

# GAUHATI UNIVERSITY

GUWAHATI-781014

B.Ed. Course

(Rules, regulations and syllabus)

1. A Candidate may be allowed to appear in the Bachelor of Education (B. Ed.) Examination provided that after passing B.A/B.Sc./B.Com. or M.A./M.Sc./M. Com. Examination of this University or of any other University, with at least 50% (45% for SC/ST/OBC) marks, recognized for this purpose, he/she has prosecuted for not less than a year, a regular course of study in the subjects offered by him/her in a college affiliated to this University for this purpose and has in addition, undergone a course of practical training as indicated below :
2. Every candidate shall be examined in the following subjects.

Paper code	Name of paper	Marks in external examination	Marks in sessional test	Marks in practical	Total
Paper-01	Foundations of Education	90	10	Nil	100
Paper-02	Educational Psychology and Guidance and Counselling	90	10	Nil	100
Paper-03	School Organization & Educational management	90	10	Nil	100
Paper-04	Contemporary Concerns and issues in Education	90	10	Nil	100

Paper-05	Fundamentals of ICT	40	10	50	100
Paper-06	Teaching Approach and Strategies	90	10	Nil	100
Paper-07	Action Research and Project	40	10	50	100
Paper-08	Assessment, Evaluation and Educational Statistics	90	10	Nil	100
Paper-09	School Subject-1	90*	10	Nil**	100
Paper-10	School Subject-2	90*	10	Nil**	100
Paper-11	Assignments		100		100
Paper-12	Practical Paper in Teaching			100	100
<b>Total</b>		<b>800</b>	<b>200</b>	<b>200</b>	<b>1200</b>

\* 70 marks for General Science and Geography

\*\* 20 marks for General Science and Geography

3. There shall be a written (theory) external examination of 90 or 40 marks as shown above from Paper-01 to Paper-08.
4. Each of the student-teacher shall have to opt for two school subjects from the following list (Paper-09 and Paper-10):
  - (a) Modern Indian Language (Any one of Assamese, Bodo, Hindi and Bengali)
  - (b) English

- (c) Sanskrit
- (d) Mathematics
- (e) Social Science
- (f) General Science
- (g) History
- (h) Geography

5. Each of the papers shall have 10 marks as sessional test. There shall be two unit tests of 5 marks in each paper for these 10 marks. The pass marks is a minimum 40% of the total.
6. There shall be two practical papers of 50 marks in each of Paper-05 and Paper-07 as being given in the detailed syllabus. The pass mark is a minimum 40% of the total.
7. 100 marks (Paper-11: Assignments) shall be allotted as Assignment marks to be distributed as follows ( The marks will be given by Internal examiners):
  - (i) Preparation of Annual scheme of work in one subject for a particular class.- 10 marks
  - (ii) Preparation of 100 test items including all types of test items required to set a question paper on a method subject. – 10 marks
  - (iii) Construction of a question paper on a method subject using the items as set in (ii) and according to the blue print. (Before this the blue print of the concerned paper shall have to be constructed by the candidates on group basis.)- 10 marks
  - (iv) Analysis and improvement upon school examination question papers/papers as set in (iii) above. -10 marks
  - (v) Critical study of the syllabus and text book(s) of one subject for a particular class.-10 marks

- (vi) Writing of a Unit Plan for a particular unit of any school subject for a particular class -10 marks
- (vii) Preparation of an innovative/improvised teaching aid with a note how to use it. -10 marks
- (viii) Writing of an article on life and works of a great educator (within 1000 words).- 10 marks
- (ix) Investigative writings (in lieu of laboratory practical in General science/Geography/Home Science) on any two of the following: (Each around 1000 words only)

10 + 10 = 20 marks

- (a) Comparison of learning experiences of two students of two generations having a gap of at least fifty years. (For example matriculate of 1960 and HSLC passed candidate of 2010)
  - (b) An interview with a reputed teacher of a high school of the locality on secondary syllabus/classroom teaching/evaluation etc. along with his profile.
  - (c) Comparative study of the results of HSLC examinations of two secondary schools for last three years; like govt. vs. private, English vs. vernacular medium, rural vs. urban etc.
  - (d) A case study of an excellent performer/a low achiever at secondary level.
8. Each student-teacher shall perform practice teaching in a neighbouring school of his chosen medium under the supervision of a Lecturer-in-charge of practice teaching for that particular school. The number of lessons being taught can in no case be less than 30. After completion of the practice teaching he/she will submit two lesson-plan books in the prescribed format.

9. There shall also be Practical Examination of 100 marks to assess the teaching skill of the candidates. 20 marks will be allotted for the two lesson plan books (for two school subjects) being already submitted by the candidates after completion of their practice teaching. The final assessment of one teaching class shall be done jointly by the external examiner and the internal examiner appointed by the university. The marks shall be distributed as follows:

- (a) Teaching of a lesson-50 marks
- (b) Final lesson plan-10 marks
- (c) Viva-voce-20 marks
- (d) Two Lesson Plan books (For two school subjects)– 20 ( 10 each)

The 20 marks will be given by Internal examiner.

10. There will be a practical examination for computer application ( Paper-5) of 50 marks in the presence of an External examiner and Internal examiner after completion of theory paper of 50 marks.

11. The student teacher will have to submit the Action Research project which will be evaluated by external examiners to be appointed by the university.

12. Rules of Examination results.

- (a) A candidate, in order to pass, must obtain at least 40% marks in aggregate i.e. a total of 480 marks out of 1200 marks.
- (b) Candidates securing at least 720 or 60% marks shall be declared to have obtained a First Class.
- (c) Candidates securing marks between 480 and 719 (both inclusive) shall be declared to have obtained a Second Class.

- (d) A candidate who fails to pass or present himself for the B. Ed. Examination shall not be entitled to claim a refund of the examination fee nor will such fee be carried over for subsequent examination.
  - (e) If a student after completion of a regular B. Ed. course and after having obtained his/her admit card does not appear in the B. Ed. Final examination for some unavoidable reason, he/she may appear in the next subsequent examination as a non-collegiate candidate and will be required to pay the prescribed fees.
  - (f) If a candidate
    - (i) fails in theory part only
    - (ii) fails in Practical part only
    - (iii) fails in one or two paper(s) only
    - (iv) fails to submit the Action research report in time
    - (v) fails to secure pass marks in assignment paper(s)
- but otherwise eligible to pass the B. Ed. Examination, will be given a chance to re-appear or submit the report within two years to clear his/her paper(s)/Practical/report/assignment. But the candidate must take casual admission(s) for the year(s) and pay all the prescribed fees for the subsequent examination(s). If a candidate fails in only one theory paper in the third year from the year of his/her admission he/she shall have a chance to re-appear in that paper only in the immediate next year. Results of all such candidates will be declared as per clause 11.(b) & 11.(c).

## **Paper – 1**

Total marks: 100 ( 90 external examination + 10 sessional test)

### **Foundations of Education**

#### **Objectives**

This paper will enable the students to understand

- (1) The changing concept and aims of education and the source of aim of education
- (2) Changing aims of education in the context of globalization
- (3) The philosophical bases of education and the educational ideas of great Indian thinkers
- (4) Sociological bases of education.
- (5) To understand the historical bases of educational development in India
- (6) Economic bases of educational process and development

#### **Unit – I**

##### **Education as an evolving concept**

- Meaning of education: ancient to modern, education as an organized, institutionalized, formal and state sponsored activity
- Various components in education and their changing connotations: school, curriculum, teacher ,learner, teaching-learning and instruction.
- Aims of education- Individual and social aim, Liberal and Vocational aim, Source of Aims of Education
- Changing aims of Education in the context of globalization

#### **Unit – II**

##### **Philosophical Foundation of Education**

- Concept, Nature and Scope of Educational Philosophy
- Relationship between philosophy and education
- Schools of philosophy – Idealism , Naturalism and Pragmatism and their educational implications
- Educational Philosophy of Swami Vivekananda, Rabindra Nath Tagore, Mahatma Gandhi

## **Unit – III**

### **Sociological Foundation of Education**

- Concept, Nature and scope of Educational Sociology.
- Concept of Socialisation, Agents of Socialisation- Family, Peer Group, School and Community.
- Role of education in Social Change & Social Control

## **Unit- IV**

### **Historical bases of Indian Education**

- Ancient Indian Education system –Features of Vedic system & Buddhist System
- Medieval period – Features of Islamic education & Indigenous system of education
- Starting of Modern education in India – Wood’s Despatch & Hunter Commission, Basic education scheme
- Development of Secondary Education in Post Independence Period- Kothari Commission 1964-66, National Policy on Education 1986 & Ramamurty Review Committee 1990

## **Unit – V**

### **Economic Process and Education**

- Education for economic development- its meaning and nature
- Education as development of human resource: Education for Employability, Consumer driven educational programmes
- Quality of life as an outcome of education,
- Education as an investment
- Privatization of education, Public-Private partnership, and liberalization in education



## References

- (1) Kar, B.C : Education , A Study of its Principles and Psychology , New Book Stall, Guwahati
- (2) Rush, R.R. : The Philosophical Bases of Education
- (3) Brubachar, J.S. : Modern Philosophies of Education
- (4) Goswami, Dulumoni : Philosophy of Education, DVS Publishers, Panbazar, Guwahati 2013
- (5) Amrish Kumar Ahuja : *Economics of Education* , Authors Press, Delhi -92
- (6) S. Natarajan : *Introduction to Economics of Education*, Sterling Publishers private Limited, New Delhi
- (7) Altekar, A.S. : Education in Ancient India, ISHA Books , Delhi -110009
- (8) Shrivastava, K.K. : Philosophical Foundations of Education, Kanishka Publishers, Distributors, New Delhi-110002
- (9) Ghosh , Suresh C. : History of Education in India, Rawat Publications
- (10) Ghanta Ramesh & Das B.N : Foundations of Education, Neelkamal Publications, Hyderabad- 500095
- (11) Aggarwal : Landmarks In the History of Modern Indian Education
- (12) Chandra, S.S. : Sociology of Education
- (13) Talesra,H : Sociological Foundations of Education

## **Paper- II**

Total marks: 100 ( 90 marks external examination and 10 marks for sessional test)

### **Educational Psychology & Guidance and Counseling**

#### **Objectives :**

The course will enable the learners to understand

- (1) The concept and methods of educational psychology and the application of educational psychology in the teaching learning process.
- (2) The concept, nature and theories of learning and also the motivation and learning.
- (3) Meaning and nature of intelligence and creativity and theories
- (4) Concept of multiple intelligence, social intelligence and emotional intelligence
- (5) Meaning and theories of personality
- (6) Meaning, nature , scope and types of guidance and counseling.
- (7) Need of guidance, problems of guidance and teachers role in guidance and counseling.

#### **Part-A Psychology of the learners**

##### **Unit-I**

- Educational Psychology – meaning, Nature and scope
- Methods of educational psychology- Introspection, Observation and Experimentation
- Application of educational Psychology in Teaching learning process
- Psychology of the adolescent learners

##### **Unit –II**

- Understanding learning process- meaning , definition and nature of learning
- Methods and laws of learning
- Motivation and learning
- Theories of learning and their educational implication- Connectionism, Conditioning- Classical & Operant, learning by Insight and theory of Constructivism

##### **Unit – III**

- Intelligence & Creativity– meaning definition and nature, nurturing creativity.
- Influence of hereditary and environment on Intelligence

- Concept of multiple intelligence, social intelligence and emotional intelligence
- Theories of Intelligence-Two factor, multi-factor and group factor.
- Personality – Its meaning and nature
- Types( Kretschmer’s & Carl Jung’s theory) and traits of personality( Allport & Cattell’s theory)
- Personality deviation and adjustment mechanism

## **Part – B Guidance and Counseling**

### **Unit- IV**

- Guidance and counseling- meaning , nature , scope , need and importance
- Types of guidance – educational, vocational and personal
- Career and occupational information
- Organisation of guidance services in school
- Relationship between guidance and counseling

### **Unit- V**

- Child guidance clinic- need and importance and personnel involved, Qualities of a good counselor
- Guidance services for different categories of children –gifted, slow learners, juvenile delinquents, physically and mentally challenged
- Problems of guidance and counseling
- Role of a **teacher**/ counselor in a guidance programme and ways to improve

## **References**

- (1) Chauhan, S.S. : Advances Educational Psychology , Vikas Publichers, New Delhi
- (2) Hurlock, E.B. : Child Development , McGraw Hills Books Co., New York
- (3) Goswamee, Gayatree : Child Development and Child Care , Arun Prakashan, Panbazar, Guwahati
- (4) Mangal, S.K. : Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd
- (5) Kakkar, S.B. : Educational Psychology, Prentice Hall of India Pvt. Ltd
- (6) Sharma, R.N. : Guidance and Counselling in India
- (7) Gururani, G.D. : Guidance and Counselling – Educational, Vocational & Career Planning
- (8) Ryburn, W.M. : Introduction to Educational Psychology, Oxford University Press.

## **Paper- III**

Total Marks: 100 ( 90 external examination + 10 sessional test)

### **School Organization and Educational management**

#### **Objectives:**

To enable the students to

- (1) Understand the concept and importance of school organization and management
- (2) Explain the role of headmaster and teachers in improving school environment
- (3) Understand the classroom management process and ways of preventing problems in managing a classroom.
- (4) Understand the concept and procedure of planning of a institution

#### **Unit –I School organization & Management**

- School Organization and Management: Meaning, need, and latest trends in educational management
- Characteristics of a school climate – conducive, learner friendly, inclusive, vibrant.
- Physical facilities in school

#### **Unit- II Classroom Organization**

- Meaning of Classroom Organization – Purposes , Concept of a SMART classroom
- Display area and chalk board – other facilities such as OHP/LCD and use of Multimedia

#### **Unit – III Management of School Environment**

- Leadership style of headmaster, role of headmaster
- Factors affecting school environment – goodwill, acceptance, belongingness, openness and orderliness both among teachers and students.
- Teachers self assessment and accountability – importance of feedback

#### **Unit – IV Educational management**

- Concept, scope and principles of educational management.
- Functions of educational Management : Planning, Organizing, Directing and Controlling
- Management of curricular & Co curricular activities
- Institutional Planning – meaning, need and process, steps involved in Institutional Planning

## **Unit – V Classroom Management**

- Classroom Management – Concept, need and approaches
- Role of students in Classroom – leader , follower and non-participant
- Role of teacher as manager
- Managing behavioural problems in classroom- preventive, supportive and corrective

## **References**

- (1) Mahanty, Jagannath : Educational management, Supervision, School Organization, Neelkamal Publications, Hyderabad
- (2) Ahuja, Amrish Kumar : Economics of Education, Authors press, New Delhi
- (3) Prasad, J : School Organization and Management
- (4) Krishnamacharyula, V. : Classroom Dynamics, Neelkamal Publications , Hyderabad
- (5) Singh, Amarjit : Classroom Management, Kanishka Publishers, Distributors, New Delhi

## **Paper – IV**

Total Marks: 100 ( 90 external examination + 10 sessional test)

### **Contemporary Concerns and Issues in Education**

#### **Objectives:**

The students will be able to

- (1) Understand the policies and programmes for universalization of elementary education
- (2) Examine the issues and concerns related to secondary education
- (3) Realize the various inequality in education
- (4) Understand the quality of secondary education and measures for enhancement of quality
- (5) Understand the need and importance of education for peace and values
- (6) Examine the issues related to environmental conservation through environmental education.

#### **Unit-I Elementary Education**

- Constitutional provision of education
- Policies and programmes for realizing the constitutional obligations
- Universalization of Elementary Education- issues and concerns
- Role of Sarva Shiksha Abhiyan in strengthening elementary education
- Inclusive education, Integrated education and Alternative Education
- Right to Education

#### **Unit – II Secondary Education**

- Concept, aims and problems of Secondary Education
- Secondary Education Commission 1952-53, Indian Education Commission 1964-66 – their recommendations on secondary education
- Universalization of secondary Education – Issues and Concerns
- Role of Rastriya Madhyamik Shiksha Abhiyan in strengthening secondary education
- Salient features of NPE 1986 and Revised Policy 1992
- National Knowledge Commission(NKC) with reference to School Education

#### **Unit – III Access, Equity and Quality of Secondary Education**

- Meaning of Equality of educational opportunities, Constitutional provision for ensuring equity
- Inequality in education – rural urban inequality, Gender inequality in School education
- Indicators of quality education, Enhancement of quality in secondary education.

#### **Unit- IV Value and Peace Education**

- Concept of Value, Classification of Values – Social, moral, aesthetic and religious values
- Need and strategies of value education in secondary schools
- Concept and relevance of peace education, national and international contexts
- Peace context : conditions for promotion of peace, UNESCO's concerns on peace
- Teacher's role in promoting peace

#### **Unit – V Education for conservation of environment**

- Meaning and definition of environment, Correlation among the natural and other dimensions of environment.
- Meaning, Objectives and scope of environmental education
- Integration of environmental concerns in curriculum
- Role of teacher in promoting conservation of environment
- Environmental movements – Appiko, Chipko, Silent valley, Projects – Ganga action Plan, Tiger project

#### **References**

- (1) Taj, Haseen : Current Challenges in Education, Neelkamal Publications, Hyderabad
- (2) Chand, Jagdish : Environmental Education, Anshah Publishing House, Delhi
- (3) Aggarwal, J.C. : Development and Planning of Modern Education, Vikas Publishing House Pvt. Ltd. New Delhi
- (4) Ruhela, S.P & Nayak R.K. : National Educational Policy & Development : Today & Tomorrow, Neelkamal Publications, Hyderabad
- (5) M. Vanaja & Bharathi D.V. : Value Oriented Education , Neelkamal Publications, Hyderabad
- (6) Kaur, B. : Peace Education – New Trends and Innovations

## **Paper- V**

Total marks: 50( 40 marks for external examination +10 marks sessional test) + 50 marks practicum=100

## **Fundamental of ICT**

### **Objectives:**

Students will be able to :

- (1) Understand the concept & applications of computers in education.
- (2) Acquaint the learners with the Hardware , Software & Storage devices of computer
- (3) Understand the operating system of computer and develop the skill of working with MS word, Excel & PowerPoint
- (4) Prepare student to select the appropriate communication facilities through Internet.
- (5) Understand ICT supported teaching learning strategies
- (6) Use internet efficiently to access remote information, communicate and collaborate with others

### **Unit-I Fundamentals of Computer**

- Concept & Applications of Computers
- Computer Hardware and Computer Software: Input,( Key Board, Mouse, Scanner, Microphone, Digital camera) Output(Monitor, Printer, Speaker, Screen image projector) & Storage Devices (Hard Disk, CD & DVD, Mass Storage Device), Software Concept & Types- (system software & application software).

### **Unit –II Computer and Operating System**

- Memory and storage units of Computer
- Ms Office : word, excel & power point & their applications in school programmes

### **Unit-III Computer Network & Internet**

- Concept, Types & Functions of Computer Network
- Internet and its Applications
- Educational website, e-mail, e-school, e-learning.
- Teleconferencing & video conferencing
- Computer care – viruses, security & maintenance

### **Unit-IV ICT in Education**



- Concept and Importance of ICT in Education
- Development of ICT
- Scope of ICT: Teaching Learning Process, Publication, Evaluation, Research and Administration

### **Unit- V ICT Integration in Teaching Learning Process**

- Open Education Resources: Concept & Significance
- Virtual Classroom
- Role of EDUSAT
- CAL – Computer Assisted learning

### **Practicum**

- (1) Preparation of educational documents with the help of MS Word
- (2) Calculation through MS- Excel
- (3) Preparation of a school lesson in MS Power Point

### **References**

- (1) Glistler, R : PC Hardware A Beginners , Tata McGraw Hills
- (2) Mohanty, Laxman & Vohra Niharika : ICT Strategies for Schools, SAGE
- (3) Rajasekar, S : Computer Education and Educational Computing , Neelkamal Publications, Hyderabad
- (4) Sudhaka, V , Varanasi & Mrunalini : Computer Education, Neelkamal Publications, Hyderabad

## **Paper- VI**

Total marks : 100 ( 90 external examination + 10 sessional test)

### **Teaching Approaches and Strategies**

#### **Objectives**

- (1) To enable the learners understand the concept, nature, principles and phases of teaching.
- (2) To enable the learners to understand the communication process
- (3) To acquaint the learners with the different methods of teaching.
- (4) To acquaint the learners with the different teaching skills and also the concept and process of micro teaching.
- (5) To enable the learners understand the professional role of teachers.

#### **Unit- I**

##### **Understanding Teaching**

- Meaning, Nature and Characteristics of Teaching
- Teaching as an Art & teaching as a science
- Maxims of teaching
- General Principles of teaching
- Phases of Teaching – Pre-active, Interactive and Post active Phases

#### **Unit- II**

##### **Communication process in teaching- learning**

- Meaning and significance of communication process
- Inter-personal and Intrapersonal Communication
- Factors Affecting Communication

#### **Unit – III**

##### **Models of Teaching**

- Meaning of a Teaching Model
- Characteristics and functions of Teaching Model

- Concept Attainment Model
- Inquiry Training Model
- Interaction Model of Teaching

## **Unit – IV**

### **Teaching Skills & Micro Teaching**

- Core Teaching Skills and their components – Writing Instructional Objectives,, Introducing a lesson, Questioning, Stimulus variation, Explaining, B.B. Writing, Demonstration, Achieving Closure
- Meaning and Important features of Micro Teaching
- Objectives of Micro Teaching
- Steps in Micro Teaching
- Advantages and Limitations of Micro Teaching

## **Unit- V**

### **Teachers Role & professional Ethics**

- As a facilitator of learning
- In transaction of curriculum
- In preparing students to encounter future challenges
- As a link between school & community
- As a mobiliser of community resources
- Concept and dimensions of professional ethics of teachers

## **References**

- (1) Kochhar S.K. : Methods and Techniques of Teaching , Sterling Publishers Pvt. Lts.
- (2) Bhatia & Bhatia : The Methods and Techniques of Teaching, DOABA House, Delhi-110006
- (3) Aggarwal J.C. : Essentials of Educational Technology(second edition), Vikas Publishing House Pvt. Ltd. Noida – 201301
- (4) Siddiqui Mujibul Hasan : Models of Teaching , APH Publishing Corporation, New Delhi-110002

## **PAPER – VII**

Total marks: 50( 40 marks for external examination + 10 marks for sessional test)+50 marks  
action research project =100

### **ACTION RESEARCH**

#### **Objectives:**

- To develop an understanding of the concept, principles, process & steps of Action Research.
- To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.
- To develop an understanding of different methods (tools) of data collection of Action Research.
- To develop the skill of constructing appropriate tools while conducting an Action Research.
- To develop the skill of writing Action Research Report.

#### **Part- A 50 marks**

#### **Unit – I**

##### **Fundamental of Action Research**

- Meaning & Characteristics of Action Research.
- Difference between Fundamental and Action Research
- Principles of Action Research.
- Uses and Limitations of Action Research.

#### **Unit- II**

##### **Action Research and the Teachers**

- Action Research for the Professional Growth of Teachers.
- Ethical consideration in conducting Action Research

#### **Unit – III**

##### **Steps and & methods of Action Research**

- Steps of Action Research Project
- Methods – Experimental, Diagnostic and Case Study method

- Tools – Diary , Observation, Questionnaire , Interview schedule , Rating Scale, Audio Video Recording and Photograph

#### **Unit- IV**

##### **Methods of Action Research**

- Experimental
- Diagnostic
- Case Study method

#### **Unit-IV**

##### **Report Writing in Action Research**

- The Research Question
- Rationale
- Sample
- Methods of Data Collection
- Analysis and Interpretation of Data
- Reflection of the Results
- Development of Strategic Plan of Action.

#### **Part-B - 50 marks**

##### **Practicum**

Students will conduct an Action Research project to be evaluated by an external examiner.

#### **References**

- (1) Best John, W & Kahn : Research in Education, Prentice Hall of India, New Delhi
- (2) Davydd J Greenwood : Introduction to Action Research, SAGE
- (3) Thamarasseri, Ismail : Introduction to Educational Research, Kanishka Publishers, Distributors, New Delhi
- (4) Khandai, H.K. : Action Research in Education & Adult Education

## **Paper- VIII**

Total marks: 100 (( 90 external examination + 10 sessional test)

### **Assessment and Evaluation in Education & Statistics**

#### **Objectives:**

The course will enable the learners to understand

- (1) The concept, nature and types of measurement and evaluation.
- (2) Taxonomy of educational objectives
- (3) The preparation and construction of a test
- (4) New trends of evaluation in education
- (5) Application of basic statistics in education

#### **Unit –I**

##### **Concept of Measurement, Assessment and Evaluation in Education**

- Meaning of measurement, assessment and evaluation
- Nature of measurement, assessment and evaluation
- Types of evaluation – Formative, Summative and Diagnostic evaluation

#### **Unit- II**

##### **Taxonomy of Educational Objectives**

- Revised edition of Bloom's Taxonomy of educational objectives
- Test construction – its steps, types and criteria of a good test.
- Planning and preparation of teacher made test

#### **Unit – III**

##### **New Trends in Evaluation**

- Quantitative Evaluation- Types and techniques (written and oral)

- Qualitative Evaluation – Types and techniques (Observation, Check list, Rating scale and Anecdotal records)
- Internal Assessment – Cumulative records
- Credit and Grading system
- Continuous Comprehensive Evaluation – concept, tools and techniques

## **Unit- IV**

### **Statistics in Education**

- Statistics-meaning ,need, and application
- Frequency distribution-meaning, grouping and tabulation of data
- Graphical representation-Frequency polygon, Histogram and Bar diagram

## **Unit- V**

### **Measures of Central tendency, Variation and Correlation**

- Mean, Median and Mode – their meaning, calculation & application
- Measures of variability – Range, Average Deviation , Standard Deviation & Quartile Deviation – their meaning, calculation & application
- Correlation – Rank difference & product moment methods

## **References**

- (1) Anastasi Anne & Urbina Susana : Psychological Testing, Pearson Education
- (2) Robert L. Ebel & David A. Frisbie : Essentials of Educational Measurement, Prentice Hall of India, New Delhi
- (3) Srivastava, H.S. : Educational Evaluation , Neelkamal Publications, Hyderabad
- (4) Garret E Henry & Woodworth : Statistics in Psychology and Education,
- (5) Saha, Kaberi : Statistics in Education and Psychology , Asian Books Pvt. Ltd. New Delhi -110002
- (6) Mangal, S.K. : Statistics in Psychology and Education, Prentice Hall of India, New Delhi

**School Subject (Methodology): 9/10<sup>th</sup> Paper**

**Subject: Teaching of Social Science**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

**Objectives:**

To develop such competencies and skills in the student-teacher so that he/she is able to-

- Refresh and enrich his/her knowledge on the subject.
- Understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.
- Understand the correlations of different components of social science.
- Apprise with the latest methodologies and technologies of teaching Social Science.
- Understand the need and significance of teaching Social Science at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social Science.
- Understand and detect the causes of learning difficulties by the students and suggest remedial measures.



**Group A:** Content part (50 marks)- Student-teachers are expected to be fully acquainted with the secondary level of SEBA syllabus of social science for this part.

**Group B:** Method part (50 marks)-

### **Unit 1: Meaning, nature and scope of teaching Social Science**

- (a) Social Science-its meaning, evolution of the concept and definition, nature and scope of teaching social science, Difference between social science and social studies, Correlation of social science with other subjects.
- (b) Place and importance of social science in secondary school curriculum

### **Unit 2: Aims and objectives of teaching social science**

- (a) Aims, objectives and values of teaching social science.
- (b) Blooms taxonomy of behavioural objectives related to social science.

### **Unit 3: Methods and instructional materials of teaching social science**

- (a) Need of a right method of teaching social science, its merits and demerits.
- (b) Lecture-cum-discussion method, Text–book method, Project method, Problem solving method, Source method, Field trips or Excursion method, Demonstration method.
- (c) Support materials needed for various learning experiences. Use of Audio, Visual and audio-visual aids, using role play, dramatization, social science project, fair and field experiences , museum, exhibition etc.

### **Unit 4: Planning teaching of social science.**

- (a) Essentials of social science textbook
- (b) Qualities of a social science teacher.

- (c) Concept, Need and importance of a lesson plan, steps of lesson plan, Preparation of lesson plan.
- (d) Annual and unit plans, micro-teaching for developing the teaching skills.

**Unit-5: Evaluation in social science**

- (a) Concept and Purpose of evaluation in social science.
- (b) Aspects of evaluation in social science –evaluation as a continuous and comprehensive process , formative and summative evaluation, Evaluation of cognitive and non-cognitive outcomes, tools of evaluation in social science, teacher made test and standardized test.
- (c) Preparation of a Question Paper: Preparation of blue point, setting a good question paper.

**Reference Books:**

1. Kochhar, S. K., :Teaching of social science, Sterling Publishers, New Delhi
2. Dash, B. M., :Contents-cum-methods of teaching social studies, Kalyani Publishers, New Delhi
3. Agarwal, J. C., :Teaching of Social Science, Vikash Publication House, New Delhi

**School Subject (Methodology): 9/10<sup>th</sup> Paper**

**Subject: Teaching of History**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

**Objectives:**

To develop such competencies and skills in the student-teacher so that he/she is able to-

- Refresh and enrich his/her knowledge on the subject.
- Apprise with latest methodologies and technologies of teaching history.
- Understand the significance and importance of teaching history at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching history.
- Understand and detect the causes of learning difficulties by the students and suggest remedial measures.

**Group A:** Content part (50 marks)- Student-teachers are expected to be fully acquainted with the secondary level of SEBA syllabus of social science for this part.

**Group B:** Method part (50 marks)-

**Unit 1: Meaning, nature, scope and aims and objectives of teaching history**

(a) Meaning , nature and scope of History: History: Its meaning and definition, Scope of the subject history, Classifications of history, Relation of history with other subjects, History: Science or Arts?

(b) Aims and objectives of teaching history: Aims and objectives of teaching history, Instructional objectives

### **Unit 2: Methods and techniques of teaching history**

(a) Methods of teaching history: Introduction, various methods of teaching history-Lecture method, Project method, Unit method, Biography method, Source method, Discussion method, Field trips or excursion method etc.

(b) Techniques of teaching history: Introduction, Different techniques-narration, drill, examination, question-answer, illustration, assignment etc.

### **Unit 3: Planning teaching of history**

(a) Lesson planning: Its format and designing

(b) Importance of teaching aids, types of teaching aids

(c) Importance of history room

(d) Importance of historical excursion

### **Unit-4: Curriculum of history**

(a) Introduction

(b) Cultural epoch theory, Biographical theory, Psychological theory

(c) Principles of syllabus construction

(d) Contents of history syllabus

### **Unit-5: Evaluation procedure**

(a) Introduction

(b) Meaning and purpose of evaluation

(c) Techniques of evaluation, test items

(d) Design and blue print of a question paper

- Reference Books:

1. Kochhar, S. K. : Teaching of History, Sterling Publishers, New Delhi

2. Agarwal, :Teaching of History, Vikash Publishing House, New Delhi

**School Subject (Methodology): 9/10<sup>th</sup> Paper**

**Subject: Teaching of M.I.L.(Assamese, Bodo, Bengali & Hindi)**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

**Objectives:**

To develop such competencies and skills in the student-teacher so that he/she is able to-

- Refresh and enrich his/her knowledge on the concerned mother tongue.
- Realise the value of the mother tongue after completion of the course.
- Instruct mother tongue in the class room in a more efficient way..
- Apprise with latest methodologies and technologies of teaching mother tongue.
- Understand the need and significance of teaching mother tongue at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social Science.
- Understand and detect the causes of difficulties faced by the students in learning their mother tongue and suggest remedial measures.

**Group-A: Content-Part - 50 Marks:**

- I. The Student–Teachers are expected to be well acquainted with the prescribed Text-Books and syllabus of M.I.L., SEBA.

**GROUP:B:** Method Part -50 Marks:

**Unit 1:**

**(a) Language**

1.a.1 Language, its nature, characteristics and functions

1.a.2 Distinction between language and literature

**(b) Objectives of teaching mother language**

1.b.1 The role of mother tongue in the education of child. Child development and its relationship to language

1.b.2 Objectives of teaching mother tongue

1.b.3 Development of fundamental language skills-listening, speaking, reading and writing.

1.b.4 Developing mother tongue as an instrument of thought, communication, appreciation and creation.

**Unit 2: Essentials of grammar of the mother tongue**

Sound, junctures, mood system, use of case endings, suffixes, uses of tenses, phrases and idioms.

**Unit-3:**

**(a) Planning teaching of mother tongue**

Lesson plan-Format and design, Instructional material, Concept of SMART CLASS, I.C.T.

**(b) Approaches to teaching of mother tongue**

3.b.1 Approaches to teaching of mother tongue, using text, reader and supplementary reader.

3.b.2 Identification of objectives and teaching points

3.b.3 Various ways of using text books in the classroom

3.b.4 Preparation of feedback material for prose, poetry, grammar and composition

### **(c) Methods of teaching mother tongue**

Different kinds of methods of teaching: Storytelling, text book, narration, demonstration, inductive-deductive, dramatization etc.

### **Unit-4: Syllabus and text books**

Syllabus, general principles, selection and gradation, text books, principles governing the preparation of a text book, reader and supplementary books, A review of the school syllabus and text books

### **Unit-5: Evaluation and assessment in mother tongue**

Modern concept of evaluation, continuous and comprehensive evaluation, oral and written test, testing tools, synchronizing with the objectives of teaching mother tongue at different levels, construction of objective based test, unit test results, preparation of a balanced question paper, construction of unit test, design and blue print

### **Reference Books:**

1. M. A. Chee, E.A. : Instruction in Indian secondary Schools, Chapter-5
2. Ballard, P. B. : The Mother Tongue
3. Wheat, H. G. : The Teaching of Reading
4. Watking, E. : How to teach Silent Reading to beginners
5. Gurrey, P. : Teaching the Mother Tongue
6. Pattanayak, D.P. : Language Curriculum, CIII, Mysore-



**School Subject (Methodology): 9/10<sup>th</sup> Paper**

**Subject: Teaching of English**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

**Objectives:**

To develop such competencies and skills in the student-teacher so that he/she is able to-

- Refresh and enrich his/her knowledge of English grammar and vocabulary.
- Realise the value of English after completion of the course.
- Understand the need and significance of teaching English at secondary level.
- Develop language skills; specially the phonology and speech habit.
- Apprise with latest methodologies, approaches and technologies of teaching English.
- Comprehend and adopt various methods and techniques of evaluations in English.
- Prepare and use different kinds of instructional materials for teaching English.
- Understand and detect the causes of difficulties faced by the students in learning a foreign language and suggest remedial measures.

**Group-A (Content-Part) 50 Marks:**

- (a) The Student–Teachers are expected to be well –acquainted with the prescribed Text-Books and syllabus of English, SEBA.

- (b) Prose and Poetry: The student –teachers are expected to be well versed with the prose and poetry lessons.
- (c) Grammar: Noun and Noun Modifiers, Pre-Modifiers, Post-Modifiers, Tense and sequence of Tenses, Basic Sentence and Verb Patterns, Adverbs and Adverbials, Use of determiners and Appropriate Preposition , phrasal verbs and Idioms.
- (d) Composition: All Kinds of Composition exercises Prescribed by SEBA.

GROUP:B: Method Part -50 Marks.

**Unit 1: Objectives and scope.**

- 1.1 Objectives and scope of teaching English at the secondary level.
- 1.2 The role of English in the present national context and its place in the secondary school curriculum.
- 1.3 Instructional objectives (General, specific)
- 1.4 Acquisition of mother tongue versus second language.

**Unit 2: Basic language skills**

- 2.1 Sequence of language skills
- 2.2 Development of listening skill
- 2.3 Development of speaking skill, controlled and free speech habit
- 2.4 Development of reading skill, intensive and extensive reading, silent and oral reading, formation of reading habit through extensive reading.
- 2.5 Development of writing skill-guided and free writing and its importance.

**Unit 3: Methods of teaching English as a second language**

- 3.1 Translation method, direct method, structural approach, bi-lingual method, communicative approach.
- 3.2 New concept of evaluation-CCE in language teaching

### 3.3 Construction of objective based test items in English

#### Unit-4: **The phonetic structure of English**

4.1 Phonemes and symbols, articulation, transcription and pronunciation drills

4.2 Phonetic exercise and use of dictionary in second language learning.

4.3 Word stress, sentence stress and intonation patterns.

#### Unit-5: **Teaching of second language**

5.1 Teaching of prose and poetry

5.2 Teaching of grammar (Inductive and deductive method)

5.3 Importance of teaching grammar in the language course (Substitution tables)

5.4 Techniques of teaching English-dramatization, role play, language games

#### Reference Books:

Hornby, A.S. : A Guide to patterns and usage in English

O'Connor, J.D. : Better English Pronunciation

Barua, T. C. : Teachers' Handbook of English

Bright, J.A. and G. P. Mc. McGregor : Teaching English as a second language: Theory and teaching for the secondary stage, London: Longmans, 1970

Gokak, V. K. : English in India: Bombay: Asia Publishing House, 1964

Jones, Daniel : An outline of English Phonetics

Venkateshwaran, S. : Principles of Teaching English, Delhi; Vikash Publishing House

## School Subject (Methodology): 9/10<sup>th</sup> Paper

### Subject: Teaching of Mathematics

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

#### Objectives:

To enable the student-teacher to

- Refresh and enrich his/her knowledge on Mathematics.
- Understand the concept, value, nature and scope of Mathematics .
- Understand the need and significance of teaching Mathematics at secondary level.
- Understand the correlations among different components Mathematics.
- Apprise with latest methodologies, approaches and technologies of teaching Mathematics.
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Mathematics.
- Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.
- Create interest in the students in learning mathematics by organizing suitable activities.

**Group A:** Content part (50 marks)- Student-teachers are expected to be fully acquainted with the secondary level of SEBA syllabus of social science for this part.

**Group B: Method part (50 marks)-**

**Unit 1: Foundations of mathematics education**

**(a) Nature of mathematics:** Meaning and dimensions of mathematics- historical, scientific, language, artistic, recreational, activity and tool, the nature of mathematical propositions, mathematical proof

**(b) Learning of mathematics:** Perspective on the psychology of learning and teaching of mathematics-constructivism and enactivism, Constructivism and a Vygotskyan perspective, zone of proximal development.

**(c) Curriculum reforms in school mathematics:** Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the national and state levels and their critical appraisal. Aims and objectives of teaching secondary school mathematics. Writing objectives in behavioural terms.

**Unit 2: Strategies for teaching of different kinds of mathematical knowledge.**

**(a) Teaching of mathematical concepts:** Meaning and aspects of a concept, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and or sufficient condition, giving example with or without a reason, comparing and constructing, giving counter example, non-example with or without a reason

**(b) Teaching of mathematical generalizations:**

(i) **Learning by exposition-**Moves in teaching for understanding of generalizations: introduction moves-focus, objectives, motivation, assertion, Interpretation moves-instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis, justification, application-planning of strategies for teaching generalizations.

(ii) **Learning by discovery:** Nature and purpose of Learning by discovery, maxims for planning and conducting discovery strategies, planning of strategies involving either induction or deduction or both, Heuristic and Analytic methods for constructing knowledge.

- (iii) **Learning mathematics in groups**-Characteristics of students with high ability and unsuccessful, group work, project method.

### **Unit 3: Teaching of process in mathematics**

(a) **Teaching for understanding proof:** Developing an intuition about the nature of proof, kinds of proof-direct proof, mathematical induction, proof by contradiction, proof by cases, the contra-positive and disproof by counter example.

(b) **Teaching problem solving in mathematics**-Definition of a problem, problem solving and teaching problem solving;

### **Unit-4: Assessment and evaluation in mathematics**

(a) Assessment tools and techniques, design and blue print, item construction, construction of a mathematics question paper

(b) Planning remedial teaching strategies based on the perceived causes, implementing and evaluating the strategies

### **Unit-5: Learning resources in mathematics**

(a) Meaning, type, functions; Text books, models, calculators, computers.

(b) The mathematics laboratory: Planning and organizing laboratory activities, mathematics outside the classroom.

### **Reference Books:**

1. NCERT, :A text book of content-cum-methodology of teaching mathematics, New Delhi, NCERT
2. Cooney, Thomas J. and others (1975), :Dynamics of teaching secondary school mathematics, Boston: Houghton Mifflin
3. Kulshrestha, Dr. A. K.(2012), :Teaching of Mathematics, Meerut, R. Lall Book Depot

## School Subject (Methodology): 9/10<sup>th</sup> Paper

### Subject: Teaching of General Science

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

Objectives:

To enable the student-teacher to

- Refresh and enrich his/her knowledge on General Science
- Understand the concept, value, nature and scope of General Science
- Understand the need and significance of teaching General Science at secondary level.
- Develop skills and competence in teaching General Science at secondary level
- Apprise with latest methodologies, approaches and technologies of teaching General Science
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching General Science
- Understand and detect the causes of difficulties faced by the students in learning General Science and suggest remedial measures.
- Create interest in the students in learning General Science by organizing suitable activities.

**Group A:** Content part (50 marks)- Student-teachers are expected to be fully acquainted with the secondary level of SEBA syllabus of social science for this part.

**Group B: Method part (50 marks)-**

**Unit 1: Nature and scope of General Science**

- a) Nature and scope of science – Science and daily life
- b) Science curriculum – Principle of curriculum Construction, Need and practice of science in school curriculum, science education in India.
- c) Correlation of science with other school subjects.

**Unit- 2: Objective of teaching general science**

- a) Goals/Aims for science Teaching.
- b) Instructional objectives for science teaching.

**Unit 3 Approaches and methods of teaching science**

- a) Lecture, Demonstration.
- b) Enguing, Problem – solving, laboratory, Project, Heuristic, Discussion for teaching science.
- c) Learning by discovery, group work and team teaching.
- d) Collaborative strategies, Provision in heterogeneous class room.

**Unit -4 Planning and Designing for effective instruction in science.**

- a) Designs of unit and lesson planning-approaches to lesson planning, format of lesson-plan.
- b) Teaching aids and laboratory in science, Their necessity and importance.
- c) Museum, field-trips and excursion, Their relarance to science.
- d) Preparation of simple aids of science teaching.

**Unit – 5: Evaluation of learners’ progress**

- a) Concept and importance of assessment & evaluation.



- b) Techniques of evaluation (Theory & Practical)
- c) Construction of appropriate test-items for assessing Product and developmental outcomes. Diagnostic Test and remedial teaching.
- d) Construction of Unit test : Design and blue-Print, Item construction, Question wise analysis, Construction of a science question Paper including marking scheme.

Activity :

1. Visit to workshop and factory.
2. Preparation of school garden.
3. Preparation of improvised teaching aids of science teaching.
4. Preparation Lay-out of science Laboratory.
5. Visit to Science museum.

**Practicum: Marks – 20**

1. Quantitative estimation of carbohydrate, Protein and lipids.
2. Study of a complete flavor, Strides.
3. Study of reflection, reflection of light (topics of Text books are included)

**School Subject (Methodology): 9/10<sup>th</sup> Paper**

**Subject: Teaching of Geography**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

**Objectives:**

To enable the student-teacher to

- Refresh and enrich his/her knowledge on Geography
- Understand the concept, value, nature and scope of Geography
- Understand the need and significance of teaching Geography at secondary level.
- Understand the correlations among different components Geography
- Apprise with latest methodologies, approaches and technologies of teaching Geography
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Geography
- Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.
- Create interest in the students in learning Geography by organizing suitable activities.

**Group-A: Contents Part:** The student teacher is expected to be fully acquainted with the HSLC syllabus of the SEBA course (Geography)

## **Group-B: Method Part**

### **Unit 1: Nature and scope of Geography**

Meaning, Nature and scope of Geography; Place of Geography in the school curriculum; Relationship of geography with other school subjects; Concept and importance of Local geography.

### **Unit 2: Objectives of teaching geography**

Aims and objectives of teaching geography in secondary schools; Development of human brotherhood and international understanding through the teaching of geography.

### **Unit 3 : Methods of teaching geography**

Importance of methods in the teaching of geography; Different methods of teaching geography- Lecture method, Discussion method, Project Method, Inductive Method, Deductive Method, Journey Method and Demonstration Method.

### **Unit 4 : Planning and designing for effective instruction in Geography**

Design of Lesson planning- Defining a lesson, Approaches to Lesson Planning, Writing the lesson plan. Geography room and Geography Museum. Instructional materials used in the teaching of geography- maps, globes, atlas, films, pictures, specimens, models, simple meteorological equipments. Field work and excursions.

### **Unit 5 : Evaluation Procedure**

Concept and importance of assessment and evaluation in geography; Techniques of evaluation (Theory and Practicals). Construction of tests in geography – designing of tests, Blueprint of tests, framing the questions, assembling the questions and preparing the instructions, administration of tests, Diagnostic tests and remedial measures in geography.

### **Practicum : Marks – 20**

1. Connectional signs used in topographical maps.
2. Symbols used in Weather Maps.
3. Map projections:- Drawing of Map on cylindrical, Conical and Zenithal Projections by graphical method.

### **Reference Books**

1. Verma, O.P.: Geography Teaching, E. G. Vedanayagam Sterling Publishers Pvt. Ltd.
2. Lambert, David & David Balderstone: Learning to Teach Geography in the Secondary School., Neelkamal Publishers.
3. Singh, R. L. & Rana P. B. Singh :Elements of Practical Geography
4. Shaida , B. D. & J. C. Sharma :Teaching of Geography Dhanpat Rai & Sons.

## **School Subject (Methodology): 9/10<sup>th</sup> Paper**

### **Subject: Teaching of Sanskrit**

Full marks: 100

Pass marks: 40

*Group A-Content part: marks-50*

*Group B-Method part: marks-50*

#### **Objectives:**

To develop such competencies and skills in the student-teacher so that he/she is able to-

- Refresh and enrich his/her knowledge on Sanskrit
- Realise the value of Sanskrit after completion of the course.
- Apprise with methodologies and technologies of teaching Sanskrit
- Understand the need and significance of teaching Sanskrit at secondary level.
- Prepare and use different kinds of instructional materials for teaching Sanskrit
- Understand and detect the causes of difficulties faced by the students in learning Sanskrit and suggest remedial measures.

#### **Group-A(Content-Part) 50 Marks:**

- I. The Student-Teachers are expected to be well acquainted with the prescribed Text-Books and syllabus of M.I.L., SEBA.

#### **GROUP:B: Method Part -50 Marks.**

#### **Unit 1: Nature and scope of teaching Sanskrit:**

- Nature and scope of Sanskrit as an Indian language with historical background
- Values and importance of teaching Sanskrit from linguistic, literary, cultural and national points of view

- Structure of the Sanskrit language and its peculiarities
- Value oriented education in Sanskrit

## **Unit 2: Objectives of teaching Sanskrit**

- Place of Sanskrit in the school curriculum
- Teaching of Sanskrit for developing the fundamental language skills(listening, speaking, reading and writing)
- Aims and objectives of teaching Sanskrit

## **Unit 3: Methods and techniques of teaching Sanskrit**

- Traditional methods: Gurukula and the Pathsala
- Methods of teaching Sanskrit: (a) Substitution method and the Direct method (b) The text book approach (c) Inductive-deductive methods of teaching grammar (d) Dramatisation, recitation and translation
- Techniques of teaching Sanskrit: Importance of oral work, reading for various purpose-silent and sound reading, letter method-alphabetic, phonic, phonetic, non-letter method-words, phrase, sentence

## **Unit-4: Planning teaching of Sanskrit**

Syllabus and Text books, source and reference materials, audio, visual and audio-visual aids, rapid readings, Lesson plan-steps of writing a lesson plan- Introduction, presentation and closure, Preparation of feedback materials for prose, poetry, grammar and composition

## **Unit-5: Evaluation and assessment in Sanskrit**

Modern concept of evaluation, continuous and comprehensive evaluation, oral and written test, Essay type and objective type tests, preparation of a balanced question paper, Assessment of class and home works, Diagnostic and prognostic objectives of evaluation

## **Reference Books:**

1. M. A. Chee, E.A. : Instruction in Indian secondary Schools, Chapter-5
2. Ballard, P. B. : The Mother Tongue
3. Wheat, H. G. : The Teaching of Reading
4. Watking, E. : How to teach Silent Reading to beginners
5. Gurrey, P. : Teaching the Mother Tongue
6. Pattanayak, D.P. : Language Curriculum, CIII, Mysore-6