



**SARDAR PATEL UNIVERSITY**  
**Faculty of Education Degree of Bachelor of Education - Advanced**  
**(B. Ed. Advanced)**  
**English Medium Only**  
**Offered at**  
**WAYMADE COLLEGE OF EDUCATION**  
**(Effective from June – 2010)**

<b>R.Ed.1 :</b>	<p><b>(A)</b> A candidate for the degree of <b>Bachelor of Education – Advanced (B.Ed. Advanced) English Medium</b> must have passed a Bachelor Degree Examination of this University in any Faculty or an Examination of any other university recognized as equivalent thereto and will be required to pass subsequently the examination to be called the examination for the <b>Degree of Bachelor of Education Advanced.</b></p> <p><b>(B)</b> No candidate will be admitted to examination of the <b>B.Ed. Advanced Degree</b> unless s/he has :</p> <ul style="list-style-type: none"> <li>(i) Attended lectures on the theory and practice of education at the Waymade College of Education affiliated to this University.</li> <li>(ii) Completed a course of practical work extending over two school terms to the satisfaction of the Head of the Institute.</li> </ul> <p style="padding-left: 40px;">The practical course will consist of :</p> <ul style="list-style-type: none"> <li>(a) Attendance at Demonstration and Discussion/Criticism Lessons.</li> <li>(b) Observation of lessons, as directed.</li> <li>(c) Teaching Practice of not less than 40 lessons distributed over different standards from V to XII of recognized schools (<b>CBSE, ICSE, IBO, GSEB</b>) selected by the principal as practicing schools. Candidates will be required to undergo Block teaching/ Off campus/Internship programme for about two or three weeks.</li> <li>(d) Practical work/experiments suggested in Col. R. Ed. 8</li> </ul>
<b>R.Ed.2 :</b>	The examination mentioned in Regulation: 1 (A) will be conducted at the end of each semester.
<b>R.Ed.3 :</b>	A student who has passed a qualifying examination from any other university or examining body and seeking admission to a college affiliated to this university shall not be admitted without producing eligibility certificate from the Sardar Patel University
<b>R.Ed.4 :</b>	Candidates desirous of appearing at examination must forward their applications in the prescribed form to the principal of the college on or before the date prescribed for the purpose under the relevant ordinances.
<b>R.Ed.5 :</b>	No candidate will be allowed to reappear at the examination in which s/he has already passed.
<b>R.Ed.6 :</b>	No candidate will be declared successful at the B. Ed. Advanced Degree Examination unless s/he passes in both semesters (this includes theory and practicum) prescribed for the <b>B. Ed. Advanced</b> programme.
<b>R.Ed.7 :</b>	For the purpose of deciding the final university results, the weightage of ratio between



		<b>Total</b>	<b>400</b>		
<p><b>(B) Internal Examination will be divided as under.</b></p> <p>(i) Part I: Theory of Education (Internal) will carry in all <span style="float: right;"><b>240 marks</b></span>  (ii) Part II: Practice of Education will carry in all <span style="float: right;"><b>560 marks</b></span></p> <p>This will include the following.</p>					
<b>Marking Scheme (Internal)</b>					
<b>Semester 1</b>					
Sr. No.	Subject	Course Code	Practicum	Marks For Practicum	Quiz (marks)
Core1	Education in Emerging Indian Society (3 Units)	FE-Ad-101	Community Outreach Programme	25	16
Core2	Teaching, Learning and Evaluation: Perspectives and Practices (3 Units)	FE-Ad-102	Psychology Laboratory journal Experiments	25	16
Core3	Educational Management and Current Trends in Education (3 Units)	FE-Ad-103	Individual assignments related to school management and organization	25	16
Core4	Technology & Other Soft Skills for Teachers (TOSS) (3 Units)	FE-Ad-104	Portfolio	25	16
Core5	Method Paper 1 (Any One) Methodology of Teaching- A. Economics B. English C. Environmental Education D. Mathematics (3 units)	FE-Ad-105-	Content Based Test + Blue Print	12 + 12	16
Core6	Method Paper 2 (Any One) Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (3 units)	FE-Ad-106-	Content Based Test + Blue Print	12 + 12	16
7	Foundation Paper 1 (Any One) A. Teaching Reading B. Life Skills	FE-Ad-107-	1 major assignment submission + Library Projects	10 + 10	12

	C. English For Specific Purposes				
8	Electives Paper 1 (Any One) A. Elementary Education B. Inclusive Education C. Measurement and Evaluation D. Introduction to Educational Research	FE-Ad-108-	Teaching Assistance/Peer tutoring/Each one Teach one	24	12
9	Practicum- Practice Teaching		STP + Macro lessons + Block Teaching( This includes planning, Observations and classroom teaching)	75 + 5	
10.	Practicum - Seminar		Presentations	8	
11.	Bridge Course for B.Ed. Advanced		An Exclusive and Compulsory Component of B. Ed. Advanced		
<b>Total</b>				280	120

### Semester 2

Sr. No.	Subject	Course Code	Practicum	Marks For Practicum	Quiz (marks)
Core1	Education in Emerging Indian Society (3 Units)	FE-Ad-201	Preparation of Models/charts etc.	25	16
Core2	Teaching, Learning and Evaluation: Perspectives and Practices (3 Units)	FE-Ad-202	Psychology Laboratory journal Test/case study	25	16
Core3	Educational Management and Current Trends in Education (3 Units)	FE-Ad-203	Study of School records	25	16
Core4	Technology & Other Soft Skills for Teachers	FE-Ad-204	TOSS for teachers – Intel portfolio	25	16
Core5	Method Paper 1 (Any One) A. Economics B. English C. Environmental Education D. Mathematics	FE-Ad-205-	OBEX + Teaching Aids	12 + 12	16

	(3 Units)				
Core6	Method Paper 2 (Any One) Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (3 Units)	FE-Ad-206-	OBEX + Teaching Aids	12 + 12	16
7	Foundation Paper II (Any One) A. Practical Phonetics B. Functional Sanskrit C. Teaching Writing	FE-Ad-207-	1 major assignment submission + Evaluation Rubric	10 + 10	12
8	Elective Paper II (Any One) A. Guidance and Counselling B. Models of Teaching C. Inclusive Education D. Computer Education	FE-Ad-208-	MITR	20	12
9	Practicum- Practice Teaching		Off Campus + Internship (This includes planning, Observations and classroom teaching)	75 + 5	
10.	Action research			12	
<b>Total</b>				280	120

**R.Ed.10 :**

The subjects of **external examination for B. Ed. Advanced Degree Examination** will be as shown below.

**Each candidate will appear for 8 papers: 6 Core papers, 1 Foundation paper and 1 Elective paper in each semester**

Sr. No.	Subject	Course Code	Credit	Description of	
				Theory	Practicum
Core1	Education in Emerging Indian Society (3 Units)	FE-Ad-101	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Community Outreach Programme
Core2	Teaching, Learning and Evaluation: Perspectives and Practices (3 Units)	FE-Ad-102	3	30 hours of Teaching + 5 hours of Guided Study+ 5	Psychology Laboratory journal Experiments

				hours of Project work	
Core3	Educational Management and Current Trends in Education (3 Units)	FE-Ad-103	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Individual assignments related to school management and organization
Core4	Technology & Other Soft Skills for Teachers (TOSS) (3 Units)	FE-Ad-104	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Portfolio
Core5	Method Paper 1 (Any One) Methodology of Teaching- A. Economics B. English C. Environmental Education D. Mathematics	FE-Ad-105-	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Content Based Test + Blue Print
Core6	Method Paper 2 (Any One) Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science	FE-Ad-106-	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Content Based Test + Blue Print
7	Foundation Paper 1 (Any One) A. Teaching Reading B. Life Skills C. English For Specific Purposes	FE-Ad-107-	2	20 hours of Teaching	1 major assignment submission + Library Projects
8	Electives Paper 1 (Any One) A. Elementary Education B. Inclusive Education C. Measurement and Evaluation D. Introduction to Educational Research	FE-Ad-108-	2	20 hours of Teaching	Teaching Assistance/Peer tutoring/Each one Teach one
9	Practicum- Practice Teaching		8		STP + Macro lessons + Block Teaching( This includes planning, Observations and classroom teaching)

10.	Practicum - Seminar		2		Presentations
11.	Bridge Course for B.Ed. Advanced		2	An Exclusive and Compulsory Component of B.Ed. Advanced Course	
<b>Total Credits</b>			<b>34</b>		

**Semester 2  
34 Credits**

Sr. No.	Subject	Course Code	Credit	Description of	
				Theory 3Credits	Practicum 1 Credit
Core1	Education in Emerging Indian Society (3 Units)	FE-Ad-201	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Each one Teach One – Task + Preparation of Models/charts etc.
Core2	Teaching, Learning and Evaluation: Perspectives and Practices (3 Units)	FE-Ad-202	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Psychology Laboratory journal Test/case study
Core3	Educational Management and Current Trends in Education (3 Units)	FE-Ad-203	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	Study of School records
Core4	Technology & Other Soft Skills for Teachers	FE-Ad-204	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	TOSS for teachers – Intel portfolio
Core5	Method Paper 1 (Any One) A. Economics B. English C. Environmental Education D. Mathematics (3 Units)	FE-Ad-205-	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	OBEX + Teaching Aids
Core6	Method Paper 2 (Any One) Methodology of Teaching- A. Commerce B. Sanskrit C. Science D. Social Science (3 Units)	FE-Ad-206-	3	30 hours of Teaching + 5 hours of Guided Study+ 5 hours of Project work	OBEX + Teaching Aids
7	Foundation Paper II (Any One) A. Practical Phonetics B. Functional Sanskrit C. Teaching Writing	FE-Ad-207-	2	30 hours of Teaching	1 major assignment submission + Evaluation Rubric
8	Elective Paper II (Any One) A. Guidance and	FE-Ad-208-	2	30 hours of Teaching	1 major assignment submission +

	Counselling B. Models of Teaching C. Educational Administration D. Computer Education				MITR
9	Practicum- Practice Teaching		8		Off Campus + Internship (This includes planning, Observations and classroom teaching)
10.	Action research		4		
<b>Total Credits</b>			<b>34</b>		

**R.Ed.11:** The internal assessment in Part I & II of the examination will be made by the principal of the college and will be based on the candidate's work during the period of training.

**R.Ed.12:** **STANDARD OF PASSING B. Ed.**

(A) To pass examination for the **Degree of Bachelor of Education** a candidate must obtain :

(a) At least **B --** grade in each paper at the university examination.

(b) At least **B --** grade in the practical lessons at the university examination (where prescribed)

(c) At east **B --** grade in the internal assessment both in theory and practice separately.

(B) **Award of Class :**

Successful candidates will be awarded class as shown below.

Grade	Percentage	Descriptors
A+ (90+)	90.00 to 100	Outstanding
A (80+)	80.00 to 89.99	Distinction
A -- (70+)	70.00 to 79.99	First Class with Distinction
B+ (60+)	60.00 to 69.99	First Class
B (50+)	50.00 to 59.99	Second Class
B -- (40+)	40.00 to 49.99	Pass Class
C+ (30+)	30.00 to 39.99	Fail
C (20+)	20.00 to 29.99	Fail
C-- (10+)	10.00 to 19.99	Fail
D (Less than 10)	0 to 9.99	Fail

**Exemption:**

A candidate who secures B-- grade in a subject or subjects of Part II may at his option if s/he has failed in the examination, be exempted from appearing again in that subject or subjects at subsequent examination and will be declared to have passed the examination when s/he has passed in the remaining subject or subjects in accordance with the above provision. A candidate who has once refused to avail him/herself of the exemption earned by him/her in any subject of

	<p>Part I cannot claim it on a subsequent occasion. A candidate passing the examination in compartment in the manner herein provided for, shall not be eligible for a prize or scholarship to be awarded at the examination, but will be eligible for the award of class.</p> <p><b>Note:</b> If a candidate fails in any part of the examination (either in Part I or Part II) in the First Semester s/he will be allowed to continue the second semester on the condition that s/he clears the paper/papers of the first semester at the end of the second semester.</p> <p>If a candidate fails in the Second semester s/he will be allowed to clear the same in 3 attempts (during 3 subsequent semesters).</p>
<b>R.Ed.13:</b>	The following are the syllabi for the various papers at the <b>B.Ed. Advanced Degree Examination.</b>

Members of the Committee

1. Dr Sulabha Natraj, Principal, Waymade College of Education
2. Ms Shamasha Emanuel, Lecturer, Waymade College of Education
3. Mr Rakesh Ranjan, Lecturer, Waymade College of Education
4. Ms Sarika Chauhan, Lecturer, Waymade College of Education

**CORE PAPER I**  
**EDUCATION IN EMERGING INDIAN SOCIETY**

**Objectives: To enable student teachers to:**

- (1) Develop acquaintance with the characteristics of the India Society
- (2) Establish link between education and various dimensions of India Society.
- (3) Understand the changing concept of education and its implications.
- (4) Get oriented towards national values and their inculcation.
- (5) Understand the global and local challenges education and visualize their role as profession.
- (6) Understand the strength of education in bringing about productivity and human resource development.
- (7) Comprehend the process of social change and the role of education in social change.

**Semester 1**  
**FE-AD-101**

**Unit-1 Education and Philosophy of Education**

A. Education & Philosophy

- i. Relation between Education and Philosophy
- ii. Concept of Philosophy of Education

B. Education

- i. Concept - meaning, definition and nature
- ii. Modes & Types of Education: Formal, Informal, Non-formal, On-Line education, Open Universities and Distance Education, Special Education: major concerns
- iii. Scope/Aims: Individual, Social an integrated approaches
- iv. Education system in India: Ancient, Buddhist, Muslim, Modern and contemporary

**Unit-2 Educational thinkers and their contribution with reference to Educational meaning, Objectives and Principles (Any Four)**

Compulsory

- i. Mahatma Gandhi
- ii. J.Krishnamurti
- iii. John Dewey

Optional (any one )

- Sri Aurobindo  
Rousseau  
Swami Vivekanand  
Rabindranath Tagore

**Unit-3 Education and Society**

- a) Concept of Society and its subsystems
- b) Education as a subsystem of society and Education as a process of Socialization: role of school in socialization
- c) Concept of Social change and Factors affecting Social Change (with main focus on Education as an agent )
- d) Indian culture: characteristics

**Semester 2**  
**FE-AD-201**

**Unit-4 Value Education with reference to the Indian Constitution**

- i. Concept of Value Education and its significance
- ii. Value inculcation: Activities and tasks
  - a. National Integration: secularism
  - b. Scientific attitude: rational thinking
  - c. Democratic citizenship

- d. Diversity Appreciation
  - e. Sensitivity
  - f. Striving for Excellence
  - g. Moral and Civic development
- iii. Significance of these values *vis -a-vis* the Constitution of India

**Unit-5 Education and Emerging Indian Society**

- i. Characteristics of the Emerging Indian Society
- ii. Role of Education in the emerging Indian Society
- iii. Education for Multi-lingual, Multi-cultural Society: Education for appreciating and distinct understanding of Indian culture
- iv. Challenges to Indian Society and role of Education therein:  
Low levels of Literacy, terrorism, discrimination (caste, class, gender) unemployability, media invasion and youth unrest.

**Unit-6 Teacher and Education in the 21<sup>st</sup> Century**

- i. Community and Teacher: Understanding the concept of community and role of teacher therein; importance of community outreach programmes/ community service and teacher
- ii. Modernisation and role of Education
- iii. Teaching as a profession and professional ethics
- iv. Role of Education in HRD
- v. Education In 21st Century and the role of Teacher

**Resources:**

- Aggarwal, J.C. (2000). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Pub.House
- Aggarwal, J.C. (2004). *Teacher & Education in Emerging Indian Society*, New Delhi: Vikas Pub.House
- Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Pub.House
- Ahuja R. (2002). *Society in India: Concepts, Theories & Changing Trends*. Jaipur: Rawat Pub.
- Aikara J (2004). *Education: sociological perspective*. Jaipur: Rawat Pub.
- Batra, P. (2004). *Multi -Cultural Education*. New Delhi: Mittal Publication
- Dash, B.N. (2004). *Teacher & Education in Emerging Indian society*. Hyderabad: Neelkamal Pub. House
- Desai N. & Thakkar, U (2001). *Women in Indian Society*. New Delhi: National Book Trust
- Digumarti, B.R. (2004). *The National Policy on Education: Towards an enlightened & Humane society*. New Delhi: Discovery pub.House
- Mathur, S. S. (2000). *A sociological Approach to Indian Education*. Agra : Vinod Pustak Mandir
- Mookerji, R.K. (1999). *Ancient Education system*. New Delhi: Cosmo Pub
- Pandey, V.C. (2005). *Emerging Challenges of Educational system*. Delhi: Isha Books
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: anishka Pub. Distributors.
- Tedesco, J.C. (1997). *Thinkers on Education (V-1-4)*. UNESCO
- UNESCO, Learning the Treasure Within  
<http://www.shamshaemanuel.blogspot.com/>  
UNESCO Charter

**CORE PAPER II**  
**TEACHING, LEARNING AND EVALUATION: PERSPECTIVES AND PRACTICES**

**Objectives: To enable student-teachers to:**

1. Understand the concept of educational psychology and their educational implications
2. Acquire knowledge and understand different aspects of human growth and development with special reference to adolescent learners
3. Acquire knowledge and understand personality development, adjustment and group behavior
4. To understand individual differences and plan to cater to individual needs of the learners
5. Understand the concept of learning, different theories of learning and their implications in teaching
6. Understand concept of intelligence and aptitude
7. Understand concept of elementary educational statistics
8. Apply educational statistics in computation and interpretation
9. Understand and develop the skill to use teacher made test and standardized tests
10. To conduct experiments and tests related to concepts of educational psychology

**Semester 1**  
**FE-AD- 102**

**Unit 1: Educational Psychology and Nature of Learner**

- Educational psychology – meaning, nature, scope and application of educational psychology in school practices.
- Introduction to methods of psychology: Observation, introspection, experimentation and case study.
- Growth and development of a learner- concept of growth and development. Developmental stages up to pre adolescence period and educational needs at each stage.
- Adolescence period: physical, social, emotional, intellectual and moral development and guidance
- Concept of Personality and basic theories of personality.

**Unit 2: Learning, Intelligence, Aptitude and Creativity**

- Learning: meaning, nature and general principles of learning
- Factors affecting learning: learner, teacher and environment
- Educational implications of Learning theories
- Behaviouristic theories of learning (Skinner's operant conditioning and Thorndike's connectivism)
- Cognitivist theory of learning (Gestalt's insightful learning )
- Humanistic approach of learning (Carl Roger's)
- Intelligence: meaning, concept and types of intelligences and introduction to selected test of intelligence.
- Aptitude: meaning, concept and types of aptitude and introduction to selected test of aptitude.
- Conducting experiments on different learning theories to understand their concepts

**Unit 3: Educational Statistics: concept and application**

- Importance of Educational Statistics
- Measures of central tendencies: Mean, Median and Mode and their uses
- Measures of Variability : Range, Quartile Deviation and Standard Deviation- Computation and their Uses
- Normal Probability Curve and its characteristics.
- Percentile and Standard Score(Sigma Score)
- Correlation- concept, Spearman's rank difference correlation
- Bloom's Taxonomy(Cognitive, Affective and Psycho-motor Domain)

**Semester 2**  
**FE-AD- 202**

**Unit 4: Motivation and Adjustment**

- Motivation: concept and importance of motivation in learning
- Introduction to Maslow's theory of motivation.
- Adjustment: meaning, concept and characteristics
- Factors affecting adjustment: home, school, society
- Causes of maladjustment, conflicts, frustration and methods of adjustment.

**Unit 5: Group, Individual differences and Exceptional children**

- Group: concept, classroom as a group and group dynamics.
- Individual differences: meaning, nature and factors affecting individual differences and its educational implications.
- Exceptional children: concept, types and characteristics: gifted, physically and mentally challenged, emotionally disturbed and socially maladjusted children, learning disabled.
- Case study of an exceptional child

**Unit 6: Evaluation, Measurement and Tools**

- Concept of Teacher made tests and Standardized Tests
- Norm Referenced and Criterion Referenced Test- concept and items and its uses
- Concept of Evaluation and Measurement, Process of Evaluation and difference between evaluation and measurement.
- Tools- Checklist, Questionnaire and Rating Scale
- Techniques- Observation and Anecdotal Record

**Resources:**

- Aggarwal, J. C.(2004). *Essentials of Educational Psychology*. New Delhi: Vikas Pub. House
- Mangal S.K.(2005). *Advanced Educational Psychology 2<sup>nd</sup>* .New Delhi: Prentice Hall of India Pvt.Ltd
- Mangal S.K.(2005). *Statistics in psychology 2<sup>nd</sup> Edition* .New Delhi: Prentice Hall of India Pvt.Ltd
- Mangal, S. K.(2005). *Development Of Learner and Teaching Learning Process*. Meerut: Loyal Book Depot
- Mangal, S.K.(2005). *Advanced Educational Psychology*. New Delhi: Prentice Hall Of India Pvt. Ltd.
- McDougal, W. (2004). *Text book of psychology*. New Delhi: Discovery
- Morgan, C.T & King Richard A(2004). *Introduction to Psychology.7<sup>th</sup> Edition*. New Delhi:T.M.H
- Natraj, S.(2006). *Learning to Teach*. V.V.Nagar: CVM
- Patri, Vasantha R. (2004). *Counselling Psychology*. New Delhi: Author Press
- Piaget, J.(2004). *Development psychology*. New Delhi: Sarup & sons
- Pruthi, R.K.(2004). *Educational Psychology*. New Delhi: Discovery
- Rao, D.B. & Digumarti, H. (2004). *Adjustment of adolescents*. New Delhi: Discovery
- Reddy, et. al (2004). *Education of children with special needs*. New Delhi:Discovery Pub. House
- Sharma R.N & Sharma R.K. (2002). *Educational Psychology*. New Delhi: Atlantic Publication & Distributors
- Sharma R.N & Sharma R.K. (2003). *Advanced Educational Psychology*. New Delhi: Atlantic Publication & Distributors
- Sharma, A.(2005). *Educational psychology 1<sup>st</sup> Ed*. New Delhi: Commonwealth
- Sharma, A.(2005). *Educational psychology 2<sup>nd</sup> Ed*. New Delhi: Commonwealth
- Sharma, A.S.(2004). *Dictionary of psychology*. New Delhi: Commonwealth
- Sharma, R.A.(2005). *Essentials of Measurement in Education and psychology*. P. Surya Pub.
- Skinner Charles E.(2004). *Educational Psychology 4<sup>th</sup> Edition*. Prentice Hall of India Pvt. Ltd
- Thomas, H.(2005). *History of psychology: main currents in psychology thought*. New Delhi: Pearson education.
- Venkateswarlu, K. et. Al. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Pub. House
- Verma, R.M. & Verma, S.(2003). *Foundations in psychology*. New Delhi: Commonwealth
- Vijayakumari et. Al.(2004). *Fundamentals of psychology*. New Delhi: Anmol Pub. Pvt.Ltd

**CORE PAPER III**  
**EDUCATIONAL MANAGEMENT AND CURRENT TRENDS IN EDUCATION**

**Objectives:** To enable student-teachers to:

- (1) understand the nature of different types of schools
- (2) understand the concept ,scope and significance of school management and school organization
- (3) understand the concept and scope of educational management
- (4) understand the concept and scope of educational administration
- (5) understand the hierarchy of various educational bodies at the state level and understand their roles in educational management and administration
- (6) understand the role of the principal in management of the school
- (7) develop insights about educational leadership
- (8) develop leadership qualities
- (9) understand the current trends in teaching and learning
- (10) get familiar with schools records

**Semester 1**  
**FE-AD- 103**

**Unit 1 Schools, School Management and School organization**

- School management :concept , scope and significance
- Objectives and policies of state board , national and International schools
- Academic and administrative management of a school
- School organization: concept ,scope and significance
- Public private partnerships for establishing and managing schools
- Creating quality circles for optimum learning

**Unit 2 Educational management and administration**

- Educational management: concept and significance
- Educational administration :concept and significance
- Functions of Ministry of Human Resource Development : Department of Education
- State level educational management and administration : hierarchy of bodies , their roles and initiatives
- Concept and importance of Inspection
- School boards: Functions of GSHSEB, CBSE, CICSE and IBO
- Functions of the autonomous bodies NCERT, GCERT ,NCTE ,NAAC and UGC
- Justice and educational tribunals for teachers

**Unit 3 Educational Leadership**

**(a) Educational leadership**

- Concept of educational leadership: trait theory
- Developing qualities of educational leadership: as academician, guide, educational planner, motivator, team builder, image builder, researcher and initiator
- Shared leadership of teachers

**(b) Decision making process**

- Decision making process for educational organization
- Participation of teachers in organizational decision making process

**(c) Role of Principal in School Management**

- Role of principal in creating resources and managing financial matters
- Role of principal in planning of school activities
- Role of principal in creating learning organization

**(d) Roles and responsibilities of a supervisor**

**Semester 2**  
**FE-AD- 203**

**Unit 4 Rules and regulations of different Boards**

- Syllabus and textbooks of GSHSEB, CBSE, CICSE and IBO
- Major service conditions for school teachers
- The National curriculum framework for school education (2005) and its implications for the state

**Unit 5: Current Trends in Education and Teacher Effectiveness**

**(a) Paradigm shift in education**

- Teaching to learning
- Product to process
- Parts to whole
- Learning across curriculum
- Constructivism in practices of teaching and learning

**(b) Classroom Interaction**

Concept and Types of Interactions

- Group work methods
- Teacher assisted learning and technology assisted learning

**(c) Creating Conducive Environment for teaching and Learning and teacher effectiveness**

- |               |                         |
|---------------|-------------------------|
| • Observation | • Constructive Feedback |
| • Motivation  | • Follow up             |
| • Evaluation  | • Guidance              |

**Unit: 6 Academic Management and School Records**

- (a) Initiatives for professional development of teachers
- (b) Time Table : Importance , Essential factors for framing time table , Factors affecting time table and preparation of different types of school timetable
- (c) Evaluation at school : conducting school examinations
- (c) School Records
  - a. Importance School-records
  - b. Types of Records
  - c. Management of School-records
  - d. Records of school activities and documentation
- (d) Parents teachers' associations

**Resources:**

- Marlow Edgier, D Bhashkara Rao, Improving School Administration –Discovery Publishing hour Delhi–110002, 2003
- SK Kochhar – Secondary School Administration Sterling Publishers Private Ltd, New Delhi–110020, 2004
- Hassen Taj, School Management & Administration–H P Bhargava Book House, Agra-282004,2005
- P R Trivedi, K N Sudarshan, Management of Education Discovery Publishing House, New Delhi-110020, 2004
- R K Prabhakar and Sulabha Nataraj, Breaking Barriers, a resource manual for effective communication, Ford Foundation, New York S P University Publication-1998
- Krishana Mohan & Mera Benerji, Developing Communication Skills, Macmillan India Ltd, New Delhi, 2003
- John Adair, Effective Leadership, Gower Publishing Co. 1993 & Pan Macmillan Ltd-1998
- E A Macnee, School Management & Methods pf Teaching, Sonali Publication's, New Delhi-110002,2004
- D S Chadha, Classroom Teaching and Management, Mittal Publications, New Delhi-110050-2004
- Neelam Sood, Management of School Education in India-A P H Publishing Corporation, New Delhi-110002,2003

**CORE PAPER IV**  
**TECHNOLOGY & OTHER SOFT SKILLS FOR TEACHERS**

**Objectives:** - To enable the student-teachers to

1. Understand the meaning and nature of educational technology
2. Understand the changing role of a teacher due to technological changes
3. Apply the knowledge of ICT to make teaching effective
4. Understand the use of educational technology in various situations of teaching
5. Develop and use teaching learning resources in teaching
6. Select appropriate media for teaching effectively
7. Plan and implement effective use of educational technology
8. Use technology for the development of teaching learning material
9. Use computer technology in educational administration and management
10. Develop an understanding of the process of communication in the classroom
11. Provide opportunities to experience varied communication situations, and thereby sharpen skills of effective communication
12. Develop insights into different types of personality and learn to deal with them appropriately at school
13. Develop linguistic competence so as to become efficient users in English medium schools

**Semester 1**  
**FE-AD- 104**

**Unit 1 Educational technology and Teachers role**

1. Educational Technology: Definition, Meaning, Nature and Scope
2. Information and Communication technology: Meaning and Importance
3. Development of Educational technology: Shift from Teacher centeredness to student centeredness
4. Teachers role: Teachers as presenter in face to face instruction, teacher as manager of learning resources, teacher as producer, user and service provider of instructional material, teacher as manager of interactive instruction, teacher as a researcher

**Unit 2 Introduction and fundamentals computer**

1. Computer: Concept, History and Development i.e. Generations of computer and Classification of computers
2. Parts of the Computer and Basic organization of computer
3. Input, Output and Storage devices
4. Operating System: Roles, Functions and Types of operating systems
5. Multimedia: Meaning, Components, Advantages and Limitations
6. Network: Types of Network: LAN, WAN, MAN, Network Topologies

**Unit 3 Communication**

- a. Communication: Concept, Process, Types (Verbal, Para-linguistic, Kinesthetic, Symbolic)
- b. Effective Communication: Features & Barriers
- c. Teachers as Effective Communicators: Tasks & Techniques: Skill-specific Tasks, Simulation, Group Discussion, Interview and other Mock Situations, Film Reviews, Recitation, Debates, Declamations
- d. Developing Leadership traits among teachers: Initiative, self-direction, problem-solving ability, experimentation and creativity, social and clarification skills, teaming and collaboration, value-clarification skills

**Semester 2**  
**FE-AD- 204**

**Unit IV**

**A. Use of technology in individualized teaching, small group teaching and large group teaching**

- ♦ Computer assisted learning and Computer managed learning
- ♦ Use of worksheets and graphic material for self learning and group learning (Cooperative learning)
- ♦ Projected media and non-projected media

**B. Using Educational Technology**

1. Planning for effective use of technology
2. Selection of appropriate media on the basis of objectives of teaching, student's need, nature of content and level of teaching
3. Using technology in administration and management of the school and Use of ICT in classroom teaching, library, tutorials, examination

**Unit V: Developing LS Skills:**

- a. Understanding Listening: Types /Levels of listening
- b. Role of Perception in Communication, Receiving & Interpreting Feedback
- c. Tasks to develop Listening
- d. Criteria for Effective Speech: Intelligibility, Appropriateness, Fluency, Accuracy
- e. Language Lab Journal: Use and preparation of materials to develop communication skills

**Unit VI Developing RW Skills:**

- a. Understanding Reading: Purpose, Process & Types
- b. Reading to Comprehend: Questions for Simulation, Reading between lines, Reading beyond lines
- c. Learning to use knowledge resources: Dictionaries, Thesaurus, Web-based sources
- d. Understanding Writing: Analyzing & Improving Different types of Writing
- e. Practicum: Formal Writing- Writing Notice, Report, Letters, Posters, Advertisements, Staff Meeting Minutes, Agenda of Meeting
- f. Creative Writing- Essay, Story

**Resources:**

- Digumarti B. R. and Moturi R. K. (2005). Methods of Teaching Computer Science. Delhi: Discovery Publishing House
- Natraj, S. (2006). Learning To Teach. Vallabh Vidyanagar: Charutat Vidyamandal
- Pandey, V.C (2005). ICT in Childhood Education. New Delhi: Isha Books.
- Pandey, V.C (2005). Teaching in Technology Rich Environment. New Delhi: Isha Books
- Pradeep S. and Priti S. (2004). Computer Fundamentals Third Edition. New Delhi: BPB Publication
- Sharma, R. A. (2004). Essentials of Educational Technology. New Delhi: Loyal Book Department
- Day, C, A Passion for Teaching, 2004, Chennai Micro Print, India
- Natraj, S. Developing Communication Skills, 2005, A Handbook for Teachers and Learners of English, Charutar Vidya Mandal
- Passi, B K and Joshi, Anuradha, Lessons on Critical Thinking Skills, 2002, Print Palace, Agra
- Prabhakar, R K and Natraj S, Breaking Barriers, 1998, Sardar Patel University Press
- Wells, J C and Colson, Greta Practical Phonetics , 1982 Pitman
- Brill Scott, The Skills of Communicating ,1995, Jaico Publishing House
- Somasundaram Vijaya, Principles of Communication, 2006, Tarun Offset Delhi

**CORE PAPER (V– A)**  
**METHODOLOGY OF TEACHING ECONOMICS**

**Objectives: To enable the student-teachers to:**

1. Understand the nature, scope and importance of Economics
2. Understand the aims and objectives of teaching of Economics
3. Formulate the general and specific objectives of Economics teaching
4. Prepare and execute the lessons according to plan
5. Establish correlation of Economics with other school subjects and life situations
6. Understand the essentials of text book of Economics and evaluate it critically
7. Understand the methods and techniques of teaching Economics
8. Develop the skill of using various methods of teaching Economics
9. Suggest appropriate devices of evaluation in Economics
10. Understand and conduct action research

**Semester 1**  
**FE-AD-105 D**

**Unit-1: Concept of teaching Economics, Economics and its relationship with other disciplines and Lesson planning**

- Meaning, scope and importance of Economics
- Aims and objectives of teaching Economics
- Relationship of Economics with other disciplines- meaning, types and importance, relationship of Economics with commerce, mathematics, statistics and social science
- Content analysis of economics
- Objectives: General objectives and specific objectives
- Lesson Planning and Unit Planning: Concept, Steps and significance of Lesson Planning, Difference between a Lesson Plan and Unit Plan
- Blue Print

**Unit- 2: Methods, Approaches and Major trends of Future of economics teaching**

**A. Methods**

- Lecture method
- Project method
- Assignment method
- Discussion method
- Supervised study method
- Team teaching method
- Seminar and symposium method
- Field Trip Method
- Self directed Learning resources- Internet, Library, PBL

**B. Approaches in teaching Economics**

- Inductive
- Deductive
- Indo-deductive

**C. Major trends for the future of Economics teaching**

- Process Oriented teaching-learning
- De-emphasis on text books

- Swing towards self education
- Developing technological capabilities

**Unit- 3: As per prescribed syllabus of Central Board of Secondary Education and Gujarat State Education Board of standard XI**

**Semester 2  
FE-AD-205 D**

**Unit-4: Text book, Teacher, Action research and material production**

- Text books- concepts, importance, characteristics and evaluation
- Teacher of economics- Role, qualification, characteristics, training and qualities
- Action Research
- Material productions - Review and use of supplementary materials - print and e- resources, Creating and using newsletters

**Unit- 5: Evaluation and aids in Economics**

- Evaluation- concept, process and tools and technique of evaluation
- Diagnostic test and remedial work in Economics
- Teaching aids- preparation and showcasing, importance and Use of audio-visual and digital aids - newspaper and magazine, bulletin boards, tape recorder, OHP, chart, table, graphs, T.V., CD's
- Economics club- needs and activities
- Creating Class room Resource Center
- Open Book Examination test

**Unit- 6: As per prescribed syllabus of Central Board of Secondary Education and Gujarat State Education Board of standard XII**

**Resources:**

- Aggarwal, J.C.(2004).*Teaching of Economics*. Agra: Vinod Pustak Mandir
- Dixit, N.(2005). *Dictionary of Economics*. Delhi: Isha Books
- Natraj, S.(2006). *Learning to Teach*. V.V.Nagar: CVM
- Tiwari, D.(2006). *Methods of Teaching Economics*. New Delhi: Crescent Pub. Corp.
- Tiwari, A.(2007). *Modern Methods Of Teaching Economics*.New Delhi: Sristhi Books
- Reddy, S.(2005).*Learn and Teach Economics*. Delhi: AuthorsPress.
- Rudramamba, et. Al. (2006).*Methods of Teaching Economics*. New Delhi: Discovery publishing house.

**CORE PAPER (V-B)**  
**METHODOLOGY OF TEACHING ENGLISH**

**Objectives:** To enable student-teachers to

- (1) Understand and develop the basic language skills of English
- (2) Understand challenges in teaching English in India.
- (3) Define the educational objectives of teaching English in terms of behavioural outcomes
- (4) Develop skills of preparing and using instructional materials
- (5) Review and study textbooks for English
- (6) Adopt appropriate methods and techniques for the teaching of English
- (7) Develop skills to evaluate language competence
- (8) Plan to achieve the objectives of teaching English
- (9) Understand and conduct action research
- (10) Integrate technology in teaching

**Semester 1**  
**FE-AD-105 C**

**Unit-1 English Today**

- (a) Status of English: at the Global, National, State and local levels
- (b) Bloom's Taxonomy and objectives of teaching English at the Secondary & Higher Secondary Levels
- (c) Challenges of teaching English in India: English as a medium of instruction, English across curriculum, English as a tool for cognitive and affective development
- (d) Functional Grammar at the Secondary and Higher Secondary Level

**Unit-2 Approaches, Methods & Techniques**

- (a) Approach, Method & Technique: Concept and practice
- (b) Approaches: Principles / Features, Merits, Demerits
  - i. Structural Approach
  - ii. Functional & Communicative approach
- (c) Methods:
  - i. Grammar Translation Method
  - ii. Direct Method
  - iii. Task-based Learning
- (d) Techniques: Narration, Discussion, Questioning, Listen & Do, Read & Say, Pictorial Illustration, Verbal Illustration, etc.

**Unit-3 Planning Teaching**

- (a) Planning: Concept, Significance
- (b) Lesson Planning: Unit Planning, Yearly planning, Weekly planning, Daily Planning, and ICT-based Planning
- (c) Preparing Teaching Notes
- (d) Use and Importance of Teaching Aids in teaching of English: Maps, Charts, Film Strips, TV, VCR, Computer, Internet, VCD, Radio, Authentic Materials, English language laboratory
- (e) Use & Importance of Reference materials like reference books, Dictionary, thesaurus, encyclopedia

**Semester 2**  
**FE-AD-205 C**

**Unit-4 EL T Materials and Ways to Create a Conducive Learning Climate**

- (a) Materials to develop L-S-R-W (Review & practice)
- (b) Materials to enrich vocabulary (Review & practice)

- (c) Trying out the Materials with group / pair work through Action research  
Creating & Managing Self - Access Centre
- d) Creating a Conducive Climate: Co-curricular Activities- Understanding & organising activities such as Debate, Elocution, Drama, Recitation, Simulation, Role-play, Importance of English room and English club in Teaching English, Showcasing
- (e) Qualities of an effective Teacher of English

#### **Unit-5 Testing & Evaluation**

- (a) Understanding Blue-Print, preparing Blue-Print of Question Paper and setting the question paper
- (b) Preparation of test items, Essay, Short answer, Objectives type Questions etc.
- (c) Tools & Techniques of Evaluating Language Competence
- (d) Action Research

#### **Unit-6 Content**

- (a) Curriculum, Syllabus & Textbooks: Concept & Types (Std. V to XII of GSEB, CBSE, ICSE, IBO)
- (b) Writing: Essays, Notices, Report, Letters, Posters, Email, Dialogues

#### **Resources**

- Cruttenden, Alan. (1997) Gimson's Pronunciation of English. New York: Arnold International student Edition.
- Eastwood, John. (2004). Oxford Practice Grammar with answers. New York:: Oxford University Press
- Indian Institute of Publishing. (2004).100 English Competency Tests. Chennai: Vijay Nocile imprints Pvt. Ltd.
- Krishnaswamy, N. (2000).Teaching English Grammar: a modern guide to an interactive approach. Chennai: T. R. Publications
- Krishnaswamy, N. and Krishnaswamy, L (2007)Teaching English: Approaches , Methods and Techniques .New Delhi :Macmillan India Ltd
- Leech, Geoffrey & Svartvik, Jan. (2002). A Communicative Grammar of English. Delhi: Pearson Education (Singapore) Pvt. Ltd.
- Mukalal, J.C.(1998 ) Approaches To English Language Teaching, Delhi: Arora Offset Press
- Natraj, S.( 2005) Developing Communication Skills, A Handbook for Teachers & Learners of English, Vallabh Vidyanagar :Charutar Vidya Mandal
- Natraj, S.(2006). *Learning to Teach*. Vallabh Vidyanagar :Charutar Vidya Mandal
- Palmar, Richard. (2003) The Good Grammar Guide. New York: :Routledge Taylor & Francis Group
- Sahu ,N.(2005) Post Modernist Delegation To English Language Teaching , Delhi:Tarun Offset
- Sasikuar, V & Dhamija, P. V. (2003) Spoken English: self-learning Guide to Conversation Practice. New Delhi: Tata McGraw-Hill Publishing Company Limited
- Tickoo, M. L. (2003). Teaching and Learning English: a sourcebook for Teachers and teacher-Trainers. New Delhi: Orient Longman Private Limited
- Wren, P. C. & Martin, H.( 2003) High School English Grammar & Composition. New Delhi: S. Chand & Company Ltd. 2003
- **Websites :**

www.britishcouncil.org  
 www.bbc.co.uk/learningenglish  
 www.wikipedia.org  
 www.onestopenglish.com  
 www.cambridge.org/elt

http://www.oup.co.in  
 http://eric.ed.gov  
 www.asian-efl-journal.com  
 www.amazon.com  
 www.want2learn.com

**CORE PAPER (V-C)**  
**METHODOLOGY OF TEACHING ENVIRONMENTAL EDUCATION**

**Objectives: To enable the student-teachers to:**

1. Understand the concept of environmental education.
2. Understand the place of environmental education in the national curriculum.
3. Develop skills and competencies in teaching environmental education at different stages.
4. Understand the challenges faced while teaching environmental education.
5. Understand the principles and approaches of arranging the course content.
6. Prepare and use different types of instructional materials in the teaching of environmental education.
7. Understand the importance of co-curricular activities in the teaching of environmental education.
8. Develop reasonable understanding about the role of school and education in fostering the idea of learning to live with nature.
9. Develop problem solving skills.
10. Understand and conduct action research.

**Semester 1**  
**FE-AD-105 B**

**Unit 1 Concept of Environmental Education**

- i) Place of Environmental Education in curriculum and life
- ii) Meaning and nature of Environmental Education
- iii) Creating awareness about the environment : importance

**Unit 2 Approaches, Methods and Techniques of Teaching Environmental Education**

- i) Objectives of Teaching Environmental Education
  - a. Meaning of objectives, types of objectives and their significance
  - b. Blooms Taxonomy of Educational Objectives
  - c. General and Specific objectives of Teaching Environmental Education
- ii) Lesson Planning: Concept, importance and planning
- ii) Unit Planning : Concept, importance and planning
- iii) Difference between a Lesson Plan and Unit Plan
- iv) Approaches in Teaching Environmental Education
  - a. Participatory approach
  - b. Community oriented approach
- v) Methods of Teaching Environmental Education
  - a. Project Method
  - b. Problem solving Method
- vi) Teaching Aids and Showcasing
  - i) Concept of Teaching Aids
  - ii) Significance of Teaching Aids
  - iii) Preparation of Improvised Teaching Learning Materials (Preparation of Improvised TLM [ANY TWO] like workbooks, scrap book, project presentations and printed materials, text book analysis , magazines, etc.) cum presentations

**Unit 3 Environmental concepts -I**

- a) Environment : Meaning and significance
- b) Components of the ecosystem: biotic and abiotic components; ecological pyramids (mass, energy), food-chain and food web.
- c) Environmental Situations
  - a. Global Issues: Climate change, ozone layer depletion, acid rain, deforestation, human settlements: slums and depletion of natural resources.
  - b. Pollution: Meaning and types of pollution, causes of pollution and Impact of pollution on environment.
  - c. Green house effect and its effects.

**Semester 2**  
**FE-AD-205 B**

**Unit 4 Co-curricular activities in Environmental Education and Qualities of an Effective Environmental Education Teacher**

- i) Environment Club
  - a. Concept
  - b. Objectives
  - c. Activities
  - d. Significance
- ii) Using community Resources in teaching Environmental Education
- iii) Effective Environmental Education Teacher
  - a. Role of teacher in Environmental Education
  - b. Challenges faced in teaching of Environmental Education
  - c. Innovations in teaching Environmental Education

**Unit 5 Evaluation in Environmental Education and Practical work**

- i) Evaluation in Environmental Education**
  - a. Development of written test: objective and descriptive
  - b. Practical test: Projects and demonstrations
  - c. Preparing Evaluation rubric for qualitative as well as quantitative assessment of work
- ii) Practical Work**
  - iv) Action research in Environmental Education
  - v) C Information creation book / Wall magazine
  - vi) Preparation of an Environmental Education Programme
  - vii) Outdoor teaching in Environmental Education

**Unit 6 Environmental Concepts -II**

Environmental Movements, Projects and Laws

- d. Movements: Silent Valley, Narmada Bacho Andolan
- e. Projects: Tiger Project, Elephant Project, Ganga action Plan
- f. Laws of Conservation and protection: environmental protection act, wildlife protection act, water pollution act, noise pollution act, air pollution act.

Biodiversity

- i) Conservation of genetic diversity
- ii) An important environment priority : learning to live in harmony with nature
- iii) History of Environmental Education, Stockholm and Tbilisi conference reports

**Resources:**

- Agarwal D.P.(2004). Modern Methods of Teaching Chemistry, Sarup and Sons
- Ashok P. (1998). Threads of Life , Delhi: National Institute Of Science Communication
- Bhatnagar A.B. (2005). Teaching of Science, Delhi: Vinod Pustak Mandir
- Bhattacharya (1986). Aspects of Human Ecology, North Book Centre
- Digumarti R. & Kandi J.S. (2004). *Methods Of Teaching Science*, New Delhi: Discovery Publishing ouse
- Janardan P. (2005). *Practical Aspects in Teaching of Science*, New Delhi: Kanishka Publishers
- Natraj. S. (2006). Learning To Teach , Vallabh Vidya Nagar: CVM
- Pandey V.C. (1998). Theads of Life , New Delhi: Isha Books
- Pandey V.C. (2005). ICT in Childhood Education, New Delhi: Isha Books
- Pandey V.C. (2005). Teaching in Technology Rich Environment, New Delhi: Isha Books
- Shewale J.G. (1996). Enzyme Everywhere ,Delhi: National Institute Of Science Communication
- Shewale J.G. (1996). Friendly Fermentation, Delhi: National Institute Of Science Communication
- Sood J.K. (2005). Teaching of Science, Delhi: Vinod Pustak Mandir
- [www.educationindex.com/environ/](http://www.educationindex.com/environ/) - 23k
- [www.intute.ac.uk/socialsciences/environmentalsciences](http://www.intute.ac.uk/socialsciences/environmentalsciences)
- [www.sciencedaily.com/news/earth\\_climate/environmental\\_science](http://www.sciencedaily.com/news/earth_climate/environmental_science)
- [www.geocities.com](http://www.geocities.com)
- [www.carleton.ca/envirosci](http://www.carleton.ca/envirosci)
- [www.enn.com](http://www.enn.com)
- [www.springerlink.com/link.asp?id=108922](http://www.springerlink.com/link.asp?id=108922)
- <http://waymakers-go-green.blogspot.com/>

**CORE PAPER (V-D)**  
**METHODOLOGY OF TEACHING MATHEMATICS**

**Objectives: To enable the student-teachers to:**

1. Understand the place of Mathematics in the national curriculum.
2. Understand the nature of mathematics as a discipline.
3. Analyze the content in terms of concepts, sub-concepts and relation between them.
4. Understand the teaching methods and techniques for better instruction.
5. Design appropriate teaching strategy/approach suited to particular content.
6. Develop skills and competencies in teaching Mathematics at different stages.
7. Understand the challenges faced while teaching Mathematics.
8. Create different types of test items for general as well open book examination.
9. Prepare diagnostic test and plan for remedial work in Mathematics.
10. Review the textbooks and other supplementary materials in Mathematics.
11. Understand the importance of co-curricular activities in the teaching of mathematics.
12. Prepare and use different types of instructional materials in the teaching of mathematics.
13. Be thorough with the points of the content of the Mathematics textbooks of GSHSEB and CBSE.

**Semester-1**  
**FE-AD-105 A**

**Unit 1: Concept of Mathematics and objectives of teaching Mathematics**

**A. Place of Mathematics in curriculum and life**

- i) Meaning, nature and structure of Mathematics
- ii) Value of teaching Mathematics

**B. Importance of Mathematics in Modern Society**

**C. Relationship of Mathematics**

- i) Among the different branches of mathematics
- ii) Inter disciplinary relation with mathematics

**D. Objectives of teaching Mathematics in the 21<sup>st</sup> Century**

- i) Meaning of objectives, types of objectives and their significance
- ii) Bloom's Taxonomy of Educational objectives in terms of Mathematics Teaching
- iii) General and Specific objectives of teaching Mathematics

**Unit 2 Approaches, Methods and Techniques of Teaching Mathematics**

**A. Planning: concept, types, steps, significance and planning of a lesson.**

**B. Difference between a Lesson Plan and Unit Plan**

**C. Methods of teaching Mathematics**

- i) Inductive - deductive Method
- ii) Analytic -synthetic Method
- iii) Problem solving Method
- iv) Project Method
- v) Laboratory/Experiment Method

**D. Techniques in teaching Mathematics**

- i) Drill and Review in Mathematics
- ii) Demonstrating
- iii) Discussing- Group discussions

**E. Approaches in teaching Mathematics**

- i) Inductive-deductive Approach
- ii) Participatory Approach

**F. Major trends for the future of Mathematics Teaching**

- i) Process Oriented teaching-learning
- ii) Swing towards self education
- iii) Developing technological capabilities

### **G. Teaching Aids, Material Production and Showcasing**

- i) Concept of Teaching Aids
- ii) Types of teaching Aids
- iii) Significance of Teaching Aids
- iv) Preparation of Improvised Teaching Learning Materials

Preparation of Improvised Teaching Learning Materials (Preparation of Improvised TLM [ANY TWO] like workbooks, scrap book, Presentations, individualized materials, herbarium sheets, printed materials, magazines, educational games, etc.)

- v) Use of authentic materials and bulletin board in teaching Mathematics

### **Unit 3 Content**

As per the prescribed syllabus of C.B.S.E. and G.S.E.B of STD VIII to X

### **Semester-2 FE-AD-205 A**

### **Unit 4 Measurement and Evaluation**

- i) Evaluation: concept, types
- ii) Construction of blue print and Open Book Examination test
- iii) Text-book: Importance, Characteristics  
Review of the text-books of Mathematics of GSHSEB and CBSE
- iv) Preparation of a diagnostic test and planning remedial work

### **Unit 5 Co-curricular activities in Mathematics and Effective Mathematics Teacher**

#### **a) Mathematics Club**

- i) Concept
- ii) Objectives
- iii) Importance
- iv) Activities: Exhibitions, Mathematical fair activities, etc.
- v) Organization

#### **b) Mathematics Laboratory Management**

- i) Concept of Laboratory in Mathematics
- ii) Significance of Laboratory
- iii) Role of a Teacher in Laboratory
- iv) Visit to a Laboratory and preparing a report
- v) Work book and its importance

#### **c) Effective Mathematics teacher**

- i) Mathematics Teacher- Qualifications, Qualities and Professional competencies
- ii) Technology in teaching Mathematics
- iii) Challenges faced in teaching of Mathematics
- iv) Action research

### **Unit 6 Content**

As per the prescribed syllabus of C.B.S.E. and G.S.E.B of std X to XII

#### **Resources:**

- G.S.E.B Text-books of Std. VIII to XII
- Sidhu K.S. (2005). Teaching of Mathematics, Sterling Publishers, Private Limited, New Delhi.
- Russel J. (2004). Teaching of Mathematics, Campus Books International, New Delhi.
- Pandey V. P. (2004). Teaching of Mathematics, Sumit Enterprises, New Delhi.
- Agrawal S. Teaching of Mathematics to Blind Students through Programmed Learning Strategies, Abhijit Publication, New Delhi.
- Ediger M. O. (2006). Teaching Mathematics successfully, Discovery Publishing House, New Delhi.
- Rao D. B. & Latha D.P.(2003). Achievement in Mathematics, Discovery Publishing House, New Delhi.
- Natraj. S. (2006). Learning To Teach , Vallabh Vidya Nagar: CVM

**CORE PAPER (VI-A)**  
**METHODOLOGY OF TEACHING COMMERCE**

**Objectives: To enable the student-teachers to:**

1. Understand the nature, scope and importance of commerce
2. Understand the aims and objectives of teaching of commerce
3. Formulate the general and specific objectives of commerce teaching
4. Prepare and execute the lessons according to plan
5. Establish correlation of commerce with other school subjects and life situations
6. Understand the essentials of text book of commerce and evaluate it critically
7. Understand the methods and techniques of teaching commerce
8. Develop the skill of using various methods of teaching commerce
9. Suggest appropriate devices of evaluation in commerce
10. Understand and conduct action research

**Semester 1**  
**FE-AD-106 D**

**Unit-1: Concept of teaching commerce, Commerce and its relationship with other disciplines and Lesson planning**

- Meaning, scope and importance of commerce
- Aims and objectives of teaching commerce
- Relationship of commerce with other disciplines - meaning, types and importance, relationship of commerce with economics, mathematics, statistics and social sciences
- Content analysis of commerce
- Objectives: General objectives and Specific objectives
- Lesson Planning and Unit Planning: Concept, Steps and significance of Lesson Planning and Unit Planning, Difference between a Lesson Plan and Unit Plan
- Blue Print

**Unit- 2: Methods, Approaches and Major trends of future of Commerce**

**A. Methods**

- Lecture method
- Project method
- Assignment method
- Discussion method
- Supervised study method
- Team teaching method
- Seminar and symposium method
- Field Trip Method
- Self directed Learning resources- Internet, Library, PBL

**B Approaches in teaching Commerce**

- Inductive
- Deductive
- Indo-deductive

**C Major trends for the future of Commerce teaching**

- Process Oriented teaching-learning
- De-emphasis on text books
- Swing towards self education
- Developing technological capabilities

**Unit- 3: As per prescribed syllabus of Central Board of Secondary  
Education and Gujarat State Education Board of standard XI**

**Semester 2  
FE-AD-206 D**

**Unit-4: Text book, Teacher, Action research and material production**

- Text books- concepts, importance, characteristics and evaluation
- Teacher of commerce - Role, qualification, characteristics, training and qualities
- Action Research
- Material productions - Review and use of supplementary materials - print and e- resources, Creating and using newsletters

**Unit- 5: Evaluation and aids in commerce**

- Evaluation- concept, process and tools and technique of evaluation
- Diagnostic test and remedial work in commerce
- Teaching aids- preparation and showcasing, importance and Use of audio-visual and digital aids, newspaper and magazine, bulletin boards, tape recorder, OHP, chart, table, graphs, T.V., CD's
- Commerce club- needs and activities
- Creating Class room Resource Center
- Open Book Examination test

**Unit- 6: As per prescribed syllabus of Central Board of Secondary  
Education and Gujarat State Education Board of standard XII**

**Resources:**

- Aggarwal, J.C.(2004). *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Pub. House
- Natraj, S.(2006). *Learning to Teach*. V.V.Nagar: CVM
- Tiwari, S.A.(2005). *Commerce Education in the global Era*. Delhi: Adhyayan Publishers
- Tomar, S.(2005). *Teaching of Commerce*. Agra: Vinod Pustak Mandir
- Venkates et. Al. (2004). *Methods of Teaching Commerce*. New Delhi: Discovery Pub. House

**CORE PAPER (VI-B)**  
**METHODOLOGY OF TEACHING SANSKRIT**

**Objectives** To enable student teachers to

- understand nature, significance, challenges of Sanskrit language teaching
- get insights about various approaches, methods and techniques of teaching Sanskrit
- to use various approaches, methods and techniques of teaching Sanskrit.
- to plan language skills based lesson plans in Sanskrit.
- to integrate ICT in teaching and learning of Sanskrit.
- to create various teaching learning materials.
- to create different types of test items for general as well open book examination.
- to prepare diagnostic test and plan for remedial work in Sanskrit.
- to review the textbooks and other supplementary materials in Sanskrit.
- to be thorough with the points of the content of the Sanskrit textbooks of GSHSEB and CBSE.
- Understand and conduct action research

**Semester 1**  
**FE-AD-106 C**

**Unit 1 Nature and significance of teaching Sanskrit**

- Nature of Sanskrit language teaching
- Significance of Sanskrit today : its Cultural, vocational, literal, aesthetic and spiritual value
- Aims and objectives of teaching Sanskrit at the school level
- Challenges of teaching Sanskrit at the school level
- Roles and Responsibilities of a Sanskrit teacher
- Sanskrit and its relationship with other disciplines of knowledge

**Unit 2 Approaches, methods and techniques of teaching Sanskrit**

- Lesson planning: concept and significance
- Planning for prose and poetry lesson
- General and specific objectives : Bloom's taxonomy
- Structural approach : merits and demerits
- Grammar translation method, Anavay method, Pathashala method
- Objectives and methods for a grammar lesson: Inductive and deductive methods
- Communicative Approach : Merits and limitations
- Teaching listening and speaking in Sanskrit
  - Determining general and specific objectives
  - Functional approach, Dramatization, role play, simulations, reading aloud, recitation, elocution, debate, storytelling , narrating anecdotes, pronunciation practice
  - Sanskrit Sambhashanam
- Teaching Reading in Sanskrit
  - Types of reading and their significance
  - Planning a lesson for developing reading
  - Determining general and specific objectives
  - Translation, questioning,
  - Planning a lesson for vocabulary enhancement
  - Techniques for teaching new vocabulary
  - Using dictionaries and thesaurus in the classrooms

**Unit 3 Grammar:** The points of the content will be as per the GSHSEB and CBSE. Major points to be covered: Varnamala, nature and types of verbs and nouns , concept of conjugation, Cases , declensions of nouns in Cases, participles , adjectives, numbers, sentence patterns : active and passive, use of *sma*, concept and types of euphony, concept and types of compounds , potential and imperative moods, Tenses

**Semester 2**  
**FE-AD-206 C**

**Unit 4 Approaches, methods and techniques of teaching Sanskrit and Materials production**

- Teaching writing in Sanskrit
- Planning a lesson for developing writing
- Determining general and specific objectives
- Planning writing tasks
- Transcription and dictation
- Tasks for developing independent writing skill
- ICT integrated lessons : Project based learning
- Teaching literature : Merits and demerits of seminar , discussion and assignment methods
- Preparation of teaching aids and showcasing
- Review and use of supplementary materials print and e- resources
- Creating story books , scrapbooks , newsletters and small dictionaries
- preparing and recording listening tasks using language laboratory
- Objectives and activities of Sanskrit club

**Unit 5 Measurement and Evaluation**

- Preparation of blue print for general and Open Book Examination test
- Preparing objective and descriptive types of test items
- Preparation of listening, speaking, reading and writing tests
- Preparing of a diagnostic test and planning remedial work
- Review of the textbooks of Sanskrit of GSHSEB and CBSE

**Unit 6 Literature :**

Vedic literature: Introduction to the four Vedas: Brahmangranthas, Aryankgranthas, Upanishads and six Vedangas , Classical Sanskrit literature: Introduction to Life and works of Bhasa, Kalidasa, Ashvaghosh, Magha, Bhavbhooti, Bharvi, Banabhatt, Shree Harsha, Nyay literature, Figure of speech, meters

**Resources**

- Acharya Narayan,R.(1978).*Subhashita RatnaBhandagaram*.New Delhi:Munshiram Manoharlal pub
- Bhandarkar, R.M. (2004). *First Book of Sanskrit*.New Delhi: Low Price Pub
- Bhandarkar, R. M. (2004). *Second Book of Sanskrit*.New Delhi: Low Price Pub
- Dwivedi, S. (2004).*Hitopadesh*.Delhi: Bharatiya Vidya Prakashan
- Kale, M.R. (1998).*The Kiratarjuniyam*.New Delhi: Motilal Banarsidass
- Kale, M.R. (2004).*The Meghdoota*.New Delhi: Motilal Banarsidass
- Keith,A.B.(2007). History of sanskrit literature.New Delhi :Motilal Banarsidass Publishers Pvt. Ltd.
- Bhattacharyaji, S.(1993). *History of Classical Literature*.Hyderabad: sangamBooks Ltd
- Kale, M.R. (2004).*The Vikramovarvashiyam*.Delhi: Motilal Banarsidass
- Kale, M.R. (2002).*A Higher Sanskrit Grammar*.New Delhi: Motilal Banarsidass
- Mittal S. (2005). *Sanskrit Shikshan*.Metath: R.Lal Book Depot
- Natraj, S. (2006). *Learning to Teach*. Vidyanagar: Charutar Vidya Mandal
- Oza, S.K. ( ). *Sanskrit Chhanda, Alankar avam Vyakarana*.Jaipur: Collge Book Depot
- Pandey, R.(2003).*Sanskrit Shikshan*.Agra: Vinod Pustak Mandir
- Ryder, A.(2003).*Panchtantra*.Mumbai:Jaico Publishing House
- Shastri, R. L. (2003).*Vaidic Sukta Mnatravali*. Jaipur: University Book House
- Tandan, K. N. (2005). *Sanskrit Sahitya ka Itihas*. New Delhi: Classical Publishing Company
- Vedalankar, S. (2004).*Laghu Siddhant Kaumudi*: Chapter -Tidanta.Jaipur: Alankar Prakashan
- Vedalankar,S. (2004).*Laghu Siddhant Kaumudi*: Chapters - Samasa, Sandhi & Nama.Jaipur: Alankar Prakashan
- Dasgupta, S.N.( ).A History of Sanskrit Literature. Classical Period.
- **Web Resources**

<http://www.samskrutam.com>

<http://sanskritvoice.com/2006/12/10/sanskrit-websites/>

[http://sanskrit.ebharat.in/sanskrit\\_websites](http://sanskrit.ebharat.in/sanskrit_websites)

<http://www.samskritabharati.org>

<http://www.sanskrit.nic.in>

<http://sanskritdocuments.org/>

<http://samskrut.wordpress.com>

<http://spokensanskrit>

**CORE PAPER (VI-C)**  
**METHODOLOGY OF TEACHING SCIENCE**

**Objectives: To enable the student-teachers to:**

14. understand the place of science in the national curriculum
15. develop skills and competencies in teaching science at different stages
16. understand the challenges faced while teaching science
17. acquire knowledge of pedagogical analysis of various concepts in science
18. critically analyse the text book of science
19. understand the principles and approaches of arranging the course content
20. understand the importance of co-curricular activities in the teaching of science
21. prepare and use different types of instructional materials in the teaching of science
22. understand and develop skills in the use of innovative techniques in science
23. understand and conduct action research

**Semester 1**  
**FE-AD-106 A**

**Unit 1: Concept of Science**

**A. Place of Science in curriculum and life**

- vi) Meaning and nature of Science
- vii) Branches of Science: Pure and Applied
- viii) Significance of Science

**B. Objectives of teaching Science in the 21<sup>st</sup> Century**

**Unit 2 Approaches, Methods and Techniques of Teaching Environmental Education**

**A. Lesson Planning:** Concept, Significance and planning

**B. Unit Planning:** Concept, Significance and planning

**C. Difference between a Lesson Plan and Unit Plan**

**D. Methods of teaching Science**

- i) Lecture Method
- ii) Laboratory Method
- iii) Problem solving Method
- iv) Project Method

**E. Techniques in teaching Science:** Demonstrating, Discussing, Observing

**i. Processes of teaching Science**

- i) Observing
- ii) Classifying
- iii) Predicting
- iv) Inferring
- v) Measuring
- vi) Experimenting
- vii) Hypotheses Formulation

**F. Approaches in teaching Science**

- i. Constructivist Approach
- ii. Participatory Approach

**G. Teaching Aids and Showcasing**

- iv) Concept of Teaching Aids
- v) Types of teaching Aids
- vi) Significance of Teaching Aids
- vii) Preparation of Improvised Teaching Learning Materials

(Preparation of Improvised TLM [ANY TWO] like workbooks, scrap book, Presentations, individualized materials, herbarium sheets, printed materials, magazines, educational games, etc.)

**Unit 3 Content**

As per the prescribed syllabus of C.B.S.E. and G.S.E.B of std. VIII to X

**Semester 2**  
**FE-AD-206 A**

**Unit 4 Laboratory Management**

**a. Theory**

- i) Concept of Laboratory
- ii) Types of laboratory
- iii) Safety measures in Laboratory
- iv) Significance of Laboratory
- v) Role of a Teacher in Laboratory
- vi) Visit to a Laboratory and preparing a report

**b. Practical Work in a Laboratory**

- i) Arranging Laboratory session
- ii) Preparing Laboratory sheets
- ix) Practical work in Laboratory : Demonstrations and experiments
- x) Guiding Laboratory sessions

**Unit 5: Co-curricular activities in Science and Effective Science Teacher**

**b) Science Club**

- i) Concept
- ii) Objectives
- iii) Activities: Exhibitions, Science fair activities, etc.

**c) Using Community Resources in teaching Science**

- i) Botanical garden
- ii) Exhibitions
- iii) Museum
- iv) Aquarium
- v) Media : (Learning through watching various Channels and Programs)

**d) Effective Science teacher**

- i) Qualities of an effective Science teacher in the 21<sup>st</sup> Century
- ii) Technology in teaching Science
- iii) Challenges faced in teaching of Science

**Unit 6 Content**

As per the prescribed syllabus of C.B.S.E. and G.S.E.B of std. XI and XII

**Resources:**

- Agarwal D.P. (2004). Modern Methods of Teaching Chemistry, Sarup and Son
- Ashok P. (1998). Threads of Life , Delhi: National Institute Of Science Communication
- Bhatnagar A.B. (2005). Teaching of Science, Delhi: Vinod Pustak Mandir
- Bhattacharya (1986). Aspects of Human Ecology, North Book Centre
- Digumarti R. & Kandi J.S. (2004). *Methods Of Teaching Science* , New Delhi: Discovery Publishing House
- Janardan P. (2005). *Practical Aspects in Teaching of Science*, New Delhi : Kanishka Publishers
- Natraj. S. (2006). Learning To Teach , Vallabh Vidya Nagar: CVM
- Pandey V.C. (1998). Theads of Life , New Delhi: Isha Books
- Pandey V.C. (2005). ICT in Childhood Education, New Delhi: Isha Books
- Pandey V.C. (2005). Teaching in Technology Rich Environment, New Delhi: Isha Books
- Shewale J.G. (1996). Enzyme Everywhere, Delhi: National Institute of Science Communication
- Sood J.K. (2005). Teaching of Science, Delhi: Vinod Pustak Mandir
- [www.sciencedaily.com](http://www.sciencedaily.com)
- [www.geocities.com](http://www.geocities.com)
- [www.springerlink.com/link.asp?id=108922](http://www.springerlink.com/link.asp?id=108922)
- [www.environment.murdoch.edu.au](http://www.environment.murdoch.edu.au)
- Refer the text books of I.C.S.E., C.B.S.E. and G.S.E.B of std. VIII to XII
- <http://www.shamsha-emanuel.blogspot.com/>

**CORE PAPER (VI-D)**  
**METHODOLOGY OF TEACHING SOCIAL SCIENCE**

**Objectives: To enable the student teachers to**

- Understand the basic concept of Social Science
- Understand the scope of Social Science and its importance in school curriculum.
- Understand educational objectives of teaching Social Science.
- Understand the methods, processes and techniques of teaching Social Science.
- Understand the uses of different reference materials and teaching aids.
- Develop teaching skills and competencies to teach Social Science effectively.
- Prepare and use different types of instructional materials in the teaching of Social Science
- To cultivate democratic behaviour and patriotic feeling among the student teachers

**Semester 1**  
**FE-AD-106 B**

**Unit-1 Concept of Social Science and Objectives of teaching Social Science**

- a) Place of Social Science in the school Curriculum
  - (i) Meaning and Nature of Social Science
  - (ii) Development of Social Science as a subject
  - (iii) Its relationship with other subjects
  - (iv) Significance of Social Science in school curriculum
- b) Objectives of teaching Social Science
  - (i) Meaning of objectives, types of objectives and their significance
  - (ii) Bloom's Taxonomy of Educational objectives
  - (iii) General and Specific objectives of teaching Social Science

**Unit - 2 Lesson Planning and Unit Planning**

**a) Lesson Planning**

- i) Concept of Lesson Planning
- ii) Steps of Lesson Planning
- iii) Writing general and specific objectives
- iv) Significance of Lesson Planning
- v) Planning a Lesson

**b) Unit Planning**

- i) Concept of Unit Planning
- ii) Steps of Unit Planning
- iii) Significance of Unit Planning
- iv) Planning an Unit
- v) Difference between a lesson Plan and Unit Plan

**c) Methods (Characteristics, merits and application)**

- (i) Lecture cum Discussion
- (ii) Story telling and narration
- (iii) Role play and dramatization
- (iv) Source method
- (v) Project method
- (vi) Excursion method/Journey method
- (vii) Using current events in teaching Social Studies
- (viii) Technology assisted learning

**Unit -3 Teaching Aids, Material Production and Showcasing**

**(i) Teaching Aids**

- i. Types of teaching aids
- ii. Importance of teaching aids
- iii. Characteristics of good teaching aids and effective use of teaching aids
- iv. Uses of globe, maps, time-line, charts, atlas, bulletin boards, newspaper, magazines
- v. Preparation of teaching aids

**b) Material Production and Showcasing**

- i) Preparing digital lessons and using them in the classroom
- ii) Practical work in map drawing, map reading, map filling
- iii) Preparing OHP slides
- iv) Preparing, showcasing and using teaching aids

**c) Content:** Students are required to know all the important concepts and content matter the textbooks of GSEB, CBSE curriculum of Std. VII and VIII

**Semester 2**  
**FE-AD-206 B**

**Unit 4 Evaluation in Social Science**

- i. Types of evaluations (Objective, Subjective, Formative and Summative)
- ii. Development of different types of tests: Descriptive type (essay type) and objective type

**Unit - 5 Characteristics of effective Social Science teacher, Social Science text-books and co-curricular activities for Social Science**

**a. Social Science Teacher**

- (i) Qualification and Qualities of effective Social Science teacher
- (ii) Professional Competencies
- (iii) Resourcefulness and creativity in teaching
- (iv) Action research
- (v) Need for in-service training

**b. Social Studies text-books**

- (i) Characteristics of good Social Studies text book
- (ii) Evaluation of text books of Social Studies of Std. VIII to X of GSEB and CBSE textbooks
- (iii) Unit analysis
- (iv) Using news papers and selecting current events for Social Science class

**c. Co-curricular activities**

- (i) Field trips to places, museums, planetariums and exhibitions
- (ii) Arranging exhibitions in school
- (iii) Displays on bulletin boards
- (iv) Watching films and videos on topics related to Social Science
- (v) Forming Social Science Club and organizing activities for the club
- (vi) Publishing News Letters

**Unit – 6 Social Science: Content**

Students are required to know all the important concepts and content matter the textbooks of GSEB, CBSE curriculum of Std. IX to X

**Resources:**

- Rao Bhaskara D. and Vijay Kand Sridevi C, 1995, Achievement in Social Studies, Discovery Publishing House, New Delhi.
- Ediger, Marlow and Rao, Bhaskara, 2006 Teaching Social Studies Successfully, Discovery Publishing House, New Delhi
- Aggarwal J. C. 2004 Teaching of Social Studies: a practical approach, 3<sup>rd</sup> Ed., Vikas Publishing House Pvt. Ltd., New Delhi
- Verma, Rampal and Sharma, Rameshwar Lal 2005 Teaching of Social Studies, 3<sup>rd</sup> Ed. Vinod Pustak mandir,
- Reddy, Sadashiva, 2005, Learn and Tech Economics, Author Press, Delhi
- Khan, M. A, 2004 Teaching of Social Studies, Commonwealth Publishers, New Delhi
- Khan, M. A, 2004 Teaching of Social Studies in Elementary Schools, Commonwealth Publishers, New Delhi
- S.K. Kochhar, Teaching of History, Sterling Publisher, New Delhi 110002 (Year 2004)
- S.A. Salim Basha, Digumarti Bhaskara Rao, Methods of teaching Geography, Discovery Publishing House, New Delhi 110002 (Year 2004)
- Dr. Jamandlamudi Prasanth Kumar, Methods of teaching Civics, New Delhi 110002 (Year 2005)
  - [www.theserverside.net/talks/thread.tss?thread\\_id=53076](http://www.theserverside.net/talks/thread.tss?thread_id=53076)
  - [home.alltel.net/abysresources](http://home.alltel.net/abysresources)
  - [www.glencoe.com/sec/socialstudies/webresources/ushist.html](http://www.glencoe.com/sec/socialstudies/webresources/ushist.html)
  - [www.ethnicstudies.org/review.htm](http://www.ethnicstudies.org/review.htm)

## FOUNDATION PAPER

### FE-AD-107A TEACHING READING

#### **Objectives: - To enable Student – Teachers:**

- (1) Understand the nature and type of reading
- (2) Understand some modern techniques of teaching reading
- (3) Understand the meaning and use of teacher made tests.
- (4) Suggest appropriate trends and practices in organizing reading programmes.
- (5) Carry out classroom experimentation in teaching reading.

#### **Unit - 1: The Nature and types of Reading, study habit's and different models of reading:**

- (a) Definition and importance of reading
- (b) Process of Reading
  - i. Physiological aspect of reading.
  - ii. Psychological aspect of reading
- (c) Purpose of Reading
- (d) Type of Reading
- (e) Study habits
- (f) Different models of reading
  - i. Top-down
  - ii. Bottom-up
  - iii. Interactive

#### **Unit – 2: The reading Improvement Programmes and Reading Readiness:**

- (a) Meaning and Characteristics of effective reading programmes
- (b) Preparation of reading improvement programmes.
- (c) Concept of Reading Readiness and Factors affecting Reading Readiness
- (d) Components of developing Reading Readiness

#### **Unit - 3: Readability and Reading Rate:**

- (a) Concept of Readability
- (b) Factors affecting Readability
- (c) Concept of reading rate and causes of slow reading rate
- (d) Techniques of developing reading rate.

#### **Unit – 4: Vocabulary and Reading Comprehension:**

- (a) Importance and types of vocabulary
- (b) Techniques of developing vocabulary
- (c) Importance and concept of reading comprehension
- (d) Components and levels of reading comprehension

#### **Reference Books:**

- Deboer John J.et, The Teaching of Reading , New York : HOH Rinehart and Winston Inc. 1960
- Dechant E. V. : Improving the Teaching of Reading Prentice-Hall Englewood cliffs, inc, 1964
- Gates Arthur I. The Improvement of reading New York :The Macmillan company, 1925
- Gilliland John : Readatrility, Hodder and SOtoughton, London, 1976
- Lefver can A: Linguistics and the Teaching of Reading. Me Groettin, New York, 1964
- Lewis Norman: How to Read Better and Faster. New York : Thomas Y. crowell company, 1945
- Menzel Eml : The Teaching of Reading, London : Oxford Unicersity Press, 1966
- NCERT: Teaching of Reading a challenge, Pub. Unit, NCERT, New Delhi, 1966

## FOUNDATION PAPER

### FE-AD- 107B LIFE SKILLS

#### Course objectives:

##### To enable the students to:

1. understand life skills and its types
2. understand the importance of life skills and quality life
3. develop life skills
4. prepare tasks to teach life skills

#### Unit 1 Introduction to Life Skills

- a) Life Skills : Concept and Need
- b) Types of life Skills and its importance: Overview of Soft skills for quality life
- c) UNESCO Delor's Report : Focus on Life skills

#### Unit 2 Core Life Skills

- a) Communication Skills and empathy
- b) Decision making Skills
- c) Problem Solving Skills and Thinking skills

#### Unit 3 Understanding life Skills for adolescent students

- a) Life Skills for adolescent students : Concept , need and importance
- b) Teaching life skills to adolescent students: techniques and activities
- c) Planning activities to teach life skills: Practical work

#### Unit 4 Learning and Practicing Core Life Skills: Practical Work

- a) Preparing classroom tasks for teaching life skills: 10 tasks
- b) Presentation of tasks
- c) Identifying and Analyzing core life skills from textbooks of Std. VIII to XII.

**FOUNDATION PAPER**  
**FE-AD-107-C**  
**ENGLISH FOR SPECIFIC PURPOSES**

**Objectives:**

- To enable the students to communicate in real life situations
- To enable the students to use language for different language functions
- To enable the students to read and understand given articles and passages
- To enable the students to write correctly
- To enable the students to use appropriate language in the classroom
- To enable the students to prepare materials for teaching functional English

**Unit-1** Approaches to teach English

- a) Teacher centric approaches: Grammar translation and structural approach
- b) Learner centric approaches: Communicative approaches-Notional, situational and Functional Approach
- c) Genesis and principles of Functional Approach:

**Unit-2** Important language functions

- a) Important language functions for daily life: Making requests and inquiries, asking for permission, giving directions, asking for opinions and suggestions, talking about routine, agreeing and disagreeing
- b) Higher level language functions: Narrating stories and events, describing people, places and things, seeking specific information
- c) Teaching Functional English: Role Plays and skits

**Unit-3** Gaining Academic Language Proficiency

- a) Classroom Language
- b) Planning and Conducting School Programmes
- c) Writing Notices and Reports

**Unit-4** Preparing Materials for language functions: Practice and Review

- a) Materials to develop speaking and listening skills- Cue Cards, Scrap Books Charts and Models and CDs
- b) Materials to develop reading and writing skills- Zig- saw -reading, dictation with a difference, strip story, reading comprehension
- c) Review and Practice

**References**

- Blair, Robert, Ed. 1982. 'Innovative Approaches to language teaching' Rowley, Mass: Newbery House
- Johnson, Keith and Morrow, Keith .1983. 'Communication in the classroom' , Longman
- Natraj Sulabha, Ed 2005. 'Developing communication skills' Charutar Vidya Mandal
- Natraj Sulabha, 1989. ' Group Method Techniques fro English language Instruction,' , Sardar Patel University
- Savington, S. J. 1983, 'Communicative Competence: Theory and practice' Addison Wesley publishing co.

## ELECTIVE PAPER

### FE- AD – 108 A ELEMENTARY EDUCATION

- To enable the prospective teachers to identify the problems and issues associated with the Elementary Education;
- Enable the prospective teachers to develop the appropriate strategies for universal retention, access and quality at Elementary Education level;
- To develop among them the capacity to find out solution to the problems associated with the Elementary Education;
- Enable the prospective teachers to mobilize and utilize community resources as educational inputs;
- To establish mutually supported linkage amongst the different level at Community – Block – District.

#### **Unit – I Introduction to Elementary Education**

- a) Elementary Education in India – Scope, Issues and its present status
- b) Constitutional Provisions for Universalisation of Elementary Education – Panchayati Raj and Expansion of Elementary Education under various Five Year Plans
- c) National Policy on Education and UEE

#### **Unit – II Schemes to promote UEE**

- a) Importance of Schemes to promote UEE
- b) Role of Non-governmental organizations towards Universalisation of Elementary Education
- c) Alternative Schooling

#### **Unit III Schemes for UEE**

- a) Schemes: Minimum Level of Learning (MLL), Child Centered Teaching Learning Process, Multi Grade and Multi Level Teaching Learning Process
- b) Schemes: Programme of Mass Orientation of School Teachers (PMOST), Operation Black Board (OB), Special Orientation Programme of School Teachers (SOPT)
- c) Schemes: District Primary Education Programme (DPEP), SSA and Education for All (EFA)

#### **Unit – IV Introduction to DIET and its role in providing Elementary Education**

- a) District Institute of Education and Training – concept, functions and role as a pace-setter for UEE
- b) Pre-Service Teacher Education in DIET for adult and non-formal education
- c) Role of SCERTs in promotion of UEE

#### **References:**

- Syed Nurullah & J. P. Naik, '*History of Education in India – During British Period*, Bombay, McMillan & Co. Ltd., 1943.
- J. C. Aggarwal & S. P. Aggarwal, '*Educational Planning in India*,' Vol. I, New Delhi, Concept Publishing Co., 1992
- Sadler J. E. '*Concept in Primary Education*, New York, Oxford University Press, 1985.
- Education for All, The Indian Scene, New Delhi, Deptt. Of Education, Ministry of Human Resources Development, Govt. of India, 1993.
- Lockheed, M. (ed.) A. M. verspeer & Associates, '*Improving Primary Education in Developing Countries*, A World Bank Publication, Oxford University Press, 1991.
- National Policy of Education – 1968, 1978, 1986 including programme of Action 1993 for revised National Policy on Education 1992.

**ELECTIVE PAPER**  
**FE- AD108 B**  
**INCLUSIVE EDUCATION**

**To enable students to:**

1. Understand the concept of women's studies.
2. Analyze the present situation of women in India.
3. Understand the issues in women's studies.
4. Understand the importance of women in the society and their role in nation's development.

**Unit 1 Introduction to Women's Studies**

- a. Concept of Women's Studies
- b. Importance of Women Studies
- c. Feminism: Concept and Relevance

**Unit 2 Women's Movement**

- a. Gender as an Axis of Stratification
- b. Relation of women's studies to other Axes of Stratification (Caste, Class, Community and Ethnicity)
- c. Women's Movement in the Post- Independence Period: Campaigns and Issues

**Unit 3 Women's Development**

- a. Profile of Women in India
- b. Issues of Labour, Health, Violence and Education
- c. Women's Writings and Writings on Women

**Unit 4 Practical Work**

Critical study on:

- a. Representations of Gender in Television
- b. Representations of Gender Cinema
- c. Representations of Gender in Print Media

**ELECTIVE PAPER**  
**FE- AD108 C**  
**MEASUREMENT AND EVALUATION**

**Objectives: To enable student teachers**

1. to understand the concept of evaluation
2. to understand and use quantitative & qualitative tools and techniques of evaluation
3. to develop the skill in preparing, administering and interpreting achievement test
4. to familiarize with new trends in evaluation
5. to develop the skill necessary to compute (with the help of calculator & computer) important statistical estimates and interpret the test scores by applying them

**Unit - 1 Educational Evaluation**

- 1.1 Evaluation, Measurement, Assessment and Testing
- 1.2 Concept of Evaluation- Definitions, Meaning, and Characteristics
- 1.2 Components of Evaluation
- 1.3 Purposes/Needs of Evaluation
- 1.4 Factors playing Major Role in the Concept of Evaluation

**Unit - 2 Tools and Techniques of Evaluation**

- 2.1 Characteristics of good measuring instruments and factors affecting them
- 2.2 Evaluation Approach
  - a Formative -Summative  
Qualitative – Quantitative
  - b. Tools of evaluation: -  
Quantitative – Written, Oral and Practical  
Qualitative – Observation, Introspection, Projective and Sociometry
  - c Planning and Preparation of test (including blue print)

**Unit - 3 New Trends in Evaluation**

- 3.1 Semester system, Credit and Grading system (meaning & uses only)
- 3.2 Online exam
- 3.3 Open book exam
- 3.4 Exam on demand (National Open Schooling): Concept
- 3.5 Continuous remedial evaluation procedures
- 3.6 Question Banks: Understanding & Practice

**Unit- 4 Statistical Methods and Interpretation of scores**

- 4.1 Need & importance of Statistics in Educational Evaluation
- 4.2 Tabulation of Data
- 4.3 Graphical Presentation-Histogram and Frequency Polygon.
- 4.4 Measures of Central Tendencies (Meaning, Characteristics, and use only): Mean, Median, Mode.
- 4.5 Measures of Variability/ Dispersion (Meaning, characteristics, use only): Range, quartile deviation, Standard deviation
- 4.6 Normal Probability Curve (NPC): - Properties and uses.
- 4.7 Coefficient of Correlation-Spearman's Rank difference method

**PRACTICAL (Any one)**

1. To evaluate and reform the available unit test.
2. Preparation of a Question Bank
3. Graphical representation of students achievement (Sample of 20 students)

**REFERENCE BOOKS**

- Dandekar W.N. - Evaluation in Schools
- Garrett Henry E. - Statistic in Education and Psychology
- Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
- Aggrawal J C, Essentials of Examination System

## **ELECTIVE PAPER**

### **FE-AD-108 D**

## **INTRODUCTION TO EDUCATIONAL RESEARCH**

### **To enable the student**

1. To understand the concept of research and educational research.
2. To understand the types and methods of educational research.
3. To understand the steps involved in educational research.
4. To understand the use of different tools and techniques in educational research.
5. To use the library, Internet services and other sources of knowledge for educational research purposes.
6. To understand the nature of issues and problems faced by the state system of education and to find out the remedies to solve them.
7. To understand the role and use of statistics in educational research.
8. To understand the different steps involved in the preparation of proposal & to prepare it.

### **Unit - 1 Introduction to Educational Research**

1. Research - Concept and Definitions
2. Educational research - Concept, Need, Characteristics
3. Areas and types of Educational research

### **Unit - 2 Methods of Educational Research**

1. Historical – Nature and Steps
2. Survey - Nature and Steps
3. Experimental – Nature, Characteristics and Steps, Research designs

### **Unit - 3 Population, Sampling and hypothesis**

1. Population and Sampling - Concept and Need
2. Methods of sampling, Characteristics of good sample
3. Hypothesis, types, Concept and Need

### **Unit- 4 Proposal preparation**

1. Selection of research problem
2. Steps of proposal writing
3. Data Analysis tools

### **PRACTICAL**

1. Preparation and submission / Presentation of a research proposal

### **REFERENCE BOOKS**

1. Best and Kahn - Research in Education
2. Sharma R.C. - Research methodology in Education
3. Garrett, H. E. - Statistics in Education and Psychology
4. Kore - Action Research.

**FOUNDATION PAPER**  
**PRACTICAL PHONETICS**  
**FE-AD-207A**

**Course Objectives**

To enable students

- to understand the basic concepts of articulation and acoustics
- to understand the sound system of English
- to understand and appreciate varieties in pronunciation
- to articulate English sounds intelligibly in a fluent speech
- to understand problems of learners vis-à-vis pronunciation
- to prepare materials to teach major features of English phonology

**Unit 1**

- a. Understanding Phonetics and Phonology
- b. Organs of speech
- c. Speech mechanism

**Unit 2**

- a. English Sounds: Vowels, Vowel glides, consonants
- b. Sound clusters
- c. Features of fluent speech

**Unit 3**

- a. Unique features of English Phonological system: Fricative dominance, voicing, stress patterns, rhythm,
- b. Problems of Indian learners of English
- c. Uses of resources: using pronouncing dictionaries

**Unit 4**

- a. Fluency: Accuracy, intelligibility and, appropriateness
- b. Phonetic transcription
- c. Techniques and materials for teaching practical phonetics

**Reference**

- Abercrombie, D. 1964 *English Phonetic Texts*, Faber.
- -----, 1965 *Studies in Phonetics and Linguistics*, OUP, London.
- -----, 1967, *Elements of General Phonetics*, Edinburgh University Press.
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**FOUNDATION PAPER**  
**FE-AD-207-B**  
**व्यवहारिक संस्कृतम्**

**अभ्यासलक्ष्याः**

- छात्राणां संस्कृते श्रवणकौशलस्य विकासाय
- छात्राणां संस्कृते भाषणकौशलस्य विकासाय
- छात्राणां संस्कृते पठनकौशलस्य विकासाय
- छात्राणां संस्कृते लेखनकौशलस्य विकासाय
- छात्राणां मनसि संस्कृताध्ययनाय प्रति अनुरागं जागरणाय
- छात्राः जीवने व्यवहारिकसंस्कृतस्य उपयोगम् कर्तुं भवन्ति इति सज्जतायाः सिद्धाय

**इकाई १ संस्कृते श्रवणम् भाषणम् च**

**अ**

- श्रवणानुभवान् –संस्कृत स्तोत्राणि , कथाम् इत्यादीनां श्रवणम्
- वैदिक प्रार्थनानां सूक्तानां च गानम् कंठस्थीकरणम् च

**ब**

- श्रीमद्भगवद्गीतायाः द्वादशपञ्चदशयोः अध्यायोः गानम् एवम् कंठस्थीकरणम्
- अभिनयगीतम् गानम् एवम् कंठस्थीकरणम्
- संस्कृतस्तोत्राणां गानम् एवम् कंठस्थीकरणम्

**क**

- छन्दानां रागाणां परिचयम् – रागानुसारं गानम् च
- शुद्धोच्चारणस्य अभ्यासः

**इकाई २ व्यवहारिक संस्कृतव्याकरणम्**

**अ**

- संस्कृते शिष्टाचारवाक्यानि
- संस्कृते स्वपरिचयः- भवान्-भवन्तः भवती- भवत्यः, भवतः , भवत्याः
- सर्वनामपरिचयम् – अहम् ,आवाम् ,वयम् , त्वम् , युवाम् यूयम् ,मम, तव, तस्य , तस्याः एषः -सः , एषा- सा , एतत् -तत् , एते -ते , एताः , ताः , एतानि -तानि इत्यादि

**ब**

- प्रश्नवाचक सर्वनामानि कः- के ,का -काः किम् -कानि ,कस्यः ,कस्याः
- नाम परिचय-स्वरान्त पुल्लिङ्ग , स्त्रीलिङ्ग नपुंसक नाम्नः

**क**

- प्रथमा विभक्त्याः एवं षष्ठी विभक्त्याः एकवचनम् ,द्विवचनम् , बहुवचनम् रूपाणां सम्भाषणे उपयोजनम्
- नित्योपयोगीनि वस्तूनां शब्दशिक्षणम्
- क्रियापदानां परिचयम् –लट्लकार वर्तमानकालस्य रूपाणां सम्भाषणे उपयोगम्

### इकाई ३ व्यवहारिक संस्कृतव्याकरणम्

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- विभक्त्याः परिचयम् - कर्मकारकम्, करण ,अपादानम्, अधिकरण कारकाणां रूपाणां सम्भाषणे उपयोगम्
- सङ्ख्याज्ञानम्

ब

- लङ्लकार ह्यस्तन भूतकालम् लृट् लकार - भविष्यकालम् एवं च लोट् लकारस्य रूपाणां सम्भाषणे उपयोगम्
- कम् ,काम् किम् , केन , कया इत्यादि सर्वनामानां रूपाणां संस्कृतवाक्येषु नियोजनम्

क

- अव्ययानां परिचयम् -स्थानवाचकानि कालवाचकानि एवं दिग्वाचकानि अव्ययानि
- समयशिक्षणम्
- संस्कृतशब्दरचनायाः परिचयम्

### इकाई ४ संस्कृते भाषणम् पठनम् लेखनम् एवं संस्कृतसाहित्यस्य परिचयम्

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- संस्कृते दिनचर्या , अभिनन्दनम् , गृहवार्तालापम् ,मित्रसंवाद , विपणिस्थानके वार्तालापम् दूरवाण्या वार्तालापम् इत्यादि विषयोपरि वार्तालापस्य अभ्यासः
- संस्कृत नाटकम् , कविसम्मेलनम् , सरला वार्तायाः कथनम् पठनम् च
- रामायणस्य कश्चन सर्गानां परिचयम्

ब

- महाभारतस्य कश्चन पर्वानां अध्यायानां परिचयम्
- श्रीमद्भगवद्गीतायाः कश्चन अध्यायानां परिचयम्

क

- भर्तृहरोः नीतिशतकम्
- पञ्चतन्त्रम् हितोपदेशम् काश्चन वार्तायाः पठनम् कथनम् च ।
- संस्कृते पत्रलेखनम्

अभ्यास ग्रन्थाः

Kale, M.R. A Higher Sanskrit grammar

Narendra. संस्कृतस्य व्यवहारिकस्वरूपम् । Functional Sanskrit: Its communicative aspect. Pondicherry: Shri

Aurobindo Ashram, Trust

## FOUNDATION PAPER

### FE-AD-207-C TEACHING WRITING

#### Objectives

To enable the students

- ☞ to understand the difference between speech and writing
- ☞ to understand characteristics of effective writing
- ☞ to analyse various types of writing
- ☞ to write for a variety of purposes

#### Unit 1

- a. Significance of the written word
- b. Difference between speech and writing
- c. Understanding purpose for different types of writing: Academic, general, scientific, fiction etc

#### Unit 2

- a. Study of different writing styles: Formal, informal, literary, journalese, etc
- b. Study of creative writing styles
- c. Study of translations: paragraphs, stories, essays, poems

#### Unit 3

- a. Major characteristics of effective writing
- b. Devices to achieve cohesion
- c. Devices to achieve coherence

#### Unit 4

- a. Learning to write effectively
- b. Writing reports, abstracts, reviews, seminar papers
- c. Creative writing

**ELECTIVE PAPER**  
**FE- AD 208 A**  
**GUIDANCE AND COUNSELING**

**OBJECTIVES: To enable the student teachers to**

1. Understand the concept, need and meaning of guidance.
2. Get acquainted with the principles, issues, problems and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in counseling.
9. Realize the importance of follow-up in counseling.
10. Realize the need of counseling for children with special needs.

**UNIT: 1 GUIDANCE**

- 1.1 Concepts, Need and Meaning of Guidance.
- 1.2 Principles and Procedure of Guidance.
- 1.3 Issues and problems of Guidance and role of school in Guidance

**UNIT: 2 AREAS, TOOLS AND TECHNIQUES IN GUIDANCE**

- 2.1 Personal, Educational and vocational Guidance.
- 2.2 Tools: Blanks / Records of students Cumulative Record, Rating scale, Psychological tests, Questionnaire and Inventories
- 2.3 Techniques in Guidance- Observation, Interview, Sociometry

**UNIT: 3 COUNSELLING**

- 3.1 Concept, Need and Meaning of counseling.
- 3.2 Principles and process of counseling
- 3.3 (a) Types of counseling-Directive, non-directive and eclectic counseling.  
(b) Qualities and role of a counselor.

**UNIT 4 TOOLS AND TECHNIQUES IN COUNSELLING**

- 4.1 (a) Individual counseling and Group counseling  
(b) Counselling for the children with special needs
- 4.2 Techniques of counselling-Lectures , discussions and Dramatics
- 4.3 (a) Importance of follow-up in counseling  
(b) Characteristics of the counsellee & counsellor

**PRACTICAL WORK (ANY ONE)**

- 1) Interview of a school counselor.
- 2) Visit to a guidance or counseling centre and write a report.
- 3) Administration of an individual

**Resources:**

1. Paterson: Theories of Counselling and Psychotherapy, (Harper, 1989)
2. Fruster, J.M.: Psychological counselling in India Mumbai McMillion
3. Bordin, E.S.: Psychological counseling 2nd Editor, McGraw Hill, 1968
4. Osipow, S.M. and Walshow: Behaviour Change in Counselling Readings
5. Adams, J.F.: Problems in counselling
6. Jones, A.J.: Principles of Guidance, sixth ed., McGraw Hill, New York, 1970
7. Mayers, G.E.: Principles and Techniques of vocational Guidance, McGraw Hill, New York
8. Humphreys, H.A. and Traxler, Q.E.: Guidance Services, Science Research Associates, Chicago, 1954
9. Rao, S.N.: Counselling Psychology Tata McGraw Hill, New Delhi, 1992
10. Presricha: Guidance and Counselling in Indian Education, New Delhi, N.C.E.R.T., 1976

**ELECTIVE PAPER**  
**FE- AD 208 B**  
**MODELS OF TEACHING**

**Objective: To enable the students to**

1. understand the models of teaching
2. develop plans based on the models of teaching
3. understand the types of models of teaching and its use in classroom

**Unit 1 Introduction to Models of Teaching**

1. Meaning of Model
2. Models of Teaching: Concept and importance
3. Blooms Taxonomy

**Unit 2 Models of Teaching**

1. Techno Pedagogic Model
2. Participatory Model and Constructivist Model
3. Concept attainment model and Inquiry training model

**Unit 3 Principles of innovative classroom**

- a. Model based teaching
- b. Cooperative learning
- c. Collaborative learning

**Unit 4 Practical Work**

- a. Planning lessons based on the above models of teaching
- b. Comparing classroom activities of different models.

## ELECTIVE SUBJECT

### FE-AD-208-C EDUCATIONAL ADMINISTRATION

#### Unit 1 School Administration and its Components

1. Meaning of School Administration
2. Scope of School Administration
3. Characteristics of Successful School Administration

#### Unit 2 Components of School Administration

1. Structural Components: Management, Principal, Teachers, Staff, Pupils, Parents
2. Functional Components:
  - ♦ Academic : (i) Internal: Admission, Classification, Promotion, Time-tables (ii) External: Extension Service, Teacher Training Colleges, Professional College
  - ♦ Administrative: (i) Internal: Examination, Guidance Services, Grant-in-aid, Organising and Controlling Teacher's Activities  
(ii) External: Dealing with D.E.O., Department of Education and Secondary Education Board.
3. Social: (i) Internal: School as a community centre, co-curricular activities, school discipline. (ii) External: Dealing with community organization and other voluntary organization

#### Unit 3 Educational Administration

1. Concept and Models of Educational Administration
2. Educational Administration as a Process: Planning, Organising, Staffing, Coordinating, Directing, Controlling and Evaluating.
3. Importance of Communication and Decision making in the Administrative process.

#### Unit 4 Educational Supervision and Leadership behaviour in Educational Administration

1. **Educational Supervision:** Meaning, Nature, Functions, Planning, Organising and Implementing Supervision Program,
2. **Leadership behaviour in Educational Administration:** Meaning of Leadership behaviour, Types of Leadership, Related Concepts in School Administration: Organisational Climate and Staff Morale
3. Issues and Challenges in Educational Supervision and Educational Administration

**ELECTIVE PAPER**  
**FE-AD-208 D**  
**COMPUTER EDUCATION**

**Objectives: To enable the student-teachers to:**

1. Know the use of computer in education
2. Familiar with development of computers
3. Aware of window based operating system
4. Understand and develop skills of using Microsoft applications
5. Make the use of Internet, e-mail, etc.
6. Know the use of search engines

**Unit - 1: Introduction and fundamentals of computers:**

- Concept of computers and its types- types of computers, classification of computers
- Basic organization of computers: Input devices, Output devices and control unit, memory: RAM, ROM
- Operating systems- Windows

**Unit - 2: History of Computers**

- 1<sup>st</sup> generation to present time: Its characteristics, Input device, output device, storage, languages and use

**Unit – 3: MS Office**

- MS Word
- MS Excel
- MS Power-point Presentation
- Multimedia

**Unit - 4: Application or use of computers in school**

- Academic:
  - 1) Use of Computer in teaching learning process: using MS Office and online (CAL)
  - 2) Maintaining notes, Folder management, File Management, File utilities
- Computers in testing
  - (i) Setting a question paper
  - (ii) Scoring through computer
  - (iii) Data analysis
  - (iv) Mail merging of different subject files
  - (v) Preparing a result sheet
- Administrative

**Unit-5: New trends and techniques in computer education (a brief account)**

1. Network- Types of network: LAN, MAN, WAN. Network Topologies
2. Internet: History and development, Application, Importance, WWW- concept and its application
3. E- Mail, concept of E- commerce
4. Internet address, list of useful websites from UGC and NCTE, INFLIBNET, Soul
5. Use of search engine

**Resources:**

Digumarti.B.R and Moturi.R.K. (2005). *Methods of Teaching Computer Science*, Delhi: Discovery Publishing House

Natraj. S. (2006). *Learning To Teach*, Vallabh Vidyanagar: CHARUTAR VIDYAMANDAL

Pandey V.C. (2005). *Teaching in Technology Rich Environment*, New Delhi: Isha Books

Pandey V.C. (2005). *ICT in Childhood Education*, New Delhi: Isha Books

Pradeep S. and Priti S. (2004). *Computer Fundamentals Third Edition*, New Delhi: BPB Publication

Sharma R.A. (2004). *Essentials of Educational Technology*, New Delhi: Loyal Book Department