

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

B.ED. CURRICULUM

Implementation from Academic Year 2015-16

First Year

Semester - 2

Course - 201 : Learning & Teaching

Course - 202 : Pedagogy of a School Subject

202 : 1. Gujarati

202 : 2. English

202 : 3. Economics

202 : 4. Science and Technology

Course -203 : Pedagogy of a School Subject

203 : 1. Hindi

203 : 2. Social Science

203 : 3. Elements of Accountancy

203 : 4. Mathematics

203 : 5. Sankrit

203 : 6. Sociology

203 : 7. Agronomy

Course - 204 : Assessment for Learning

Course - EPC-2 : Drama & Art in Education

Field work

B.Ed. First Year - Sem. 2
Course - 201 Learning & Teaching
Objectives

Student- Teachers will be able....

1. To understand the concept of learning
2. To understand the importance of motivation in learning
3. To understand the concept of teaching
4. To accept teaching as a profession
5. To analyze and interpret the class room interaction.
6. To know the new trends of teaching and learning
7. To know the activities of teaching learning and apply it in the class room.

Unit : 1 Learning

- 1.1 Learning : Concept (In the context of social and cultural)
- 1.2 Factors affecting to the learning : related to learners, teachers, process and content
- 1.3 Principles of learning (Pavlov, Thorndike, Kohler) and their educational implications
- 1.4 Motivation in learning : Concept and educational implications, Abraham Maslow's Motivational Theory, Achievement Motivation: meaning, characteristics of achievement motivated person

Unit : 2 Teaching

- 2.1 Teaching : concept, various Maxims of teaching, concept, importance, illustrations
- 2.2 Factors affecting to teaching process: prediction, reference, process and result oriented
- 2.3 Teaching as a profession
- 2.4 Analysis of classroom interaction : factors of classroom analysis by Ned Flanders, Importance

Units 3 New Trends of Teaching Learning

3.1 Use of ICT in teaching - learning

3.2 E- learning: Meaning, Definition, concept

3.3 Learner - centred Approach : Meaning and importance

3.4 Teacher of 21st Century : With reference to ICT, Action Research, professional values

Units 4 Methods of Teaching - Learning (Nature - Importance - Limitations)

4.1 Peer Group Learning

4.2 Brain Storming

4.3 Seminar

4.4 Inductive Model

Practicum

1. Analyse the classroom interaction of a teacher.

2. Brain storming on any one problem.

3. Try out the achievement motivation test.

4. Organisation and application of a seminar on a subject.

5. Construction and try out of the Inductive-deductive model.

6. Construction and try out of the PPT on the unit of one subject.

7. Get the opinion of students on E-learning.

8. Visit the schools and prepare a report on the teaching learning process with photographs.

9. Try out the achievement motivation test on the students of any standard (9 to 12).

10. Organisation of the seminar on any problem of the country based on the educational point.

11. Try out the induction Model prepared at M.Phil or Ph.D. level and study the effect of it.

12. Analyse the classroom interaction of student teachers or teacher educators and study the effectiveness of it.
13. Brainstorming on any problem and find out the best solution for the problem.
14. Get the opinion of student teachers regarding the effectiveness of peer group learning of informal kind of group in the classroom.
15. Discussion on the articles of three experts on the blog.
16. Analyse the educational programmes telecast on the BISAG.
17. Visit any five schools and collect the information regarding steps they have taken for their professional development.
18. Study the effectiveness of the Thorndiek's principle of learning on slow learners.

Field Work:

1. Try out the achievement motivation test on the students of standard 9.
2. Observe and analyse the classroom interaction of a teacher in the school.
3. Know the attitude of student teachers about ICT. (Prepare an opinionnaire and report)
4. Get the opinion of teachers regarding teaching as a profession. (prepare an opinionnaire and get filled with teachers of five schools)
5. Action research on the students who remain absent in the school. (any other problem can be taken)
6. Development and try out of the inductive model in the subject ___ of std ___.
7. Study the learning pattern of a school. (opinion from students and teachers)
8. Comparative study of brain storming with lecture method.

NOTE: The above mentioned activities and forms are suggestive. Student teachers can do new practical works, activities and field works under the creative guidance of their teacher educators.

References:

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