

# Semester –I

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Core Paper BTE-C101

Course Objectives:

## PHILOSOPHY & EDUCATION

1. To enable the student to understand the philosophical origins of educational theories and practices.
2. To enable the student to develop a philosophical outlook towards educational problems.
3. To help the student to understand the contribution of the important philosophical school to the theory and practice of education.
4. To help the student to understand the contribution of the great thinkers to the theory and practice of education.
5. To enable the students to analyze and evaluate the fundamental postulates of the Indian Schools of philosophy and their implications for Education.

## COURSE OUTLINE

Unit I: Basics of Education

- I. Meaning and nature of Education.
- II. Modes of Education-Formal, non-formal, open and MOOCS.
- III. Aims of Education.

Unit II: Philosophy and Education

- I. Meaning and scope of philosophy.
- II. Functions of Philosophy.
- III. Relationship between education and philosophy.
- IV. Significance of Philosophy of Education.

Unit III: Western schools of philosophy

- I. Naturalism
- II. Idealism
- III. Pragmatism
- IV. Existentialism

Their educational implications for aims content, methods of teaching and role of a teacher and concept of discipline.

Unit IV: Educational Thinkers

- I. M.K Gandhi
- II. Allama Iqbal
- III. John Dewey
- IV. J.J Rousseau

A detailed discussion on their contribution to educational thought and practice.

Unit V: Humanistic Ideals in Indian education:

- I. Abul Kalam Azad
- II. Zakir Hussain
- III. Aurobindo Ghosh
- IV. K.G. Sayidin
- V. Swami Dayananda

A detailed discussion on their contribution to educational thought and practice.

### **CORE READINGS:**

- Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart & Winston. 1971.
- Broudy, H.S (1977) Building a Philosophy of Education, New York: Kringer.
- Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
- Brubacher, John S. (1969) Modern Philosophies of Education, New Delhi: Tata McGraw Hill.
- Brubacher, R. S. Modern Philosophies of Education, Chicago, University Press. 1955.
- Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
- Cohen, B. Means and Ends in Education, London, George Allen & Unwin. 1983.
- Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell Publishing, 2003.
- Curtis, S.J. Introduction to Philosophy of Education, London, London University, Tutorial Press. 1968
- Dewey, J. Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press, 1966
- Durpis, A.M. (1972) Philosophy of Education in Historical Perspective, New Delhi: Thomson Press.
- Fitzgibbon, R. E. Making Educational Decision: An introduction to Philosophy of Education, New York, Harcourt Brace Jovanovich, 1981
- Heyting, Frieda (Edited) Methods in Philosophy of Education, London, Routledge, 2001.
- Hiriyana, M (1995) the Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
- Kneller, G. F. Introduction to Philosophy of Education, New York, John Witty & Sons, 1971.
- Lawton, D. Class Culture and Curriculum, London, Rutledge & Regan Paul, 1975.
- Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill, 2001.
- McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
- Moon, Bob (Edited) International Companion to Education, London, Rutledge, 2000.
- Butler. J. D, Four philosophies. Harper & Row (1968)

### **SUGGESTED READINGS**

- Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
- Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
- Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
- Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
- Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak

- Mandir. 1996.
- Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.
  - Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square: University of London.
  - Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
  - Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

Core Paper BTE-C 102

**EDUCATION IN INDIAN SOCIO-ECONOMIC CONTEXT**

**Unit I: Nature of Indian Society**

- Indian Social Structure: concept and meaning.
- The cast system; The Class system; The Family; Religion; Pluralism (Inter-relationship among the structures)
- σ Racial Problem; Problem of maintaining secular status of the country; upholding Democratic principles; linguistic diversities. Gender Disparity.
- σ Role of Education for eradication of Social Diversities.

**Unit II: Aspirations of Indian Society**

- σ Major Areas of Aspirations: Social Order, Social Justice and Universalism.
- σ Concept Meaning of Nationalism, Socialism, Secularism, and Democracy.
- σ Education for the Development of Nationalism, Socialism, Secularism and Democracy.

**Unit III: Indian Society and Education**

- σ Education as a sub-system of Indian Society.
- σ Education and relationship with Indian Social Structure.
- σ Social Demand for Education.
- σ School as a Social Unit: Democracy in School life;
- σ The Social Climate of the School/role of the teacher

**Unit IV: School and Society**

- σ Place of School in a Democratic Social System;
- σ School as a Model Society; Functions of School in Society; Mutual relationship between School and Society; Duties of School towards Society.
- σ Types of School: Government Schools; Government-aided Schools; Un-aided/Private/Recognised Schools; Minority Schools.
- σ School as a Change Agent.

**Unit-V: Education and National Development:**

- σ National development-meaning, scope and different viewpoints.
- σ Indicators of national development-Education Commission 1964-66, Planning Commission, World Bank, NPE-1986.
- σ Education as a development indicator, and enhancer of development indicators.
- σ Role of Education in ensuring sustainable development: Brundt and Commission 1987 and UNESCO.
- σ A review of the initiatives for Educational development in India over decades.
- σ The perspective of education for national development in the NCF-2005.

Core Paper BTE-C

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**PSYCHOLOGY of DEVELOPMENT AND LEARNING**

**COURSE  
OBJECTIVES**

1. To develop appreciation and understanding about the Concepts of Psychology and Educational Psychology and implications of human diversity for organizing educational programmes.
2. To develop understanding about different aspects of human development from infancy to adolescence.
3. To develop understanding about Behaviouristic and Neo-behaviouristic Approaches to learning.

**Unit I**

**Theories of Development and their Implications for Education**

- σ Cognitive Constructivism (J. Piaget)
- σ Moral Development (Kohlberg)
- σ Psycho-Social Development (Erick Erickson)
- σ Social Constructivism (Vygotsky)

**Unit II**

**Understanding Learner as Child and Adolescent**

- σ Physical, Social, Emotional & Cognitive development patterns.
- σ Developmental characteristics of a child and an adolescent: Physical, Cognitive, Social, Emotional, Moral and language; their interrelationships.
- σ Problems of children and Adolescents.
- σ Needs, aspiration, attitudes & Self-concept of children and adolescents.
- σ Guidance & Counselling for adolescents.

**Unit III Learning I**

- σ Concept of Learning & its Nature
- σ Factors influencing learning
  - a) Biological and hereditary factors influencing learning.
  - b) Factors related to the subject matter, content and learning material.
  - c) Factors related to the method of learning.
  - d) Remembering and Forgetting: Concept of Implications.
  - e) Transfer of learning.
  - f) Factors influencing scholastic learning : Attention, Motivation and Readiness.
  - g) Role of the teacher and School in addressing various factors influencing learning.

**Unit-IV:****Learning II: Theories of Learning:**

- σ S-R Theory of Learning (Thorndike).
- σ Classical Conditioning (Pavlov).
- σ Operant Conditioning (Skinner).
- σ Gestalt Theory of Learning (Kohler).
- σ Social Learning Theory (Bandura). Their Educational implications.

**Unit V****Personality and Intelligence.**

- σ Concept and meaning of Personality
- σ Determinants of Personality- Biological, Social and Environmental
- σ Theories of Personality- Trait Theory (Allport, Cattell), Self Theory( Carl Rogers)
- σ Concept and Meaning of intelligence.
- σ Measurement of Intelligence and Concept of I.Q.
- σ Theories of intelligence- Multiple factor theory(Thurstone), Structure of intellect(Guilford), and theory of multiple intelligence ( Gardener)

**CORE READINGS**

- Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
- Benjamin B. Wolman Contemporary Theories and Systems in Psychology. Freeman Book Company, 1979.
- Bhatnagar, Suresh & Saxena, A. Advanced Educational Psychology, Surya Publications, Meerut, 2001.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
- Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001.
- Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.
- Gates, et al. Educational Psychology. The MacMillan Company, New York, 1942.
- Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974.
- Mayer, R.E, Educational Psychology; A cognitive Approach, Little Brownan and Co., Boston
- Kakkar, S.B. Educational Psychology, Prentice-Hall of India, 1993.
- Kulshreshtha, S.P. Educational Psychology, R. Lal Book Depot, Meerut, 1997.
- Robert A. Baron. Psychology, Allyn and Bacon, London, 1992.
- Garrison, K.C., Psychology of Adolescence, USA: Prentice Hall.
- Daniel Goleman (1995) Emotional Intelligence Bloomsbury Publishing
- Daniel Goleman (2007) Social Intelligence : The New Science of Human Relationships Random House
- Awdhesh Singh (2013) Practising Spiritual Intelligence : For Innovation, Leadership and Happiness Wisdom Tree
- Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education.
- Hilgard: Theories of learning
- Lindzay Hall, Theories of learning

Elective Paper BTE-E 104  
ELEMENTARY EDUCATION

COURSE OBJECTIVES:

1. To understand the context of elementary education
2. To understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
3. To develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
4. To gain insight into the need and objectives of elementary education,
5. To gain insight into the existing pre-service teacher education programmes and their organisational aspects
6. To develop understanding of the needs, importance and existing practices of in service education of teachers and functionaries associated with elementary education
7. To develop understanding of status of elementary teachers, the problems and issues related to their professional growth

Unit I

Elementary Education in India

- Concept of Elementary Education
- Objectives of Elementary Education (UEE)
- District Primary Education Programme (DPEP)
- Universalization of Elementary Education (UEE)
- Sarva Shiksha Abhiyan (SSA) 2002
- Right to Education Act (RTE) 2009
- J&K State Education Act 2002

Unit II Pedagogy and the process of learning at elementary level

- Child centred learning
- Play way Method
- Storytelling and Role playing
- Activity-based Learning
- Project based Learning
- ICT-based teaching-learning approach

Unit III

Contemporary issues and concerns in elementary Education

- Access, Equity, Dropout, Wastage and Stagnation
- Child Labour
- Medium of Instruction issue

- Mid –Day meal
- Special Training programme for out of school children
- Elementary School curriculum with reference to NCF-2005

#### Unit IV:

##### School effectiveness and school standards

##### School effectiveness and its measurement

- Understanding and developing standards in education
- Classroom Management and the Teacher
- Lesson plans, preparation for transaction and inclusive education
- Communication in the classroom and multiple learning levels in the classroom

##### Administration of Elementary Education

- Scope and characteristics of successful elementary school administration.
- Principles of Democratic School Administration.
- NCERT, SCERT/SIE/DIET
- Funding and Financing of Elementary Education.

#### CORE READINGS

- MHRD (2001): Convention on the Right of the child. New Delhi
  - UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
  - Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
  - NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
  - NCERT. (1998) National Curriculum for Elementary and Secondary Education - A Framework, NCERT, New Delhi.
  - NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi: NCERT
  - Naik, J (1975) Quality, Quantity and Equality An Elusive dream in Elementary Education. New Delhi: Allied Publishers.
  - UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
  - Thamarasseri, Ismail (2008) Early childhood and Elementary Education, New Delhi: Kanishka Publishers
  - Thamarasseri, Ismail (2012) Trends and Developments in Social science Education, New Delhi: Kanishka Publishers
  - Thamarasseri, Ismail (2012) Teaching of Social science for the 21st century, New Delhi: Kanishka Publishers
- Joshi. D. (2011) Methodology of Teaching Social Science, New Delhi: Pearson
- Nurullah. S., Naik J.P. and Oad L.K (Eds.) 1970 A Student History of Education in India, Bombay: MacMillan and Co.

#### SUGGESTED READINGS

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on



- Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
  - Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
  - Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
  - Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
  - Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
  - Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
  - National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
  - Rao, V.K. (2007): Universalisation of Elementary Education. Indian Publishers, New Delhi.
  - Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
  - Sharma, R.N (2002): Indian Education at the cross road. Shubhi Publications.
  - Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
  - Baur, G.R& others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
  - Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally& Co., Chicago.
  - In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
  - Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
  - Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart &Winsten, N. York.
  - The Study of Primary Education – A Source Book, Volume I & II, 1984 Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
  - Dunkin, M.J. (Ed.) (1987): The International Encyclopaedia of Teacher and Training Education, Pergamon Press, N.Y.
  - Jangira, N.K. &Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT: New Delhi.
  - Kauchak, D.P. &Eggen, P.D. (1998): Learning and Teaching. Allen & Bacon. Sydney.
  - Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
  - MHRD (1986) Towards a Human and Enlightened Society – Review of NPE, New Delhi: MHRD
  - MHRD (1966): Report of the Education Commission, New Delhi: MHRD
  - NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi: MHRD
  - NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi: NCERT
  - NCERT (2005): National Curriculum Framework, New Delhi: NCERT
  - NCTE (2004): Teacher Education Curriculum, New Delhi: NCTE
  - NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi: NCTE
  - Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, New Delhi: NCERT
  - Wragg, E.C. (1984): Classroom Teaching Skills, London: Croom Helm.

**BTE-C-105 Soft Skill**  
**ICT Skill Development**  
**COURSE OBJECTIVES**

**On completions of the course, the student will be able to:**

- Describe a computer system;
- Basic structure of a computer;
- Basic Know how of Computer Networking
- Open the windows operating system;
- Emerging Trends in Information Technology
- Appreciate the use of the MS-Word ,MS-PowerPoint in education;
- Woking with internet, Creating Email.
- Introduction to computer Network

**COURSE CONTENT**

**Unit I**

**Computer Fundamentals**

- What is computer;
- Basic Anatomy of Computer;
- Generations of computer ;
- Characteristics of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence;
- Classification of Computers;
- Central Processing Unit (C.P.U) Concept of Hardware and software, Operating System, Types of operating System.
- Viruses.

**Unit II**

**Input / Output Devices/storage Devices**

- Input Devices – Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner;
- Output Devices – VDU, Printers, laser, Inkjet, Dot-matrix Plotter Multimedia Projector;
- Data storage devices – Memory–ROM, RAM, Hard disk, Compact disk, Optical disk,

**Unit III Computer Communication**

- Introduction to Computer Network, web Server, ISP, Router, Bridge Switch, Gateway.
- Computer Network: Types of Computer Network LAN, MAN, WAN.
- Network Topology: Types of Network Topologies Ring, Star, Bus, Mesh.
- Internet Concepts: Internet, Web Browser, Electronic Mail, Creating email account, sending messages, attaching a document.

**Unit IV Emerging Trends in Information Technology:**

- Role of ICT in Education system, information Technology Acts, IT Applications.
- MOOCs, e-examination , Online Libraries;
- E-Learning, Simulation ,Smart Class Room
- Plagiarism, Geographic Information system (GIS).

### **Unit-V Application Software**

Word Processing :; Editing, Formatting Text, Viewing Documents; Formatting Documents – Line spacing, Paragraph spacing, Setting Tab, Indenting Text, Aligning Text; Inserting a Tables; Proofing a Documents – Spell-check, automatic Spell check, Auto Text, Auto Correct PowerPoint: Exploring Creating and Editing slides, checking spelling and correcting; Drawing, objects and pictures Animation; Slide Show.

Suggested Readings:

- 1.V. Rajaraman, Computer Fundamentals, PHI.
- 2.Leon and Leon, Fundamentals of IT, Leon Tec World.
- 3.P. K Sinha, Computer Fundamentals, BPB Publications.
- 4.Ron Mansfield, Working in Microsoft Office, Tata McGraw Hill.
- 5.Alexis Lean and Mathews Leon, Fundamentals of Information Technology.

### **Teaching of English**

#### **COURSE CONTENT**

##### **Unit I : Position of English Teaching**

- The Charter of 1813, Problem of language study, 3-language formula.
- The Position & role of English in India.
- The Objectives of teaching English as a 2nd language at Secondary level.
- Problems in effective teaching of English as a 2nd language.
- Principles of teaching English – Psychological, linguistic & Pedagogical.

##### **Unit II : Methods**

- Grammar – translation method.
- Structural – Situational method.
- Communicative method.
- Direct method.
- Bilingual approach
- Eclectic approach

##### **Unit III : Reading & Writing**

- Meaning and Importance of Reading
- Loud/Silent; intensive/extensive reading.
- Skimming/Scanning; Reading defects and their cure.
- Qualities of good handwriting;

- Defects in writing skills and their improvement
- Describing persons, places, objects and events.
- Summarizing and elaborating.

#### **Unit IV : Teaching of Prose & Poetry & Evaluation**

- Teaching Prose & Lesson planning
- Teaching Poetry & lesson planning
- Concept & Meaning of Evaluation
- Criteria of a good language test
- Error analysis & remedial teaching
- Type of language tests.

#### **Unit V: Content**

- Determiners, auxiliaries & Models.
- Phrasal Verbs, Adverbs, Prepositions & Connectors
- Tenses & Clauses.
- Active & Passive Voice
- Direct – indirect speech
  - Punctuation
- Rhyme & Rhythm
- Simile & Metaphor
- Alliteration & Pun

#### **Core Readings**

- R Quirk and S Greenbaum (Longman): A University Grammar of English
- A.J. Thomson and A V Martinet : A Practical English Grammar (O.U.P.)
- Raymond Murphy : Intermediate English Grammar (C.U.P.)
- Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS?OUP)
- Françoise Grellet: Developing Reading Skills (C.U.P.) Françoise Grellet
- Micheal Mc-Carthy, Felicity )'Dell : English Vocabulary in Use (C.U.P.)
- F.L. Billows : The Techniques of Language Teaching (Longman)
- Wilga Rivers : Teaching Foreign Language Skills (University of Chicago Press);
- John Haycraft : Introduction to English Language Teaching (Longman)
- Donn Bryne : Teaching Writing skills (Longman)
- W.R. Lee : Language Teaching Games and Contests (O.U.P.)
- John Haycraft : Visual Materials for the Language Teacher (Longman)

#### **Suggested Readings:**

- H.G. Widdowson : Teaching writing as Communication (O.U.P.)
- A C Gimson : In introduction to the Pronunciation of English (Edward Arnold)
- J.D. O'Connor : Better English Pronunciation (C.U.P.)
- C J Brumfit : Problems and Principles in English teaching (Pergamon)
- C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);
- Jane Willis : Teaching English through English ( A Course in Class Language and Techniques) (ELBS)
- Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
- A.S. Hornby : The Oxford advanced Learner's Dictionary of Current English (O.U.P.).

BTE-C- School Subject-IB

## **Teaching of Urdu**

### **COURSE CONTENT**

#### **Unit I: Position of Urdu Teaching**

- Origin and development of Urdu language.
- Objectives of teaching Urdu at elementary & secondary levels.
- The quality of a good Urdu teacher.
- Problems of Urdu teaching.

#### **Unit II: Methods**

- Translation method
- Direct method
- Play way method
- Structural approach
- Communication approach
- Bi lingual method.

#### **Unit III: Reading & Writing**

- Importance, concept & meaning
- Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects and their cure.
- Elementary knowledge of Urdu scripts \_\_\_\_\_ khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast.
- Teaching of alphabets borrower from Arabic/Persian & Hindi their shapes & no new clutive.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Essay writing

#### **Unit IV Teaching of Prose and Poetry**

- Teaching of Prose and Lesson planning
- Teaching of poetry and lesson planning
- concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching
- Type of language Tests.

#### **Unit V: Content**

- A brief history of literature Aligarh movement, programe movement.
- Main school-Dabistans of Lucknow, Delhi.
- Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).
- Standard sounds of Urdu, Vowels, consonants, Haroor-e-shamsi&Qamari, stress & information, improvement in pronunciation.

School Subject-IC  
**Teaching of Hindi**

**COURSE CONTENT**

**Unit I: Position of Hindi Teaching**

- Origin and development of Hindi language.
- Objectives of teaching Hindi at elementary & secondary levels.
- Role of Hindi as a link language in India.
- Problems of Hindi Teaching.

**Unit II: Methods**

- Translation method
- Play way method
- Direct method
- Structural approach

**Unit III: Reading & Writing**

- Concept, Meaning and Importance of Reading
- Types of reading silent/loud, extensive & intensive,
- Reading defects and their cure.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Summarizing and elaborating
- Essay writing/Letter writing

**Unit IV: Teaching of Prose and Poetry**

- Teaching of Prose and Lesson planning Prose
- Teaching of Poetry and lesson planning Poetry
- Concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching

**Unit V: Content**

- Standard sounds of Hindi, Vowels, consonants and correct pronunciation in Hindi.
- Definition & Kinds of Nouns & Adjectives.
- A detailed description of the life & works contribution of Kabir & Tulsi
- Study of the following:  
Kabir's Dohe (7th & 9th Grade Texts) Mekadevi's Murjaya Phool (7th Grade Text) Giloo (Story) – (8th Grade Textbook) Nilakant-(10th Grade Text)

**Semester II**  
**B.Ed. Two year**

Core Paper BTE-C 201

**EDUCATIONAL MEASUREMENT, ASSESSMENT And EVALUATION**

**Unit I**

**Measurement, Assessment and Evaluation**

- σ Concept, Need & Importance of assessment, measurement and evaluation.
- σ Distinction among Measurement, Assessment, Examination and Evaluation,.
- σ Purpose of Evaluation :
  - a) Diagnostic;
  - b) Prognostic;
  - c) Placement.

**Unit II**

**Approaches to Evaluation**

- σ Formative Evaluation
- σ Summative evaluation
- σ Distinction between Formative & Summative Evaluation.
- σ External & Internal Evaluation
- σ Norm-reference & Criterion – Referenced Evaluation
- σ Difference between Teacher Made Tests & Standardised Tests.

**Unit III Evaluation Tools**

- σ Essay Types, Short Answer Types, Very Short Answer Types & Objectives Type Tests, Matching, MCQs– their nature, merits and demerits.
- σ Criteria of an Effective Tool:
  - a) Validity
  - b) Reliability
  - c) Objectivity
  - d) Usability
- σ Concept and meaning of teacher made test
- σ Difference between teacher made test and standardized test.

**Unit IV**

**Techniques of Evaluation**

- σ Self Reporting Techniques & Peer rating Techniques
- σ Interviews-Nature, types, merits and demerits
- σ Observation Techniques- Nature, types, merits and demerits
- σ Projective Techniques;
- σ Open Book Examination;
- σ e-examination and online examination;
- σ Grading System

**Unit-V: Examination Reforms:**

- σ University Education Commission (1948)
- σ Secondary Education Commission(1952-53)
- σ The Education Commission (1964-66)
  - NPE 1986/1992
- σ Committee on the Indian Examination reform (1958)
- σ Committee on examination Reform (1969)

Core Paper BTE-C 202**CONTEMPORARY ISSUES AND CONCERNS IN SECONDARY EDUCATION****COURSE OBJECTIVES**

- The student teacher will be able to
- Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it
- Examine the issues and concerns related to universalisation of secondary education
- Analyse the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in schooling
- Realize the importance of Right to Education and the provisions made for realizing it.
- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
- Understand the need and importance of education for peace and the national and international efforts towards it.
- Examine the issues and concerns related to global and local environmental crisis
- Explores the strategies for sensitizing the learners towards environmental conservation
- Understand the Action measures taken for Environmental Conservation and its sustainability at the international level.
- Explore the school curriculum for integrating environmental concerns.

**Unit I****Universalisation of Secondary Education**

- σ Constitutional provisions.
- σ Policies and programmes for realizing the constitutional obligations.
- σ Right to Education and its implications for universalisation of secondary education (USE).
- σ Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of USE
- σ USE: Issues and Concerns
- σ Strategies for realization of targets



## **Unit II**

### **Problems and Concerns of Secondary Education in India**

- σ Drop out, Wastage and Stagnation at secondary level
- σ Education of Girls,
- σ Enrolment and Retention
- σ Medium of Instruction
- σ Education of Minorities & OBC
- σ Adolescence Issues and Concerns
- σ Issues related to Vocationalization and skill development.
- σ Career Guidance

## **Unit III**

### **Issues and trends in Secondary Education**

- σ Citizenship education at Secondary level
- σ Human rights and Peace education
- σ Legal Literacy at Secondary level
- σ Values and Character development
- σ Environmental awareness;
- σ Sustainable Development

## **Unit IV**

### **Programmes and policies**

- σ Secondary Education Commission Report 1952
- σ Indian Education commission 1964-66
- σ National Policy of Education (NPE) 1986
- σ Programme of Action (POA) 1992
- σ Yashpal Committee Report 1993
  - NCF 2005
- σ Rashtriya Madhyamic Shiksha Abhiyan (RMSA) 2012
- σ Role of NCERT and SCERT/SIE in secondary education

## **Unit V:**

### **Equality and Quality concerns in Education at Secondary level**

- σ Meaning of Equality of educational opportunities, Provisions and Outcomes.
- σ Constitutional provisions for ensuring equity.
- σ Meaning of quality education-indicators of quality related to learning environment, student outcomes.
- σ Enhancement of quality in Secondary schools.

## **Core Readings**

- Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Mohanty, J., (1986). School Education in Emerging Society, sterling

- Publishers.MacMillan, New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
  - Ozial, A.O. ‘Hand Book of School Administration and Management’, London, Macmillan.
  - Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
  - Ministry of Education. ‘Education Commission “Kothari Commission”. 1964-1966.
  - Education and National Development. Ministry of Education, Government of India 1966.
  - National Policy on Education. 1986. Ministry of HRD, Department of Education, New Delhi.
  - Seventh All India School Education Survey, NCERT: New Delhi. 2002
  - UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
  - UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

### **Suggested Readings**

- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- UNESCO’s report on Education for sustainable development.
- Ministry of Law and Justice (2009) Right to Education. Govt of India
- Govt of India (1992) Report of Core group on value orientation to education, Planning commission
- Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing corporation, New Delhi

Core Paper BTE-C 203**TEACHING: APPROACHES AND STRATEGIES****Unit I: Understanding****Teaching**

- σ Concept, scope, functions & maxims of Teaching.
- σ Teaching as a planned activity.
- σ Proficiency in teaching: awareness, skills, competencies and commitment.
- σ Role and functions of teacher.

**Unit II: Pre-active Phase of Teaching**

- σ Visualizing;
- σ Decision-making on instructional approaches and strategies;
- σ Preparing for instruction;
- σ Preparation of a Plan: Unit Plan and Lesson Plan (Harbatian, Glovarian& RCM Approaches)

**Unit III: Interactive Phase of Teaching & its implications-I**

- σ Facilitating and managing learning;
- σ Expository Strategy as approach to teaching for understanding;
- σ The Advance Organizer Model;
- σ Inquiry Strategy as approach to teaching: Concept Attainment model.
- σ Learning/Project Based Learning;
- σ Instructional Skills: Discourse and Demonstration, Feedback and Reinforcement.

**Unit IV: Interactive Phase- II**

- σ Approaches to learning
- σ Approaches to organizing learning
- a) Individual Instruction
- b) Programmed Instruction
- c) Learning Activity Packages.
- σ Approaches to Small group and Whole group instruction
- a) Role Play and dramatization.
- b) Simulation

**Unit-V: Post-active Phase of Teaching& its implications**

- σ Evaluation of pupil learning.
- σ Teacher effectiveness.
- σ Reflection and appraisal for professional development in teaching:
- a) Self-reflection,
- b) Observation and feedback by peers,
- c) Analysis of teaching using media,
- d) Appraisal by students
- σ Understanding teacher as a professional.

**BTE-C-204**

**Health Education**

**Unit I:**

**Concept**

- σ Meaning and definition of Health
- σ Meaning and definition of Health Education
- σ Objectives of Health Education
- σ Importance and Significance of Health Education.

**Unit II: Concept**

- σ Human body (General description)
- σ Systems of Human Body- Digestive, Circulatory, Respiratory
- σ Nervous System, Excretory system, Reproductive System

**Unit III: School Health Programme**

- σ Objectives
- σ Importance
- σ Organization
- σ Healthful School Living – First Aid Awareness, importance of Games and exercises.
- σ Role of Teacher in school Programme.

**Unit IV: Personal Hygiene and Common diseases**

- σ Cleanliness
- σ Rest and Relaxation
- σ Sleep and Fatigue
- σ Common Infectious diseases-Influenza, common cold, measles, chicken Pox, typhoid, Mumps, malaria, T.B., Rabies, Scabies, ringworm, Dysentery, Cholera, Viral, hepatitis

**Unit V: Food and Nutrition**

- σ Need and Importance of Nutritious diet
- σ Classification of foods according to their functions
- σ Constituent of food
- σ Balanced /nitration diet
- σ Calorific value of food
- σ Malnutrition and its causes
- σ Prevention and Remedial Measures

**Practicum (10 Marks)**

1. Visit to 2 Anganwadi centres/Meeting with CDPO concerned
2. Visit to 2 Medical centres/Meeting with BMO concerned
3. Report on status of Games/Exercise in the schools in the schools of the concerned zone

Core Paper BTE-C  
205

**Language Proficiency**

**COURSE**

**OBJECTIVES**

Upon completion of this course, the student teacher will:

- σ Improve his/her proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’ in the language of instruction.
- σ Develop an interest in reading
- σ Improve his/her ability to understand instruction

**Unit I**

**Engaging with narrative and descriptive accounts**

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

**Suggested Activities**

- σ Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- σ Re-telling the account - in one’s own words/from different points of view (taking turns in a smaller group)
- σ Narrating/describing a related account from one’s life experience (in front of a smaller group)
- σ Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- σ Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

**Unit II**

**Engaging with popular subject-based expository writing**

- σ The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)
- σ For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

**Suggested Activities**

- σ Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- σ Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
- σ Explaining the gist of the text/topic to others (in the larger subject group)
- σ Attending to writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing)
- σ Writing a review or a summary of the text, with comments and opinions (individual task)

### **Unit III**

#### **Unit 5: Engaging with educational writing**

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

#### **Suggested activities**

- σ Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- σ Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- σ Discussion of the theme, sharing responses and points of view (small group discussion)
- σ Writing a response paper (individually or in pairs)
- σ Presentations of selected papers, questions and answers (large group)

### **Unit IV**

#### **Engaging with subject-related reference books**

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

#### **Sequence of Activities**

- σ Selecting the topic for research and articulating some guiding questions
- σ Searching and locating relevant reference books (could be from a school library or the Institute library)
- σ Scanning, skimming and extracting relevant information from the books by making notes
- σ Collating notes and organizing information under various sub-headings
- σ Planning a presentation – with display and oral components
- σ Making presentations to whole subject group, fielding questions

**School Subject 2 (Science)****BTE-E- School Subject-IIA Teaching of Bio-Science  
COURSE CONTENT****Unit I**

- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & land mark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Bio-Science in school curriculum
- Objectives, of teaching Bio-Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

**Unit II : Planning for teaching Bio-Science**

- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
- Maintenance of Aquarium.

**Unit III : Methods of Teaching**

- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

**Unit IV: Content (Botany)**

- Life Processes in Plants.
- Nutrition: Type of nutrition: Autotrophic: Heterotrophic.
- Photosynthesis: Process and mechanism, Transport of material Diffusion, Osmosis and Plasmolysis. Absorption of water, process of Transpiration. Mechanism of stomatal opening and closing.
- Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
- Growth regulators: Auxins, Gibberelins, abscisic acid.
- Biosphere: Meaning and definition, components of Biosphere.
- Ecosystem: Bio/geo chemical cycles.
- Natural resources, renewable and non renewable resources.

**Unit V : Content (Zoology)**

- Life Process in animals
- Nutrition: Feeding mechanism, Digestion and absorption of food
- Respiration in animals and man
- Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
- Excretion; Structure and functions of kidney. Urine formation.
- Nervous system: Structure of Brain; structure and function of Endocrine system.
- Cell structure, cell organelles, cell division (Mitosis & Meiosis): Ecosystem and Biosphere.

BTE-E- School Subject-IIB

**Teaching of Physical Science****COURSE CONTENT****Unit I**

- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & land mark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Physical Science in school curriculum
- Objectives, of teaching Physical Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

**Unit II****Planning for teaching Physical Science**

- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised appoints.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

**Unit III****Methods of Teaching**

- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

**Unit IV : Content (Physics)**

- Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force- magnitude and direction.
- Heat as energy, temperature, transfer of heat thermal expansion & change of state.
- Newton's Law, qualitative concept of relativity, universal law of gravitation, Kepler's.
- Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period,



expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.

- Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception of colour, colour blindness, composition of white light, wavelength and colour of light.

#### **Unit V: Content (Chemistry)**

- Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- Endothermic and exothermic reactions by performing the activities of dissolution of any  $\text{NH}_4\text{Cl}$  in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of  $\text{NaOH}$  in water,  $\text{H}_2\text{SO}_4$  in water and neutralization reaction (exothermic) of aq.  $\text{NaOH}$  by aq.  $\text{HCl}$ . Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
- Elementary idea of Electro chemical cell and dry cell
- Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.

#### **BTE-E-208**

#### **Teaching of Home-Science**

#### **Objectives:**

1. Understand the nature and importance of home science and its correlation with other subjects.
2. Understand aims and objectives of the subject.
3. Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
4. Realize the essential unity between laboratory work and theoretical background of the subject.
5. Utilize effectively the instructional material in teaching home science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

#### **Unit-I: Nature of Home Science**

- σ Nature and meaning of home science.
- σ Values and Importance of Home Science for students of Higher Secondary Stages.
- σ Scope and Expansion of Home Science
- σ Correlation of Home Science with other subjects
- σ Home Science teaching in the content of family and group

### **Unit-II: Methods and Techniques of teaching Home Science**

- σ Aims and objectives of Home science teaching (Bloom's approach to specify the outcomes)
- σ Approaches and Methods of teaching Home Science.
- σ Problem Solving Method
- σ Experimental Method
- σ Project Method
- σ Lecture cum demonstration
- σ Question-answer technique
- σ Discussion-group work and assignments
- σ Field-trip/Educational tour, Home Science Committee, fair and exhibition.

### **Unit-III: Teaching-Learning resources and planning of Home Science**

- σ Meaning, concept, need and preparation of lesson plan, unit plan and annual plan.
- σ Significance of oral data, types of Primary and Secondary resources: data from field, textual material, Journals, magazines, newspaper.
- σ Teaching Aids- Meaning, importance and types of teaching Aids, Home Science laboratory (its need, organization, and equipment).
- σ Qualities of a good Home-Science teacher.

### **Unit-IV: Assessment and evaluation**

- σ Meaning, Concept and Construction of Achievement test, diagnostic test and remedial test.
- σ Blue print- Meaning, concept, need and construction.
- σ Socio metric- Meaning, concept, need and its use.
- σ Open-book tests: Strengths and Limitations.
- σ Continuous and Comprehensive Evaluation (CCE) in Social Sciences.
- σ Characteristics of Assessment in Social science- types of questions best suited for examining assessing/aspect of social sciences; Questions for testing quantitative skills, Questions for testing qualitative skill, open-ended questions.

### **Unit-V: Content**

- σ Curriculum in Home Science for school instruction
- σ Food and Nutrition- Relationship between food, nutrition and health, balanced diet and food groups, selection and storage of foods and preservation of food, principles and reasons of cooking food, diet chart for various age groups.
- σ Child-Care and development-growth and development, physical, social, cohesive, emotional development among child and adolescence, Problems among adolescence, Use of first-aid kit, good health, various diseases, their symptoms and treatment.
- σ Textile and Clothing-Types of fabric, yarn making and fabric construction, fabric finishing (specially dyeing and printing). Construction of clothing etc.  
Home management- management of time, energy, home decoration, floor decoration

BTE-E- School Subject-IIC

## Teaching of Mathematics

### COURSE OBJECTIVES

- Understanding of the characteristics of Mathematical language and its role in Science
- Understanding of the nature of axiomatic method and mathematical proof
- Knowledge about aims and general objectives of teaching secondary school mathematics
- Ability to state specific objectives in behavioural terms with reference to concepts and generalizations
- Ability to teach different kinds of mathematical knowledge consistent with the logic of the subject
- Ability to evaluate learning of concepts and generalization
- Ability to identify difficulties in learning concepts and generalization and provide suitable remedial instruction
- Understanding of mathematical proof in the context of secondary school mathematics
- Understanding of nature, importance and strategies of problem-solving
- Ability to teach proof of theorem and solution of problem to develop relevant skills
- Ability to evaluate understanding of proof of a theorem and problem-solving skills.
- Understand the characteristics of and strategies for teaching exceptional children in mathematics
- Prepare and evaluate instructional materials in mathematics

### Unit I: Mathematics – Historical Background

- σ Nature & Meaning of mathematics
- σ History of Mathematics
- σ Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujan.
- σ Contribution of Euclid, Pythagoras, Rene-Descarte.

### Unit II: Methodology

- σ Inductive & Deductive
- σ Analytical & Synthetic
- σ Heuristic, project and laboratory
- σ Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

### Unit III: Instruction in Mathematics

- σ Meaning and importance of a lesson plan
- σ Performa of a lesson plan and its rationality
- σ Meaning and purpose of a unit-and-unit plan and an yearly plan
- σ Developing low cost improvised teaching aids relevant to local ethos
- σ Maintaining and using blackboard, models, charts, TV, films and video tapes and C.D ROMs.

**Unit IV: Content –I**

- σ Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
- σ Linear Equation of one and two variables
- σ Rational Expression & Quadratic equation
- σ Ratio & Proportion and Factors

**Unit – V: Content – II**

- σ Circle & Geometrical Constructions
- σ Statistics: Mean, Median, Mortality table, cost of living index and price index.
- σ Sets & surds.

**Core Readings**

- Cooney, Thomas J. And Others (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
- Driscoll ,M., Egan, M., Nikula, J., &DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
- Driscoll,M.(1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning, NY: Macmillan Publishing.
- Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.
- Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.
- Marshall, S.P. (1995) Schemes in Problem-solving. NY: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.

**Suggested Readings**

- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
- Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Research and its Applications, NY: Continuum. 32
- Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An International Perspective, Psychology Press.
- Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.
- Polya, George (1957) How to solve it, Princeton, NJ: Princeton University Press.
- NCERT and State textbooks in Mathematics for Class VIII to X

**Periodicals/Journals**

- Educational Studies in Mathematics
- International Journal of Science and Mathematics Education
- Journal of Research in Mathematics

- Journal of Mathematics Teacher Education
- Mathematics Education Research Journal
- Mathematics Teaching
- Research in Mathematics Education
- School Science and Mathematics
- Teaching Children Mathematics

BTE-C- School Subject-II D  
**School Subject (Social Science)**  
**Teaching of History & Civics**

**Unit I: Nature and Scope of Social Sciences**

- Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.
- Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.
- Study of Regional History and place of Regional History in teaching.
- Instructional objectives of teaching History at secondary level.

**Unit II: Curriculum in History and Civics**

- Place of History and Civics in secondary school curriculum
- Approaches to curriculum organization: chronological concentric, topical correlation, curriculum design.
- Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

**Unit III: Methodology & Teaching Aids**

- Source method
- Project method
- Dalton plan
- Narration method (Story – telling)
- Role – play method
- Selecting and using teaching aids : Chalkboard, objects and specimens, Histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio visual aids, projected aids: slide projectors, film projector, overhead projector, epidiastope.

**Unit IV : Content I**

- The First World War: Causes and Consequences
- The world between two Wars: Fascism in Italy and Germany
- Emergence of USA, Soviet Union and Japan
- Nationalist Movement in Asia and Africa
- The Second World War and its consequences: setting up of U.N.O., Emergence of Independent nations.

- The Cold War and Military Blocks, Chinese Revolution, Non Alignment movement.
- India's struggle for independence: From the revolt of 1857 to Partition. Post independence developments.

### **Unit V: Content -II**

- The land and people, Art and Architecture
- Indian Constitution : Fundamental Rights and Duties
- Government at the State and Central level.
- Awanti Verma & Lalita Datta
- Sultan Zain-ul-Abideen Budshah & Youssuf Shahi- Chak
- Habba Khatoon & Lala Ded.

### **Core Readings**

- Gunning D: The Teaching of History
- Aggarwal, J.C : Teaching of History
- Kochhar, S.K. : Teaching of History
- Chaudhary, K.P. : Effective Teaching of History in India
- Johnson, H. : Teaching of History in Elementary and Secondary Schools
- Teaching of History in Secondary School : NCERT, New Delhi
- The curriculum for the ten year school : NCERT, New Delhi
- Handbook of History Teachers: NCERT, New Delhi
- Harlikar : Teaching of Civics in India
- Michael J.V. : Social Studies for Children in Democracy
- Brune, H.E. : Teaching of History and Civics
- Tyagi, G.S.C : Nagrik Shastrake Shikshan
- Bhargava, V.S. : World History
- Basham, A.L. : The wonder that was India
- Carr, E. H. : What is History

### **Suggested Readings**

- Collingwood R.G. : The idea of History
- Marc Block : Historian's craft
- Sarkar, J.N. : India through the Ages
- Mazumdar, Chaudhary and Datta : Advanced History of India
- Novak and Gowin : Learning How to learn
- Hayes, D.A : A Source Book of Interactive Methods for Teaching with Texts
- Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
- Kalia, N.N. : Sexism in Indian Education: the lies we tell our children
- Karabel. J and Halsey. A. : Powers and Ideology in Education
- Prescribed text books of History and Civics for IX classes.

BTE-C- School Subject-III

## **Teaching of Geography COURSE CONTENT**

### **Unit I : Nature and Scope of Social Sciences**

- Social Science and Social Studies: Core subjects of social sciences- History, Civics, Geography & Economic, Inter relationship between them.
- Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and its role in international understanding.

- Study of home region and place of local Geography in teaching.
- Instructional objectives of teaching Geography at secondary level.

### **Unit II: Instructional Planning**

- Methods: Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, Illustration, questioning techniques.
- Content Analysis, Writing objectives in behavioural terms.
- Preparation of unit plan and lesson plan.

### **Unit III: Evaluation**

- Objectives of evaluation in Geography, developing a Blue Print – objective, content, types of item in it.
- Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test items,
- Continuous evaluation using feedback for improvement of teaching and learning.

### **Unit IV: Content I**

- Natural environment: The atmosphere – factors determining weather and climate. The Lithosphere – the changing face of earth, external and internal processes. The Hydrosphere –relief of the ocean floor. The Biosphere – inter relationship between man with atmosphere, lithosphere and hydrosphere.
- Major natural regions of the world.
- Resources and their classification: renewable and non-renewable, potential and developed resources. Distribution and Utilization of resources – land, soil, forest, fisheries, power resources and their conservation

### **Unit V: Content II**

- Population – Distribution, growth and density of population.
- Occupation: - Primary occupation – food gathering, animals husbandry and mining, Secondary occupation – industries. Tertiary occupation – trade, transport, communication and services.
- Man's intervention: needs and efforts to improve the quality of environment.

### **Core Readings**

- Bining and Bining : Teaching of Social Studies in Secondary School

- Gursharan Tyagi : ArthashastraShikshan : GursharanTyagi
- UNESCO : Source Book of Teaching Geography
- B C Rai : Methods of Teaching of Economics
- N. Hasen : Teachers Manual in Economics
- S. K. Kochar : The Teaching of Social Studies
- V C Sinha and R. N. : Dubey Economic Development and Planning

### **Suggested Readings**

- H.L. Ahuja : Parambhik Aarthik Siddhant
- Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
- Our Economy- An introduction : NCERT, New Delhi
- General Geography : NCERT, New Delhi

- O. P. Verma : Teaching of Geography
- B.D. Shaida : Teaching of Social Studies (Hindi)
- M. S. Rao. : Teaching of Geography.

## **COURSE OBJECTIVE**

### **School Based Experiences I Initiatory School Experiences**

This course aims at enabling student teachers to

- Develop conceptual understandings about teaching and learning in school environment
- Validate the theoretical understandings developed through various foundation and pedagogy courses
- Understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
- Mobilise appropriate resources for them.

## **COURSE CONTENT**

### **Task Set 1 Initiatory Experience**

- σ Reflections on one's own School Experiences
- σ Identifying Nurturants and Deterrents
- σ Creating a 'Big Picture'

### **Task Set 2 Recognise School as an 'organised' Endeavour**

- σ Functioning within a 'structure' with defined roles and responsibilities
- σ Internal arrangements for coordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures
- σ External liaison – with parents, community, authorities.

### **Task Set 3 School as an 'Enabling Learning Environment'**

- σ What 'enables' learning in schools?
- σ Nature of school environment;
- σ Learner perceptions; teacher perceptions; parental/community perceptions
- σ Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents- school; office-teachers-learners
- σ Nature of 'impact' generated in school

### **Task Set 4 Classrooms as a Learning Site**

Kinds, modalities, learning resources used, student reactions and any relevant related points

### **Task Set 5**

Design Learning Sequences in each of the two school subjects with all the details required; draw upon from the other earlier courses of study Assessment of this course shall be done internally by the teacher education institution concerned

## **School Based Experiences II**



## **Internship in Teaching**

### **COURSE OBJECTIVES**

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

- Understand the content and pedagogical principles, issues and problems related to teaching
- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community
- Develop proper professional attitudes, values and interests
- Understand the role of a teacher
- Familiarize with the existing educational scenario of the respective states.

### **COURSE CONTENT**

#### **Organization**

The internship will be organised for a continuous period of eight weeks in selected cooperating schools of the state. Necessary orientation to the cooperating teachers and headmasters will be organised at the Institute.

#### **Activities**

Getting acquainted with various aspects of cooperating schools- The student will teach 20 lessons in each method/subject. Out of 20 lessons in each subject, 05 lessons will cater to the needs of slow learners, enrichment for talented children, in-group learning set up and on self-learning models.

- σ Each student shall deliver one criticism lesson in each subject in the department. In addition to this
- σ Participating in school activities and organisation of activities
- σ Administering of diagnostic tests and identifying of learning difficulties
- σ Conducting a case study/action research
- σ Organizing curricular and co-curricular activities

#### **Post-internship Activities**

- σ Follow-up activities (remedial and enrichment activities) to be taken up by the Institute
- σ Finalization of records and reports related to curricular and co-curricular activities.

#### **Evaluation and scheme of Assessment**

Evaluation of performance during pre-internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/ assignments.

## **Semester III B.Ed Two year**

BTE-C-301: Initiatory School Experiences

Maximum Marks 100

Unit 1 Psychological Tests

A brief description of the following tests (Two Tests -each one Indian and one foreign)

Personality Tests:  
Intelligence Tests  
Adjustment Scales  
Attitude Scales

Unit 2 Case Study and Content Analysis

Nature, Meaning and Application of:  
Case Study  
Content Analysis  
Action Research

Unit 3 Citizenship Training

Understanding the State, Government, Society, and the Citizen  
Socially responsive and collaborative citizen  
The Democratic Citizen  
Rights and Duties of a Citizen

Unit 4 Work Experience / SUPW

Concept and Meaning  
Three (3) phases of T-L process for SUPW  
6-Area of work situation-Health and Hygiene, Food, Shelter, Clothing, Culture and Recreation, community work and social services.

Unit 5 Examination with Special Reference to CCE

Assessment, Evaluation and Examination  
Types of Evaluation: Formative& summative; External and Internal.  
Continuous and Comprehensive Evaluation (CCE)  
Evaluation Tools: Teacher Made & Standardised, Essay& Objective type.

**BTE-C-301 (Practicum) M.Marks: 50**

The following activities prescribed for the course are as under:

Case study record -10 marks  
Reflective record on continuous comprehensive evaluation scheme. -05 marks  
Psychological test experimental record based on administration of two paper pencil test. --  
-----10 marks  
Reflection on school textbooks(any two)----- 05 marks  
Citizenship training camp in collaboration with Govt. Physical Education College-----10  
marks  
Visit to SIE, DIET's, and Directorate of School education. Board of School education and  
some selected model institutions ----- 05 marks  
Work experience/ SUPW activities-----05 marks

**Total Marks: 100 +50 =150**

**BTE-C-302 (Internship in Teaching Micro and macro level practice of Teaching)**

Levels	Internal	External:	Total
Micro teaching	50	50	100
Macro teaching	50	50	100
<b>Total</b>	<b>100</b>	<b>100</b>	<b>200</b>

**Note:**

In Micro teaching each trainee is required to deliver 15 lessons (5 lessons per skill) and 3 integrated lessons taking the total to 18 Lessons.

In Macro teaching each trainee is required to deliver 40 lessons per school subject in the selected Lab School. At the end of practice teaching, each trainee is required to deliver 2 criticism lessons in the department for the purpose of internal evaluation

**BTE-C 303 (General School Activities)**

**Total marks: 100**

**Unit I: Educational Administration**

Meaning, Concept, Scope and Functions of Educational Administration

Principles of Educational Administration

Organisational Culture in a school to foster a Stress-Free Work Environment for the Head, Teachers, Staff and students.

**Unit II: School as an Organisation**

The School- Its functions and relationship with the society

School Personnel- Roles and responsibilities: Headmaster, Teachers, Non-Teaching Staff.

School Finance- Sources of Income and items of Expenditure, School Budget and

Management of various Local Funds: Poor Fund, Games Fund, News Fund, Red Cross Fund

**Unit III: Elements of school Management**

School Climate: Meaning and types

Time table: principles and Techniques of Timetable preparation

School Discipline: concept and Approaches

**Unit IV: Dynamics of Supervision**

Supervision: Concept, Need, Functions and scope

Role of the Head and Teachers of the institution in Supervision

Democratic decision making: Concept and procedure with respect to functioning of a School

**Unit IV: School Activities**

Morning Assembly: concept and Significance

Maintenance of School Records: Attendance, Admission, Registration, Examination, Stock/ Estates

Co-curricular Activities: Debates, Seminars, Quiz, Cultural Programmes, Games and Sports

**Note:**

There shall be a practicum paper carrying 50 marks. This paper shall cover all the activities of the school and it shall be assessed internally.

**Semester IV**  
**B.Ed. Two year**

Core Paper BTE-C 401

**INCLUSIVE EDUCATION**

**Instructional Objectives**

On completion of this course the students will be able to

- σ Understand the global commitments towards the education of children with diverse needs.
- σ Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- σ Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- σ Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- σ Analyze special education, mainstream and inclusive education practices,
- σ Identify and utilize existing resources for promoting inclusive practice.

**Course Content Unit-I: Introduction**

- σ Definition, concept and importance of inclusive education.
- σ Historical perspectives on education of children with diverse needs.
- σ Difference between special education, integrated education and inclusive education.
- σ Advantages of inclusive education for all children.

**Unit-II: Exceptionality**

- σ Concept and meaning of Exceptional Children.
- σ Types of Exceptionality: Visually Challenged, Hearing Impaired, Orthopaedic impairment, Intellectually impaired, Cerebral Palsy, Learning Disability, Mentally retarded, Autism and Gifted.
- σ Behavioural characteristics of exceptional children.
- σ Identification of the exceptionality by the class teacher.

**Unit-III: Needs of diverse learners**

- σ Working towards gender equality in the classroom.
- σ Educational Inclusion of SCs, STs, minorities and OBCs
- σ Inclusive educational strategies and their implications.
- σ Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

**Unit-IV: Inclusive Classroom**

- σ Physical layout of inclusive classroom.
- σ Special assistance to children.
- σ Positive behaviour of the teacher for better inclusive classroom

- σ Challenging behaviour, violence and bullying
- σ Developing action plans and class-meetings.

#### **Unit-V: Teacher preparation for Inclusive Education**

- σ Inclusive Curriculum
- σ Linking individual objectives and the classroom curriculum
- σ Inclusive Lesson Planning
- σ Skills and competencies of teachers for inclusive settings.
- σ Roles, responsibilities and professional ethics of an inclusive education teacher.

#### **Practicum**

- σ Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- σ Analysis of NCF-2005 policy document

#### **Suggested Readings**

- σ Ahuja. A, Jangira, N.K.(2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house New Delhi.
- σ Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- σ Jangira N.K. and Mani, M.N.G. (1990) : Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- σ Jha. M(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational
- σ Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I .E Mysore.
- σ Sharma, P.L.(1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T Publication.

**Unit**

**I**

**Educational Management at the School level**

- σ Concept & Functions of Educational Management;
- σ Basis of management Planning, Organizing, Control, Direction and Financing.
- σ School as a unit of decentralisation planning.
- σ Modern Management Techniques: Case study, Man power surveys; Educational Management information system (EMIS).

**Unit II**

**Micro Planning for School Management**

- σ Micro and Macro level planning- Concept & Nature.
- σ Institutional Planning- Principles, planning, execution: School Climate.
- σ Block Resource centres and cluster Resource Centre, School Mapping;
- σ Community participation, Mobilising the Community Resources for the school, Village Level Education Committees (VLECs)

**Unit III**

**Management of Time and Resources**

- σ Time Management- Time Schedules for various activities of school-weekly, monthly and yearly.
- σ Preparation of daily, weekly, monthly and yearly plans for the school.
- σ Management of Material Resources, School building, library, laboratory, hostels, playground etc.
- σ Procurement an optimum use of infrastructure.
- σ Management of Human Resources- group dynamics.
- σ Management of Financial Resources- Developing and monitoring budgets at school level.

**Unit IV**

**Managing the School activities**

- σ Role of a teacher in administration work: admission, classification, maintenance of office and school records.
- σ Organization and Management of various co-curricular activities in school
- σ Management of school associations
- σ Managing the Examination/Evaluation
- σ Organisation of Health & Hygiene programme
- σ Eco Friendly Campus: Concept & Implications
- σ Health Instructions, Healthful living and Health services in schools

**Unit-V**

**School Functioning Mechanisms**

- σ Importance of School Functioning Mechanisms.
- σ Monitoring for coordinated functioning allotment, autonomy and accountability.
- σ Staff Meetings: Forum for sharing, review and further planning

- σ Regular documentation of events and activities.
- σ Approaches to professional development of teachers in school.
- σ Mechanisms that promote and hinder School community and teacher-parent relationship.

Core Paper BTE- C 403

**COURSE OBJECTIVES**

**Guidance and Counselling**

1. To develop an understanding about the fundamentals of Guidance and Counselling.
2. To understand life and the world around.
3. To understand the importance of making right choice in life, education and vocation.
4. To be able to describe the importance of working with a group, for a group and in a group.
5. To be able to understand the needs of the individual correctly.
6. To be able to understand various guidance services.
7. To understand the process of counselling.

**Unit I**

**Guidance and Counselling**

- σ Nature, Scope & Types of Guidance.
- σ Meaning and Definitions of Counselling;
- σ Counselling as profession;
- σ Phases of Counselling Process: Assessment, Intervention, and Termination;
- σ Qualities of an Effective Counsellor;

**Unit II**

**Guidance Programme in School**

- σ Various Guidance Services in Schools:
  - a) Appraisal Service/Pupil Inventory Service;
  - b) Occupational Information Service;
  - c) Counselling Service;
  - d) Placement Service;
  - e) Follow-up Service.

**Unit III**

**Group Guidance**

- σ Group Guidance: Concept, Need and Significance;
- σ Principles of Group Guidance;
- σ Group Guidance Activities:
  - a) Orientation to the Students;
  - b) Career Conferences;
  - c) Class Talks;
  - d) Career Talks;
  - e) Field Trips;
- σ Aids to Guidance in Group Situations;
- σ Limitations of Group Guidance Activities;
- σ Problems in Organising Group Guidance Activities.

**Unit IV**

**Organization and Evaluation of School Guidance Programme**

- σ Pre-requisites of a Guidance Programme;
- σ Planning of a Guidance Programme;
- σ Guidance Activities;



- σ Evaluation of Guidance Programme;
- σ Need, Steps & Methods of Evaluation;

### **Unit-V**

#### **Understanding Educational and Career Guidance**

- σ Objectives, Need and importance of Guidance at primary and Secondary School.
- σ Organisation of Guidance programme in School.
- σ Career development process: Factors affecting career development and Career choice.

#### **CORE READINGS**

- Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: Mc. Millan
- Glickman, C& Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986).
- Introduction to Guidance. New York: McMillan
- Harold, W. Bernard and Daniel, W. Fullmer– Principles of guidance, Thomas Y. Crowell Company, New York, 1969.
- Hasnain Quraishi. Educational Counseling Anmol Publications
- Hoppock, Robert; Group Guidance: Principles, Techniques, and Education. Tata McGraw Hill, New York.
- Hoppock, Robert; Occupational Information: Where to get it and how to use it in counselling in and in teaching. Tata McGraw Hill New York.
- Jones, J.A. Principles of Guidance, Bombay, Tata McGraw.
- Kochhar, S.K. Guidance and Counseling in Colleges and Universities, Sterling Publishers Private Ltd. New Delhi, 1984.
- Mehdi B. & Stone. Guidance In School, New Delhi NCERT, 1978.
- Miller, F.W. Guidance & Principles of Guidance, New York, McGraw Hill.

#### **SUGGESTED READINGS**

- Atwater, E; 1994; Psychology for living adjustment, Growth and Behaviour Today; 5Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Caroll HA; 1952; Mental Hygiene: The Dynamics of Adjustment; New York: Prentice Hall.
- Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt.Ltd., New Delhi, 1982. Schaefer Charles E and Millman Howard L; 1981; How to Help Children with common Problems; New York: Van Noster and Reinhold.
- Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.
- Sharma. RN., Fundamentals of Guidance

Elective Paper BTE-E 404**Environmental Education****COURSE OBJECTIVES**

1. To gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.
2. To help students acquire a set of values and feelings of concern for the environment protection
3. To motivate students for active participation in environmental improvement Programmes.
4. To acquire skills for identifying and solving environmental problems.
5. To help students to evaluate environmental protection measures and education programmes.
6. To provide them with the opportunities to be actively involved at all levels in working towards the resolution of environmental problems.

**Unit I****Environmental Education**

- σ Meaning, Scope and Importance of Environmental Education.
- σ Objectives of Environmental Education
- σ Approaches of Environmental Education,
- σ Role of Environmental and Natural Resources in Sustainable Development.

**Unit II****Environmental Hazards**

- σ Causes and Effects of Environmental Hazard, Global and Local: Environmental Pollution and its Remedies
- σ Green House Effect - an Impending Catastrophe.
- σ Ozone Layer Depletion- Environmental Threat, Acid Rain, Pillar Melting , Rise of Sea level and their implications.

**Unit III****Environmental Awareness**

- σ Salient features of Environmental Awareness through Education
- σ Programmes of Environmental Education for Primary and Secondary School children.
- σ Programmes of Environmental Education for Attitudinal Changes among the children.

**Unit IV****Man, Environment and Sustainable Development**

- σ Man as a Creator and Destroyer,
- σ Effect of Human Activities on Environment,
- σ Values and Ethics related to Environment.
- σ Biodiversity: Conservation of Genetic Diversity. An important Environmental priority: Learning to live in harmony with nature.
- σ Sustainable development, Environmental Education for development conservation of soil,

- water, forests, wild life, movement to save environment, eco-friendly technology.
- σ National Parks, Sanctuaries and Zoos, Plan and Projects of Environmental Protection like Save Dal, Save Hangul, Save Tiger Project and Chipko Movement.

## Unit-V

### Perspectives on Environmental Education

- NCF-2005, APSCF- 2011
- σ Prashika Programme(Eklavya's innovative experiment)
- σ Environmental education as an integrated area of study with Science, Social Science, and Others.

### CORE READINGS

- Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.
- George, Martin and Turner, Environmental studies, UK. Blend Education.
- Odum, E.P., Fundamental of Ecology; W. B. Saunders Company London (1971).
- NCERT (1981), Environmental Education at school level.
- Saxena, A. B; Environmental Education, National Psychological Corporation (1986)
- Sharma, R. C.; Environmental Education, Metropolitan Publishers, New Delhi Justin
- Dillon, Michael Brody, Robert Stevenson, Edt. International Handbook of Research on Environmental Education
- V.C. Pandey , Environmental Education
- James M Major, Environmental Education Objectives and Field Activities
- Harendra Chakhaiya, Periwinkle Environmental Education Part IX
- Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.
- Sharma, B. L., &Maheswari, B. K. (2008). Education for Environmental and Human Value. Meerut: R. Lall Books Depot.

### SUGGESTED READINGS

- Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental Education. New Delhi: Anmol publication.
- Reddy, P. K. & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neel kamal publications.
- Kelu, P. (2000). Environmental Education: A conceptual analysis. Calicut: Calicut University.
- Agarwal, S.P. And Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
- Department of Education, Central University of Kashmir, [http://cukashmir.ac.in/Joy, P., & Neal, P. \(1994\). The Handbook of Environmental Education: London, New Fetter Lane 41](http://cukashmir.ac.in/Joy, P., & Neal, P. (1994). The Handbook of Environmental Education: London, New Fetter Lane 41)
- Sharma, R. G. (1986). Environmental Education. New Delhi: Metropolitan Book Co., Pvt.

**BTE-C-405****Communication Skills****Course Objectives:**

This course aims to enhance the learners' communication skills by giving exposure in reading, writing, listening and speaking Skills.

1. **Language Skills:** Sentence: simple, complex and compound join clauses: joining sentence using connectors like 'however', 'nonetheless', 'firstly', 'secondly', etc. (to be assessed through paragraphs or sentences); common errors: replacing indicated sections with single words/ opposite synonyms.
2. **Comprehension of unseen passage:** This should imply an understanding and grasp of general language skills and issues with reference to words and phrases within the passage [Passages are to be taken from literary scientific/technical writings as well as from the field of Journalism.
3. **Phonology and Stress marking:** this will involve training in sounds and correct pronunciation
4. **Social and official correspondence:**
  - a) Enquiries, complaints and replies, representations.
  - b) Letters of application for jobs
  - c) Letters to the editor

[Students should be acquainted with different parts of official correspondence and seven C's of communication.
5. **Interpretation of a short unseen literary prose piece(fiction and non-fiction):** Students should be able to grasp the content of the piece, explain specific words, phrases and allusions: comment on general points of narrative argument. Students will write an appreciation/evaluation expressing their point of view based on the issues/ themes raised in arising out of the given piece of writing. A series of questions could be set to elicit the appreciation from the students.

**Suggested Readings:**

- Richard Murphy *Advanced Grammar of English (Cambridge University Press)*
- Aslam and Kak *English Phonetics and Phonology(CUP)*
- Françoise Grellet *Developing Reading Skills(CUP)*
- Anderson, Nayar and Sen(eds) *Critical thinking, Academic Writing and Presentation Skills(Pearson)*
- Geetha Rajeevan *Write Rightly (CUP)*