



# **Shree H. N. Shukla Group of Colleges**

[ Affiliated to Saurashtra University & NCERT ]

(Vaishali nagar 2 & 3, Near Amrapali Railway Crossing, Rajkot. )

## **CC-3 Philosophical and sociological foundation of education**

### **Unit-1 Education and educators**

- 1.1 Education: meaning(verbal ,narrow ,broad)  
Definition of education (formal-informal)
- 1.2 Elements of education(philosophical, sociological, economical  
Cultural and political)
- 1.3 Feminine Education  
(importance of feminine education)
- 1.4 Notification of government's effort and scam in according to make  
Broad femine education
- 1.5 Study the following points by philosopher:  
Gandhiji, Tagor, Dr.Radhakrushnan, Vivekanand  
(Biography, concept of education, aim of education, syllabus,  
Teaching-learning method, teaher-student relation and discipline)

### **Unit-2 Philosophical Idea**

- 2.1 Concept of philosophy and philosophical education
- 2.2 Relation between philosophy and education
- 2.3 Philosophical Idea:  
Idealism  
Natureralism  
Pragmatism  
Realism  
( study the following points  
Introduction, defencers, meaning of education, aim of education,  
Syllabus, method of teaching-learning, relation of teacher-student  
And discipline)

### **Unit-3 Human rites and peace for education**

- 3.1 Background, meaning, form, importance and objectives  
Of human rights
- 3.2 Education for peace and unarmed: meaning, need in  
Current circumstances
- 3.3 National integration: meaning, positive-negative  
Element and role of school in develop national



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- Integration
- 3.4 Internationalism: meaning and need
- 3.5 School program for develop internationalism and Co-operation
- 3.6 Value education: meaning, types, approach and its Need in current time
- Unit-4 Indian culture, civilization, democracy and education
  - 4.1 Indian constitution: rights and educational article
  - 4.2 Meaning of democracy and its milestone
  - 4.3 personal aim and social aim in according to democracy
  - 4.4 Secularism: meaning and need
  - 4.5 Indian culture and civilization: meaning, characteristics And comparison
  - 4.6 Indian cultural heritage: (literature, sculpture and Architecture, social cultures and traditions
  - 4.7 school activities in according to Indian culture

## **CC-4 School policies and administration**

- Unit-1 School management
  - 1.1 Concept of school management
  - 1.2 School management: form, objectives and working Area
  - 1.3 school admin(GR, LC, leave report, Attendance register, dad stoke register, service book-introduction various types of leaves
  - 1.4 Introduction of student's evaluation frame at primary And secondary level
  - 1.5 Duty of DPEO, TPEO, KENI, BRC, CRC
- Unit-2 Student-teacher and principal
  - 2.1 student welfare program
  - 2.2 Teacher
    - 2.2.1 current teacher recruitment process(TET-II, TAT for secondary and higher secondary)



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- 2.2.2 Duties of teacher
- 2.2.3 Factor affecting on the teachers job satisfaction
- 2.3 Principal
  - 2.3.1 Current job process for principal (HTAT(primary Principal), TAT(secondary and higher secondary Principal)
  - 2.3.2 Role of principal and function  
(Planning, organizing, guidance, direction, Overcommand)
- 2.4 Types of discipline(restrictive, free, impressive disci.)
- Unit-3 Introduction of various Board, school, institute
  - 3.1 State Board (concept, function)
  - 3.2 CBSE Board (concept, function)
  - 3.3 ICSE Board (concept, function)
  - 3.4 Various types of school and its basic introduction  
(District primary school, grant-in-aid and government School, secondary-higher secondary school, jawahr Navoday vidhyalay , central school, model school, Mental retirement school)
  - 3.5 Introduction – GCERT, CASE,IASE, DIET, NCTE, STTI, UGC, KCG
- Unit-4 Government various act and structure in related Education
  - 4.1 Study of general points and understanding of current Articals in according to state government at primary level
  - 4.2 Study and general introduction of current act in according To state government at secondary and higher secondary Level
  - 4.3 Action and duty of education officer and secondary-higher Secondary educational design administration of state level
  - 4.4 Action and duty of DEO and form of secondary education Administration of district level

## **EC:7 HISTORY METHOD**



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## **Unit-1** Development of lesson planning

- 1.1 Stray lesson planning
- 1.2 Unit lesson planning
- 1.3 Difference between stray lesson and unit lesson plan

## **Unit-2** Approaches of history

- 2.1 Collection place, role play, toure, time line  
(meaning and use)
- 2.2 History room: Importance and decoration
- 2.3 Electonic media in history: choice, importance  
Film, radio, TV, VCD, tape recorder

## **Unit-3** Bridge line of history with other subject

- 3.1 History-Geography
- 3.2 History-science
- 3.3 History-Civice
- 3.4 History-proper history
- 3.5 History-Art

## **Unit-4** Evaluation in history education and role of History teacher

- 4.1 Concept(unit lesson evaluation)
- 4.2 Blue print
- 4.3 Construction of good question paper  
Essencial characteristics of good question paper
- 4.4 Role of history teacher in according to content

## **EC-8 GEOGRAPHY METHOD**

### **Unit-1** Development of lesson planning

- 1.1 Stray lesson planning
- 1.2 Unit lesson planning
- 1.3 Difference between stray lesson and unit  
Lesson planning

### **Unit-2** Method of geography

- 2.1 Resional method
- 2.2 Model study method



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2.3 Project method

2.4 Didective-inductive method

Unit-3 Bridge line of geography with other subject and role of  
Geography teacher

3.1 Meaning: History,science,mathemetics,economy

3.2 Role of geography teacher:qualitice,conten,extraordinary  
Skill

3.3 Action research: concept and steps

Unit-4 Evaluation

4.1 Types of questions:(concept,constructio and example)

4.1.1 Essay type question

4.1.2 short-ans type question

4.1.3 objective type question

4.2 Constuction of Blue print

4.3 Essential characteristic of a good question paper

## **EC-4 ENGLISH METHOD**

Unit-1 Lesson planning & procedure

1.1 Importance of lesson planning

1.2 Stray lesson and unit lesson planning in ELT

Unit-2 Resources and problems in ELT

2.1 Text book: Importance and various aspect of  
Reviewing a textbook

2.2 ELT resources-Dictionary,Thesaurus,Electronic media

2.3 Causes and remedies of the following ELT problems

(1) Pronunciation

(2) Syntax

(3) Handwritting

(4) Spelling

Unit-3 Teaching of composition and Action Research

3.1 Teaching of composition

- Types of composition(oral-written,controlled-guided)

- Forms of composition(story,paragraph,letter,essay,



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Report writing)

3.2 Action Research: concept and steps

Unit-4 Evaluation

4.1 Evaluation: concept and types(oral-written)

- Types of questions and their construction  
(Essay type, short answer type, objective type)

4.2 - Essentials of a good question paper

- preparing a Blueprint of a question paper

## EC-3 SANSKRIT METHOD

Unit-1 Lesson plan

1.1 Lesson plan, steps and examples of stray lesson and unit lesson of  
prose, verse and grammar

1.2 Diagnostical and remedial education in Sanskrit:  
Concept and importance

Unit-2 Class activities

2.1 Imitation method, phonic method, recite

2.2 Class activities

(1) charts (2) observers (3) language games

(4) Sanskrit lecture

(5) Information of Sanskrit magazine (any 2)

Unit-3 Evaluation of Sanskrit

3.1 Importance of evaluation

3.2 Construction of question paper and essential characteristics of  
A good question paper

3.3 Blueprint of question paper and its four types

(1) Match the pairs

(2) Fill in the blanks

(3) objective type test

(4) Co-relation tests

Unit-4 Review and characteristics of textbook

4.1 Review of current std. 7, 8, 9 textbook

4.2 Text book: internal and external characteristics





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## **Ec-6 Science Method**

Unit-1 Development of lesson plan

- 1.1 Lesson plan(concept and steps)
- 1.2 Structure of lesson plan
- 1.3 Unit lesson plan
- 1.4 Construction of unit test according to Blue print

Unit-2 Method of science teaching

- 2.1 methods(concept, to make effective(merits and demerits)
  - 2.2.1 Lecture method
  - 2.2.2 Assignment method
  - 2.2.3 Observation method
  - 2.2.4 practical method
  - 2.2.5 project method

Unit-3 Evaluation and Action research

- 3.1 Types of question: concept, construction and examples
  - 3.1.1 Essay type question
  - 3.1.2 Short type question
  - 3.1.3 Objective type question
- 3.2 construction of Blue print
- 3.3 Essential characteristics of good question paper
- 3.4 Action research(concept, steps and importance)

Unit-4 Science activities and reference

- 4.1 Science experimental school: importance, plan, maintains
- 4.2 Activities: science fair, science association, trip, sky observation
- 4.3 Reference: experimental book and science magazines

## **EC-5 Mathematics Method**

Unit-1 Development of lesson plan

- 1.1 Analysis of educational activities
  - Teacher-student activities
  - Education method-approach
  - Reference-tool



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Evaluation plan

1.2 Stray lesson planning

1.3 Unit lesson planning

1.4 Construction of unit test according to Blue print

Unit-2 Method of mathematics

2.1 Methods: lecture method: concept, use in class

Merits-demerits

2.2 Project method: concept, steps, merits-demerits

2.3 Assignment method: concept, construction of good assignment

And essential characteristics of good assignment, use in class

Unit -3 Evaluation in mathematics

3.1 concept of evaluation

3.2 Arms of evaluation process

3.3 Essential characteristics of question paper

3.4 Various types of evaluation question

(A) Essay types question (concept)

(B) Short types question (concept)

(C) Objective type question (concept- construction)

3.5 Remedial evaluation and Diagnostic education

Meaning and importance

Unit-4 Prospectiveness in mathematic education

4.1 Determination and view

Concept and use in class

4.2 mathematics group: importance and activities

4.3 Action research: concept, steps and importance

## **EC-9 Account Method**

Unit-1 Planning of education action of account

1.1 Education planning:concept,importance,types

1.2 Stray lesson:concept and planning

1.3 Unit lesson:concept and planning





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- 1.4 Difference between stray lesson and unit lesson
- Unit-2 Improvement activities in account
  - 2.1 Determination
  - 2.2 reobservation
  - 2.3 Remedial and Diagnostical action
  - 2.4 Conceptual system model
- Unit-3 Account teacher and Action research
  - 3.1 Necessary education qualification: qualities-skill
  - 3.2 Action research
    - 3.2.1 Concept
    - 3.2.2 Importance
    - 3.2.3 Steps
- Unit-4 Evaluation in account
  - 4.1 Concept, objectives, steps of evaluation
  - 4.2 Types of question:
    - (concept, characteristics of good question paper)
  - 4.3 Short types question: (concept, importance)
    - Objective types question: (construction, importance)
  - 4.4 Construction of question paper according Blue print

## **Ec-10 Economics Method**

- Unit-1 Lesson planning of economic teaching
  - 1.1 Stray lesson planning
  - 1.2 Unit lesson planning
    - (specific objects, teaching activities, teaching aids, reference, evaluation)
  - 1.3 monthly planning and annual planning
    - (concept and importance)
- Unit-2 Bridge link of economy with other subject
  - And Action research
    - 2.1 Bridge link: geography, maths, sociology,
      - Political science
    - 2.2 Action research



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2.2.1 concept

2.2.2 importance

2.2.3 steps

Unit-3 Speciality of economics teacher and

Diagnostic-Remedial action

3.1 Economics Teacher:(knowledge of content,  
Working area and skill)

3.2 Diagnostic action

3.3 Remedial action

Unit-4 Evaluation in economic education

4.1 Concept,objects and steps of evaluation

4.2 Types of question(concept,characteristics of good  
Essay types question)

4.3 Short types question:  
(concept,importance)  
Objective types question

4.4 Construction of question paper according to Blue print



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