

Foundation Paper PAPER- I

Education in Emerging Indian Society

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

The enable the student-teachers understand :

- About the relationship between Philosophy and Education and implications of philosophy on education
- The importance and role of education in the progress of Indian Society
- The contribution of great educators to the field of education
- The need to study the process of social change, social stratification, social mobility and socialization to promote the development of a sense of commitment to the teaching profession and social welfare
- Their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully
- The means and measures towards the promotion of Democracy, Secularism, Socialism and National integration
- The constitutional provisions towards the protection of educational rights with special reference to the deprived sections of the society like scheduled caste, scheduled tribes, Disabled, women and minorities

Course Content:

Unit- I- Concepts and Aims of Education

- Concept: Meaning and definitions of education, Processes of education- Schooling, Instruction, Training and Indoctrination. Modes of education- Formal, Informal and Non-Formal
- Aims: Meaning and functions of Aims, Classification of Aims of Education, Determinants of Aims of Education, Aims of education in relation to an individual, Aims of education in relation to a society / Nation, Philosophical contradictions between individualistic and socialistic aims and their synthesis

Unit- II- Philosophy of Education and the philosophical Systems

- Philosophy and Education: Meaning and definitions of philosophy, Branches of philosophy and their relationship with educational problems and issues.
- Philosophical systems: Schools of philosophy- Idealism, Naturalism, Pragmatism, Humanism with special reference to their concepts of reality, knowledge and values, and their educational implications for aims, curriculum, methods of teaching and discipline.

Unit- III- Educational Thinkers and their contribution in developing principles of education

- Eastern Thinkers: R.N. Tagore, M.K. Gandhi, Swami Vivekananda, Aurobindo and Gijju Bhai
- Western Thinkers: Plato, Rousseau, Dewey, Froebel and Maria Montessori

Unit- IV- Sociological and Cultural Bases of Education

- Concept of sociological basis of education and social issues : (a) Meaning of sociology, Relation between sociology and education, Meaning and scope of educational sociology, (b) Education and social change, Education and culture, Social stratification, Social mobility and education, Education, human resource development and economic development.
- Our cultural heritage and education: contribution of major religions like Hinduism, Islam and Christianity in the field of education.

Unit- V- Constitutional Values, Constitutional provisions and Education:

- Constitutional Values and Education : Democracy, Secularism, Socialism, National & Emotional integration, and International Understanding as social frame of reference for our education.
- Education and Constitutional Provisions:
 - (a) Various Articles mentioned in the constitution that are related to education.
 - (b) Means and measures adopted for the equality of educational opportunities for socially, culturally and economically deprived sections of the society like Scheduled castes, Scheduled tribes, Disabled, Women and Minorities.

Practicum:

Submission of report after completing any one of the following:

- Pilot study on a relevant problem
- Relevant survey
- Studying different projects in Bihar.
- Assignment and tests.
- Annotated Bibliography.

Suggested Readings

- Brameld, Theodore B. Cultural Foundations of Education, Harper & Row Publishers, New York, 1958.
- Durkheim, Emile Education and Sociology, Free Press of Glencoe, New York, 1956
- Joe, Park Selected Readings in the Philosophy of Education, Macmillan, New York, 1963.
- Kneller, Georg F. Foundation of Education, John Wiley & Sons Inc., USA., 1977.
- Mathur, S.S., A Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra, 1997.
- Ottaway, A.K.C., Education and Society, Routledge, London, 1962
- Price, Kingsley Education and Philosophical Thought, Allyn and Bacon Inc., Boston, 1962.
- Ross, Mames S. Ground work of Educational Theory, Oxford University Press, Calcutta, 1981.
- Rusk, R.R., The Doctrines of Great Educators
- Taneja, V.R. Foundations of Education- Philosophical & Sociological, Mohindra Capital Publishers, Chandigarh, 1988.

PAPER- II

Development of Learner and Teaching-Learning Process

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

Enable the student-teacher to:

- acquire knowledge and understanding of stages of human development and with special reference to adolescent learners.
- develop understanding of process of children learning in the context of various theories of learning.
- understand intelligence, motivation, creativity and various types of exceptional children.
- develop skills for effective teaching learning process and use of psychological tests.
- understand guidance, its types and role of the teacher as guidance worker.
- acquire knowledge of basic educational statistics, their application and methods.

Course Content:

Section-A

Unit- I- Nature of Psychology and Learners

- Psychology: Its meaning, nature and scope; methods and functions of educational psychology.
- Stages of human development with special reference to adolescent
- Contribution of Piaget & Bruner on the development of the learners

Unit- II- Learning and Motivation

- Nature of learning; learning theories - Trial & error, classical conditioning, operant conditioning and insight
- Factors influencing learning and teaching process- learner related; teacher related; process related and content related
- Motivation- nature, types; techniques of enhancing learner's motivation, Maslow's theory of motivation
- Transfer of learning.

Unit- III- Intelligence and Creativity

- Nature and characteristics of intelligence
- Concepts of I.Q., E.Q., and S.Q
- Theories of intelligence; two factor theory, Group factor theory, Multifactor Theory

- Measuring intelligence- Verbal- non-Verbal, Individual- Group, Performance and Power-Speed tests
- Fostering creativity

Unit- IV- Exceptional Children

- Concept of exceptional children- types, and characteristics of each type including children with learning disabilities
- Individual differences- nature; accommodating individual differences in the classroom
- Learner centred techniques for teaching exceptional children

Unit- V- Personality

- Definition, meaning and nature
- Development of personality
- Type and trait theories of personality
- Measurement of personality

Section-B

Unit- V- Statistical Concepts

- Collection and Classification of data,
- Graphical representation of data,
- Measures of averages and variations,
- Correlation by the rank difference method

Practicum:

- Identification of I.Q., E.Q. and S.Q
- Observing the behaviour of an early-adolescent and describing her/his characteristics and problems
- Administering and interpreting the results of two tests of intelligence- verbal, non-verbal or performance
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar & symposium

Suggested Readings

- Aggarwal, J.C., Essentials of Educational Psychology, Vikas Publishing House, New Delhi
- Anastasi, A., Psychological Testing, Macmillan, New York
- Bhatia, HR; Textbook of Educational Psychology, Macmillan, New Delhi
- Bigge, M.L., Learning Theories for Teachers, Universal Book Stall, Delhi
- Chauhan, S.S., Advanced Educational Psychology, Vikas Publishing House, New Delhi

- Dutt, N.K., Psychological Foundation of Education, Doaba house, Delhi
- Dandekar, W.N., Psychological Foundations of Education, Macmillan, New Delhi
- Gupta & Gupta, Uchhtar Shiksha Manovigyan Sharda, Pustak Bhawan, Allahabad
- Hergenhahn, Theories of Learning, Prentice Hall, New Delhi
- Hilgard & Bower, Theories of Learning, Appleton, New York
- Hurback, E.B., Child development, McGraw, New York
- Kapil, H.K., Sankhiyaki Ke Mual Tatva, Vinod Pustak Mandir, Agra
- Kumar Sanjeev, Understanding Needs & Interests for Adjustment of Adolescents, Janaki Prakashan, Patna
- Kumar Sanjeev, Vishisht Shiksha, Janaki Prakashan, Patna
- Mathur, S.S., Educational Psychology, Loyal Book depot, Meerut
- Mangal, S.K., Statistics in Psychology and Education, Prentice Hall of India, New Delhi
- Sharma, P.L., A Teacher's Handbook on IED: Helping children with special needs, NCERT, New Delhi

PAPER- III

Development of Educational System in India

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

The enable student-teacher to:

1. Acquire knowledge of characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations;
2. Understand the contribution of various major committees and commissions on education set up from time to time.
3. Appreciate the developments in Indian education the post-independence era.
4. Understand of the role of teacher of scientific management in education.
5. Acquire skills required for effective institutional management.
6. Understand Health Education.

Course Content:

Section-A

Unit- I- Education during Ancient & Medieval Period

- Vedic Education
- Buddhist Education
- Jainism and Education
- Muslim Education

Unit- II- Education during British Period

- Macaulay's minutes, Wood's dispatch- 1854
- Lord Curzon's educational policy
- Growth of National consciousness, National Education Movement
- Indian Education Commission (1882)

Unit- III- Education Commissions in Independent India

- Radhakrishnan Commission- 1948
- Secondary Education Committee Report (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- Ram Murti Commission (1992)
- Common School System Commission of Bihar- 2006-07

Unit- IV- Problems & Issues in Indian Education

- Elementary Education
- Secondary Education
- Higher Education
- Women Education
- Vocational Education
- Education for Disadvantaged Groups
- Minority Education

Unit- V- Emerging Concept of Health Education

- Holistic Concept of Health- Physical, Mental, Emotional & Social
- Factors affecting Health- School environment, Sanitation, Hygiene, Contagious & Infectious diseases, Prevention of diseases.
- Curative Aspect of Health- First Aid, Health Records, Medical Check-up
- Healthy Practices- Yoga, Meditation, Balanced Diet

Unit- VI- Educational Management

- Meaning & concept of Management in Education- Implications for educational initiations
- Managing Resources- Human and Material
- Management of - Curriculum, Co-curriculum, School discipline, Classroom and Time-table
- Developing performance profiles of institutions

Practicum:

- Project work
- Preparation of an institutional profile
- Preparation of first aids box, health records
- Assignments
- Seminar

Suggested Readings

- Aggarwal, J.C., Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi
- Altekar, Education in Ancient India
- Chaube & Chaube, Educational Administration and Management, Vikas Publishing House, New Delhi
- Chaube & Chaube, Education in Ancient and Medieval India, Vikas Publishing House, New Delhi
- Eby Frederick, The Development of Modern Education
- Good, History of Western Education
- Kumar, Ashutosh, Shiksha Ayog Ki Chunautiyan, Vishal Publication, Patna

- Kumar, Khagendra, Common School System: Examining the First Initiative in India, Prakashan Sansthan, New Delhi
- Kumar, Khagendra, Panchaytwad: Satta Aur Shiksha, Vishal Publication, Patna
- Law, Promotion of Learning in Muslim India
- Monroe, A Text Book of History of Education
- Mukherjee, Education for Fullness
- Mukherjee, Ancient Indian Education
- Ramachandran & Dharmalingam, Health Education: A New Approach, Vikas Publishing House, New Delhi
- Reports of Various Commissions: Hurtog, Zakir Hussain Committee, Radhakrishnan Commission, Mudaliar Commission, Kothari Commission, New Education Policy-1986, Rama Murti Committee, Common School System Commission
- Singh, Radhakrishna, Shiksha Ke Badalte Mandand, Vishal Publication, Patna

PAPER- IV

Educational Technology and Guidance

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

The prospective teachers will be enable to:

- Develop an understanding of the role of technology in the modern educational practices.
- Acquire themselves with various technological applications available to them for improving instruction.
- Conduct Action Research to solve their urgent educational problems.
- Acquire the skills needed for scientific evaluation.
- Understand Guidance, its types and role of the teacher as Guidance worker.

Course Content:

Unit- I- Meaning & Importance

- Meaning of Educational Technology
- Concepts of Hardware and Software Technologies, their role in modern educational practices
- Important accessories and their application- OHP, Still and Movie Projectors, Audio-Video recording instruments, TV, Computers
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory, simulation
- Audio-video technology

Unit- II- Communication & Skills

- Concept of information and Communication technology
- Process of communication
- Factors affecting class room communication
- Teaching skills (core skills) & development of skills
- Computer technology- Basics of Ms- office, Ms- Word, Ms- Excel, Ms-PowerPoint and Internet
- Telecommunication

Unit- III- Action Research

- Meaning, need, nature & importance of action research
- Types of action Research
- Steps for action research

Unit- IV- Evaluation

- Evaluating institutional performance- Methods used- pupil evaluation, teacher evaluation and evaluation of institutional performance

- Methods of teacher evaluation- use of pupil rating, peer rating, supervisor rating, community rating; ratings used for institutional improvement.

Unit- V- Guidance

- Meaning of guidance- rationale for guidance services, concept of counselling- directed and non-directed counselling
- Organization of school guidance services; use of community resources for school guidance services
- Career guidance services; career information centre; career conferences;
- Personal guidance- Identify those needing special help, directing clients to specialists (referral service)

Practicum:

- Preparation of micro-teaching lesson based on core-teaching skills
- Identification of specific teaching skills
- Software on linear teaching programme
- Power point presentation, creating slides
- Preparation of rating scales
- Preparing e-mail ID & operating internet
- Preparation of an action research paper
- Preparing an action plan for guidance in Schools

Suggested Readings

- Aggarwal, J.C., Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikash Publishing House, New Delhi
- Aggarwal, J.C., Principles and Techniques of Guidance, Vikash Publishing House, New Delhi
- Apter, M.J., The Technology of Education, Mac Millan, London
- Crow & Crow, An Introduction to Guidance, Eurasia Publishing House, New Delhi
- Decesco, J.P., Educational Technology, Readings in Programmed instruction, Rinehart & Winston, New York
- Decesco & Crowford, The Psychology of Learning and Instruction: Educational Technology, Prentice Hall of India, New Delhi
- Kumar, K.L., Educational Technology, New Age International, New Delhi
- Mukhopadhyay, M., Educational Technology: Knowledge Assessment, NUEPA, New Delhi
- Sharma, R.A., Educational Technology, Loyal Book Depot
- Super, D.E., The Psychology of Careers, Harper & Row, New York

Methods of Teaching Hindi

Theory: 80 Marks
Practicum: 20 Marks

COURSE OBJECTIVES:

To enable the student-teacher understand about:

- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- 3. The various approaches for planning for successful Hindi teaching
- 4. Approaches for teaching different aspect of Hindi language.
- 5. Aids and other similar available material that could be used for teaching Hindi language.
- 6. The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

COURSE CONTENT:

Theory- 80 Marks

Unit- I- Nature, Scope and Aims:

- (a) Language its meaning and functions.
- (b) General principles of language learning with special reference to Hindi.
- (c) Development of Hindi language in India.
- (d) Special features of Hindi language and its universal significance the cultural, practical, literary and linguistic.
- (e) The place of Hindi in school curriculum with special reference to B.S.E.B., CBSE, ICSE Courses.
- (f) Aims and objectives of teaching Hindi language in Indian Society .

Unit- II- Lesson Planning and Methods of Teaching:

- (a) Meaning and importance of lesson-planning steps of the lesson plan- B.S. Bloom model.
- (b) Skills of teaching: Core skills and planning micro-lessons for their development.
- (c) Translation method for teaching Hindi, Its advantages and limitations.
- (d) Direct method for teaching Hindi, its main principles and techniques.
- (e) Comparison between translation method and Direct method.

Unit- III- Specific Instructional Strategies:

- (a) Teaching of Prose- Story, Drama, Essay and Novel. Major steps in the planning of a prose lesson.

- (b) Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
- (c) Teaching of Grammar: Place of grammar in the teaching of Hindi, Inductive and Deductive methods and their relative merits.
- (d) Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
- (e) Teaching of vocabulary- Its ways and means, oral work, drilling vocabulary building, making sentence.
- (f) Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

Unit- IV- Aids to teaching:

- (a) Meaning and importance of Teaching Aids
- (b) Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- (c) Technological Aids : Audio- visual Aids- Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Linguaphone.
- (d) Computer Assisted Language learning.
- (e) Language laboratory and its importance in the teaching of Hindi language.
- (f) Salient features of a good text-book in Hindi, Hindi library and the class-room

Unit- V- Evaluation Techniques:

- (a) Concept and types of evaluation.
- (b) Characteristics of a good test.
- (c) Construction of achievement test in Hindi with Essay type, short answer type and objective type items.
- (d) Ways of testing reading, writing, speaking, grammar and vocabulary.
- (e) Qualities of a Hindi-Teacher-an evaluative approach.

PRACTICUM:

20 Marks

1. Sessional test.
2. Assignment
3. Construction of Achievement test.

Methods of Teaching Sanskrit

Theory: 80 Marks
Practicum: 20 Marks

COURSE OBJECTIVES:

To enable the student-teacher understand about:

- The nature, characteristics and significance of Sanskrit language.
- The aims and objectives of teaching Sanskrit as an ancient Indian language.
- The various approaches for planning for successful Sanskrit teaching
- Approaches for teaching different aspect of Sanskrit language.
- Aids and other similar available material that could be used for teaching Sanskrit language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Sanskrit language.

COURSE CONTENT:

Theory- 80 Marks

Unit- I- Nature, Scope and Aims:

- (a) Language its meaning and functions.
- (b) General principles of language learning with special reference to Sanskrit.
- (c) Development of Sanskrit language in India.
- (d) Special features of Sanskrit language and its universal significance- the cultural, practical, literary and linguistic.
- (e) The place of Sanskrit in school curriculum with special reference to B.S.E.B., C.B.S.E & I.C.S.E. Courses.
- (f) Aims and objectives of teaching Sanskrit as a language in Indian Society.

Unit- II- Lesson Planning and Methods of Teaching:

- (a) Meaning and importance of lesson-planning, steps of the lesson plan- B.S. Bloom model.
- (b) Skills of teaching:- Core skills and planning micro-lessons for their development.
- (c) Translation method for teaching Sanskrit, Its advantages and limitations.
- (d) Direct method for teaching Sanskrit, its main principles and techniques.
- (e) Comparison between translation method and direct method.

Unit- III- Specific Instructional Strategies:

- (a) Teaching of Prose, Drama, Story and Novel, Major steps in the planning of a prose lesson.

- (b) Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
- (c) Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
- (d) Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
- (e) Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.
- (f) Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

Unit- IV- Aids to teaching:

- (a) Meaning and importance of Teaching Aids
- (b) Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- (c) Technological Aids : (Audio- visual Aids) Radio, Taperecorder, Television, Video, Overhead projector, Gramophone and Linguaphone.
- (d) Computer Assisted Language learning.
- (e) Language laboratory and it's importance in the teaching of Sanskrit language.
- (f) Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.

Unit- V- Evaluation Techniques:

- (a) Concept and types of evaluation.
- (b) Characteristics of a good test.
- (c) Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
- (d) Ways of testing reading, writing, speaking, grammar and vocabulary.
- (e) Qualities of a Sanskrit Teacher-an evaluative approach.

PRACTICUM:

20 Marks

1. Sessional test.
2. Assignment
3. Construction of Achievement test.

Teaching of History

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

To enable the student-teacher to :

- (a) appreciate the need and importance of Teaching History.
- (b) realize the aims and objectives of Teaching History.
- (c) develop understanding about the basic principles governing the History Curriculum
- (d) acquire the ability to develop instructional support materials.
- (e) acquire competence to plan instruction.
- (f) acquire ability to use audiovisual aids in the teaching of History.
- (h) develop the ability to organize resource centres and co-curricular activities.
- (i) understand the role of evaluation in the teaching of History

Course Content:

Unit- I- Nature, Importance and Aims of Teaching History

A Nature and Importance :

- Definitions concept and constituents of History.
- Correlation of the different aspect of History with other subjects like Geography, civics, Economics, science and Technology.
- Importance of Teaching History.
- Development of History as a school subject.
- Place of History in present secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.

B Aims and objectives :

- General aims of Teaching History.
- Objectives of Teaching History- Instructional and Behavioural and their relationship with the curriculum.
- Blooms Taxonomy of Educational objective.
- Merits and limitations of Bloom's Taxonomy.

Unit- II- History Curriculum

- Principal of curriculum construction.
- History curriculum based on national and state policies.
- Selection and organization of Historical materials :
 - (a) General Principles
 - (b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches.
- Qualities of a good History text- books.

- Need of Hand book for teachers and work book for learners.

Unit- III- Instructional Planning and Instructional strategies :

- Planning for effective instruction in History.
(a) Unit Planning (b) Lesson Planning
- Skills of Teaching : Core Teaching skills and planning of micro-teaching lesson for developing the skills.
- Methods of Teaching History- Story Telling Method, Lecture Method, Discussion Method, Source Method, Project and Problem Solving Method. Team Teaching and Dramatization.
- Teaching controversial topics in History.

Unit- IV- Aids and Activities in History Teaching

- Audio-visual aids, their chief characteristics and principles of proper utilization. Use of computer in History Teaching.
- Organizing Co-curricular activities- History clubs, study circles, Field trips, Debate and Quiz competition.
- Organizing Resource Centres : History Library and History Museum.

Unit- V- Evaluation in History

- Concept of Evaluation and Purpose of Evaluation.
- Types of Evaluation : Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
- Tools of Evaluation
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitation.
- Construction of Achievement Test in History..

Practicum:

Submission of report after completing any one of the following :

- 1 Test Construction
2. Assignment
3. Sessional Test.

Suggested Books.

1. Aggarwal J.C. : Teaching of History
2. Bhatnagar, C.R., Bhusan and Khanna- Preparation and Evaluation of Text Books in Social Studies.
3. Bining and Bining : Social Studies in Secondary School
4. Blank : Foundation of History Teaching
5. Johnson : Teaching of History
6. Khalilur Rob : Tadrees- E- Tareekh- NCPUL.
7. Kochhar, S : Teaching of History
8. Yajnik, K. : The Teaching of Social studies in India.

Teaching of English

Course Objectives :

The course will enable the student-teacher to :

- (a) develop an understanding of the nature and objectives of teaching English as a foreign language.
- (b) be able to develop among learners an ability to acquire language skills.
- (c) become aware of modern methods of English teaching and put them to use in real classroom situations.
- (d) be able to evaluate the language skills objectively.
- (e) be able to instill among the learners a love for language and use it efficiently in real life situations.

Course Content:

Unit- I- Nature, Scope and Aims

- Language, its meaning and functions
- General Principles of language learning with special reference to English
- Place of English in Modern world
- Advantages & importance of English learning
- Aims and Objectives of teaching English
- Difficulties in teaching English in India
- The place of English in school curriculum

Unit- II- Lesson planning, Methods and Approaches of Teaching

- Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model
- Skills of teaching : Core skills and planning Micro-lessons
- Methods : Grammar, Translation Method, Direct method, Bilingual, their advantages and limitations & comparisons.
- Approaches- Structural approach and Communicative approach, their advantages and limitations & comparisons

Unit- III- Specific Instructional Strategies

- Teaching of Prose. Major steps in the planning of a prose lesson
- Teaching of Poetry. Objectives of poetry lessons. Major steps in the planning of a poetry lesson.
- Teaching of Grammar. Place of Teaching Grammar in the teaching of English. Methods of teaching Grammar and their relative merits.
- Teaching of reading : Attributes of good reading. Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading.
- Teaching of Vocabulary : Its ways and means.

- Writing- types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing).

Unit- IV- Aids of teaching

- Meaning and importance of Teaching aids.
- Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on.
- Technological Aids : Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc.
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of English
- Salient features of a good text book in English
- Innovations in Teaching Aids in English.
- English library, English classroom.

Unit- V- Evaluation Techniques

- Concept and types of evaluation
- Characteristics of a good test
- Construction of achievement test in English
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an English Teacher- an evaluative approach

Practicum:

Submission of report after completing anyone of the following :

1. Test Construction
2. Unit plan.
3. Practise in language laboratory to pronounce English correctly.

Suggested Books.

1. Bright J.M. and M.C. Gregor, Teaching English as Second Language.
2. Connor, J.D.O., Better English Pronunciation, ECBS.
3. Harris, J., Testing English as a Second Languages, MacMillan.
4. Leon J., New Horizons in Linguistics.
5. Roach P., English Phonetics as phonology, Cambridge, C.U.P.
6. Yele, G., Study of Language, C.U.P.
7. French and French, Teaching of English.

SYLLABUS

Method of Teaching of Civics

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

Enable the student- teacher :

- To acquire Competence in the content prescribed for secondary and senior secondary schools.
- To acquire Competence in various strategies, methods, techniques and skills of teaching Civics at secondary level.
- To acquire competence in relating of appropriate strategy to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issues pertaining to teaching of Civics.
- To develop competence in designing effective instructional strategies to teach Civics.
- To develop ability to design, develop and use various tools and techniques of evaluation.

Course Content:

Unit- I- Nature, Scope and Aims of teaching Civics.

- Concept, Meaning and definitions of Civics.
- Nature, Scope and Importance of Civics teaching at secondary level.
- Integration of Civics with other school subject.
- General Aims of teaching Civics at secondary level.
- Instructional and behavioral objective of Civics teaching at secondary level.

Unit- II- Principles of curriculum construction

- Place of Civics in secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Developmental trends in Civics teaching at secondary level.
- Approaches to organize Civics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Civics curriculum at secondary level.
- Text books in Civics- Importance and qualities.

Unit- III- Instructional planning and Instructional Strategies

- A) Unit planning, lesson planning of micro lessons for the developments of core skills of teaching.
- B) Method of Teaching
- | | |
|------------------|---|
| Expository Based | : Lecture, debate, discussion, story telling method |
| Discovery Based | : Experimental/inquiry/problem solving |

Activity Based : Simulation/gamming, survey method, source method, case study, project method.

Individualized Instruction : Computer asisted instruction, modular, mastery learning, Dalton Plan.

Others : Unit Method & assignments.

Unit- IV- Teaching Aids and Co-curricular Activities in Civics Teaching.

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of Civics.
- Role of Co-curriculum activities in Civics teaching
- Debate, Seminar, conference, panel discussion and symposium

Unit- V- Evaluation in Civics

- Nature of educational evaluation, its need, role in educational process.
- Evaluation procedure for appraising learner's performance, uses of evaluation.
- Behavioral approach to testing instructional objectives in Civics.
- Planning & Preparation of unit test and achievement test.
- Open book examination, evaluating project work, question bank.
- Remedial Teaching
- Qualities of good Civics teacher- an evaluative approach.

Practicum:

Submission of report after doing work in any one of the following :

- 1 Preparation of an album as an aid to the teaching of Civics.
2. Preparation of Model.
3. Critical review of a text book of std. VIII or IX.
4. Preparing a resource unit on a topic of their choice in Civics.

Suggested Books.

1. Aggarwal, J.C. Teaching of political services and civics, vikas publishing house pvt. ltd. New Delhi (1983)
2. Khanna S.D. Sexena, V.R. Lamba, T.P. and Murthy V. Teaching of civics. Boaba publishing house, New Delhi (1982)
3. Yadav, Nirmal, Teaching of civics and political science, anmol publication pvt ltd., New Delhi (1994)
4. Rai, B.C. Method Teaching of civics, prakashan kendra, Lacknow (1990).
5. Taneja, V.R. Fundamentals of Teaching Social Sciences, Mohindra capital publishers, Chandigarh (1970).

Method of Teaching Geography

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

To enable the student teachers :

- Appreciate the need for learning Geography.
- Appreciate the nature and importance of Geography in School curriculum.
- To help them realize the values of learning Geography.
- Develop the principles governing the construction of Geography curriculum.
- Acquire the class room skills needed for teaching Geography using modern methodology.
- Acquire the competence to plan instruction.
- Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment.
- Acquire the ability to develop instructional support material.
- Develop skills of relating daily problems with Geography and finding solutions.

Course Content:

Unit- I- Nature, Scope and Aims of teaching Geography.

- Nature, Scope, importance of Geography- Geography as a science and art, place of Geography in the school curriculum.
- Values of Teaching Geography- Moral, aesthetic, Utilitarian, practical, intellectual, vocational.
- Correlation, its meaning and use fullness.
- Objectives of teaching Geography at the secondary school level in the context of Bihar.
- Writing instructional objectives in behavioural terms and their importance. Classifying them into categories of knowledge, understanding, application, skills etc.

Unit- II- Planning, Methods & Approaches of Teaching Geography

- Preparing the programme of work for the year.
- Micro teaching
- Lesson planning- meaning, importance, format, characteristics of a good lesson plan.
- Planning of practical work in Geography.
- Excursion method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Inductive- deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach.

Unit- III- Geography curriculum

1. Critical study of existing Geography curriculum in Sec. School.
2. Recommendations made by NPE (1986) regarding Geography curriculum.

3. Overview of the recent curriculum developments in Social Studies with special reference to Geography.
4. Various methods to organize Geography curriculum.

Unit- IV- Teaching Aids and Co-curricular Activities .

- Geography teacher- requirements, qualities of Geography teacher.
- Geography text book- characteristics of a good Geography textbook.
- Teaching aids.
- Mass media
- Geography room, lab, Geography museum- importance, designing, equipping, maintaining.
- Importance and organization of fields trips, visits, excursion.
- Geography based hobby, clubs, etc.

Unit- V- Evaluation in Geography

- Purpose and importance of evaluation in Geography.
- Formative and summative evaluation.
- Unit test-meaning, importance.
- Well balanced question paper in Geography.

Practicum:

- 1 Preparation of a Unit Plan
2. Test construction.
3. A report on the organization, planning and outcome of excursion.
4. A critical study of the present Geography text books of Secondary School.

Suggested Books.

1. Bernard, H.C., Principles and Practice of Geography teaching
2. Dubey, S.K.; Advanced Geography teaching, Book Enclave, Jaipur.
3. Digumarti B.R. & Basha S.A., Methods of Teaching Geography, Discovery Publishing House, N. Delhi.
4. Hussain Majid, Ed. Methodology of Geography
5. Negi Vishal, New Methods of Teaching Geography, Cybertech Publications New Delhi.
6. Parsad ; Methods of Teaching Geography, ABD Publishers, Jaipur
7. Rao, M.S. Teaching of Geography.
8. Rai, B.C., Teaching of Geography, Prakashan Kendra, Lucknow.
9. Siddiqui; Teaching of Geography, ABD Publishers, Jaipur.
10. Zaidi, S.M.; Modern Teaching of Geography, Anmol Publication, N. Delhi.

SYLLABUS

Economics (B.Ed.)

Course Objectives :

Enable the student-teacher to:

- To acquire Competence in the content prescribed by BSEB, C.B.S.E., secondary and senior secondary schools
- To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level
- To acquire competence in relating of appropriate strategy to the content to be taught
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching
- To promote reflection on issues pertaining to teaching of Economics
- To develop competence in designing effective instructional strategies to teach Economics
- To develop ability to design, develop and use various tools and techniques & evaluation

Course Content:

Unit- I- Nature, Scope and Aims of teaching Economics.

- Concept, Meaning and definition of Economics.
- Nature, Scope and Importance of Economics teaching at secondary level.
- Integration of Economics with other school subject.
- General Aims of teaching Economics at secondary level.
- Instructional and behavioral objective of Economics teaching at secondary level.

Unit- II- Principles of curriculum construction

- Place of Economics in secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Developmental trends in Economics teaching at secondary level.
- Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Economics curriculum at secondary level.
- Text books in Economics- Importance and qualities.

Unit- III- Instructional planning and Instructional Strategies

A) Unit planning, lesson planning and development of micro lessons for the developments of core skills of teaching.

B) Method of Teaching

Expository Based : Lecture, debate, discussion, story telling method

Discovery Based : Experimental/inquiry/problem solving

Activity Based : Simulation/gamming, survey method, source method, case study, project method.

Individualized : Computer asisted instruction, modular, mastery learning, Dalton Plan.

Instruction Based others: Unit Method.

Others : Principles of giving assignments, types of asignments, techniques of framing assignment.

Unit- IV- Teaching Aids and Co-curricular Activities in Economics Teaching.

- Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.
- Role of Co-curriculum activities in economic teaching
- Organizing Co-curriculum activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium

Unit- V- Evaluation in Economics

- Nature of educational evaluation, its need, role in educational process.
- Evaluation procedure for appraising learner's performance, uses of evaluation.
- Behavioral approach to testing instructional objectives in Economics.
- Planning & Preparation of unit test and achievement test.
- Open book examination, evaluating project work, question bank.
- Remedial Teaching
- Qualities of good Economics teacher- an evaluative approach.

Practicum:

Submission of report after doing work in any one of the following :

1. Preparation of an album as an aid to the teaching of Economics.
2. Preparation of Model.
3. Critical review of a text book of std. VIII or IX.
4. Preparing a resource unit on a topic of their choice in Economics.

Note :- The college is free to introduce any other relevant and useful Activity related to the subject.

Assesment

Item	Internal Marks	External Marks
1. One Assignment (from practicum)	10	-
2. Average of two tests	10	-
3. External Examination	-	80
Total	20	80

Suggested Books.

1. Arora P.N. (1985) Evaluation in Economics.
2. Arora P.N. and Shrie, J.P. (1986) open book examination question in economics, New Delhi, NCERT.

3. Chakravarty, S. (1987) Teaching of Economics in India, Bombay, Himalya, Publishing.
4. Hicks, J.R. (1960) The social framework
5. An Introduction to economics, London : Oxford University Press.
6. Kanwar, B.S. (1973) Teaching of economics, Ludhiana, prakash Brothers.
7. Khan, R.S. Teaching Economics (in Hindi), Kota Open University, BE-13.
8. NECRT (1974) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.
9. Oliver, J.M. (1977), The Principle of teaching Economics within the curriculum, London, Routledge & Kegan Paul.
10. Siddiqui M.H. (1993), Teaching of economics, New Delhi, Ashish Publishing House.
11. Srivastava H.S. (1976) Unit tests in Economics, New Delhi, NCERT.
12. Tyagi, S.D. (1973), Teaching of economics, (In Hindi) Agra, Vinod pustak Bhandar.

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TEACHING OF COMMERCE

Course Objectives :

To Enable The Student-Teacher :

1. acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce.
2. understand the nature of Commerce.
3. define the specific objectives of teaching Commerce in terms of learning outcomes.
4. understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
5. understand the place of Commerce in higher secondary syllabus.
6. Apply evaluation techniques most appropriate to assess the progress and achievement of pupils.
7. develop attitudes to be a competent and committed Commerce teacher.

Course Contents:

Unit- I- Nature and need of Commerce

- Meaning, Nature, Need and Scope of Commerce Education.
- Justification for including commerce as an optional subject at school level (+2 stage)

Unit- II- Curriculum of Commerce

- Concepts of Curriculum and syllabus.
- Principles of curriculum construction in commerce.
- A critical appraisal of present commerce syllabi.

Unit- III- Objectives of Teaching Commerce

- Nature of general and specific objectives, behavioural objectives.
- Technique of writing objectives- Instructional and behavioural.

Unit- IV- Methodology of Techniques of imparting Commerce Education

- Lecture Method
- Question-Answer Technique
- Discussion Method
- Project Method
- Problem Solving
- Games Method

Unit- V- Instructional Material- Teaching Aids in Commerce

- Meaning, importance and use of teaching aids in teaching of Commerce.
- Criteria for selection of Instructional material and equipment.
- Different audio visual equipment and material used in Commerce Education.
- Use of Textbook as teaching Aids.

- Use of Softwares and Hardwares in teaching of Commerce.
- Practical work in Commerce.

Unit- VI- Co-curricular Activities, Different types of co-curricular activities for strengthening Commerce Education.

Unit- VII- Commerce Teacher

- Qualities of an Ideal Commerce Teacher, avenues available for professional growth.

Unit- VIII- Planning Year's work in Commerce, Planning Lessons for daily classroom teaching.

Unit- IX- Evaluation

- Concepts of Evaluation
- Measurement and test.
- Types of tests
- Developing different types of tests in Commerce including Diagnostic Test
- Remedial Teaching
- Preparing an Achievement Test
- Types of test items.

Practicum:

Submission of report after doing work in any one of the following :

- 1 Test construction.
2. Divided syllabus.

Methods of Teaching Biological Sciences

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

The student teachers will be able to :

- realize the importance of Biological science teaching.
- understand the aims and objectives of teaching Biological sciences.
- acquire knowledge and skills necessary for the construction of Biological science curriculum.
- adopt proper transactional strategies.
- prepare and use different types of teaching aids in Biological sciences.
- organize co-curricular activities in Biological science teaching.
- develop Biological science laboratory and Biological science Museum.
- apply different tools and techniques of evaluation in Biological sciences.

Course Content:

Unit- I- Nature, Significance and Aims

- Nature and scope of Biological sciences.
- History of Biological science teaching in India
- Place of Biological sciences in the present secondary school curriculum with special reference to CBSE, ICSE and B.S.E.B.
- Aims and objectives of Teaching Biological sciences- Instructional and behavioural objectives with reference to Bloom's Taxonomy of educational objectives.
- Scientific attitude and scientific method as the major objectives of Biological science teaching.

Unit- II- Biological Science Curriculum

- Meaning and definitions of curriculum
- Principles of curriculum construction
- Defects in the existing Biological science curriculum at secondary level.
- Curriculum accessories and support materials- Text books, Hand books, Work book, Journals and Encyclopaedias.

Unit- III- Transactional strategies in Biological Science Teaching

- Unit Planning and Lesson-planning.
- Core teaching skills and planning of micro lessons for their development.
- Methods of teaching- Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, Project method, Programmed Instruction and Team Teaching.

Unit- IV- Aids and Activities in Biological Science Teaching

- Teaching aids in Biological science teaching- Audio, Visual and Audio-visual.
- Use of community resources in the teaching of Biological sciences.

- Recent developments in the science teaching with special reference to the Biological sciences.
- Organizing co-curricular activities in Biological Sciences : Science club, Field trips, Science fair, Science Quiz etc.
- Organizing Biological science Resource centres - Biological science laboratory, and Biological science Museum.
- Setting and maintaining an Aquarium, Vivarium and Botanical garden.

Unit- V- Evaluation in Biology

- Concept and purpose of evaluation.
- Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation.
- Tools of evaluation.
- Qualities of a good evaluating tool.
- Essay and objective type tests- their merits and limitations, Measures of their improvement.
- Construction of Achievement test in Biological Science and the process of Standardization
- Question bank in Biology.
- Grading system.

Practicum:

1. Test construction
2. Preparation of Teaching Aids
3. Sessional Test
4. Assignment.

Suggested Readings :

1. Anderson, O. Roger : Teaching Modern Idea of Biology, Teachers College Press, New York, 1972.
2. Green, T.L. : Teaching of Biology in Tropical Secondary School, Oxford University Press, London, 1965.
3. Mangal, S.K. : Teaching of Physical and Life Sciences, Arya Book Depot, Delhi, 1995.
4. Miller, David F. & Blaydes, G.W. Methods and Materials for Teaching the Biological Sciences. McGraw- Hill Book co, Inc., New York, 1962.
5. NCERT : Teaching of Science in Secondary Schools, 1982.
6. Sharma, R.C. : Modern Science Teaching, Dhanpat Rai & Sons, Delhi- 1995.
7. Siddiqui, N.N. & Siddiqui, M.N. Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1994.
8. Sood, J.K. : Teaching of Life Sciences, Kohli Publishers, Chandigarh, 1987.

Methods of Teaching Arabic

Theory: 80 Marks

Practicum: 20 Marks

Course Objectives :

To enable the student-teachers understand about :

- The nature characteristics and significance of Arabic language.
- The aims and objectives of teaching Arabic as a foreign language.
- The various approaches for planning for successful Arabic teaching.
- Approaches for teaching different aspects of Arabic language.
- Aids and other similar available materials that could be used for teaching Arabic language.
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Arabic language.

Course Content:

Unit- I- Nature, Scope and Aims

- Language- its meaning and functions.
- General principles of language learning with special reference to Arabic
- Development of Arabic language in India.
- Special features of Arabic language and its universal significance- the cultural, practical, literary and linguistic.
- The place of Arabic in school curriculum with special reference to B.S.E.B.
- Aims and objectives of Teaching Arabic as a foreign language.

Unit- II- Lesson Planning and Methods of Teaching

- Meaning and importance of lesson-planning. Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching : Core skills and planning micro-lessons for their development.
- Translation method for teaching Arabic, its advantages and limitations.
- Direct method for teaching Arabic, its main principles and techniques.
- Comparison between translation method and direct method.

Unit- III- Specific Instructional Strategies

- Teaching of Prose; Maqamah, Story and Novel, Major steps in the planning of a prose lesson.
- Teaching of Poetry-Tashbeeb, Ghazal, Madah, Heja, Rasa and Fakhra; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Teaching of Grammar : Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
- Teaching of Reading : Attributes of good reading, Types of reading- Scanning, Skimming, Intensive reading,

- Extensive reading: Silent reading, reading aloud, Various methods of reading- The phonic method.
- Alphabetical method: word method and sentence method.
- Teaching of vocabulary- It's ways and means.
- Teaching of writing and composition : Letter writing, Essay writing and Precis writing.

Unit- IV- Aids to teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids : Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : Radio, Taperecorder, Television, Video, Overhead projector, Gramophone and lingua phone.
- Computer Assisted language learning
- Language laboratory and it's importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic.

Unit- V- Evaluation Techniques

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, Short answer type and Objective type items
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Arabic Teacher- an evaluative approach.

Practicum:

Submission of report after completing any one of the following :

- 1 Sessional test
2. Assignment
3. Construction of Achievement test.

Books Recommended

1. Al-Naqa, Mahmum K. : Asasiyat Talim-al-Lugha-al Arabic Li Ghairal- Arabic, ALESCO, International Institute of Arabic Language. Khartoum (Sudan), 1978 (in Arabic)
2. Lado, R. : Language Teaching : A scientific Approach, Mc Graw Hill, New Delhi, 1983.
- 3.. Nadvi, A.H. : Arabi Adab Ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
4. Rivers, W.M. : Teaching Foreign Language skills, Chicago University Press, 1968
5. Samak, S.M. : Fan-al-Tadris bil Lugha-al Arabic, Al- Anglo- Misriya, Cairo, 1975 (In Arabic)

Methods of Teaching of Commerce

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

To enable the student- teacher:

- acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce
- understand the nature of Commerce.
- define the specific objectives of teaching Commerce in terms of learning outcomes.
- understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- understand the place of Commerce in higher secondary syllabus.
- apply evaluation techniques most appropriate to assess the progress and achievement of pupils
- develop attitudes to be a competent and committed Commerce teacher.

Course Content:

Unit- I- Nature and need of commerce

- Meaning, Nature, Need and Scope of Commerce Education
- Justification for including commerce as an optional subject at school level
- Nature of general and specific objectives, behavioural objectives
- Technique of writing objective- instructional and behavioural

Unit- II- Curriculum of Commerce and Co-curricular Activities

- Concepts of curriculum and syllabus
- Principles of curriculum construction in commerce
- A critical appraisal of present commerce syllabi
- Different types of co-curricular activities for strengthening Commerce education
- Text books in Civics- Importance and qualities

Unit- III- Methods and Techniques of imparting Commerce Education

- Lecture Method
- Question-Answer Technique
- Discussion Method
- Project Method
- Problem Solving
- Games Method

Unit- IV- Instructional Material- Teaching Aids in Commerce and lesson planning

- Meaning, Importance and use of teaching aids in teaching of Commerce

- Criteria for selection of Instructional material and equipment
- Different audio visual equipment and material used in Commerce Education
- Use of Textbook as teaching Aids
- Use of Software and Hardware in teaching of Commerce
- Practical work in Commerce
- Planning Year's work in Commerce, Planning Lessons for daily classroom teaching

Unit- V- Evaluation and commerce teacher

- Concepts of Evaluation
- Measurement and tests
- Types of tests
- developing different types of tests in Commerce including Diagnostic Tests
- Remedial Teaching
- Preparing an Achievement Test and types of test items
- Qualities of an Ideal Commerce Teacher, avenues available for professional growth

Practicum:

Submission of report after doing work in any one of the following:

- Test construction
- Unit planning
- Assignment
- Sessional test

Suggested Reading

- Aggarwal, J.C., Teaching of Commerce: A Practical Approach
- Karthik, G.S., Teaching of Commerce
- Kumar Mahesh; Modern Teaching of Commerce
- Singh, Y.K.; Teaching of Commerce
- Venkateswarlu, K.; Methods Teaching Commerce

TM12: Methods of Teaching Physical Sciences

Theory: 80 Marks

Practicum: 20 Marks

Course Objectives :

The student-teacher will be able to:

- Understand and specify the Instructional and Behavioural objectives
- Acquire knowledge and skills necessary for curriculum construction in Physical Sciences
- Prepare unit plan, lesson plan and micro plan based on Physical Sciences
- Practice necessary skills, methods and strategies of Physical Sciences
- Prepare and use different types of teaching aids in Physical Sciences
- Organize non-formal activities like Science club, Science quiz, Science fair on the theme based on Physical Sciences
- Develop Physical Science laboratory
- Apply different tools and techniques of evaluation in Physical Sciences

Course Content:

Unit- I- Aims and objectives of teaching Physical Science

- Meaning and Nature of Physical Sciences
- History of Physical Sciences Teaching in India
- Place of Physical Sciences in present secondary school curriculum with special reference to CBSE, ICSE and BSEB.
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives
- Scientific attitude and scientific methods as related of Physical Science Teaching

Unit- II- Physical Science Curriculum

- Meaning and definition of Curriculum
- Principles of Curriculum construction
- Limitations of existing Physical Science curriculum at secondary school level.
- Curriculum accessories and support material: Textbooks, Journals, Hand book, work books, encyclopedia.

Unit- III- Instructional Strategies in Physical Science

- Unit planning and lesson planning
- Micro planning for the development of core teaching skills
- Methods of teaching: Lecturer, demonstration, Lecturer- demonstration, Heuristic, Project, Programmed Instruction, Team teaching

Unit- IV- Teaching aids and activities in Physical Science

- Teaching aids in Physical Science- Audio, visual, audio-visual, two and three dimensional, still and motion
- Physical Science Laboratory
- Use of community resources in teaching Physical Science
- Recent developments in science education with special reference to the physical science
- Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes

Unit- V- Evaluation in Physical Science Teaching

- Concept and purpose of Evaluation
- Types of evaluation- Formative-Summative, External- Internal, Criterion - referenced- Norm-referenced
- Tools of evaluation
- Qualities of a good Evaluating Tool
- Essay and objectives type tests
- Teacher made and Standardized test
- Planning and construction of Achievement Test
- Grading system and question bank

Practicum:

- Test construction
- Preparation of Teaching Aids
- Sessional Test
- Assignments

Suggested Readings

- Das, R.C., Science Teaching in Schools, Sterling Publishers, New Delhi.
- Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
- Gupta, S.K., Teaching Physical Sciences in Secondary School, Sterling Publishers, New Delhi.
- Mangal, S.K., Teaching of Physical and Life Science, Arya Book Depot, Delhi.
- NCERT; Teaching of Science in Secondary Schools
- Sharma, R.C., Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
- Siddiqui & Siddiqui; Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
- Vaidya, N; The Impact of Science Teaching, Oxford & IBH Publishing Company.

TM14: Methods of Teaching Mathematics

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

On the completion of the course the student-teacher will be able to:

- Understand and appreciate the uses and significance of mathematics in daily life
- Understand and specify the Instructional and Behavioural objectives
- Acquire knowledge and skills necessary for construction of curriculum of mathematics teaching
- Prepare unit plan, lesson plan and micro plan
- Practice necessary skills, methods and strategies
- Prepare and use different types of teaching aids
- Organize activities like mathematics quiz, mathematics club, etc.
- Apply different tools and techniques of evaluation.

Course Content:

Unit- I- Aims and objectives of Mathematics Teaching

- Meaning and Nature of Mathematics
- History of Mathematics
- Place of Mathematics in School curriculum
- Objectives of teaching mathematics in terms of Instruction and Behaviour

Unit- II- Mathematics curriculum and Test book

- Meaning and definition of curriculum
- Bases of curriculum construction
- Principle of curriculum construction
- Defects in the existing secondary school mathematics curriculum
- Text books in mathematics.

Unit- III- Planning and Methods of Mathematics Teaching

- Unit plan and Lesson plan
- Micro planning
- Methods of teaching- Inductive-deductive, Analytic- Synthetic, Heuristics, Laboratory, Project, Lecture, Demonstration, Programmed Instruction, Team teaching

Unit- IV- Teaching aids and Activities in Mathematics

- Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids

- Using mathematics as a game for recreation -Quiz, Fair, Club, Puzzles, Riddles, magic squares
- Diagnostic and Enrichment Programme in mathematics
- Backwardness in mathematics

Unit- V- Evaluation in Mathematics

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced
- Tools of evaluation
- Qualities of a good measuring tool
- Essay & objective type tests, Teacher made and
- Standardized test
- Planning and construction of an achievement test
- Qualities of mathematics Teacher- an evaluative approach

Practicum:

- Test construction
- Preparation of Teaching aids
- Sessional test
- Assignments

Suggested Readings

- Aggarwal, S.M., Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi
- Chaddha & Aggarwal; The teaching of Mathematics, Dhanpat Rai and Sons, Delhi
- Jain, Ganit Shikshan, Rajasthan Hindi Grantha Akadmi, Jaipur
- Jangira& Singh ; Core Teaching skills: Micro-teaching Approach, NCERT, New Delhi.
- Mangal, S.K., A Text book on Teaching of Mathematics, Prakash brothers, Ludhiana
- NCERT;Content- cum-methodology of Teaching Mathematics, New Delhi.
- Rawat & Aggarwal; Ganit Shikshan, Vinod Pustak Mandir, Agra
- Sidhu, K.S., The teaching of Mathematics, Sterling Publishers, New Delhi.

MT16: Method of Teaching Computer Science

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

To enable the student teachers:

- To know the principles of curriculum construction
- To acquire skills of evaluation
- To understand the importance of computer in the era of globalization
- To familiarize with the history of development of Computer Science
- To develop the skills necessary for Computer education.
- To know and understand the innovative methods for teaching Computer Science.
- To develop needed instructional material.

Course Content:

Unit- I- Nature, Scope and aims of teaching Computer Science

- Meaning and Concept
- Nature and Scope
- Importance of Computer Science
- Place in the School Curriculum in the era of globalization.
- Aims of teaching computers
- Difference between aims and objectives.
- Instructional objectives
- Taxonomy and writing Instructional objectives in behavioural terms

Unit- II- Development of Computer Science and its Curriculum

- First step in computing
- History of Computers in India
- Importance and Limitations of Computers
- Computer and its classification
- Curriculum (meaning and concept)
- Principles of curriculum construction
- Development of Computer Science Curriculum

Unit- III- Methods of Teaching and Teaching strategies in Computer Science

- Lecture method
- Demonstration method
- Laboratory method

- Heuristic method
- Project method
- Assignment method
- Problem solving method
- Computer Assisted Instruction

Unit- IV- Lesson planning, Teaching aids and instruction in Computer

- Steps involved in lesson plan
- Ideal lesson plan
- Textbook in Computer Science
- Effective teacher of Computer Science
- Teaching Aids in Computer Science
- Problems in teaching Computer Science

Unit- V- Evaluation in Computer Science

- Nature and Need of Evaluation
- Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative
- Evaluation through computer
- Test construction
- Tools of evaluation: characteristics of a good measuring tool

Unit- VI- Computer Science Laboratory

- Need and Importance
- Planning and Designing laboratory
- Equipments and material
- Maintenance and safety measures
- Practical work in Computer Science teaching
- Record keeping of the practical work

Practicum:

Submission of report after completing anyone of the following:

- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Power point presentation.
- Preparation of teaching aids through Computer.

Suggested Readings

- Aggarwal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi, Vikas Publishing House, Pvt. Ltd.
- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press, 1937.

- Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York, MC Graw Hill Book Co., 1952
- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences. Delhi, Atma Ram & Sons, 1965
- Chaudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
- Chaudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
- Dale, E, Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
- Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press, 1951
- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi.
- Singh, Y.K. & Nath Ruchika; Teaching of Computer Science, A.P.H. Publishing Corporation, New delhi.

TM11: Method of Teaching Home Science

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

To enable the student-teacher understand:

- To develop a balanced personality, possessing good health, happiness, self-reliance, Confidence, intelligence, dedicated parents, citizen, leader & agent of change.
- To develop sense of responsibilities to their homes, community and country.
- To achieve good relationship in the home. School and society
- To contribute economic, social, moral, ethical and spiritual standards, avoid waste of all types
- To acquire the skills and scientific information necessary for health, home management, child rearing home economics textiles, good & nutrition.
- To appreciate dignity of labour and acquire knowledge and skill of labour saving and time saving devices.
- To give practical training of life.

[The education commission (64-66) recommended that there should be no differentiation of curricula on the basis of sex. It should as general science or core subjects. Because boys too need Home Sc. education, since they have equal responsibility in family living. They are equally concerned with health, hygiene, nutrition, budget, appropriate clothing, child rearing, home management etc. because of employment of their partner.]

Course Content:

Unit- I- Aims and Objectives of Teaching Home Science

- Philosophy of Teaching Home Science: From Rousseau to Modern age
- Aims and objective of teaching Home Sc.
- The Scope and component of Home Sc. - Health and Hygiene, Food and Nutrition, Home management, Preservation of Food, Child rearing, Textile and Clothing (brief introduction)

Unit- II- Methods of Teaching Home Science

- Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method. Team Teaching, Assignment. Home experience (activity) method
- Teaching skills & their development- Lesson plan, micro teaching, simulation

Unit- III- Approaches to Teaching Home Science

- Teaching as Communication
- Observation

- Enquiry and discovery approach
- Teaching Aids.
- Socialized techniques- role expectations
- Single family

Unit- IV- Problems and Issues related to Home Science

- Problems of Teaching Home Sc. on Schools
- Teaching with gender discrimination
- Teaching as an optional subject
- Teaching without Practical approach
- Teaching in later stage

Unit- V- Textbook and Curriculum

- Text book and curriculum of Home Sc
- Evaluation and measurement in Home Sc
- Qualities of Home Sc. Teacher

Practicum

- Planning for Home Sc. Laboratory
- Family budget of Middle class income group
- Decoration of drawing room/ bedroom/ study room/ children's room/ guest room.
- Preparation of sick diet-anemic, diabetic, High Cholesterol
- Preparation of diet for expecting mother, Lactating mother, for growing children
- First Aid, Arrangement of First Aid Box.
- Food Preservation- Jan, Jelly, Pickles, Chips, Peyuri
- Kitchen Garden
- Sewing, Knitting, Embroidery, Fabric Painting. Dyeing, Leatherwork.

Suggested Readings

- Rajammal P. Devdas, Methods of Teaching Home Sc
- Sherry, Teaching of Home Sc
- Report of the Education Commission 1964-66 (Education and National Development) Ministry of Education, Govt. of India, New Delhi
- Home Economics- New Directions: A statement of Philosophy and objectives, Home Economics Association, Washington D.C, America
- Devdas Rajamal P., Teaching of Home sc in Secondary School. The All India Council for Secondary Education, New Delhi
- Report of the Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi
- Seema Yadav, Teaching of Home Sc., Anmol Publication

ELECTIVE COURSES

Measurement and Evaluation

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives :

- To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement
- To enable the student teacher to tabulate and find out some standard meaning from the raw scores by using statistical procedures
- To develop skills and competencies in the student teacher for the use of the techniques in the field
- To enable the student teacher to interpret the result of educational measurement
- To enable the student understand about various educational and mental measurement

Course Content:

Unit- I- Testing and Evaluation

- Concept of measurement: testing and evaluation.
- Scales of measurement: nominal, ordinal, interval, and ratio scales.
- Functions of measurement
- Discrete and continuous variables
- Qualities of a test- reliability, validity, objectivity, norms and usability of a test
- Item analysis
- Procedures and item selection
- Types of test items.
- Types of test and Evaluation
- General steps of Test Construction.
- Difference between Essay & Objective type and teacher made and standardized test.

Unit- II- Measures of Central Tendency and Variability

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

Unit- III- NPC and Correlation

- Interpreting measurement: normal probability curve, skew ness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores
- Co-efficient of correlation by Spearman's method and its Interpretation

- Interpreting co-efficient of correlation

Unit- IV- Psychological Testing

- Achievement test: construction of standardized achievement test.
- Measurement of intelligence: Individual- Group, Verbal- non verbal, power- speed
- Aptitudes tests and its uses
- Use of interest inventories

Unit- V- New trends in Evaluation

- Techniques of Test Conduct
- Grading System, Open book examination, National Testing, Semester System, Question Bank
- Continuous and Comprehensive evaluation
- Evaluation in Distance Education
- Student Evaluation, Peer Evaluation, Self evaluation

Practicum

- Administration of a Psychological tests and interpretation of test results
- Determination of Reliability or validity of any self made test
- Construction of a Test Battery with at least five types of test items and trying out of the same on a class/group of students

Suggested Readings

- Anastasi, A., Psychological Testing, Mac Millon, New York
- Ashtana, B. & Agarwal , R., Manovigyan Aur Shiksha me mapan Abam Mulyankan, Vinod Pustak Mandir, Agra
- Bhargav, Mahesh; Aadhunik Manovaigyanik Parikshan Abam Mapan, Bhargav House, Kachhari Ghat, Agra
- Cronbach, L.J., Essentials of Psychological Testing, Harper & Row, New York
- Ebel, Rabert. L. Measuring Educational Achievement, Prentice- Hall of India, New Delhi
- Garrett, H.E., Elementary Statistics, Longmans, Green & Co, New York
- Kapil, H.K., Sankhiyaki Ke Mool Tatva, Vinod Pustak Mandir, Agra
- Mangal, S.K., Statistics in Psychology and Education, Prentice Hall of India, New Delhi
- Singh, A.K., Tests, Measurements and Research Methods in Behavioral Science, Bharati Bhawan, Patna
- Srivastva, H.S., Comprehensive Evaluation in School, NCERT, New Delhi

Distance Education

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

On completion of the course the student-teacher will be able to:

- Make the student teacher familiar with the concept of Distance Education, need and importance of D.E. and growth and philosophy of D.E.
- Make the students' teacher familiar with the instructional and communicational techniques applicable in Distance Education.
- Make the students capable to develop the self-Instructional material.
- Acquaint the student teacher with the different aspects of learning form distance.
- Develop an appropriate competency of evaluation techniques applied in Distance Education System.
- Make the pupil teacher familiar with the management of Distance Education and Economics of D.E.
- Enable the learner to understand the organizational structure of Distance Education.
- Develop the managerial, academic and evaluative skills required for a distant teacher.

Course Content:

Unit- I- Growth and Philosophy of Distance Education

- Meaning of Distance Education
- Formal, non-formal and informal systems of education
- Contributions of Wedemeyer, Moore, Dohmen, Holmberg, Peters, Baath and Sewaart in D.E.
- Distinction between correspondence education, open education and distance education
- Characteristics of distance education
- Historical perspective: Development of Distance Education Teaching in Indian and abroad, Mega Open Universities of the World
- Organizational Structure of D.E. (IGNOU as a Model)
- Models of Distance Education Institutions: Single, Dual and Consortium.

Unit- II- Instruction and Communication in Distance Education

- Learning Theories and Distance Education
- Communication Theories and Distance Education
- Role of Media in Distance Education, strength and limitations of Print and non-print media
- Multi-Media approach in Distance Education: Radio and Audio components, Television and Video components, Media selection and Media- Integration
- Design and Preparation of Self-Instructional Materials

- Editing in Distance Education: Format Editing, Content Editing, Language editing and copy editing
- Distance Educators: Types, Selection and Training

Unit- III- Learning from Distance

- Distance Learners: Characteristics, problems and remedy
- Self Learning: Concept, factors influencing self learning, reading and study skills of self-learning
- Student Support Services: Concept and need
- Counselling: need, types, media, stages, organization, the qualities and skills of a counsellor
- Regional and study centers: roles, function and activities, staffing pattern

Unit- IV- Evaluation in Distance Education

- Distinction between Measurement, Assessment and Evaluation
- Continuous assessment, External and Internal assessment, Self-assessment, peer assessment, Assessment through Tutor Marked and computer marked assignment
- Tutor comments: Significance & types, teaching through tutor comments
- Grading: its need, nature and purpose
- Formative and summative evaluation, democratic and collaborative evaluation centralized and decentralized evaluation
- Instruments of evaluation: Questionnaires, Interview, Observation, Tests, Profiles, Rating scales, Projects
- Programmed evaluation, Student evaluation, Institutional evaluation and Personal evaluation

Unit- V- Management of Distance Education

- Management Processes: Planning, controlling, organizing, motivating and leading and decision making
- Institutional structure and management in D.E.: Delegation and Interdepartmental coordination
- Management of Sub-system: course design, educational media, student support services, evaluation system
- Economics of education: Meaning and definition, education as consumption and investment, cost-effectiveness and cost efficiency, Distance Education as investment, cost analysis in Distance Education
- Management and planning at IGNOU

Practicum

- Preparation of Self-Instructional material
- Evaluation of a model assignment (tutor marked)
- Submission of a report after evaluating the functioning of a distance education program centre/study centre/regional centre

- Preparation of a project on the functioning of a State Open University
- Identification of different “access devices” to discuss their importance in the development of self-instructional material

Suggested Readings

- AIU; Handbook of Distance Education, AIU, New Delhi.
- IGNOU; ES-364, Prepared by IGNOU for B.Ed programme
- Ramlingam, S., Open Distance Learning, ABD Publishers, Jaipur
- Sahoo, P.K., Open Learning System, Uppal, New Delhi
- Sharma, R.A., Doorwari Shiksha, Loyal Book Depot., Meerut

POPULATION EDUCATION

Theory: 80 Marks
Practicum: 20 Marks

Objectives :

To Enable the Student-Teacher:

- To become aware of population dynamics, determinants and consequences of unchecked growth of population in India
- To understand the meaning, concept, scope and the nature of population education
- To know the Curriculum, curriculum transaction & role of school in social organization
- To gain an insight of evaluation in population
- To understand the role of a few national and international agencies and programmes in population education
- To acquire abilities and skills needed to teach population education through the integrated and separate subject approaches

Syllabus

Unit- I- Nature and Scope of Population Education

- Meaning, concept, need and importance of population education
- Objectives of population education- family planning, family life education, and sex education
- Population dynamics- distribution and density, population composition, Age, Sex, Rural, Urban literacy- all India
- Population situation in the world and in India, Determination and consequences of over population in India
- Factor affecting population growth: Fertility, Mortality and Migration (Mortality)
- Meaning of Crude birth rate, Crude death rate, Fertility, Fecundity, Growth rate, population pyramid, sex ratio, infant-mortality rate, dependency ratio

Unit- II- Population and Quality of Life

- Population in relation to- Socio-economic development, housing problem, health status, health services, food and nutrition
- Population and environment: Meaning, resources, educational facilities and implication
- Effect of unchecked growth of population on natural resources and environment
- Population and literacy campaigns in India

Unit- III- Curriculum on Population Education

- Population education in schools and scope of population education in schools in secondary level

- Integration of population education with the general school curriculum
- The national population policy, role of different voluntary organization
- National and International agencies with specific reference to Family Planning Association of India (FPAI), National Population Education Project (NPEP), NCERT and SCERT, International Planned Parenthood Federation (IPEA)

Unit- IV- Methodology of Population Education

- Direct Teaching approaches, integration approach, Co-curricular approach, value clarification and inquiry approach, observation, self-study, discussion, assignments, role play

Unit- V- Evaluation in Population Education

- Evaluation of curricular and co-curricular programmes in population education
- Development of knowledge test and attitude scale in population education
- Role of teachers- Teacher role in creating awareness of the consequences of population problems inculcating new values and attitudes leading to modification of student behavior
- Working with community to build awareness- role of teacher, parent, press, mass media, newspaper, radio. T.V. and Audio-Visual aid etc

Practicum:

- Survey of population inhabited by disadvantaged section of society.
- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of population of student's families (of any class of a school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).

Suggested Readings

- Sharma, R.C., Population Trends- Resources and environment, A Hand Book on Population Education, 1975.
- Population Education, A conceptual approach- A teacher Manual, NCERT, New Delhi, 1979.
- C. Sheshadri and U.S. Madyastha, Population Education- Manual for Teacher Educators, RCE, Mysore, 1984
- Population Education: A source book on concepts and Methodology. UNESCO, Bangkok, 1980
- Curriculum Development in Population Education, UNESCO, Bangkok, 1984
- Training Manual in Population Education (for different target groups), DSERT, Bangalore, 1979.
- Salkar, K.R., Population Education for Developing countries, Sterling Publishers Pvt. Ltd. New Delhi, 1981.

Special Education

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

On completion of the course the student-teacher will be able to:

- Understand the types of differentially abled children and importance of quality education for them.
- Understand the etiology and identification characteristics of differentially abled children.
- Familiarize themselves with education program for differentially abled children.
- Develop understanding about accommodating children with differentially abled children in general classroom.

Course Content:

Unit- I- Differentially Abled Children and their Education

- Concept and types of differentially abled children
- Issues and trends in education of differentially abled children (from institutionalization to inclusion)

Unit- II- Education of Mentally Challenged Children

- Concept, Etiology, Identification, Classification, Educational Programme in general classroom for slow learners and children with learning disabilities

Unit- III- Education of Children with Visual, Speech and Hearing Impairment

- Concept, Etiology, Identification, Classification, Educational Programme in general classroom

Unit- IV- Education of Emotionally Disturbed, Socially Disadvantaged and Delinquent Children

- Concept, Etiology, Identification, Classification, Educational Programme in general classroom

Unit- V- Education of Gifted and Creative Children

- Concept, Etiology, Identification, Classification, Educational Programme in general classroom

Practicum:

- Case study of one differentially abled child.
- Identification of gifted/ creative/ slow learners children/ learning disabled children using standardized tests.
- List out the resources for effective implementation of inclusive programme with reference to any one category of differentially abled children.
- Sessional Tests
- Assignments.

Suggested Books.

- Backhurst, A.E. & Berdiline, W.H., (1981), An Introduction to Special Education; Boston Little Brown & Co.
- Berdine W and Blackhurst, A., (1985), An Introduction to Special Education, Little Brown, Boston.
- Chauhan, S.S. (1990) Education of Exceptional Children; Indus Publishing Co., New Delhi
- Goel, S.K. & Sen, A.K. (ed) (1984) Mental Retardation and learning; National Psychological Corporation, Agra
- Hallahan & Kauffman, J.M. (1984) Exceptional Children, Prentice Hall, New Delhi
- Hewett. F.M. & Forness, S.R. (1984) Education of Exceptional Learners; Boston
- Kumar Sanjeev(2008), Vishisht Shiksha, Janaki Prakashan, Patna

Value Education

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

The student-teacher will be able to:

- Understand the meaning, scope and significance of value education in Schools.
- Select value based axioms, principles, laws, events and stories etc., suitable to school students and use them for inculcating values in the school children.
- Use suitable methods and media for inculcation of values in the children.
- Use suitable evaluation tools and techniques for the assessment of value development.
- Integrate desirable values in their day-to-day work.
- Appreciate basic values underlying major religions of the world.

Course Content:

Unit- I- Introduction to Value Education

- Meaning and definition of value education
- Nature and sources of values
- Biological, Philosophical, Sociological, Economic, Scientific and Ecological determinants of values and their bearing on education

Unit- II- Classification of Values

- Classification of values into various types, material, social, moral, spiritual and Aesthetic
- Status of values and how can these be realized through education.

Unit- III- Underlying Values in Major Religions

- Values in Hinduism
- Values in Christianity
- Values in Islam
- Consequences of deterioration and absence of values
- Overcoming deterioration of values through education

Unit- IV- Integration and Internalization of Values

- Integration of values and internalization of values
- Resolving value conflicts
- Development of values as a personal and life long process
- Teaching values as a part of education.
- Means and method of communication of values

- Role of media in propagation of values

Unit- V- Evaluation of Values

- Evaluation of values- evaluation by observation, evaluation by behaviour, evaluation by inventory
- Evaluation with relation to : Teacher-Student-Parent- Community.

Practicum:

- Sessional test
- Assignments
- Class talk
- Projects
- Activities to communicate values.

Suggested Readings

- Rajput, J.S., Value Education, NCERT, New Delhi
- Sheshadri, C., Khader and Adhya, Education in Values, A Source Book, NCERT, New Delhi
- Gupta, N.L. Value Education, Theory and Practical, Krishna Brothers, Ajmer
- Goyal, B.R. Documents on Social, Moral and Spiritual Values in Education, NCERT, New Delhi
- Venkataish, N. (Ed.), Value Education, APH Publishing Company, New Delhi

Women Education

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

To enable the student-teacher to:

- Understand the need for Women education today.
- Understand the problems of women related to education, gender equality, home, workplace etc.
- Develop a sense of awareness about the status of women in Indian society
- Understand the status of girl child and education at different stages in school and higher education
- Understand the concept of women empowerment and the role of the teacher in building strategies to develop and promote it
- Develop programmes to help women realize the importance of women empowerment

Course Content:

Unit- I- Need of women Education

- Need of women education
- Inequality of opportunities
- Imbalance of educational developments
- Gender inequality and its consequences on economic and social scenario
- Role of Women in socio-economic development

Unit- II- Status and problems of women in Indian society

- Social taboos and problems of Indian girls and women in the diversified Indian society (age of marriage, role as a woman, harassment at home and in the family, education and educational institutions and also at the working place)
- The status of women at present in the present Indian society
- Rights of women according to the Indian constitution
- Constitutional and legal measures to prevent women exploitation

Unit- III- Issues of Gender equality

- Scope of attaining equality for women and the issues associated with it.
- Educational provisions for women equality in the state
- NPE/POA (1992) and its concerns for women education

Unit- IV- Status of Girl Education

- Status of girl education at primary, secondary and higher education stages
- Literacy programmes for girls belonging to 15-35 years age group

- Attitude towards women education, co-education and its educational implication
- Access of women to vocational education and professional education.

Unit- V- Women Empowerment

- Concept of women empowerment and strategies of building it
- Removal of sex bias in school curriculum
- The role of the teacher in building simple strategies at school level
- Research and women studies
- Management structures at centre and state levels
- National commission on women
- Monitoring and evaluation of women education

Practicum:

- Submission of report
- Conduct interview of women labour and prepare a report on the problems of women labour with suggested solutions
- Conduct interview of women on a post in a company and prepare a report on the problems she faces with suggested solutions
- Submit a report comparing and differentiating the problems in practical 1) and 2) above
- Organize a panel for discussion on women rights and summaries the points that emerge and submit a report.
- Organize a debate on women empowerment issues and summarize the salient features of discussion for and against the motion

Suggested Readings

- Ester Boserup, Women's Role in Economic Development
- Sardamoni K. (Ed) , Women, Work and Society
- Neera Desai and M. Krishnaraj, Women and Society in India
- Leelamma Devasia, Women in India and quality, Social Justice and Development
- Maitreyi Krishnaraj, Women and Development- The Indian Experience
- Chatana Kalbagh (Ed), Women and Development
- Alwa Myrdal and Viola Klein, Women's Two Roles- Home and the Family
- Chandrashekar Raj Kumari (Ed), Women's Resources and National Development- a perspective

Environmental Education

Theory: 80 Marks
Practicum: 20 Marks

Course Objectives:

The enable the student-teacher to:

- Understand the concept of environmental education
- Develop a sense of awareness about the causes and effects of environmental pollution.
- Understand the role of responsibility with respect to conservation of environment, biodiversity and sustainable development.
- Understand and realize the role of environmental education in school.
- Know the various effective measures to conserve the environment for sustainable development.
- Develop programmes to help students realize the importance of healthy environment and foster in them the habit of living in harmony with nature.

Course Content:

Unit- I- Need of Environment Education

- Meaning of environment and environmental education
- Nature and scope of environmental education
- Meaning of pollution and the different types of environmental pollution

Unit- II- Status and problems of Environment Education

- The causes and effects of environmental pollution
- Meaning of Green House Effect and its causes and effect
- Global and local environmental pollution and its remedies
- Depletion of ozone layer, acid rain, rise of sea level- environmental threat and their implication.

Unit- III- Environmental Awareness

- Role of education in creating environmental awareness
- Programme for school children to bring about the awareness of threat due to environmental pollution and to bring about an attitude change

Unit- IV- Environmental Harmony

- Biodiversity: Conservation of genetic diversity
- Learning to live in harmony with nature

Unit- V- Conservation and Sustainable Development

- Meaning of Conservation and Sustainable development
- Understanding our role in conservation and promoting sustainable development
- Role of school to use effective measures in conservation of environment and sustainable development (at the primary, secondary and high school level)

Practicum:

Submission of report after completing anyone of the following:

- a.(at least 2 periods for discussion and planning the framework of the practical
- b.other periods for the practical including preparation and submission of the report)
- Prepare a project after surveying and find places/areas (in your locality) commonly found with noise pollution, water pollution, air pollution and deforestation. Try to find the causes and suggest the remedial measures for it.
- Survey and report about the work functioning and future targets of the pollution control board in your area.
- Role of voluntary agencies in bringing about awareness of decreasing environment pollution.
- Prepare class-talk and report on how sanitary conditions can be improved to fight pollutions.
- Plan a year's programme for a school to bring awareness to conserve environment.

Suggested Readings

- Habitat Management for Conservation Series: Techniques in Ecology and Conservation Series *Malcolm Ausden*
- Forest Ecology and Conservation Series : Techniques in Ecology and Conservation Series *Adrian C Newton*
- Management Planning for Nature Conservation A Theoretical Basis & Practical Guide Edited by Mike Alexander
- Sustaining Life How Human Depends on Biodiversity Edited by Eric Chivian and *Aaron Bernstein*
- Global Warming : A Very Short Introduction Series : Very Short Introduction Series *Mark Maslin*
- Global Environment Outlook (Geo) Series 4 Environment for Development Unep United Nations Environment Programme
- Saving Planet Earth What is Destroying the Earth and What you can do to help *Tony Juniper*
- National Green Corps Young in green action Ministry of Environment of Forests Government of India.