસ (૧૦) અલંકાર

(૧૧) છંદ (૧૨) શબ્દસમૂહો માટે એક-એક શબ્દ

Paper-7 हिन्दी पद्धति और विषयवस्तु

इकाई : १

- (१.१) हिन्दी भाषा का स्वरूप
-भाषा की परिभाषा
-भाषा शिक्षा के हेतु
-भाषा शिक्षा की विधियाँ- प्रत्यक्ष, परोक्ष विधि
- (१.२) राष्ट्रभाषा हिन्दी
-राष्ट्रभाषा हिन्दी का महत्त्व
-संविधान में हिन्दी भाषा का स्थान
-हिन्दी भाषा की वर्तमान स्थिति-शिक्षा एवम राजकीय स्तर पर
- (१.३) हिन्दी भाषा की शिक्षा
-उद्देश्यलक्षी शिक्षा का महत्त्व
-हिन्दी भाषा के सामान्य और विशिष्ट उद्देश्य
-अहिन्दी भाषी प्रदेशों में हिन्दी शिक्षा के उद्देश्य
- (१.४) देवनागरी लिपि
-उद्भव
-लिपिशिक्षा की पद्धतियाँ
-लिपि के दोष और सुधार

इकाई: २

- (२.१) पाठ आयोजन
-पाठ आयोजन का महत्त्व
-हिन्दी पाठ्यक्रमका वार्षिक-मासिक और दैनिक आयोजन
-पाठ के विविध सोपान ओर शब्दप्रतिपादन की विधियाँ
-पाठ आयोजन के ध्यान रखने योग्य कुछ बातें
- (२.२) गद्य शिक्षा
-गद्यशिक्षा के सामान्य और विशिष्ट हेतु
-गद्यशिक्षा का महत्त्व
-गद्य के विविध रूप : कहानी, एकांकी और निबंध का अध्यापन
-अर्थबोध और विस्तृत व्याख्या
- (२.३) पद्यशिक्षा
-सामान्य और विशिष्ट हेतु
-पद्य शिक्षा का महत्त्व
-पद्य शिक्षा की पद्धतियाँ
-कविता सीखने में ध्यान देने योग्य बातें
- (२.४) व्याकरण शिक्षा
-सामान्य और विशिष्ट हेतु
-व्याकरण शिक्षा का महत्त्व
-व्याकरण शिक्षा की पद्धतियाँ-आगमन-निगमन पद्धति
-व्याकरण शिक्षा को रोचक बनाने के तरीके

इकाई : ३

- (३.१) मौखिक अभिव्यक्ति
 -महत्त्व
 -उच्चारण दोष
 -उच्चारण दोष होने के कारण और सुधारने के उपाय
 -मौखिक अभिव्यक्ति के विकास की प्रवृत्तियाँ
- (३.२) लेखन शिक्षा
 -महत्त्व
 -हिन्दी में लेखनदोष
 -लेखनदोष होने के कारण और उपाय
 -अनुलेखन और श्रुतलेखन
- (३.३) अच्छी पाठ्यपुस्तक के लक्षण
 -लक्षणों के आधार पर गुजरात राज्य की कक्षा ८ की पाठ्यपुस्तक की समीक्षा
- (३.४) हिन्दी के आदर्श प्रश्नपत्र की रचना
- (३.५) हिन्दी शिक्षक की अपेक्षित योग्यताएँ
- (३.६) हिन्दी शिक्षा में द्रश्यश्राव्य उपकरण
 (टेपरिकार्डर, टेलिविजन, ओवरहेड प्रोजेक्टर, कोम्प्युटर, ईन्टरनेट, भाषा, प्रयोगशाला का सामान्य ख्याल)

इकाई : ४ व्याकरण विभाग

- (४.१) वर्णविचार: स्वरों के भेद, व्यंजनों के भेद, अक्षरों का उच्चारण
- (४.२) शब्दभेद: संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण, संबंधसूचक, समुच्चयादिबोधक, विस्मयादिबोधक
- (४.३) लिंग, वचन और कारक
- (४.४) उपसर्ग और प्रत्यय
- (४.५) वाक्य के प्रकार : सामान्य वाक्य, मिश्रवाक्य, संयुक्तवाक्य

इकाई : ५ शब्द निर्माण

- (५.१) समानार्थी शब्द, विरुद्धार्थ शब्द और शुद्धिकरण
- (५.२) भाववाचक संज्ञा, कर्तुवाचक संज्ञा, विशेषण रचना
- (५.३) कहावतें और मुहावरे(कक्षा ८, ९ की पाठ्यपुस्तक आधारित)
- (५.४) शब्दसमूह के लिए एक शब्द
- (५.५) पदपरिचय

इकाई : ६ रचना निर्माण

- (६.१) निबंधलेखन, विचार विस्तार
- (६.२) मुद्दों के आधार पर कहानी लेखन
- (६.३) आवेदनपत्र, अहेवाललेखन, पत्रलेखन
- (६.४) कक्षा ८ और ९ की पाठ्यपुस्तक पर आधारित कृतियों के तत्वों को ध्यान में रखकर समीक्षा-कहानी-एकांकी -निबंध

PAPER-4

METHODS AND CONTENTS OF TEACHING SANSKRIT

Unit:1

- (1) Sanskrit language - from – Importance , Role of Sanskrit in national integrity
- (2) Status of Sanskrit in Secondary School,(Suggestions to make Sanskrit popular)
- (3) Ancient and modern objectives and aims of Sanskrit language teaching.
- (4) Principles of Sanskrit language teaching.
- (5) Teaching methods of Sanskrit
 - Pathshala
 - Translation
 - Direct-method
 - Inductive-Deductive
 - Analysis
 - Lecture
 - Self-learning
 - Work shop method

Unit: 2

- (1) Lesson planning – prose – poetry – grammar lesson planning.
 - Objectives
 - Teacher –Students activities
 - Evaluation
 - Chalk – board work
- (2) (A) Study of the current Curriculum of Std.8, 9, 10 of Gujarat state.
 - (B) Evaluation of Sanskrit textbook
 - Characteristics
 - qualities
 - limitations
 - suggestions
- (3) (A) The importance of ‘Vihar vistar’, (paraphrase); Subhashita and supplementary reading in Teaching Sanskrit.
 - (B) The importance of grammar and Translation and its Teaching Techniques.
- (4) Sanskrit teaching – educational proficiency
 - Professional duty.

(5) Evaluation in Sanskrit – blue print of Sanskrit question paper – limitations of

Question Paper and its remedies.

Unit: 3

(1) Teaching aids used in Sanskrit

Teaching – importance,

Points to be considered while using the aids

i. Construction

ii. Preservation

(2) The concept of ‘Dandavya – Khandanvay’ method on the basis of Analysis Method.

- importance – creation – specialty

- limitation

(3) Sanskrit Teaching activities – written dictation, oral dictation, oral works, Self-learning task, reading, Pronunciation,

action Research in Sanskrit.

(4) Problems of Sanskrit classroom teaching

❖ Grammar

❖ Prose

❖ Poetry

❖ Translation

એકમ -૪

(૧) સંસ્કૃત વર્ણમાલા અને ઉચ્ચારણ સ્થાન

(૨) પુરુષ - ઉત્તમ, મધ્યમ, પ્રથમ

(૩) ક્રિયાપદ-ગણકાર્ય વિશિષ્ટકાળ-ગણકાર્ય રહિત કાળ-અર્થ.

(૪) કાળ અર્થગણના પ્રકારો-૧, ૪, ૬, ૧૦

(૫) પરસ્મૈપદ અને આત્મનેપદના રૂપો બનાવવાની માહિતી.

વર્તમાનકાળ, હૃસ્તન ભૂતકાળ, સામાન્ય ભવિષ્યકાળ, પરોક્ષ ભૂતકાળ, આજ્ઞા, વિધ્યર્થ.

(૬) નામ અને સર્વનામના રૂપો- અર્થ, વ્યાખ્યા અને પ્રકારો.

(પુલિંગ, સ્ત્રીલિંગ, નપુસકલિંગ ધોરણ, લના પાઠ્યપુસ્તકના સંદર્ભમાં)

નામના રૂપો

સર્વનામના રૂપો

- રામ - કિમ્ - શાલા - અસ્મદ્(પુ) - કવિ - તદ્(પુ) - નદી - યુષ્મદ્(પુ) - માતૃ-એતદ્-પિતૃ-યદ્-ધેનુ-વધુ

વ્યંજનાન્ત રૂપો

- મરુત્(પુ) - જગત્(નપુ) - શરદ્(સ્ત્રી) - નમન(નપુ) - રાજન(પુ)

(૭) વિભક્તિઓના પ્રત્યયો, ઉપયોગો અને વિશિષ્ટ વાક્યપ્રયોગો

(૮) સતિ સપ્તમી અને અનાદરાર્થે ષષ્ઠી રચના.

- નિયમો, ઉપયોગ અને પરિવર્તન.

(૯) સંધિ- અર્થ, પ્રકારો, નિયમો અને ઉપયોગો

(૧૦) સમાસ- અર્થ અને પ્રકારો

તત્પુરુષ, ઢ્વદ્, કર્મધારય, બહુવ્રીહિ, ઉપપદ, અવ્યયીભાવ.

એકમ-૫

- (૧) કૃદંત- અથ, અને પ્રકારો.
- (૨) કર્તરી - કર્મણી,ભાવે વાક્યપ્રયોગ
- (૩) અવ્યય - વ્યાખ્યા અને પ્રકારો
અવ્યયોના વિશિષ્ટ વાક્યપ્રયોગો
વિના,ઋત,સહ,સાકમ્-સાર્થમ્,અલમ,વૃથા,સ્વસ્તિ।
- (૪) ઉપસર્ગ - અર્થ,વિશિષ્ટતા, મહત્વ, ઉપયોગ.
- (૫) સંખ્યાવાચક શબ્દા- એક થી સો (૧ થી ૧૦૦)
- (૬) ચિવ રૂપ- અર્થ અને વાક્યપ્રયોગો
- (૭) નામઘાતુ
- (૮) વિશેષણો - અધિકતાવાચક અને શ્રેષ્ઠતાવાચક.

એકમ -૬

- (૧) શ્રેણી- ૧૦ પાઠ ૧ થી ૧૫ એકમોનો અનુવાદ
- (૨) રત્ન કણિકા - અર્થ ,વિચાર વિસ્તાર- ધોરણ-૮,૯,૧૦.
- (૩) શ્લોકપૂર્તિ- ધોરણ - ૮,૯
- (૪) સાહિત્યકાર પરિચય-(જીવન, સમય અને કવન)
કાલિદાસ,ભવભૂતિ,ભાસ,બાણ,હર્ષ.
- (૫) સંસ્કૃતભાષા અભિગમને વધારવા માટેપ પ્રચલિત એકમો પર પાંચ - સાત વાક્યો.
- (૬) સંસ્કૃત વાર્તાલાપ (આઠ-દસવાક્યો)

Method and Content of Teaching Social – Science

Unit – 1

1. Social – Science : Concept and Importance
2. Social – Science: Nature and Area
3. Social – Science : Objectives and their expected behavioral changes and Values
4. Core element of Social – Science
5. Position of Social – Science in present curriculum
6. Need and specification of teaching Social- Science

Unit – 2

1. Lesson planning in teaching of Social- Science
 - Micro Lesson Planning
 - Stray Lesson Planning
 - Unit Lesson Planning
2. Method of teaching in Social- Science
(Concept, advantages and implications in classroom)
 - Lecture, Group discussion, Role- Play, Tour, Project, Exhibition, Supervised Study, Assignment, Inductive Deductive Method.
3. Specific activities in teaching of Social- Science :
 - Field work and Survey.
4. Tool for teaching of Social- Science.
 - Maps, Charts, Pictures, Globe, Newspapers, Magazines, Reference Books, Bulletin Board, Chalk- Board , Computer including Internet, Radio, Tape-Recorder and LCD.
5. Co- relation of Social- Science with Psychology, Political Science, Sociology, Science and Technology.
6. Modules of teaching in Social- Science.
7. Evaluation in teaching of Social – Science:
 - a. Various types of Questions:
 - Essay Type, Short Answers and Objective type.
 - b. Three Dimensional Table for the construction of Ideal Question Paper.
 - c. Diagnostic and Remedial Work.

Unit- 3

1. Social – Science Room: Concept, Importance and its Maintenance.
2. Duties and Characteristics of a good Social- Science Teacher.
3. Teacher’s Hand Book of Social- Science: Its Importance and Characteristics.
4. Characteristics of a good Text Book of Social- Science.
5. Evaluation of Present Text Book of Std: 8th , 9th and 10th.
6. Problems of teaching Social- Science and suggestions to solve the problems.

Unit- 4

1. The British Conquest on India.
2. Resources: Meaning, Types and Uses.
(Agricultural and human Resources)
3. Indian Society in the Direction of Changes.
4. Framing of Indian Constitution and its Salient Features.
5. Cultural Heritage of India: Sculptures, Architectures and places of Indian Heritage.
6. Main Problems of Indian Economy: Poverty and Unemployment.

Unit – 5

1. Contribution of Gujarat in Independence.
2. Global Problems Part – 1 and Part – 2.
3. World after 1945 Part – 1 and Part – 2
4. Indian Democracy.
5. Natural Vegetation and Wild Life
6. Resources of Energy.
7. Social Problems and their effects.

Unit – 6

1. National Movement during Gandhian Era.
2. India : Animal Husbandry and Dairy
3. Role of World Organization: WHO, UNESCO, UNICEF.
4. Influence of British Rule in India and National Movements.
5. Judiciary of India and Organs of Government.
6. Population.
7. Heritage of Science and Technology of India.
8. Social Change and Human Development.

METHOD AND CONTENT METHOD – ECONOMICS

Unit – 1

1. Economics: Definition, scope, its importance at higher secondary education level.
2. Aims of teaching of Economics at higher secondary level: general and specific objective of teaching of Economics, values of Economics.
3. Correlation: meaning, importance, correlation of Economics with Geography, Maths, Statistics and Politics.
4. Lesson Planning and Unit Planning in Economics.

Unit – 2

1. Methods in teaching of Economics : lecture, group discussion , project , supervised study method , inductive – deductive method , problem solving method , team teaching , assignment method, (definition , advantages , limitations, its application in classroom).
2. Work Experience in teaching of Economics: Field work, survey work, developing the economic club, teaching of problems related with role play.
3. Importance of various educational tools and its applications in classroom while teaching Economics.
 - Visual Aids: Reference book, magazine, newspapers, charts, graphs, bulletin board, wall pictures, scrap book.
 - Audio Aids: Radio, Tape recorder.
 - Audio Visual Aid: TV, Film, Tape Slide, OHP, Computer.
4. Teacher of Economics: Professional efficiency, virtues, responsibilities.
5. Action research in Economics: meaning, steps, application.

Unit – 3

1. Importance of text book, characteristics of ideal text book.
2. Norms for Evaluation of Text Book.
3. Evaluation of text book Economics of Std XI and XII.
4. Characteristics of Modal Question Paper (with blue print.)
5. Evaluation in teaching of Economics: Points keeping in mind while constructing essay type and objective questions (with examples).Diagnosis and remedial work, drilling and review work in Economics.

Unit – 4

1. Utility : Meaning , utility and marginal utility, laws of reducing marginal utility , assumptions , exception , Budget line.
2. Demand: Meaning, affecting factor, law of demand, exceptions, meaning and type of price elasticity, change in demand.
3. Supply: Meaning affecting factors, law of supply, exceptions, change in supply.
4. Market: Meaning, components, classification of market.
5. Tools of production: Meaning, characteristics, types.
6. Unit related: Whole related Economics. Meaning, nature, character, interrelation, differences.
7. National Income: Meaning, method for calculation of national income.

Unit -5

- (1) Unemployment : Meaning, types, Average propensity to consume and marginal propensity to save.
- (2) Money : Meaning, Types, Functions, Batter system meaning, limitations, limitations, Bank & Central Bank
- (3) Budget : Meaning, Forms, Objectives, types, National _international trade, Balance of trades, Balance of payment... Difference.
- (4) Economic Growth and Development- Meaning, Difference, Characteristics of Developing Indian Economic.
- (5) Infrastructure – Meaning, Importance, Components
- (6) Planning _ Meaning, objectives, Importance, Achievements, limitations, Meaning of Strategies of planning, characteristics.
- (7) Economics reforms of new policy of 1991, liberalization- Meaning, impact- privatization – process- Globalization – Direct International Capital investment.

Unit -6

- (1) Population in India.....factors affecting population, Economic effects of population ,suggestions for controlling population.
- (2) Poverty – Meaning- Relative poverty and Absolute poverty, suggestions for removing the poverty
- (3) Unemployment – Meaning, measurement, causes of unemployment, suggestions for decreasing unemployment.
- (4) Environment policy – meaning, components, Migration meaning, causes, positive and negative effect of migration.
- (5) Urbanazitation – Meaning, causes, effects of urbanazitation, Agricultural problems in India, Green reforms in agricultural.
- (6) Importance of Industrialization in Indian Econome, Importance of cottage Industries and small scale Industries, Government policy for small scale Industries , limitations of industrialization.

METHOD AND CONTENT SCIENCE AND TECHNOLOGY

Unit – 1

- (1) Nature and field of science and technology
- (2) Development and meaning of science and technology attitude through science and technology
- (3) Objective and expected behavioral change in teaching of science and technology
- (4) Design for lesson planning in science

Unit -2

- (1) Methods of teaching science and technology : Experimental method, Demonstration method and Project method
- (2) Inductive - Deductive approach in teaching of science and technology
- (3) Characteristics of good text book of science and technology. Review of text book of science and technology of std. 8 and 9
- (4) Specific facilities their importance's and management : science laboratory , Botanical garden , Aquarium

Unit – 3

- (1) Importance of co-curricular activities: science club, science fair and planetarium.
- (2) Application of Audio – Visual aids in teaching of science
- (3) Correlation in teaching of science and technology – Meaning and importance. Correlation of science and technology with mathematics.
- (4) Characteristics of good science and technology teacher.

Unit – 4

- (1) Light: Refraction of light, Dispersion of light
- (2) Motion : Uniform and Non – Uniform motion, Speed, Velocity and Acceleration
- (3) Force : Balanced and Unbalanced forces, frictional force , Newton's law of motion, Archimedes principle.
- (4) Electricity : Electric current, connections of Resistance, Different type of electric cells.
- (5) Waves : Types of waves and characteristics
- (6) Nano Technology : Meaning , Importance and future scopes
- (7) Universe : Solar system, stars and planets , uses of satellites

Unit -5

- (1) Constitution of atom, Isotopes and Isobars
- (2) Metal and Non-Metal : physical and chemical properties
- (3) Chemical Bond : Definition, Ionic Bond and Co-Valent bond
- (4) Air : Constitution, Green house effect, Acid rain
- (5) Pollution : Meaning and Types , its harmful effect, prevention and control of pollution
- (6) Preparation and Properties of hydrogen, Metal and carbon dioxide
- (7) sources of energy : Renewable and Non – renewable source of energy

Unit – 6

- (1) Cell : Animal and Plant cell , cell division
- (2) Respiration in living organisms : Aerobic and Anaerobic
- (3) Nutrition in living organisms : Balanced diet and health, Nutrition in plants
- (4) Reproduction in living organisms : Types and Importance
- (5) Blood Donation : Blood Groups, universal recipient, universal donor
- (6) Soil : Types, Constitutions, Methods for more production
- (7) Blood circulation in living organisms

METHOD AND CONTENT : MATHEMATICS

Course Objective

To enable the pupil teacher to :

- (1) Understand and appreciate the uses and significance of mathematics in daily life.
- (2) Learn successfully various approaches of teaching mathematics and use them judiciously.
- (3) Know the methods of planning instruction for the classroom.
- (4) Appreciate and organize activities to develop aesthetics of mathematics.
- (5) Obtain feedback both about teaching as well student learning.
- (6) Prepare curricular activities and organize the library and book in it as per the needs.

Course Contents

Unit -1 Concept of Mathematics , objectives and planning.

- (1) Modern concept of mathematics.
- (2) General objectives and specific objectives of teaching of mathematics.
- (3) Values of mathematics : Cultural, Utility and Disciplinary
- (4) Characteristics of good textbook of mathematics
- (5) Design for lesson planning:
 - General objectives and specific objectives
 - Pre-preparation
 - Classroom interaction
 - Evaluation and Assignment
 - Chalkboard summary

Unit -2 Methods, Teachings and Evaluation.

- (1) Methods of teaching mathematics
 - Inductive – deductive
 - Analytical – synthetics
 - Problem solving approach
 - Experimental work approach.
- (2) Drilling work ,Review work and Oral work.
- (3) Characteristics and steps for constructing good mathematics question paper.
- (4) Types of question in teaching of mathematics : Multiple test, Matching test and True-false
- (5) Diagnostics work – remedial work and its importance in teaching of mathematics.

Unit -3 Co – Curricular activities and efficiency of teacher in teaching of mathematics

- (1) Characteristics of good mathematics teacher.
- (2) Construction and importance of teaching aids in teaching of mathematics.
- (3) Matical club: Objectives, planning and activities
- (4) Meaning of correlation, correlation of mathematics with its branches and with economics, gujarati and drawing.
- (5) Contributions Indian mathematicians with reference to Bhaskaracharya, Aryabutta, Leelabathi, Ramanujan and contribution of Euclid, Pythagorus

Unit -4 Arithmetics

Profit and loss, Simple and Compound interest, Percentages and its uses, Banking, Area and Volume

Unit -5 Algebra

Set theory, Expansion, Factorisation, Equations, Ratio, Proportion, Trigonometric ratios and identities, Heights and distance.

Unit-6 Geometry

Points and lines, line segment, ray, Plane, angle, Circle, Congruency and similarity of triangles, Properties of parallelogram, Pythagoras theorem, construction of 60, 90, and 120 angles and Triangle, Quadrilateral from the given data.

METHOD AND CONTENT – ELEMENTS OF ACCOUNTANCY

Unit – 1

1. Meaning of Accountancy: Characteristics and Concept of Accounting.
2. History of Accountancy: Scope and Importance at Higher Secondary Level.
3. Aims of teaching of element of Accountancy at Higher Secondary Level, general and specific objectives of element of Accountancy and accepted changes in behavior.
4. Correlation: Meaning, importance, internal correlation, correlation of Account with sub-unit, correlation with other subjects – Economics, Business administration, Geography.
5. Lesson Planning and Unit Planning in Element of Accountancy.

Unit – 2

1. Teaching method: Meaning, Benefits, Limitation of application in Classroom.
Inductive deductive method, Analytic – Synthetic method, Project method, Supervised Study Method, Assignment Method.
2. Importance of Educational Aids and its application in the classroom while teaching the element of Accountancy.
 - Visual Aids: Black board, charts, bulletin board, scrapbook.
 - Audio Aids: Radio, tape recorder.
 - Audio Visual Aids : Computer, film and TV
 - References: Educational Magazine, reference book, news paper.
3. Specific techniques: Account club, visit to a business firm, field work, case study.

Unit – 3 A Teacher of Element of Accountancy.

1. Essential Virtues and professional abilities.
2. Importance of text book of Element of Accountancy, characteristics of ideal text book of accountancy .Evaluation of existing text book of Std XII.
3. Written, Oral, Practical Evaluation.
4. Modal Question Paper of Accountancy: Characteristics and Blue Print.
5. Improvement activities in Element of Accountancy: Drilling – Revision, Diagnosis and Remedial Work.

Unit – 4

1. Introduction of Accountancy and its Terminologies.
2. Bad debt and bad debt provision.
3. Annual account (individual firm and partnership)
4. Rectification (short examples)
5. Reconciliation Bank Statement.

Unit – 5

1. Depreciation accounting: Definition, objectives, reasons, methods for calculating Depreciation. - Straight line method, Reducing Balance method.
2. Reserve and provision.
3. Non Trading Account (Only theory.)
4. Partnership: Definition, Partnership deed, Information of fixed capital account and current capital account.
5. Good will: Theoretical information, calculation of short examples, simple average, weighted average, capitalization of average profit, a certain Number of year's purchase of shopper profit.

Unit - 6

1. Admission of new partners: Effect on distribution of profit loss due to admission of new partner. General and short example.
2. Transaction of share capital: Theoretical information example(share applications , share allotment money called upon and received there on)
3. Debenture account: Debenture issue at premium at its accounting effect and its entry on company's account while returning the debenture money.
4. Accounting ratio: Meaning, types, short example.
5. Deshinama: Terminology, Rojmel, Bethomel and their examples.

METHOD AND CONTENT – SOCIOLOGY

- Unit-1
- (a) Objectives of teaching sociology at higher secondary level
 - (b) Definition of sociology
 - (c) Introduction and limitation of sociology as a social science
 - (d) Co-relation of sociology with psychology, economics, social science, history.
 - (e) Role of sociology education in contemporary Indian society
- Unit-2
- (a) Lesson planning for teaching of sociology
 - Stray lessons
 - unit planning
 - (b) Various methods and techniques of teaching sociology
 - lecture, group discussion, tour, seminar ,
 - survey, demonstration, field tript, observation, case study, interview.
 - (c) Uses and limitations of audio-visual aids in teaching of sociology.
 - Art, diagram, model, slide, t.v., radio, tape recorder, vcr, news papers and magazines.
 - (d) Suggestions to solve the problems of teaching sociology.
 - (e) Characteristics of ideal teacher of sociology.

- Unit-3
- (a) Advantages to trainees through education of sociology.
 - (b) Evaluation of text books of sociology for std. 11 & 12.
 - (c) Construction of blue print for ideal question paper of sociology.
- Unit-4
- (a) Fundamentals of sociology
 - (b) Social processes
 - (c) Approaches of studies for Indian society
 - (d) Individual and society
 - (e) Social institutions
 - (f) Social tribe, schedule cast and other backward classes
- Unit-5
- (a) Women in india
 - (b) Child crime and destructions of social traits.
 - (c) Process of cultural change
 - (d) Factors affecting the social changes
 - State, national planning
 - Panchayati raj , mass media
- Unit-6
- (a) Research methodology in sociology
 - (b) Role of sociologists
 - Karl Marks, Imail Durkhim , Dr. G.S. Dhurme , Dr. I.P. Desi

Formate of Question Paper

@ Each question paper contained 100 marks.

@ Each question paper contained total 5 questions

- Question -1 :** (A) Objective type question **10 Marks**
(10 questions, each weightage is 1 mark.)
- (B) Answer briefly in 30 to 40 words **10 Marks**
(Answer any 5 out of 7)
- Question-2 :** Answer briefly in 125 to 150 words **20 Marks**
(Answer any 5 out of 7)
- Question-3 :** Write short notes (150 to 180 words) **10 Marks**
(Answer any 2 out of 3)
- Question-4 :** Answer in 250 words **20 Marks**
(Answer any 2 out of 3)
- Question-5 :** Essay type question (350 to 450 words) **30 Marks**
(Answer any 2 out of 3)

Passing Percentage :

The marks for passing in each theory paper will be 30% and aggregate 40 % marks. (i.e. part-I) and 40 % marks in part-II.

Classification of Results

The candidate will be placed in division on the basis of marks as follows in theory (Part-I) and internal (Part-II) which ever may be less.

- 66 % and above : Distinction
- 60 % and above but Below 65.9 % : 1st class
- 50 % and above but below 59.9 % : 2nd class
- 40 % and above but below 49.9 % : 3rd class (pass class)
- Below 40 % : fail

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શિક્ષણમાં અનુદેશ તકનિકી
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