

SYLLABUS

C.C. S UNIVERSITY, MEERUT
Regulations & Syllabus
2005-2006

FACULTY OF EDUCATION
(B. Ed Examination)
2005-2006
Onwards

CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT
FACULTY OF EDUCATION
BACHELOR OF EDUCATION (B. Ed)

ORDINANCE & REGULATIONS

1. The duration for the degree of Education shall be one year and examination shall be held at the end of the academic session.
2. A candidate who after passing (i) the graduation examination of the university or of an Indian University incorporated by law for the time being in force or (ii) any other examination recognized by the university as equivalent thereto (C.C.S. University) attended a regular course of study in an affiliated college for one year shall be eligible to take examination of B. Ed.
3. No candidate shall be allowed to appear in B. Ed examination unless he/ she has put in the required percentage of attendance. Beside the above the theory courses, 40 lessons in the subjects offered under 'method of teaching' will have to be completed by the end of the session.
4. No candidate shall be declared to have passed B. Ed Examination unless he/she secures 36% marks in aggregate of all the theory courses and 48% marks in practical separately.
5. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in Theory and Practical as under:

Division in Theory & Practical Separately	Percentage of marks
First Division	60% or above
Second Division	48% or above but below 60%
Third Division	36% or above but below 48%

6. If candidate after completing 36% or above but below 48% attendance fails to appear in theory or in practical or both. He/She will have to appear as an ex-student in both theory as well as Practical without attending further regular classes.
7. A candidate shall be required to offer the course as prescribed in the syllabus. Each theory course shall carry 100 maximum marks. The course IXth of Teaching Skills will be of 250 marks out of these 50 marks will be evaluated by subject supervisors and the remaining 200 marks by the Board of Examiners.
8. Each college shall organize teaching seminars for at least 24 hours in a year.
9. A candidate, who does not earn the degree in continuous three years, shall be ceased to be a candidate for the degree. The period of three years shall be reckoned from the academic session in which he/she started his/her candidature.

Note:-Admission to B. Ed classes will be make as per norms laid down by NCTE & Government from time to time.

EVALUATION SCHEME

The performance of the candidate appearing in B. Ed Examination will be evaluated as follows:-

- (i) The evaluation of B. Ed pupil teacher will be done in 1000 marks. The division will be awarded separately in theory out 700 (Course I to VII) marks and in practical out of 300 (Course VIII & IX) marks separately.
- (ii) The theory part in all the papers (Course I to VII) will be evaluated through a system of University Examination as per its practice and routine.
- (iii) Evaluation procedure in paper VIII (Sessional work and Practicum) will be as follows:
 - (a) Viva-Voce Examination of 50 marks will be conducted by the Board of Examiners on the basis of student's sessional work.
 - (b) Internal 50 marks will be given by two subject Supervisors.
- (iv) For teaching skills MARKING purpose, a board of three examiners comprising one as Convener of Concerned Permanent Department, Second one Examiner from other Teacher Training Departments of C.C.S University including Campus Education Department and third one Retired Teacher of C.C.S University, Meerut Or in service Teacher Educator of other Universities. All the three examiners will assess students separately and Average of Total Sum of Marks will be his/ her final score in teaching skills out of 200 marks.

GOAL

To prepare effective secondary school teachers, who are capable of responding to the changing needs of the modern Indian Society.

OBJECTIVES

1. The specific objectives at this stage may be to:-
 - Enable the perspective teachers to understand the nature, purpose and philosophy of secondary education.
 - Develop among teachers an understanding of psychology of their pupils.
 - Enable them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
 - Enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage, develop skills for guidance and counseling.
 - Enable them to foster creative thinking among pupils for reconstruction for knowledge.
 - Acquaint them with factors and forces affecting educational system and classroom situation.
 - Acquaint them with educational needs to special groups of pupils.
 - Enable them to utilize community resources as educational inputs.
 - Develop communication skills and use modern information technology for school purpose.
 - Develop aesthetic sensibilities and
 - Acquaint them with research in education including action research.
 - Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

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Scheme of Examination and weightage given to each course

Course	Code No.	Name of Course	Maximum Marks	Duration of Exams
I	E-101	Teacher in Emerging Indian Society	100	3 Hrs.
II	E-102	Development of Learner & Teaching Learning Process	100	3 Hrs.
III	E-103	Essential of Educational Technology and Management	100	3 Hrs.
IV	E-104	Development of Educational System in India	100	3 Hrs.
V		Any one from the following	100	3 Hrs.
	E-205	Education & Mental Measurement	100	3 Hrs.
	E-206	Educational Measurement & Administration	100	3 Hrs.
	E-207	Career Information & Career Guidance	100	3 Hrs.
	E-208	Teaching Values	100	3 Hrs.
	E-209	Environmental Education	100	3 Hrs.
	E-210	Computer Education	100	3 Hrs.
	E-211	Physical Education	100	3 Hrs.
VI & VII	E-212	Elementary Education	100	3 Hrs.
		Teaching of Methodology	100	3 Hrs.
		Any two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates, and the subject 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, Sociology, or M. A Education		
		School Teaching Subjects:	100	3 Hrs.
	E-313	Teaching of Hindi	100	3 Hrs.
	E-314	Teaching of English	100	3 Hrs.
	E-315	Teaching of Sanskrit	100	3 Hrs.
	E-316	Teaching of Social Science	100	3 Hrs.
	E-317	Teaching of Commerce	100	3 Hrs.
	E-318	Teaching of Computer Science	100	3 Hrs.
	E-319	Teaching of Mathematics	100	3 Hrs.
	E-320	Teaching of Home Science	100	3 Hrs.
	E-321	Teaching of Physical Science	100	3 Hrs.
E-322	Teaching of Biological Science	100	3 Hrs.	

VIII	E-701	Practical: Sessional Work Take any five of the following:	10	
		(a) Administration, Scoring and Interpretation of Psychological Test.	10	
		(b) Operation of Audio- Visual Equipments	10	
		(c) Construction of Test Items and Examination Question Papers	10	
		(d) Case Study/ Action Research	10	
		(e) Scouting and Guiding	10	
		(f) Work with Community	10	
		(g) Participating Cultural Activities	10	
		(h) Physical Exercise, Games and Sports	10	
			5 x 10= 50	
IX	E-702	Teaching Skills/ Practice Teaching	50 marks for each Examiner 3 x 50=150	
		Viva-Voce Examination based on Sessional Work and Skills of Teaching will be consulted by the Board of Practice Examiners.	50	
		Internal Assessment by Two Subject Supervisors	25+25=50	
		Total	300	

B. Ed Courses

PAPER-I, TEACHER IN EMERGING INDIAN SOCIETY **(Code: E-101)**

COURSE CONTENTS:

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

UNIT-I

- Education: Nature and meaning-its objectives in relation to the time and place.
- Education in the western context: with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and classroom practices, in term of progress trends in education.
- Indian thought and its contribution to educational practices.

UNIT-II

- Philosophy and education: significance of studying philosophy in understanding educational practices and problem.
- Major Philosophical systems-their salient features and their impact on education.
 - a) Realism with reference to Aristotle and Jainism.
 - b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.
 - c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey "Instrumentalism and Experimentalism".
 - e) Humanism-Historical & Scientific and Buddhists.

UNIT-III

- Educational thinkers and their contribution in developing principles of Education
- M.K. Gandhi: Basic tenets of Basic education
- Swami Vivekananda: Man making education
- Sri Aurobindo: Integral education, its basic premises, stages of development
- Froebel: The play way method
- Montessori: The didactic apparatus

UNIT-IV

- Knowledge about the directive principles in Indian Constitution: Various articles mentioned in the constitution that are related to education, meaning of secularism, social goals, democracy and socialistic pattern of society, meaning of the term “National integration and Emotional integration”, Factors contributing for achieve them.

UNIT-V

- Sociological basis of education, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society, education and human resource development.

UNIT-VI

- Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT-VII

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP, provisions made and channels started for educating socially, culturally and economically deprived, State’s new programmes and Nation’s programmes like NCC, NSS, etc.

PAPER-II, DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS

(Code: E-102)

COURSE CONTENTS:

UNIT-I

Nature of psychology and learners

- a) Psychology: Its meaning, nature, methods and scope, functions of educational psychology.
- b) Stages of human development, state specific characteristics and developmental tasks.
- c) Adolescence in Indian context-characteristics and problems of adolescents, their needs and aspirations.
- d) Guiding and counseling adolescents

UNIT-II

Learning and motivation

- a) Nature of Learning: learning theories-Behaviourists (Skinner's), Pavlov's Classical conditioning, Thorandikes connectionism and Kohler's insight learning theory.
- b) Factors influencing learning and teaching process, learner related, teacher related, process related and content related.
- c) Motivation-nature, types, techniques of enhancing learner's motivation.

UNIT-III

Intelligence

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence, two-factor theory-Multifactor Theory (PMS) and SI Model.
- c) Measuring intelligence-Verbal, non-verbal and Performance tests (one representative of group test and individual test of each)

UNIT-IV

Exceptional children

- a) Concept of exceptional children-types, and characteristics of each type including children with learning disabilities.
- b) Individual differences-nature, accommodating individual differences in classroom.
- c) Learner centered techniques for teaching exceptional children.

UNIT-V

- Personality-Definition, meaning and nature, development of personality, type and trait theories of personality.

UNIT-VI

Educational Statistics

- a) Data, Frequency distribution and tabulations.
- b) Calculation and uses-Central tendencies (mean and mode) and variability with special reference to standard deviation.
- c) Correlation (Rank difference, meaning uses and calculation)

PAPER-III, ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT (Code: E-103)

COURSE CONTENTS:

UNIT-I

- Definition of educational technology, distinction between hardware and software technology. Their role in modern educational practices.
- Hardware technologies: Important accessories and their application-OHP, Still and Movie Projectors, Audio-Video recording instruments, TV, Computers, New technologies like e-mail, internet, etc.
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, Language laboratory.

UNIT-II

- Psychological uses for use of modern technologies-Core of experience (Edge Dale), Multisensory Instruction-advantages.
- Developing programmed instructional material-linear, branching programmes, tryouts and validation etc.

UNIT-III

- Strategies of teaching-Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role playing.

UNIT-IV

Managing teaching

- a) Planning
- b) Organizing
- c) Leading
- d) Controlling

UNIT-V

- Evaluating institutional performance-Methods used-pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Methods of teacher evaluation-use of pupil rating, peer rating, supervisor rating community rating-ratings used for Institutional improvement.
- Accountability in school education-methods used for assessing accountability.
- Use of professional norm and ethics.

PAPER-IV, DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA (Code: E-104)

COURSE CONTENTS:

UNIT-I

- Education in India during (a) Vedic, (b) Buddhist and (s) Medieval periods

UNIT-II

- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.
- Wood's Dispatch-1854.
- Lord Curzon's educational policy, Growth of national consciousness, National education movement.

UNIT-III

- Recommendations of Indian Education Commission-1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report-1917.
- Wardha Scheme of education-1937

UNIT-IV

- University Education Commission (1989-49)
- Secondary Education Commission (1950-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- Revised National Policy 1986 with modification made in 1992

UNIT-V

Development of teacher education in India

- a) Objectives
- b) Problems of teacher education in India
- c) Role and functions of NCTE

UNIT-VI

- Primary education and its major problems (Universalization, wastage and stagnation)
- Secondary education and its major problems (Expansion and vocationalization)
- Higher education and its major problems (Autonomy and Privatization)

TEACHING OF PHYSICAL SCIENCE (Code: E-321)

COURSE CONTENTS:

UNIT-I

- Nature of modern sciences-Thrust areas in particular sciences-Impact of science on modern communities, globalisation and science, Path tracking discoveries and land mark development in science, eminent world scientist, eminent Indian scientists, Professions in the area of sciences.

UNIT-II

- Justification for including science as subject of study i. e, school curriculum, Objectives of Teaching Physical science –Taxonomy of educational objectives – Other taxonomies and approaches-Process outcomes, product outcomes, concept attainments, Behavioural developers of education-Concept of entering and terminal behaviour-Organizing learning experiences for achieving specified behavioural outcomes.

UNIT-III

Major methods used for science instruction:-

- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education

UNIT-IV

- Co-curricular and non-formal approached: Activity approached and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vitariums original science projects-organizing science fairs and excursions to be taken up.

UNIT-V

- Planning for teaching developing years plans, unit plans, lesson plans content analysis, pedagogical analysis and identification of important concepts for further focus,, use of Piagetian and RCEM approaches in developing lesson plan.
- Preparation and development of improvises apparatus, preparation, selection and use of teaching aids.
- Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching, disciplinary approach in teaching science.

UNIT-VI

- Curriculum organization using procedure like concentric, topical, process and integrated approaches, adapting the curriculum to local needs and requirements and the availability of local resources availabilities.
- Practical work in science teaching, record writing for science project, Interior for designing science and biology laboratory.

UNIT-VII

- Curricular accessories and support material-Textbooks Journals, Handbooks, Student's work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT-VIII

- Evaluating outcome of science teaching-Text assumptions about exclamation-text assumptions, items formats, try-outs, item analysis developing teaching mode list, scoring procedures, developing tests for measuring specific outcomes-cognitive in outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- Diagnostic lesson plans-ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

UNIT-IX

- Designing lesson plans-ability to coverts any teaching unit into an instructional unit using accepted pedagogical practices formation of lesson plans.

TEACHING OF BIOLOGICAL SCIENCE (Code: E-322)

COURSE CONTENTS:

UNIT-I

- Nature of biological sciences, major thrust areas in biological sciences, Path tracking discoveries and land mark developments in science Eminent world and Indian Scientists, Professions in the areas of biological sciences.

UNIT-II

- Justification of biology for including as a school subject, objectives of teaching biology, Taxonomy of educational objectives, Concept of entering

and terminal behaviour, Organizing learning experiences for achieving specific behaviour outcomes.

UNIT-III

Major methods and models of instruction for biological sciences.

- a) Lecture
- b) Demonstration
- c) Project
- d) Problem

UNIT-IV

- Co-curricular and non-formal approaches: activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium, Original science projects organizing science fairs and excursions to be taken up.

UNIT-V

- Planning for biology teaching, unit plan, lesson plans, content analysis, pedagogical analysis, different approaches for developing lesson plan like RCEM and evaluation, development of improved apparatus, preparation selection and use of teaching aids, Innovations in biology teaching like team teaching, seminar presentation, programmed instructions, micro-teaching, CAI.

UNIT-VI

- Principles of curricular development of biological science, adapting the curriculum of biological to local needs, and availabilities of local resources.
- Designing of biology laboratory, Practical work and record keeping in biology.

UNIT-VII

- Curricular accessories and support material-text books, journal, handbooks, students, work-books, display slides, audio-visual support material, laboratory material.

UNIT-VIII

Evaluating outcomes of biology teaching

- a) Concept of evaluation and measurement.
- b) Developing achievement test for biology teaching.
- c) Measuring cognitive, affective and psychomotor outcomes with special emphasis on scientific reasoning-diagnostic testing and remedial teaching, developing formative evaluative instruments.

UNIT-IX

- Designing lesson plans for biology teaching in schools.

TEACHING OF SOCIAL SCIENCE

(Code: E-316)

COURSE CONTENTS:

UNIT-I

- The need for teaching the subjects under social science/social studies (History, Geography, Civics, Sociology and Economics) in schools, concept of social studies and how it differs from other social sciences, present perception about social studies/ social sciences, Rational for including these areas in school approach in social science teaching.

UNIT-II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas, approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

UNIT-III

- Instructional strategies, methods and models, Importance of instructional strategies, for teaching social studies in terms of specific methods like lecture, lecture cum discussion, projects, and source methods, socialized recitation and supervised study, Appropriate models of teaching for social studies.

UNIT-IV

- Objectives of teaching social studies-specifications to clarify planning viz, lesson, unit and year plans micro-teaching lessons plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustration with relevant examples.

UNIT-V

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject, team-teaching, organizing social studies clubs, social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT-VI

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

TEACHING OF MATHEMATICS

(Code: E-319)

COURSE CONTENTS:

UNIT-I

- Meaning of mathematics, History of mathematics, contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabati, Ramanujam and contributions of Euclid, Pythagorus, Rene-descarte.

UNIT-II

- Objectives of teaching mathematics in terms of instruction and behaviour, approaches to teaching of mathematics, viz, inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

UNIT-III

- Meaning and importance/ purpose of a lesson plan, proforma of lesson plan and its rationale, meaning and purpose of a unit-and-unit plan, meaning and purpose of an yearly plan, developing/ preparing low cost improvised teaching aids relevant to local ethos, skill in maintaining and using black board, models, charts, TV, films and video tapes and VCR.

UNIT-IV

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children, planning activities and methods of developing the substitutes/ alternative material to the prescribes, for completing the syllabi.

UNIT-V

- Using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing a maths laboratory, learning about the short cuts mentioned in Vedic mathematics.

UNIT-VI

- Textbooks in mathematics-qualities of a good textbook in mathematics, process of obtaining feedback and evaluation in a mathematics in terms of cognitive, affective and psychomotor behavioural developments.

TEACHING OF LANGUAGES

TEACHING OF HINDI

(Code: E-313)

COURSE CONTENTS:

- I. Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign languages.
- II. Analysis of factors in language learning, language as a skill.
- III. Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.
- IV. Phonetics of Hindi language, morphology and syntax.
- V. First step in teaching of Hindi, the advantages of structural approach at different stages.
- VI. The teaching of Hindi at Junior and Senior levels with regard to the following:
Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.
- VII. The mechanics of teaching, pronunciation and intonation, hand writing, spelling and correction.
- VIII. Use of audio-Visual aids in teaching language.
- IX. A critical study of the prescribed text books in Hindi at Junior and Senior levels with special reference to structure and vocabulary.
- X. Application of evaluation approach in teaching of Hindi, objective centered tests in Hindi and construction.
- XI. Diagnostic and remedial teaching. Application of action research methodology in the following areas:
a) Pronunciation b) Spelling c) Reading d) Writing

TEACHING OF ENGLISH

(Code: E-314)

COURSE CONTENTS:

UNIT-I

Concepts

- a) Nature of language
- b) Importance of language
- c) Functions of language
- d) Linguistic principles
- e) Aims and objectives of teaching of English
- f) Stating objectives in behavioural terms

UNIT-II

Content and Pedagogical Analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
- c) Preparation of micro lessons based on any of the following skills:
 - i) Questioning
 - ii) Explaining
 - iii) Illustration
 - iv) Stimulus Variation

UNIT-III

Methods of Teaching and Skills of Teaching

- a. Difference between an 'approach' and 'method' Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- b. Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- c. Latest development in the approach and methods of teaching English including the linguistic communicative approach.
- d. Development of following linguistic skills;
 - i) Listening and understanding
 - ii) Speaking
 - iii) Reading
 - iv) Writing

UNIT-IV

- a) Importance of instructional material and their effective use.
- b) Use of following aids:
 - i) Chalk board
 - ii) Flannel board
 - iii) Pictures
 - iv) Picture cut-out
 - v) Charts
 - vi) Tape-recorder
 - vii) Record-player (linguaphones)
 - viii) Radio
 - ix) Television
 - x) Film and filmstrips
 - xi) Overhead Projector
 - xii) Languages laboratory.

UNIT-V

- a) Basic principles testing English, The difference between measurement and evaluation
- b) The meaning and Significance of comprehensive and continuous evaluation in English.
- c) Development of good test items in English (objectives type, short answer type, essay type)
- d) Preparation of an achievement test

TEACHING OF SANSKRIT **(Code: E-315)**

COURSE CONTENTS:

- I. The position of Sanskrit in the school curriculum: Its literacy, cultural and linguistic value, its relations with modern Indian Language.
- II. Aims and Objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioural terms.
- III. Curriculum:
 - a) Need, bases and principles of curriculum construction.
 - b) Precautions in developing curriculum of Sanskrit.
- IV. Importance of phonetics on Sanskrit, study of symbols representing different sound, study of alphabets.
- V. Teaching Methods: Pathshala method, Bhadarkar method, Text-book method, direct method and the elective method.
- VI. Teaching of prose, poetry, grammar, composition, translation, drama, rapid, reading and spelling in Sanskrit.
- VII. Oral work and pronunciation recitation of passages from prose and poetry, their aims and teaching methods.
- VIII. Test book of Sanskrit-characteristics and Evaluation procedure of test book.
- IX. Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
- X. Teaching aids in Sanskrit and preparation of lesson notes.

TEACHING OF COMPUTER SCIENCES **(Code: E-318)**

COURSE CONTENTS:

- I. Introduction: Meaning, scope and importance of Computer Science and its place in school curriculum.
- II. Historical perspective: Development of computer (hardware and software) and computer education as a school subject and present status of computer education as a school subject.
- III. Aims and objectives of teaching computer science at the school level.
- IV. Curriculum in computer: principles of curriculum construction, Programme language (BASIC) and its application in education.
- V. Instructional technology: Lecture method, demonstration method CAI technique, hands on experience, video technology.
- VI. Lesson Planning: Need and Procedure.
- VII. Planning of Computer laboratory
- VIII. Evaluation of learning outcomes
- IX. Preparation of a computer project
- X. Problems in adopting computer in daily Teaching.

TEACHING OF HOME SCIENCES

(Code: E-320)

COURSE CONTENTS:

UNIT-I

Concepts

- a) The concept of Home Science: Meaning and components, place of Home Science in secondary education.
- b) Aims and objectives of teaching of Home Science.
- c) Writing objectives in behavioural term.
- d) Correlation of Home Science with other school subjects.

UNIT-II

Pedagogical Analysis

- a) Foods, Nutrition and Health
- b) Child Care
- c) Fiber and Fabric
- d) Home Management-Importance of planning, principles of budget making
- e) Hygiene and sanitation

UNIT-III

Methods of teaching

- a) General principles and methods of teaching-project method, discussion method, demonstration, practical, individual work.
- b) Micro-teaching skills-explaining, questioning, illustration and stimulus variation.

UNIT-IV

Equipments of Teaching

- a) Development and designing of curriculum
- b) Teaching aids-classification and importance
- c) Concept of lesson plan, preparation of lesson plan.
- d) Development of text books.
- e) Planning of space and equipment for Home Science laboratory.

UNIT-V

- a) Evaluation in Home Science-Meaning and importance of evaluation.
- b) Comprehensive and continuous evaluation.
- c) Evaluation devices-written, oral, observation, practical work, assignment.

ELECTIVE COURSE

ENVIRONMENT EDUCATION

(Code: E-209)

COURSE CONTENTS:

UNIT-I

- Environment: Meaning, scope and nature of environmental education.
- Types of environmental pollution.

UNIT-II

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies.
- Green house effect an impending catastrophe.
- Ozone layer depletion-environmental treat, acid rain, pillar melting, rise of sea level and their implications.

UNIT-III

- Salient features of environmental awareness through education: Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT-IV

- Biodiversity: Conservation of genetic diversity, an important environment priority,; learning to live in harmony with nature.

UNIT-V

- Role of school in environmental conservation and sustainable development

EDUCATIONAL ADMINISTRATION & MANAGEMENT

(Code: E-206)

COURSE CONTENTS:

UNIT-I

- Conceptual framework: Concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs
- Nature, objectives and scope of educational administration.

UNIT-II

- Role and functions of headmaster/ teacher: Basic functions of administration planning, organizing directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth development
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision
- Types of supervision
- Providing guidance, leadership function
- Crisis in management
- Decision making

UNIT-III

- Communication in Educational Administration: Role of communication in effective management and administration.
- Methods of communication in educational administration
- Overcoming barriers to communication and effective communication in educational administration.

UNIT-IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

UNIT-V

- Educational administration in the state: The administrative structure in the field of education in the state.
- Control of school education in the stage-a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

EDUCATIONAL AND MENTAL MEASUREMENT

(Code: E-205)

COURSE CONTENTS:

UNIT-I

- Concept of measurement: testing and evaluation.
- Scales of measurement: nominal, ordinal, interval and ratio scales.
- Qualities of a test-reliability, validity and usability of a test, item analysis, Procedures of item selection and methods of estimating reliability, validity and norms of a test.

UNIT-II

- Educational statistics: measures of central tendency from grouped and non-grouped data.
- Measures of variability-range, quartile deviation, standard deviation

UNIT-III

- Techniques of test conduct-importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying, techniques for avoiding guessing in answering, objective scoring.

UNIT-IV

- Interpreting measurement: normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores
- Co-efficient of correlation by Spearman's and product moment methods and its interpretation.
- Interpreting to co-efficient of correlation.

UNIT-V

- Achievement tests: construction of standardization achievement tests.
- Types of test items.
- Measurement of intelligence: Concept of intelligence, Binet test, concept of I.Q.
- Individual and group tests of intelligence.
- Aptitudes and personality tests: use of aptitude tests-over-view.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective technique. (Note-Some basic concepts and items covered under compulsory/ core courses have been dropped here to avoid repetition although these are relevant.

CAREER INFORMATION IN CAREER GUIDANCE

(Code: E-207)

COURSE CONTENTS:

UNIT-I

- Meaning and concept of Guidance.
- Types-educational, vocational and personal needs and principles
- Counselling-need, functions and types

UNIT-II

- Meaning of career and career information components of career information.
- Occupational information, information about education and opportunity and personal-social information

UNIT-III

- Aims to study career information at different levels.
- Career information: Sources, method of collection, classification and filling up of information and evaluation of the information.

UNIT-IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT-V

- Personal-social information at every school level.

UNIT-VI

- Setting up of a career Resource Center, its major importance.

Course	Code No	Name of course	Maximum Marks	Duration of Exams
VII	E-701	Practical: Sessional Work		
		Take any five of the following:	5x10=50	
		(a) Administration, Scoring and Interpretation of Psychological Test	10	
		(b) Operation of Audio-Visual Equipments	10	
		(c) Construction of Test Items and Examination Question Papers	10	
		(d) Case Study/ Action Research	10	
		(e) Scouting and Guiding	10	
		(f) Work with community	10	
		(g) Participating Cultural Activities	10	
		(h) Physical Exercise, Games and Sports	10	
IX	E-702	Teaching Skills/ Practice Teaching	50 marks for each Examiner	
			3 x 50=150	
		Viva-Voce Examination based on Sessional Work and Skills of Teaching (by the Board of Practices Examiners)	50	
		Internal Assessment by Two Subject Supervisors	25+25=50	
		Total	300	

