

# CMJ UNIVERSITY

## B.Ed Detail Syllabus

### Part-A (Theory)

Paper I. Philosophical and Sociological Foundation of Education.	100 marks
Paper II. Psychological Foundation of Education.	100 marks
Paper III. Issues and Problems of Secondary Education	100 marks
Paper IV. General Methods, School Organisation and School Hygiene.	100 marks

(Any two School Subjects) 200 marks

### Paper V and VI

1. M. I. L. (Assamese, Bengali) 2. English 3. Geography 4. History
5. Social Studies 6. Mathematics

### Optional Paper (Any one)

#### Paper VII

100 marks

1. Educational and Mental Measurement
2. Mental Hygiene and Child Guidance

### Part-B (Practical)

100 marks

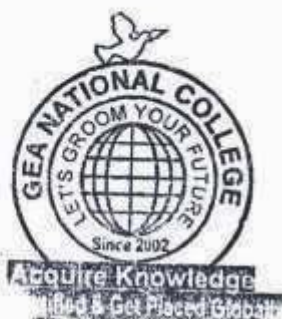
- a. One lesson to be assessed by an external Examiner.
  - b. The external assessment of 100 marks for assessing a candidate's skills in teaching in the final examination in a school and in a classes decided by the college authorities shall divided as following
    - i) One lesson 70 marks
    - ii) Final lesson plan 10 marks
    - iii) Viva-Voice and sessional works 20 marks
  - c. This assessment shall be jointly done by the external examiner and the internal examiner appointed by the University.
1. Practice Teaching, Preparation of Teaching Aids, Laboratory Practical, Work experience & other sessional works to be assessed internally. 200 marks



2. The internal assessment of 200 marks for sessional work shall be divided as follows.
- |   |          |
|---|----------|
| i) Practice teaching at least 30 lessons (From class V to X)                  | Marks-30 |
| ii) Preparation of improvised teaching aids.                                  | Marks-15 |
| iii) Internal examinations and group discussions                              | Marks-25 |
| iv) Essay and assignments   | Marks-20 |
| v) Preparation of tests on method subjects (at least 100 items)               | Marks-10 |
| vi) One Unit plan of a method subject   | Marks-10 |
| vii) Preparation of annual scheme of work in one subject (Class V - X)        | Marks-10 |
| viii) Question papers analysis (Any one methods subject)                      | Marks-10 |
| ix) Critical study of the syllabus and textbooks of one subject ( Class V- X) | Marks-10 |
| x) Analysis of common errors of the pupils of a particular class.             | Marks-10 |
| xi) Work experience and Co-curricular activities                              | Marks-50 |

Assessment of all these items shall be done jointly by the Lecturer-In-charge and the Principal or his nominee.

3. The Internal Assessment will be converted into grades. These are as follows :- (A=60 and above) (B= 50-59) (C = 40-49). The minimum grade to be secured by the candidates is "C". (40%)
4. Each students shall do practice teaching in two methods subject (taken up by him / her) in the selected schools under supervision. The number of lessons shall be 15 each. After completion of practice teaching, they have to submit lesson plan (15 each) in their selected methods subject.
5. A Candidate may present himself for the theoretical and the practical portions of the examination separately, provided that the interval between the two does not exceeds 2 years.
6. **In order to pass, a candidate must obtain at least 36% of the marks in each of the theoretical papers and 40% in the practical examination and he/she must obtain at least 40% in the aggregate of the total marks for both theoretical and practical Examination.**
7. Candidates who fail only in one subject will be allowed to appear in that subject as back paper and they will have to appear in the immediately succeeding B.Ed. Examination. If he /she cannot clear the subject in that Examination he/ she shall have to appear in all the subjects as usual as non-collegiate student.
8. **Candidates obtaining at least 420 marks shall be declared to have obtained a First Class and those obtaining at least 360 marks shall be declared to have obtained a Second Class.**
9. Candidates who pass the theoretical and the practical portions of the examination separately shall be declared to have passed the examination when they have passed in both portions of the examination. The names of such candidates shall not be included in the class that arranged in order of merit.



## Syllabus of B.Ed. Course

### Paper-I : Philosophical and Sociological Foundation of Education

Full Marks-100

Pass Marks-36

1. Concept of education : Meaning and aims of education, factors influencing educational aims : Philosophical, Social-Cultural, Political and Economic, Philosophies of education: General acquaintance with Idealism, Realism, including Naturalism, Pragmatism and their influence on education. Education as a Social institution
2. Our educational heritage: Our common cultural heritage, its compositeness unity, reachness and continuity. Constitution of India : Value of democracy, Socialism and Secularism; constitutional rights and obligations of citizens.
3. Education and national development : Efforts towards educational reconstruction, Swadeshi Movement and educational contributions of Mahatma Gandhi. Evolution of National system of Education, a overview of the recommendations of the Secondary Education Commission and Kothari Commission ; National Policy of education 1986.
4. Environmental education : State of environment cause of pollution, ecological balance and protection of environment and development. Population and development, Population and quality of life, promotion of small family norm, the concept and practice of population education
5. Education and Social Change : Meaning of Social Change, traditions and modernity, equalising educational opportunity, education for Peace, Social cohesion and national unity, role of education in promoting desired social change and international understanding.
6. School community relationship :  
Interdependence of school and community. Understanding and working with community  
Ways and means of co-ordinating school community functions.
7. Teaching as a Profession :  
The characteristics and demands of teaching, Profession, professional development and professional ethics.

#### **Recommended Books**

1. Dr. B. P Chaube : Philosophical & Sociological Foundation of Education, Vinod Pustak House.  
Dr. A. K. Chaube
2. Kar, B. C. : Education. A study of its Principles and Psychology. New book stall, Guwahati.
3. J. C. Agarwala : Progress of Education in Free India
4. Bhatia B. D. : Philosophy and Education. Delhi Doaba House.
5. Dr. Parul Saikia : Philosophical & Sociological Studies in Education.
6. Brubacher, J. S. (ed) : Modern Philosophies of Education, New York, Prentice Hall.
7. Dr. Sharma : Philosophical and sociological foundations of Education
8. Ruhela, S. P. : Towards a Sociology of teaching profession
9. V. S., Mathur : Studies in India Education, Arya Book Depot.



- |                      |   |   |
|----------------------|---|---|
| 10. Mohi Sharif Khan | : | Teacher Education in India and Abroad. Ashish Publishing House. |
| 11. Safaya & Rai     | : | Currenty problems in Indian Education                           |
| 12. Taneja V. R.     | : | Educational thoughts and actions                                |
| 13. Das, L.          | : | Educational Sociology   |
| 14. Debi, R.         | : | Principles of Education   |

**Paper II : Psychological Foundations of Education**

**Full Marks-100**

**Pass Marks-36**

1. Educational Psychology : Its meaning and scope. Importance of educational psychology in teacher education programmes. Methods of study of learning (learners) behaviour : observation, interview, experiment and case study.
2. Concept of Behaviour : Innate and acquired behaviour, concepts of needs, drives and motivation.
3. Growth and development : Stages of development, characteristics of physical, cognitive, emotional, social and moral development, development needs during adolescence.
4. Learner as an individual : Significance of the study of individual differences. Abilities: Intelligences and its measurement and creativity. Achievement, interest : attitude aptitude and values.
5. Behavioural objectives : Objective of cognitive, affective and psychomotor domains. Writing behavioural objectives. Remembering, concept formation and problem solving.
6. Learning : Concept of learning, learning Versus maturation. Learning by trial and error, conditioning and insight. Transfer of learning, operant Conditioning and Laws of learning.
7. Group behaviour : Structure and characteristics of classroom group. Sociometry, interpersonal and social relations in the classroom. Technique of Motivation in the classroom.
8. Personality : Types and trait factors. Mechanism of adjustment, common, maladaptive behaviour, preventive and preventive functions of the teacher / School.
9. Education of Exceptional children : Gifted identification and special programmes for the gifted. Backward : handicapped, mentally retarded, emotionally disturbed and learning disordered (low achiever) students and their education.
10. Elementary Educational Statistics : Individual differences and tabulation of educational data, frequency distribution and its graphical representation. Measures of central tendency and variability, Normal distribution curve and standard scores. Co-efficient of correlation by Rank difference.

**Recommended Books**

- |                                |   |   |
|--------------------------------|---|---|
| 1. Kar, B. C.                  | : | Education -- A study of its principles and Psychology     |
| 2. Kundu, C. P. & Tatoo, D. N. | : | Educational Psychology sterling Publishers, N. Delhi 1976 |
| 3. K. K. Bhatia                | : | Psychological Foundation of Education. Kalyani Publishers |



4. Bhatia, H. R. (1973) : Text book of Educational Psychology Bombay, Asia Publishing House
5. W. N. Dandekar : Psychological Foundation of Education, Macmillan India.
6. Chauhan, S. S. (1983) : Advanced Educational Psychology, Vikas Publishers, New Delhi
7. Hurlock E. B. (1995) : Child Development, New York, Mc Graw Hills Book Co.
8. Mangal, S.K. (1979) : Educational Psychology, Tandon Publication.
9. Garret M. E. : Statistics in Psychology & Education. Vakils Feffer and Rimours, Pvt. Ltd.
10. Kuppuswamy, B. : Advanced Educational Psychology Sterling Publishers Pvt. Ltd.

**PAPER -III : Issues and Problems of Secondary Education.**

**Full Marks-100  
Pass Marks-36**

**Unit-1 :** Secondary Education Its objectives. Significant development of Secondary Education during post independent period.

Principles and process of curriculum development in Secondary Schools.

**Unit-2 :** Teacher's role ; as facilitator of learning, – in transaction of Curriculum, – in preparing students to encounter future challenges, as a link between school and community, teacher as a mobiliser of community resources.

**Unit-3 :** Teaching -Learning Process (a) Communication Process :

Meaning and significance of communication process in teaching-learning

interpersonal and Intrapersonal Communication, Factors affecting communication.

(b) Core teaching skills : Introducing a lesson, writing instructional objectives in behavioural terms. Achieving closure, Questioning, Stimulus variation, Explaining, Demonstration, Black Board Writing

**Unit-4 :** Co-curricular activities, Place of co-curricular activities in a School. Objectives of co-curricular activities, Principles underlying the organisation of co-curricular activities.

Types of Co-curricular activities. Management of Co-curricular activities.

**Unit-5 :** Management of resources, Concept and scope of school management.

Management of (1) Human resources (2) Material resources. Classroom management



**Unit-6 :** Instructional Technology, Concept of instructional technology, General principles and maxims of teaching, Distinction between methods, models, strategies of teaching Inquiry training model, Learner centred approach, Overview of software and hardware.

Improvising teaching learning material.

**Unit-7 :** Evaluation :

Concept, scope and significance of evaluation in educational process, critical appraisal of existing evaluation system, continuous and comprehensive evaluation.

Process and product evaluation, Oral, Written and performance tests.

Construction of a criterion referenced teacher made achievement test.

**Unit-8 :** Professional ethics of teachers, Concepts of professional ethics, Dimensions of ethics

Knowledge about state education code. General attitudes acceptable to society, Work ethics.

#### Recommended Books

1. Mukherjee S. N. : Education of Teachers in India Vol. I & II (S. Chand & Co. Delhi)
2. Mukherjee S. N. : Education in India – Today and Tomorrow.
3. Kochar, S. K. (1987) : Secondary School Administration New Delhi Starling.
4. Shukla, P. D. (1983) : Administration of Education in India New Delhi. Vikas Publications.
5. Choudhury K.S. (1986) : Issues and Education New Delhi, Ajanta Publishing House.
6. Kohli V. K. : Current problems of Indian Education (Krishna Brothers, Jullendher)
7. Safaya R. N. : Development, Planning and problems of Indian Education (Dhanpat Rai and Sons, Delhi)
8. Dr. S. P. Chaube : History & Problems of Indian Education, Vinod Pustak House.
9. R. C. Bhatia : Modern Indian Education & its Problems, Surjeet Publication.  
B. N. Ahuja
10. J. C. Aggarwal : Landmark in the History of Modern Indian Education, Vikash Publishing.
11. Kochar, S. K. : Methods and Techniques of Teaching Sterling publishers.
12. Sindhu, K. S. (1982) : School Organisation and Administration, Sterlir Publishers.



**Paper-IV : General Methods, School Organisation and School Hygiene**

**Full Marks-100**

**Pass Marks-36**

**I. General Methods :**

1. General principles of teaching-analysis to synthesis, concrete to abstract, Known to unknown simple to complex, whole to parts, particular to general indefinite to definite, empirical to rational.
2. Methods and Techniques of teaching.
3. Activity methods in education and Individualised instruction. 4. Playway in education.
5. Kindergarten system, Montessori methods, Dalton plan, Project methods, Sevagram method, Herbartain steps.
6. Correlation of studies.

**II. School Organisation :**

1. School plant-land, building and equipment.
2. Functions, responsibilities and selection of the Headmaster and the staff.
3. Students and parents and the role of local Enterprises in School Organisation.
4. Organization of school complexes, Co-operatives Cocurricular activities and work experience programmes.
5. Institutional Planning.
6. Time-table.
7. Organisation of Library Services.

**III. School Hygiene :**

1. Health supervision : cleanliness of the school building, Classrooms, lavatories, playgrounds, gymnasias etc.
2. Co-operative effort to promote healthful living conditions, orderliness and beauty.
3. Health Services : health examination, follow-up work and correction of defects, provision for preventive measures such as Vaccination and inoculation, school health clinic.

**Recommended Books**

1. J.C. Aggarwal : Principles, Methods & Techniques of teaching  
Vikas Publication
2. Chamberlain and Kindred : The Teacher and School Organization (Prentice Hall)



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|-----|-----------------|---|---|
| 3.  | Saikia, S.      | : | School Organization and Administration (Mani Manik Prakash, Guwahati) |
| 4.  | Rusk, R. R.     | : | The Doctrines of Great Educators.                                     |
| 5.  | S. K. Kocher    | : | Secondary School Administration, Sterling Publication.                |
| 6.  | Panton          | : | Modern Teaching Practice and Technique (Longman)                      |
| 7.  | S. K. Kocher    | : | Methods and Techniques of Teaching, Sterling Publication.             |
| 8.  | M. S. Sachadeva | : | School Organisation, Administration & Management, Tandon Publication. |
| 9.  | Risk, R.        | : | Principles and Practices of Teaching in Secondary School.             |
| 10. | Chaube & Chaube | : | School Hygiene & Health Education, Vinod Pustak Mandir.               |

### METHODS SUBJECTS

(PAPER V / VI)

#### Teaching of M.I.L. (Assamese, Bengali)

Group -A

50+50=100 Marks

Pass marks = 36

**Unit 1 :** Objectives of Teaching Mother Tongue, The role of mother tongue in the education of the child. Child development and its relationship to Language. Objectives of teaching mother tongue developing the fundamental language skills of listening, speaking, reading and writing developing mother tongue as an instrument of thought, communication, appreciation, and creation.

**Unit 2 :** The nature of language Language-its nature, characteristics and functions elements of mother tongue (Sound system, Vocabulary, scripts and spelling system, writing system, sentence structure.

**Unit 3 :** Principles of teaching and Learning mother tongue. The process of acquiring mother tongue. Principles of teaching mother tongue. Problems of teaching mother tongue, standard language interference with dialects and other modern Indian languages.

**Unit 4 :** Essentials of grammar of the mother tongue, Sound juncture, word categories, word formation, sentence structures, mood system, Use of case endings, suffixes, usage of tenses, phrases and idioms.

**Unit 5 :** Syllabus and textbooks : Syllabus : General principles, Principle of selection, and gradation, distinction between language and literatures. Text book : Principles governing preparation of the textbook, reader and supplementary books. a review of the school syllabus and textbooks.

**Unit 6 :** Method and classroom techniques approaches to teaching of mother tongue. Using a text : reader and supplementary reader, identification of objectives and teaching points, various ways of using the textbooks in the classroom. Planning a lesson. preparation of feedback material for prose, poetry, grammar, composition.





**Unit 7 : Evaluation :** Modern concept of evaluation, Continuous evaluation : Oral and written tests, testing tools : synchronising with the objectives of teaching mother tongue at different levels. Types of tests for evaluating language skills. construction of objective-based test, unit test, sessional tests, termed tests, follow up action on test results.

### GROUP -B

Content part will also include the prescribed textbooks for High School Classes VIII, IX & X. The trainees are expected to have acquaintance with the poets and authors included in the H.S. L.C. Syllabus.

#### Recommended Books

1. Ballard, P. B. : The Mother Tongue.
2. Gurrey, P. : Teaching the Mother Tongue.
3. পাঠক ভবেন্দ্ৰ মোহন : মাতৃভাষাৰ শিক্ষা পদ্ধতি
4. গোস্বামী, যতীন্দ্ৰনাথ : মাতৃভাষা শিক্ষণ
5. দাস, হালিৰাম : অসমীয়া মাতৃভাষাৰ শিক্ষা পদ্ধতি
6. Pattananyak, D. P. : Language curriculum, CIFL Mysore – 6
7. গোস্বামী উপেন্দ্ৰনাথ : (ক) অসমীয়া ভাষাৰ ৰূপৰেখা  
(খ) অসমীয়া ভাষাৰ ব্যাকৰণ  
(গ) ভাষা বিজ্ঞান
8. বৰা, সত্যনাথ : বহল ব্যাকৰণ
9. বৰুৱা, হেমচন্দ্ৰ : অসমীয়া ব্যাকৰণ
10. শালৈ পদ্মৰাম : অসমীয়া মাতৃভাষা শিক্ষণ

#### Content & Methods of Teaching History

50+50=100 Marks

##### Contents :

Pass marks = 36

- I. Sources of Indian History. II. Aryan expansion. III. Moghul period beginning with Akbar.
- IV. The days of the East-India Company. V. The National Movement and the Attainment of Independence. VI. The administration of Rudra Singha and Siva Singha Assam and India — Ancient, Medieval and Modern periods.

##### Methods :

1. Meaning and scope of the subject: History its meaning and scope. How History is written? Documents definition, collection, authenticity and interpretation. History as imaginative construction of the past. Historiography in India.
2. Objectives of teaching the subject: Clear cut objectives of teaching History. Different aims of teaching History-cultural, social, intellectual and ethical. Development of Historical perspectives. History for national integration and international understanding. International into historical methods.



Acquire Knowledge

Acquire Knowledge

3. Methods of teaching the subject : Story telling, text-book method, narration method, source method, Problem and projects, Visit to historical places and museums, Dramatisation and debates.
4. Instruction materials :Audio-visual aids, Textbooks, records and documents, Lesson plan on History, Need of a History room, Source books
5. Evaluation Procedure : Concept of evaluation, Methods of evaluation-Tests and examinations: Place of standardised tests in History, preparation and application of tests, Cumulative record cards.

**Recommended Books**

1. S. K. Kocher : Teaching of History, Sterling Publication.
2. J. C. Aggarwal : Teaching of History, Vikash Publishers.
3. Debabrata Dutta : History of Assam, Sri Bhumi Publishers.
4. History of India (Ancient / Mediaval / Modern Part)

**Content & Methods of Teaching of Geography**

**50+50=100 Marks**

**Contents :**

**Pass marks = 36**

The trainee is expected to be fully acquainted with the HSLC syllabus of the SEBA. However, the following topics are selected for the purpose of examination and the standard and coverage of these topics will be same with the HSLC syllabus.

- I. Physical Geography : The earth and its surface, Weather and climate, Latitude and Longitude, Time and International date line, Natural resources, Movements of the earth.
- II. Regional and Human Geography-India-Physical, political population and Occupations, Resources and Industry, Trade and Commerce, Meaning and scope of Commercial Geography.
- III. Maps , Chairs, Drawing, symbols, Models, Graphs, and other tools of Geography.

Practical :Map projection, Drawings, of maps on Cylindrical, Conical and Zenithal Projections by graphical Method, Conventional signs used in survey Maps, Interpretation of topographical maps, Drawing and interpretation of climatological of rocks, Cereals and fibres, Simple meteorological observations.

**Methods :**

Practical :The training college will make provision for all practical works necessary for teaching this subject as per H.S.L.C. syllabus.

1. Nature and scope of the subject :  
Nature and scope of geography, Importance of Geography as a Social Science, Study of Local Geography, Place of Geography in Education, Geography and other subjects.
2. Objectives of teaching the subject : Aims of teaching Geography in Secondary schools, Agricultural and Practical Development of human brotherhood and international understanding through the teaching of Geography, Teaching of Geography for understanding the people and the world.



Understanding the grammar of Geography. Understanding the different aspects of Geography-physical, political, economic.

3. Methods of teaching the subject : Story Method, Journey Method, Inductive Method, Deductive Method 'Field work, Map-making and Map reading.
4. Instructional materials : Geography Room and Museum. Maps, Globes, Epidio-scops, films pictures, specimens, models etc. Illustrative materials for the teaching of Geography. Field work, excursions and exhibitions, Simple meteorological equipment.
5. Evaluation procedure : Meaning of evolution Methods of evolution tests and examination. Evaluation of map-making, Assessment of class and home work, face of standardised tests in Geography.

#### **Recommended Books**

1. K. L. Arora : Teaching of Geography, Prakash Brothers.
2. M. S. Rao : Teaching of Geography, Anmol Publishers.
3. R. P. Singh : Teaching of Geography, Surya Publication.
4. Dr. Shanti Swaroop : Geography in India.

#### **Content & Methods of Teaching Mathematics**

**50+50=100 Marks**

**Pass marks = 36**

**Unit 1 :** Nature and scope of mathematics : The concept of mathematics Place of mathematics in the modern world, Importance of mathematics in the school curriculum, concept of objective based instruction Aims and objectives of teaching mathematics at different levels.

(a) Elementary (b) Secondary (c) Higher Secondary.

**Unit 2 :** Curriculum of mathematics : Principles of construction and organisation of mathematics curriculum, Psychological and logical consideration, topical and spiral approach Correlation of mathematics with other subject and with life situations. modern trends in curriculum construction, critical study of existing secondary school syllabus.

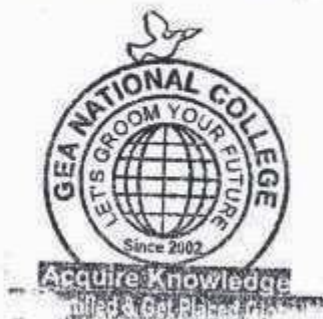
**Unit 3 :** Planning teaching : Selection and organisation of content (facts, concepts, generalisation). Sequencing the content categories stating instructional objectives in behavioural terms, identifying learning outcome Unit planning and lesson planning.

**Unit 4 :** Techniques of teaching : Choosing appropriate method (lecture, heuristics analytic-synthetic, inductive-deductive and laborator methods). Using appropriate teaching aids, audio-visual aids, blackboard, charts models, TV and Radio lesson, Computer aided instruction (CAI)

**Unit 5 :** Evaluation in teaching of mathematics : Use of appropriate evaluation tools achievement test, types of test items, reliability, validity and objectivity of a test unit test.

**Unit 6 :** (a) A short history of mathematics in India with special reference to the works of Bhaskaracharya, Aryabhata, Ramanujan.

(b) Contribution of the Greeks and the Arabs to the development of mathematics.



**Unit 7 :** Teaching of arithmetics with special reference to the following topics : The real number system- intergers, rational and irrational numbers, decimal fractions, number line , ration and proportion, percentage, profit and lose, partnership business. discount, interest, shares, stocks and dicident, bank account and other forms of deposits complex numbers, operations on them.

**Unit 8.** Teaching of Algebra with special reference to the following topics. Algebraic expressions, polynomials exponents, squars, and cube formulas, factorisation, HCF, LOM, linear equations, simultaneous equations, quardratic equations, graphs, logarithms, surd, permutations, combination, A.P. and G.P. series.

**Unit 9 :** Teaching of Geometry with special reference to the following topics : Triangles, types of triangles, theorems on angles and triangles, properties of right angles triangles : congruence and similarity of triangles, circles and related theorems : locus important geometrical constructions, mensuration : trianگونometry (trigonometric) ratios ; identities values of trigonometric ratios of standard angles, problems relating to height and distance.

**Unit 10:** Teaching of statistics with special reference to the following topics : Collection classification, tabulation and graphical representation of data : measures of central tendency.

#### **Recommended Books**

1. K. S. Siddhu : Teaching of Mathematics, Sterling Publication.
2. Dr. A. K. Kulsheshtha : Teaching of Mathematics, Surya Publication.
3. By Four Authors : Teaching of Mathematics, Doaba House.
4. Text books of general and Advanced Mathematics, SEBA course (Class - IX & X)

#### **Content and Methods of Teaching Social Studies**

50+50=100 Marks

#### **Content :**

Pass marks = 36

**Unit I:** Home and the Neighbourhood Society, Social Institutions and the Government - Early history of man.

**Unit II:** Social, Economic, Political changes-Economic development, Industrial Revolution, French Revolution, Renaissance and Reforms Movement, Development of Civilization.

**Unit III:** Modern developing India and the nations of the world. Indian heritage and the impact of modern Science and Technology, Interdependence of the Nations, International Co-operation and world peace

#### **Methods :**

1. Meaning and scope of the subject : Meaning and Concept of social studies. Evolution of the Concept. Need and importance of the subject in a democratic country. Present positions of the subject in India. Difference between social studies and social sciences. Scope of social studies.
2. Objectives of teaching the subject. Development of social competence and building democratic citizenship Aims and objectives of teaching social studies in schools Appreciation and interpretation of the problems of society in historical, political and geographical perspectives. Attitudes for democratic living . National integration and international understanding.



3. Methods of teaching : Need of right methods of teaching social studies-Merits and demerits of different methods of teaching. Lecture method text book method, discussion method, project method, problem method, source method, Unit method, socialised recitation method.
4. Instructional materials : Principles of selection of materials, Lesson Planning, Audio Visual aids, Community resources, projects.
5. Evaluation procedure : Principles of good evaluation. Techniques of testing knowledge. Understanding skill and application of facts. Different types tests. Easy and New-type preparation of cumulative record cards, Evaluation through daily diary, discussion, Observation and questionnaire.

#### **Recommended Books**

1. J. C. Aggarwal : Teaching of Social Studies, Vikash Publishers.
2. B. N. Das : Content cum Methods of Teaching of Social Studies, Kalyani Publishers.
3. S. K. Kocher : Teaching of Social Studies, Sterling.
4. Text Books of Social Studies for Class -IX & X (CBSE & SEBA course)

#### **Content & Methods of Teaching English**

**50+50=100 Marks**

**Pass marks = 36**

**Unit 1 :** Objectives of Teaching English in the Secondary level. The role of English in India and its place in the Secondary School curriculum.

Objectives of teaching English at different levels in school. The function of English as a second language in a multilingual society

**Unit 2 :** The nature of language and language skills, language-its nature, characteristics and functions. Learning the mother tongue and a second language. Importance of developing sequence of language skills (speaking, listening, reading, writing).

**Unit 3 :** Essential elements of English language. The Phonetics structure of English, sound, word stress and sentence stress, intonation patterns, consultation of dictionary for correct pronunciation (use of Phonetic symbols and stress marks)

Importance of word order, structure of sentences. Essentials of English grammar-Noun and Noun modifiers, Pre-modifiers, and post modifiers, prepositions, adverbs and adverbials, relative clauses, nounclause, adverbial clauses. tens Noun phrase, verb, phrase.

**Unit 4 :** Levels of English language-related skills and teaching of these skills.

Listening, understanding and speaking, reading aloud with correct pronunciation, stress and intonation prose, poetry and drama.

Teaching of reading skills : Process of reading, purpose of reading, training in the use of collateral reading materials-dictionaries news pauperism journal, encyclopaedias



Teaching of writing skills : Mechanics of writing-spelling punctuation, use of parenthesis, abbreviations, capital letter, paragraph, correct form of letters and application, guided and free compositions, essay and article writing.

Teaching of English grammar : Presenting grammatical structures in the class room inductive and deductive methods, providing practice of verb patterns, using text materials for teaching grammatical structures, tense uses, remedial work on various areas of English grammar.

**Unit 5 :** Methods of teaching English as a second language and classroom techniques : Methods of teaching the syllabus. Interdependence of method and syllabus. Content oriented teaching methods-grammar translation structural, situational, selection and grading of instructional material, content oriented Vs. process oriented method. Communicative approach.

Classroom techniques. Using ELT material in the class detailed analysis of school syllabus and text books-identification of teaching points-Instructional objectives.

Planning lesson and unit plan. Preparation and use of teaching aids

Use of blackboard, radios, tapes etc.

Preparation of practice material for drill, pattern practice, substitution and mateling tables.

**Unit 6 :** Evaluation : New concepts of evaluation, continuous and comprehensive evaluation in ELT (English Language Teaching), Qualities of a good test in ELT.

Construction of objective based test items in English.

#### **Recommended Books**

1. T. C. Baruah : Teacher's Hand Book of English, Sterling Publishers.
2. S. Venkateswaran : Principles of Teaching English, Vikash Publishing.
3. Dr. R. A Sharma : Fundamental of Teaching English, Surya Publication.
4. A. R. Kohli : Techniques of Teaching English in the New Millennium, Dhanpat Rai Publication.
5. Text Book & Grammer of SEBA Course (Class VIII, IX, X)

#### **Optional Paper -I**

**100 Marks**

#### **I. Educational and Mental Measurement**

1. **Concept of measurement :** Measurement, testing and evaluation. Scales of measurement :Nominal, Ordinal interval and ratio scales, discrete and continuous variables.
2. **Elementary Educational Statistics :** Scorce, classification and tabulation of numerical data. Frequency distribution and practical representation. Measures of central tendency : Mean median, mode. Measures of variability : range, quartly deviation, standard deviation.



3. **Interpreting measurement** : Normal probability Curve Percentile and percentile ranks. Standard scores, deviation IQ, Co-efficient of correlation by Spearman's method and Rank difference method.
4. **Achievement Test** : Concept of evaluation, Teacher made tests and standardised achievement tests. The construction of a standardised achievement test. Essay type test versus objective type tests. Construction of true false items, multiple choics items, matching items, Completion tests improved essay type questions.
5. **Qualities of a test** : Reliability, validity and usability of a test. Item analysis, procedure and interpretation.
6. **Measurement of intelligence** : Binet tests and the concept of mental age. theories of intelligence. Individual intelligence tests and group tests of intelligence. Measurement of Aptitude : The nature of aptitude : Relationship between aptitude and interest. Use of a aptitude, use of interest inventories
7. **Measurement of Personality** : Observational methods : interview, situational test, self report inventories and rating scales. Rational techniques : factor analysis, personality tests-MMPI, 16PF, HSPQ Projective techniques : Rorpchach ink blot test, thematic apperception test, other projective techniques.

#### Recommended Books

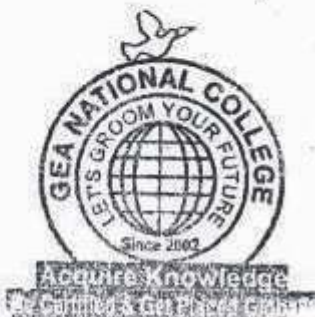
1. S. K. Mangal : Statistics in Psychology & Education.
2. C. E. Skinner : Educational Psychology
3. Dr. Bipin Asthana : Measurement and evaluation in psychology and Education.
4. K. K. Bhatia : Measurement and evaluation in Education.

#### Optional Paper –II

#### II. Mental Hygiene and Child Guidance

100 Marks

1. **Mental Hygiene** : Its meaning, aim and scope. Importance of Mental Hygiene for education. Importance of Mental Hygiene for child guidance. Meaning of Mental Health.
1. **Mental Hygiene** : Its meaning aim and scope.
2. **Delinquency** : Meaning of Delinquency, Causes of Delinquency
3. **Mental Retardation**  
Meaning of Mental Retardation, causes of mental retardation characteristics of Mentally retarded. Factors of mental retardation.
4. **Personality** : Types and trait factors. Mechanism of adjustment. Defence mechanism, their values and functions.



5. **Mental deficiency**
6. **Heredity and environment**
7. **Neurosis and psychosis**
8. **Adolescence**
9. **Gifted and Backward children**
10. **Child guidance**

Importance of child guidance, Meaning of child guidance. Child guidance clinic.

**11. Mental Development**

Role of family in the mental development of the child.

Role of Teacher in the mental development of the child.

Role of environment in the mental development of the child.

Role of parents in the mental development of the child.

Role of society in the mental development of the child.

Factors of Mental development.

**12. Personality Development**

Role of school on the personality development of the child.

**13. Maladjustment and its causes**

Steps for preventive measures.

**Recommended Books**

1. B. Kuppuswamy : Advanced Educational Psychology, Sterling Pulication.
2. S. K. Nanda : Mental Hygiene & Sex Education, Doaba House.
3. S. S. Chauhan : Mental Hygiene, A Science of Adjustment, Allied Publishers.

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