SCHOOL OF EDUCATION

Bachelor of Education (B.Ed)

SYLLABUS
2008-'09

SCHOOL OF EDUCATION (B.Ed)
Course Objectives

➢ Prepare competent & professional secondary school teachers.
➢ Conduct Systematic research on problems and concerns of Education.
➢ Prepare educators who will provide leadership in schools.
➢ Develop positive attitudes to teaching profession.
➢ Develop an understanding of the psychology of learners.
➢ Develop skills for providing guidance & counseling.

COURSE STRUCTURE

FIRST SEMESTER

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**SECOND SEMESTER**

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* Practice in Teaching will be held in selected schools for a period of one month. Prior to Practice Teaching, simulated practice teaching will be held in the school of Education. Each student has to take two lessons in each method during simulated teaching.

**Course No EDU. 131**

Educational Psychology
OBJECTIVES;
Student-teachers will-

- acquaint the meaning and methods of educational psychology
- understand the adolescents and to recognize their role
- able to use different techniques of testing IQ
- Understand the different kinds of personality and methods to assess the pupils.
- Understand the meaning, nature and various theories of learning
- understand the cognitive psychology of learner

UNIT I. Meaning and Scope of Educational Psychology 5 hrs

- Meaning and Scope of Educational Psychology
- Methods of Educational Psychology; Observation, Case Study, Experimentation - Meaning, Steps, Uses and Limitations
- Need of Educational Psychology to the teacher

UNIT II. Developmental Psychology 7 hrs

- Different stages of growth in man
- Concept of Growth and Development
- Adolescents Psychology - Meaning, Characteristics, Various developments viz., Physical, Mental, Social and Emotional: Developmental Tasks of Adolescents
- Piaget’s stages of cognitive development
- Mental Health - Meaning, Causes for mental ill health, role of a teacher in fostering mental health.

UNIT III. Individual Differences 8hrs

- Individual differences - Meaning, Classifying factors, Role of Heredity and Environment
- Intelligence - Meaning, different types of test with examples, IQ - its distribution
- Emotional Intelligence: concept, Dimensions and its importance
- Creativity - Meaning, Characteristics of creative children, Role of teachers and parents in fostering creativity

UNIT IV. Personality 5hrs
UNIT V. Learning  
- Personality - Meaning, classification
- Structure of Personality - Sigmond Freud's theory
- Assessment of Personality - Subjective, Objective and Projective techniques
- Role of a teacher in molding personality

UNIT VI. Factors affecting learning;  
- Maturation; Meaning & Educational Implications
- Motivation; Meaning & Techniques to motivate the students
- Attention; Meaning & Factors influencing it
- Interest; Meaning & Different ways of promoting it
- Attitude; Meaning & its importance in education
- Memory; Meaning, types - STM & LTM, Process - registration, retention, recall & recognition.
- Transfer of learning – meaning types, & its educational implications.

Reference

8. R.C.Das and Vital “Curriculum and Evaluation” NCERT, New Delhi, 1984
10. Ismail T , Psychological Foundations of Education Kanisha Publishers Ltd

COURSE NO. EDU 132
Educational Management & School Administration
First Semester

Objectives:

Student Teacher Shall

- Acquire the knowledge of status of secondary education during post independent India
- Understand the challenges and strategic related to importing quality education at secondary stage.
- Understand the importance and issues related to professional growth of Teachers.
- Acquire the knowledge of various agencies in secondary education.
- Acquire the knowledge of principles and processes of management
- Understanding of Organization and management of school programmes
- Understanding Concept and importance of time management

Unit I

Indian Education Policies and programmes (12 hrs)

- Education in concurrent list – Constitutional provisions for education-
- Women’s Education, Education for the disadvantage groups (SC, ST and Minorities)
- Education for the challenged children – Inclusive Education

Unit II

Professional Growth of Secondary School Teachers (10 hrs)

- Teaching as a profession – Code of Professional Ethics for Teachers
- Motivation of Teachers – Factors affecting Teacher Motivation
- Accountability of Teachers
- In-service Education of Teachers – Importance, Nature & Various Agencies providing in service Education
- Role of Professional Organization of Teachers

Unit III
Role of various Agencies in Education  
NCERT, DSERT, CTE, NCTE, CBSE, NGOS

Unit IV

Management of Human Resources

- Concept, Principles and process of Educational Management
- Duties of Head master as a Teacher, Supervisor and Manager
- Qualities and Functions of Teachers

Unit V

Management of Time

- Concept of Time Management – Annual Programming - Factors to be considered in Annual Programming.
- Time Table – Principles of framing Time Table and types of Time Table

Unit VI

Management of Material Resources

- School Plant, infrastructural facilities, preparation of School budget, sources of Income and Expenditure of school.
- School Complex, meaning, purpose & function
- Maintenance of School records - purpose and types of School Records

Unit VII

Management of School Activities and Programmes

- Co-Curricular activities – Meaning, importance and types of Co. curricular activities- Principles of organizing Co. curricular Activities
- School Health Education ; Importance, various school health services
- Physical Education – Importance and Programmes
- Role of Parent Teacher Association.

Reference
2. Kochhar S.K. Secondary School Administration, University Publisher New Delhi (1964)
3. Murthy SK – Essentials of school organization & administration, Tandon Publisher
4. Sachdeva MS, School organization & administration Prakash Brothers (1997)
5. Terry & Franklin, Principles of management, 8th Education, AITB publishers & distributors.

Course No EDU. 133
EDUCATIONAL EVALUATION AND ASSESSMENT
First Semester
Course Objective:
The student –teacher will:
- Understand the role and importance of Evaluation in the teaching-learning process
- Acquire knowledge of the different types and tools of Evaluation
- Construct Achievement Test
- Construct Diagnostic test and organize remedial teaching
- Prepare an objective based Question bank
- Develop skills in computing the measures of central tendencies
- Develop skills in computing the measures of variability
- Develop skills in interpreting the statistical result
- Develop skills in the graphical representation of data
- Develop skills in computing the co-efficient of correlation

Unit-1 Educational Evaluation (7 hrs)
- Concept;
- Approaches: Formative, Summative, Norm Referenced and Criterion Referenced
- Continuous Comprehensive Evaluation-Concept, uses, Internal Assessment and grading
- Tools: Observation, Interview and Self-reporting Techniques

Unit-2 Assessment (8 hrs)
- Characteristics of a Good Tool
- Types of Tests: Teacher made, Standardized – Meaning, construction and uses;
- Diagnostic Test-Concept, Construction, uses, Remedial teaching
- Construction of Test Items – Objective type, Short Answer & Essay Type;
- Unit Test – Concept, Construction and uses;
- IOTAQB – Concept, features and uses.

Unit-3 Statistical Analysis (15 hrs)
- Statistics: Meaning, steps in preparing Frequency Distribution table
- Descriptive Statistics: Measures of Central Tendencies-Mean, Median, Mode-
  Meaning, Computation for grouped and ungrouped data, uses
- Measures of Variability-Range, Standard Deviation, Quartile deviation-Meaning,
  Computation for grouped and ungrouped data, uses

Unit-4 Statistical Interpretation (15 hrs)
- Graphical representation of data- Bar diagram, Histogram, Frequency Polygon,
  Pie Chart –construction and uses
Correlation: Meaning and uses
Coefficient of correlation: Meaning, Computation by Rank Difference method
Interpretation based on Measures of central tendencies, Measures of Variability, Frequency Polygon
Normal Probability Curve: Meaning, Characteristics and uses
Skewness: Meaning, Types, Interpretation

References:


Mangal, S.K, *Educational Psychology*.


Sharma, R.A, *Educational Technology*

Somashekar, T.V,(2005), *Educational Psychology & Evaluation*, Nirmala Prakashana, Bangalore


**COURSE NO. EDU 134**

**Content Cum Methodology of Teaching Biology**
OBJECTIVES
Students-teachers –

- Acquaint the fundamental concepts of Secondary school Biology.
- Construct the instructional objectives of teaching Biology at secondary school level.
- Acquaint the knowledge of nature and scope of Biology.
- Acquaint the usage of various methods and approaches of teaching Biology.
- Acquaint the skill of writing the Lesson plan and Unit plan for lessons in Biology.

UNIT I
Content In Secondary School Biology  8hrs
(With respect to 8, 9, & 10std.)
- Living World – Classification of organisms and salient features of major groups of organisms.
- Study of cells –Cell division, Plant and Animal tissues.
- Microbes –in relation to human life and welfare; special reference to HIV.
- Life processes – Major life processes in plants and Human physiology.

UNIT II
Meaning And Scope Of Biological Science  7 hrs
- Science - Meaning and Nature with particular reference to the Biology.
- Scope of Biological Science with respect to agriculture, medicine, conservation of natural resources, new careers in Biological science.
- Abilities of Biological Science; observation, collection, discussion, preservation,.
- Microscopic study, classification and experimentation- Meaning & advantages.
- Scientific attitude- Meaning, nature & different ways of developing the same.

UNIT III
Taxonomy Of Educational Objectives  8hrs
- Difference between Aims & Objectives.
- Bloom`s taxonomy of Objectives: cognitive, affective & psycho-motor domains.
- Instructional objectives (I.O.) –meaning, classifications & characteristics.
- Writing of I.O. in terms of specific learning outcomes.

UNIT IV
An Effective Planning For Teaching Biology  10hrs.
UNIT V
Approaches And Methods Of Teaching Biology 12hrs

Meaning, Steps, Merits, Demerits/Limitations and Application in the Context of Teaching Biology at Secondary School Level.

- Scientific Method
- Lecture Demonstration Method
- Project Method
- Inductive Deductive Method
- Problem Solving Approach (according to Maier)
- Critical Inquiry Approach
- Structural Functional Approach - (meaning, illustration, merits and demerits)
- Type-Species Approach - (meaning, illustration, merits and demerits)

REFERENCE

5. Thurber W.A. and Colletta A. ‘A Teaching Science in today`s Secondary schools’ Prentice Hall of India (1964)
Course Objective: To introduce students to the essential elements of good physics teaching, practice needed to teach physics in an effective and inspirational manner. The student-teacher:

- Acquires the knowledge of the content of Physics operating at the secondary school level (8th and 9th grades)
- Acquires the knowledge of nature of physics
- Appreciates the role of physics in daily life
- Develops scientific attitude among students
- Understands the Aims and Objectives of teaching Physics
- States meaningful specific objectives in behavioral terms
- Develops the skill to prepare Unit plan and Lesson plan
- Achieves mastery over Methods, Approaches and Models of teaching Physics

Unit-1 Physics Syllabus at Secondary School Level: (10 hrs)

- Magnetism and electricity: Properties of magnetic field, Magnetic effect of electric current, Electromagnetic induction, Resistance, Heating effect of electric current
- Dynamics: Motion, Speed, Velocity, Acceleration, Universal law of gravitation, Centrifugal & Centripetal, momentum, movement
- Heat: Propagation of heat, effects of heat, measurement of temperature, Specific heat, latent heat
- Light: Refraction, Total internal reflection, Lens, Telescope, Microscope, Dispersion

Unit-2 Introduction to teaching of Physics (5 hrs)

- Meaning, nature, scope of Physics;
- Application and significance of Physics in daily life;
- Importance of Physics as a school subject – Practical, disciplinary and recreational functions of Physics
- Scientific attitude – Meaning, characteristics, techniques of developing scientific attitude

Unit-3 Aims and Objectives of Teaching Physics (8 hrs)

- Meaning and need of objective based teaching;
- General aims of teaching Physics at senior secondary level;
- Classification of educational objectives with reference to Bloom’s Taxonomy;
- Writing specific objectives in behavioral terms

Unit-4 Effective planning for teaching Physics (8 hrs)
Lesson Plan: Meaning and importance
Herbatian Steps in Lesson Plan,
Evaluation Approach – Features, Procedure, Merits
Unit Plan: Meaning and importance, features, procedure and advantages;
Observation: Criteria for evaluation of a lesson, Systematic observation of a lesson, recording of observation

Unit-5 Methods/Approaches/Models of Teaching Physics (14 hrs)

Meaning, salient feature, steps, relative merits and demerits and application in teaching physics topics
Methods: Lecture cum demonstration; Heuristic; Laboratory; Problem solving; Project method:
Approaches: Inductive; Deductive; critical enquiry approach
Models: Concept attainment model; Inductive thinking model; Inquiry training model

Reference:
2. Chand, B. (1986), Teaching of Science, Prakash Brothers, Ludhiana

COURSE NO EDU 134
Content Cum Methodology of Teaching Social Science
First Semester

Objectives:

Enable the student teacher
- To acquire knowledge about the content of Social Science
- To acquaint with the nature of the subject Social Science
- To analyse the aims and values of Social Science
- To understand the curricular approaches of Social Science
- To array the set of instructional objectives and specifications
- To master the instructional strategies of the subject
- To acquire the skill of planning an effective lesson.

Unit - I
Content of Social Science (10hrs)
- The First world war- causes and consequences, The Second world war- Causes and consequences – Role and significance of UNO
- River Valley Civilizations
- French, Chinese and Russian Revolution
- Colonization of India and the Impact of Colonial Rule
- India’s Struggle for freedom, First war of Indian Independence
- Indian Constitution- Fundamental Rights and Duties
- Local Self Government and Democracy
- The Planet Earth – Human Interaction with the environment – Components of Environment
- Basic concepts of Economics

Unit - II
Nature and scope of Social Science (5hrs)
- Difference between Social Science and Social Studies
- Core Subjects of Social Sciences- History, Civics, Geography, Economics and the inter relationship between them
- Scope of Social science and contemporary status of Social Science Education in India
- Theme of Social Sciences –standards in teaching Social Science (NCSS_ U.S.A)
- Values of Social Science

Unit-III
Curricular Approaches In Social Science (6 hrs)
Unit-IV
Taxonomy of Instructional Objectives

- Difference between Educational and Instructional objectives
- Benjamin S. Bloom’s Taxonomy of Instructional Objectives and its Specifications
  - Domain wise analysis

Unit-V
Instructional Strategies In Social Science

Learner directed Instructional Strategies
- Project Method
- Computer assisted instruction
- Assignment Method

Group Directed instructional strategies
- Panel Discussion
- Problem Solving
- Dramatization
- Role Play

Teacher Directed Instructional Strategies
- Source Method
- Supervised Study
- Dalton Plan
- Story Telling
- Models of Teaching-Jurisprudential Model

Unit -VI
Planning In Social Science

Need and Importance of Lesson Planning
Steps and Format of Lesson Plan, Unit Plan and Year Plan

REFERENCE
3. Desai A.R., Social background of Indian Nationalism, Popular Prakahan, Bombay
7. Prof. Marlow Ediger, Teaching of Social Studies successfully, Discourse Publications - New Delhi, 2003
8. B.N. Dash & Dr. I.V. Radha Krishna Moorthy, Methods of Teaching Social Studies, Neelkamal Publications, New Delhi, 2005
Content Cum Methodology of Teaching Chemistry  
First Semester  
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Objectives:  

Student Teacher Shall  

➢ Acquire the knowledge of nature & scope of Chemistry.  
➢ Acquire the knowledge of basic branches of science & their interrelationships  
➢ Understand the objectives of Teaching Chemistry  
➢ Understand various methods and approaches of teaching of chemistry  
➢ Skill of developing lesson plans based on instructional objectives skill of analyzing the content in terms of concepts and learning experiences.  
➢ Developing skill in stating objectives in behavioral terms.  

Unit 1  

Content in Chemistry (12 hrs)  

➢ States of matter, Physical Change & Chemical Change,  
➢ Structure of atom, Dalton’s atomic theory, Rutherford’s model, Bohr’s model.  
➢ Periodic classification of elements; early classification and modern classification.  
➢ Water cycle; Hard water and Soft water, solutions, mixtures, methods of separation of Mixtures, Colloids.  
➢ Fuels, fossil fuel, non fossil fuel, calorific value of fuel, properties of good fuel.  
➢ Metals & Non Metals: Difference between Metals & non Metals, Important Chemical Reactions of metals, extraction of Copper & Iron, Extraction of Silicon; Use of Silicon compounds.  

Unit 2  

Introduction to the Teaching of Chemistry (5 hrs)  

➢ Meaning, Nature of Science in a general and chemistry in particular.  
➢ Contribution of Scientists / Research Organizations in the field of chemistry  
➢ Branches of science and their inter relationships. Importance of teaching chemistry with referents to agriculture, medicine, industry.  
➢ Scientific Method: Meaning & steps  
➢ Scientific attitude: meaning, characteristics, role of teacher in the development of scientific attitude among students.  

Unit 3
Objectives of Teaching Chemistry (7 hrs)

- Difference between Aims & Objective
- Instructional objectives – classification based on Bloon’s Taxonomy – writing
- Instructional objectives in terms of specific learning

Unit IV

Methodology & Approaches of Teaching Chemistry (15 hrs)

Meaning, salient features, steps relative merits and demerits and application in the context of teaching chemistry at secondary school level.

- Lecture Cum Demonstration
- Laboratory Method
- Problem Solving Method
- Inductive – Deductive Method
- Project Method
- Critical Inquiry Approach
- Heuristic Method
- Concept Attainment Model
- Inquiry Training Model

Unit V

Planning for Teaching Chemistry (6 hrs)

- Unit plan – Meaning, Importance, steps in unit plan
- Lesson plan: Importance, Herbartian steps Of Lesson Plan
- Format of lesson plan based on evaluation approach.

Reference

5. Mathews J.C: Objective Tests in Modern Chemistry.
6. Narendra Vaidya: The impact of Science Teaching
7. Dr. S. Rajasekar Methods of Teaching Physical Sciences Neelkamal Publications.

COURSE NO EDU 135
Course Objective: To introduce students to the essential elements of good mathematics teaching, practice needed to teach mathematics in an effective and inspirational manner

The student -teacher:

- Acquires the knowledge of the content of Mathematics operating at the secondary school level (8th and 9th grades)
- Acquire the knowledge of nature of Mathematics
- Appreciate the role of Mathematics in daily life
- Understands the Aims and Objectives of teaching Mathematics
- State meaningful specific objectives in behavioral terms
- Develop the skill to prepare Unit plan and Lesson plan
- Achieve mastery over Methods, Approaches and Models of teaching Mathematics

Unit-1 Mathematics Syllabus at Secondary School Level: (10 hrs)

- Arithmetic: Number system; Sets; Matrices; Statistics
- Algebra : Basics; Operations; Exponents; Factorization
- Geometry : Basics; Polygons – Triangles & Quadrilaterals; Circles; Surface Area and Volume of solids

Unit-2 Introduction to teaching of Mathematics (4 hrs)

- Meaning, nature, scope of Mathematics;
- Application and significance of Mathematics in daily life;
- Importance of Mathematics as a school subject – Practical, disciplinary,
- Cultural and recreational functions of Mathematics.

Unit-3 Aims and Objectives of Teaching Mathematics (9 hrs)

- Meaning and need of objective based teaching;
- General aims of teaching Mathematics at senior secondary level;
- Classification of educational objectives with reference to Bloom’s Taxonomy;
- Objectives of Teaching : Arithmetic, Algebra and Geometry
- Writing specific objectives in behavioral terms
Unit-4 Effective planning for teaching Mathematics (8 hrs)

- Lesson Plan: Meaning and importance
- Herbtian Steps in Lesson Plan,
- Evaluation Approach – Features, Procedure, Merits
- Unit Plan: Meaning and importance, features, procedure and advantages;
- Observation: Criteria for evaluation of a lesson, Systematic observation of a lesson, recording of observation

Unit-5 Methods/Approaches/Models of Teaching Mathematics (14 hrs)

- Meaning, salient feature, steps, relative merits and demerits and application in teaching Mathematics topics
- Methods: Inducto-Deducto; Guided Discovery; Analytic; Synthetic; Project method:
- Approaches: Inductive; Deductive; Problem Solving approach
- Models: Concept attainment model; Inductive thinking model; Advance Organizer model
- Oral work; Written work; Drill Work in Teaching Mathematics

Reference:


**COURSE NO. EDU 135**
Objectives: The student-teachers should be able to:

- To understand the role of English in India and its importance as ESL and EFL.
- To familiarize with the language skills to be developed and evaluated among students.
- To acquire knowledge about the recent trends in English language teaching and learning.
- To distinguish the different approaches and methods of teaching English and the use of appropriate ones for teaching various aspects of the language.
- Be acquainted with the importance and practical utility of teaching resources and activities.

Unit I: Fundamentals of Language (5)

- Meaning and definition of language; its functions
- Fundamental principles of language; Principles of language learning
- Need and importance of learning English in India.
- Learning of mother-tongue vs. English language learning.

Unit II: Development of Language Skills (10)

- Listening Skills: Objectives; Importance; Purpose; Activities to develop listening skills in students
- Speaking Skills: Objectives; Preparation; Perfection in Pronunciation; Types of speaking situations; Activities to develop speaking skills in students.
- Reading Skills: Objectives; Types; Mechanics; Activities to develop reading skills in students.
- Writing Skills: Objectives; Importance of Handwriting; Mechanics; Activities to develop writing skills in students.

Unit III: Approaches and Methods of Teaching English (08)

- Direct/Bilingual Method - Meaning, Principles, Characteristics, Merits
- Yoga and Meditation - Meaning, Types, Merits.

Unit IV: Approaches to Various Methods of Language Teaching (10)
Teaching of Prose-Objectives, Steps, Format.
Teaching of Poetry-Objectives, Steps, Format.
Teaching of Grammar-Objectives, Types, Methods of teaching functional grammar.
Teaching of Vocabulary- Types, Techniques
Teaching of Spelling- Techniques, Errors, Corrective measures
Teaching of Composition – Objectives, Types, Steps (Essays, Letters/ Application, Comprehension).

Unit V: Teaching Resources and Activities (05)

- Books; audio materials; visual aids; mass media.
- Language lab- Types, Set up.
- Activities: visits, interviews, dramatization, seminars, literary clubs, language games.

Unit VI: Mastery of Content (05)

- Parts of Speech.
- Kinds of sentences
- Transformation of sentences.
- Interchange of voice, degrees, sentences, tenses.
- Semantic and graphic structure of English.

References:

Geetha Nagaraj, English Language Teaching – Approaches Methods Techniques; Orient Longman Private Ltd., 1996.

Tessa Woodward; Planning Lessons and Courses; Cambridge University Press, 2004.


COURSE NO EDU 181
Guidance and Counselling
First Semester
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1 credit (15 Hours)

➢ Concept and definition of guidance and counseling
➢ Types of guidance, its need and significance in schools
➢ Educational, vocational and personal counseling
➢ Career planning skills

Qualities of a counselor
➢ Rogers core conditions
➢ Qualities needed to work with children and adolescents
➢ Appropriate use of professional authority in counseling

Guidance and counseling for mental health adjustment
➢ Identification of common mental health problems in students
➢ Specific issues while dealing with conduct and oppositional disturbances
➢ Specific issues in dealing with attention deficit disorders

Counseling Skills (three hours for skills training)
➢ Creating the conditions for counseling children and adolescents
➢ Skills of working with adolescents
➢ Assessment of suicidal risk in adolescents
➢ Motivational interviewing and counseling skills

Reference

1. Practical counseling skills – Richard Nelson Jones
3. Counseling Children – A practical introduction – Kathryn Geldard & David Geldard, Sage
4. Mental Health of Indian Children – Malavika Kapur, Prism Books
5. School Mental Health, Malavika Kapur, Prism Books
Objectives: The students should be able
- To understand the importance of communication.
- To develop skills to listen, speak, read and write.
- To acquire knowledge and develop skills for effective teaching.

Unit I: Communication Skills (10)
- Communication: Concept, Meaning; Definitions
- Communication process/Cycle.
- Components of communication
- Types of communication; Types of classroom communication
- Effectiveness of classroom communication.
- Measures to overcome barriers to classroom communication
- Use of mass media in classroom teaching and learning; Films/CDs; Magazines; Newspapers, Educational TV.
- Time-management
- Preparation of textual content in the classroom.

Assignments:
- Barriers to classroom communication and measures to overcome them.
- Mass media in classroom teaching and learning.
- Preparation of teaching learning materials/aids.

Practice in communication (20)
- Self-Introduction.
- Dialogues
- Situational role play.
- Observation and report writing/ editing.
- Classroom episodes
- Presentation of content based on secondary school texts.
Orientation on Micro Teaching

Definition, steps, phases of Micro Teaching and Cycle of Micro Teaching

**Demonstration in the following skills will be conducted**

- Skill of Introduction
- Skill of Illustrating with example
- Skill of explaining
- Skill of Stimulus Variation
- Skill of Probing Questions
- Skill of using blackboard

Student teacher shall prepare an episode of lesson plan for any five skills suitable to their respective methods and practice the skills.

**Course No EDU. 184**
Personality Development Workshop will be organized in the First Semester for about four days. The Workshop will focus on the following aspects.

a) Self Esteem  
b) Self Confidence  
c) Leadership Skill  
d) Soft Skills etc…

The workshop will be organized by Professional Team.
Theatre-in-Education
First Semester
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Objective

To move from teaching to facilitation thereby leading to transformation – using the tools of theatre.

Content

- **Introduction to theatre activities**
  Breaking the monotony of the teaching/learning environment through individual and collective theatrical experiences

- **Understanding and creating TIE lesson plan**
  Structure a class according to rules of understanding and through multi dimensional patterns of learning

- **First hand experience of model TIE session**
  Experiential approach to understand student psyche through collaborative creation in a facilitative environment.

- **Preparing subject/topic related TIE lesson plan**
  Exploring ability to create interactive sessions based on subject knowledge and using best teaching methodologies.

- **Hands on experience through micro-teaching**
  Critical appreciation, feedback and first-hand experience of implementing created lesson plans with peers.

- **Educational models applicable to TIE**
  Global practices based on educational models created through R & D in the field of facilitation and transformation.
  - **Creating and showcasing theatre presentation/s**
    Providing a forum for creative expression to assess personal learning and development.

- **Structure and evaluation**

  Sessions are spread across the academic semester in three phases to intersperse with the regular teacher-training program. Evaluation is done based on project completion in each phase.

- **Facilitators**

  Script Peoples Theatre – a theatre group with more than 15 years of experience in TIE across 80+ institutions will facilitate the program.
Holistic Education Programme in the First Semester will focus on developing various personal, interpersonal and societal skills. Classes will be held by the faculty of School of Education and the syllabus for Holistic Education will be the same which is prescribed by the Christ University.
SECOND SEMESTER
Objectives

Enable the Student teacher to

- To familiarize the term Education
- To understand the role of Philosophy in Indian Educational context
- To acquire the skill of proficiency in teaching
- To acquaint with the various principles and forms of curriculum
- To understand the functions of Educational Sociology
- To analyse the sociological issues of a democratic society.

UNIT - I

Basic Aspects Of Education (5hrs)

- Etymological meaning of education
- Aims of education – Individual, Social and Vocational aims
- Nature of Education- Education as an art and science, A product and process
- Four Pillars of Education

UNIT - II

Philosophical Bases Of Education (15hrs)

- Relationship between Education and Philosophy
- Functions of philosophy of Education- Speculative, Normative and Critical
- Philosophical theories of Discipline
- Fundamental postulates in Idealism, Naturalism and Pragmatism
- Contributions of great Indian and Foreign thinkers towards Education
  (1. Frobel, 2. John Dewey 3. Maria Montessori

UNIT - III

Software Approaches In Teaching (6hrs)

- General Principles of teaching
- Maxims of Teaching
- Phases of teaching
- Flander’s Interaction Analysis(FIAC)
- Effective Teaching and Learning
- Biddle’s Model of Teacher Effectiveness

UNIT - IV
The Curriculum (5hrs)

- Principles of curriculum construction
- Types of curriculum
- Organization of Curriculum
- Curriculum reconstruction and up gradation

UNIT -V
Sociological Perspectives of Education (7hrs)

- Functions of Educational Sociology, Difference between Educational sociology and Sociology of Education
- Role of Education in Social Change and Social Mobility
- Agencies of Educational and Social Change – Media, Family, School, Religion
- Functions of Education towards cultural change and modernization.

UNIT -VI
Education In A Developing Society (7hrs)

- Factors leading to and resisting from the socialization of a child.
- Concept and Importance of Universalisation of Elementary Education, Wastage and Stagnation a threat to Universalisation of Education
- Education for Vocationalisation
- Women Empowerment through Education
- Problems, issues and remedies regarding child labour.
- Role and Significance of UNICEF

REFERENCE

7. Zikr-Ur-Rehman Teaching Methods and Techniques Anmol Publications.
8. R. N. Sharma- Principles of Teaching

COURSE NO. EDU 234
Educational Technology and Modern Trends in Education
Second Semester

Objectives: The student – teachers should be able:

➢ To understand the concept of Educational Technology and approaches to teaching and learning.
➢ To acquire the knowledge and skill of Instructional Design.
➢ To acquire the knowledge of the different models of teaching.
➢ To understand the concept and application of TQM in education.
➢ To develop awareness of the use of technology in teaching.
➢ To understand the basics of computers.
➢ To prepare and present content with multimedia using MSPPT.
➢ To understand the applications of technology in school administration.

Unit 1: Educational Technology (5)

➢ Meaning, Definition of Educational Technology
➢ Difference between Information Technology and Instructional Technology
➢ Aims; Objectives of Educational Technology
➢ Components – Hardware, Software
➢ Role of a teacher in Educational Technology

Unit 2: Programmed Learning (5)

➢ Origin, Principles, Types of Programmed Learning.
➢ Importance and application of Computer Assisted Learning

Unit 3: Models of Teaching (5)

➢ Models of Teaching- Definition; Meaning; Characteristics.
➢ Fundamental elements; Types of Models.

Unit 4: Instructional Design (5)

➢ Concept of Instructional Design.
➢ Basic Teaching Model- Glacer System approach.
➢ Levels of Instructional Design.

Unit 5: Total Quality Management (5)
➢ TQM- Definition; Fundamentals principles.
➢ Process of TQM.
➢ Quality tools of TQM.

**Unit 6: Computer Technology** (5)

➢ **MSWord**: - Create documents; manipulate data, format, save & retrieve.
➢ **MSPowerPoint**: Slide creation, slide design
➢ **MSExcel**: Spreadsheet, Data manipulation, Cell formatting, Cell references, functions.
➢ Basics of **Computer Networking**: - Internet, e-mail, e-learning,
   *(practice in the computer lab)*

**References:**


Spencer, Donald D., The Illustrated Computer Dictionary, Universal Book Stall, New Delhi, 1993


Byran P., Discover the Internet, Comdекс Computer, Dream Tech Publishing, New Delhi, 1997


Comdекс Computer Course Kit, Dream Tech Publishing, New Delhi

Crouton T E, Programmed Learning and Computer Based Instruction, New York, 1962

**COURSE NO  EDU 232**
Content Cum Methodology of Teaching Biology

Second Semester

OBJECTIVES

Students-teachers –

- Acquaint the fundamental concepts of Secondary school Biology.
- Construct the unit test paper of Biology at secondary school level.
- Acquaint the knowledge of resources in teaching Biology.
- Acquaint the meaning and professional competencies of a Biology teacher.
- Acquaint skill of conducting Science club activities.

Unit 1. Content In Secondary School Biology 10hrs

- Environmental Science – Ecology, the various Food chains
- Constituents of Food - Production and Management of food
- Evolution of life – basic concepts of organic evolution.
- Biotechnology – modern concepts, application of Biotechnology for human welfare.

Unit 2. Professional Growth of A Biology Teacher 5hrs

- Biology teacher- Professional competencies
- Programmes for quality improvement by various agencies through seminars, conferences, workshop, refresher courses, Programmes viz., seminars, conferences, workshops, experimentation, refresher courses science visit, science fair

Unit 3. Resources in Teaching Biology 15hrs

- School garden, Aquarium, Terrarium, Vivarium –set up and advantages
- Biology Laboratory; design, equipments, lab- records
- Biology text books, characteristics of good text book, criteria for evaluating it, limitations of the present day science books
- Teaching aids – meaning and its classification
- Instructional aids – meaning, types and advantages
- Audio aids- meaning and advantages of radio & tape recorder
- Visual aids – meaning and advantages of charts, models & specimens
- Projected aids – meaning and advantages of films and OHP.
- Audio Visual aids – meaning and its advantages of T.V. & VCD
- Supplementary Reading Materials – meaning, types and criteria for selecting SRM.

Unit 4. Evaluation in Teaching Biology 10hrs
Unit test – meaning and its importance
Meaning and importance of Unit analysis, Content analysis & Task analysis
Construction of unit test – steps
IOTAQB – meaning and advantages

Unit 5. CO-CURRICULAR ACTIVITIES IN TEACHING BIOLOGY 5hrs

Meaning, Organization and Importance of the following activities;
Science Club
Science Exhibition
Science Museum
Science visits

REFERENCES
6. Thurber W.A. and Colletta A. ‘A Teaching Science in today’s Secondary schools’ Prentice Hall of India (1964)
Enable the student teacher
- To enhance the knowledge of content
- To acquaint with instructional media of Social Science
- To understand the different kinds of instructional materials in Social Science
- To acquire the skill in collecting and maintaining the resources and equipments in Social Science
- To appreciate the role of non-formal Social Science Education
- To acquire the knowledge about the professional competencies in Social Science Teaching
- To understand the relevance of Evaluation in Social Science

Unit - I
Content Of Social Science (8hrs)
- The Delhi Sultanate, The Vijayanagara Empire, The Bhamini Rule, The Mughal Rule, Religious Reform Movements, Jesus Christ and Christianity, The Vedic Period
- The Cold war and Military block, Fascism and Nazism
- Challenges and Problems faced by our Country and the world
- The Solar System, The Solar and Lunar Eclipse, Weather and Climate
- Infrastructure of Indian Economy

Unit - II
Instructional Media In Social Science (5hrs)
- One Dimensional - Maps, Charts, Graphs, Timelines, Pictures – Types and Suggestion for use
- Uses of Multimedia , Radio, Television, Power Point Presentation

Unit - III
Instructional Materials In Social Science (7hrs)
- Text Book, Qualities of Good Social Science Text Book, Critical appraisal of Social Science Text Book of 8th and 9th Standards
- Supplementary Materials – Importance – Types- Biographies, Newspaper, Journals, Magazines, Plays, Fiction, Travel Stories
- Instructional Kits, Advanced Books and relevant Websites _ Importance and Uses

Unit - IV
Resources And Equipments In Social Science (5hrs)

➢ Community Resources, Importance, Utilization and Advantages
➢ Social Science Room – Need, Importance and maintenance

Unit -V
Non-Formal Social Science Education (8hrs)

➢ Current Events- Nature and Scope, Criteria and Illustration, Methods of Teaching, Role of the teacher
➢ Role of teacher with regard to Controversial Issues
➢ Social Science Club, Model Parliament, Field Trip – Objectives, steps and organization

Unit - VI
Competencies Of Social Science Teacher (6hrs)

➢ Qualities of Social Science Teacher
➢ Importance of In-service Programmes for quality improvement
➢ Methods of In-Service Instruction – Seminar, Workshop, Talent Search, Refresher Course, Teacher Exchange Programme, Extension Lectures

Unit - VII
Evaluation In Social Science (6 hrs)

➢ Concept of unit test; Steps in the construction of unit test; designing three dimensional chart / blue print of question paper; Format of question paper
➢ IOTAQB- Development & its uses

REFERENCE
2. Dr.Y. K. Singh., Teaching of Social Studies., APH Publication Corporation, New Delhi

COURSE NO EDU 233
Course Objective: To introduce students to the essential elements of good physics teaching, practice needed to teach physics in an effective and inspirational manner. The student-teacher:

- Acquires the knowledge of the content of Physics operating at the secondary school level (10th grades)
- Develops Teaching Aids and other learning material
- Designs and Organizes a Physics Laboratory
- Organizes Science Club and other co-curricular activities in Physics
- Acquires the knowledge of Professional competencies of a Physics teacher
- Acquires the knowledge of Resource materials required for teaching Physics
- Develops the skill in construction, administration, and interpretation of a Unit test

Unit-1 Physics Syllabus at Secondary School Level: (10 hrs)

- Modern Physics: Structure of Atom, Isotopes, Nuclear force, Nuclear fission, Nuclear reactor, Nuclear fusion, Photovoltaic effect
- Energy: Sources of energy, forms of energy, conservation of energy, Electromagnetic radiation
- Electronics: Concept, Transistors, Radio & television, microprocessors
- Sound: Properties of sound waves, reflection of sound, echoes, Ultra Sonics, Doppler effect, Spectroscopy

Unit-2 Resources for Teaching Physics (15 hrs)

- Printed Resources:
  - Textbook: Characteristics, uses, limitations, and critical analysis
  - Workbooks, guides, and reference material: Characteristics and uses
- Non-Printed Resources:
  - Laboratory: Organization, maintaining, uses, and precautions needed
  - Mass Media: Radio, Television, Internet, EDUSAT
  - Teaching Aids: Projected, Non-projected, and electronic aids – Types, features, merits, and demerits; Edgar Dale’s Cone of experience
  - Improvised Aids: Meaning, preparation, importance
- Community Resources

Unit-3 Evaluation in Teaching Physics (5 hrs)
➢ Construction of Objective based test items;
➢ Unit Test: Concept, Construction- Weightages to components, Blue print, Uses
➢ IOTAQB – Concept, Development and uses.

Unit-4 Co-curricular Activities in Physics (8 hrs)

➢ Meaning, Objectives, Organization and importance of:
➢ Science Club, Science Fair and Exhibition, Science Museums,
➢ Science Quiz and Field trips

Unit-5 Physics Teacher and Professional Growth (7 hrs)

➢ Competencies of a Physics Teacher;
➢ Programmes for Professional Growth: Seminars, workshops, Conferences,
➢ Projects, In-service training and Research & Literature – Meaning, Features and uses

Reference:


Thurber and Collete, (1964), *Teaching of Science in today’s Secondary Schools*, Prentice Hall


COURSE NO EDU 234
Objectives

Student Teacher Shall

- Acquire mastery in Content of Chemistry of Secondary Education
- Understand the importance, maintenance and uses of various resources for Teaching of Chemistry.
- Critically analyze the textbook of the secondary schools.
- Acquire the knowledge about various co-curricular activities in Chemistry.
- Develop Skill in construction & administration of unit test in Chemistry.
- Acquire the knowledge of quality improvement in Chemistry instruction.

Unit I

Content in Chemistry  
( 15 hrs )

- Chemical bonding – Ionic, Covalent, Hydrogen and Metallic Bonds, Properties of compounds having these bonds
- Chemistry of carbon, classifications of organic compounds, isomerism of organic compounds, functional groups, saturated and unsaturated hydrocarbon.
- Petroleum; fractional distillation, Petrochemicals & its uses.
- Allotropic forms of carbon; crystalline & amorphous forms.
- Types of Chemical reactions
- Preparation & properties of carbon dioxide & carbon monoxide
- Rate of chemical reactions ; factors affecting rate of chemical reactions
- Sulfur & phosphorus; extraction, & properties.
- Soaps & detergents.

Unit II

Resources in Teaching Chemistry  
( 10 hrs )

- Science Library & its organization; Classification of books in Science Library.
- Laboratory & its organization; Design of multipurpose laboratory – Lab apparatus and equipments; Laboratory rules, discipline in lab, registers maintained in lab; Accidents in lab and first aid
- Place of Text books in Teaching Chemistry; Criteria of good Text books; Teacher’s Hand book, Reference books & Resource books
- Teaching aids – Types of Teaching aids – importance of Teaching aids in teaching of Chemistry ; Charts, Models ; Role of Radio and Television as
resources for Learning Chemistry; Improvisation of Lab apparatus – Need & importance.

**Unit III**

**Co-Curricular Activities in Chemistry**

(6 hrs)

Meaning, Organization & importance of the following activities

- Science Club
- Science Exhibition
- Science museum
- Science quiz
- Science Center

**Unit IV**

**Evaluation in Teaching Chemistry**

(7 hrs)

- Concept of unit test; Steps in the construction of unit test; weight age to the components of unit test, designing three dimensional chart / blue print of question paper; Format of question paper
- IOTAQBP- Development & its uses

**Unit V**

**Professional growth of Chemistry Teacher**

(7 hrs)

- Essential qualities of Chemistry Teacher
- In service training for professional growth; Role of seminar, workshops etc… in quality improvement.

**Reference**

5. Mathews J.C: Objective Tests in Modern Chemistry
6. Narendra Vaidya: The impact of Science Teaching
8. Waddington (DJ): Teaching School Chemistry.

**COURSE NO. EDU 234**
Objectives: The student-teachers should be able to:

- To familiarize with the language skills to be developed and evaluated among students.
- To acquire knowledge about the recent trends in English language teaching and learning.
- To develop the ability to identify and write the objectives for teaching and learning.
- To develop the ability of planning and writing meaningful lessons and teaching them effectively.

Unit I: Aims and Objectives of Teaching English (10)

- Aims of teaching English.
- Educational objectives of teaching English
- Meaning; Classification; Writing educational objectives for classroom teaching.

Unit II: Lesson Planning (12)

- Meaning; Characteristics; Steps; Structure.
- Selection of teaching methods and strategies.
- Activities to develop language skills.
- Evaluation and Home Assignment.
- Lesson plan based on evaluation approach.
- Unit plan; Characteristics; Format of a unit plan.

Unit III: Evaluation and Testing (10)

- Meaning of Unit test; Construction of Unit test
- Designing a 3 D chart/ Blueprint
- Preparation of a question paper
- Administration and evaluation of unit test

Unit IV: Use of Educational Technology in English (08)

- Language Laboratory: Use of software for teaching and learning English.
- Computer assisted learning in English.
- Use of multimedia in teaching English.
- Role of websites in learning English.
Unit V: Mastery of Content

- Study of literary terms.
- Figures of speech with relevance to secondary school text
- Enrichment in vocabulary, idioms and phrases

References:


Martis Hewings; Pronunciation, Practice, Activities; Cambridge University Press, 2004.


Course Objective: To introduce students to the essential elements of good mathematics teaching, practice needed to teach mathematics in an effective and inspirational manner.

The student-teacher:

- Acquires the knowledge of the content of Mathematics operating at the secondary school level (10th grades)
- Develop Teaching Aids and other learning material
- Organize a Mathematics Club
- Organize co-curricular activities in Mathematics
- Acquires the knowledge of Professional competencies of a Mathematics teacher
- Acquires the knowledge of Resource materials required for teaching Mathematics
- Develops the skill in construction, administration and interpretation of a Unit test

Unit-1 Mathematics Syllabus at Secondary School Level: (10 hrs)

- Arithmetic: Sets; Matrices; Statistics; Permutations & Combinations
- Algebra: Factorization; Quadratic equations; Modular Arithmetic
- Geometry: Theorems—Triangles & Circles; Mensuration, Polyhedra

Unit-2 Resources for teaching Mathematics (15 hrs)

- Printed Resources:
  - Textbook: Characteristics, uses, limitations and critical analysis
  - Work book, guides and reference material: Characteristics and uses;
- Non-Printed Resources:
  - Laboratory: Organization, maintaining, uses and precautions needed
  - Mass Media: Radio, Television, Internet, EDUSAT;
  - Teaching Aids: Projected, Non-projected and electronic aids—Types, features, merits and demerits; Edgar Dale's Cone of Experience
  - Improvised Aids: Meaning, preparation, importance;
- Community Resources;

Unit-3 Evaluation in teaching Mathematics (5 hrs)
- Construction of Objective based test items;
- Unit Test: Concept, Construction- Weight ages to components, Blue print, Uses
- IOTAQB – Concept, Development and uses.

**Unit-4 Co-curricular Activities in Mathematics (8 hrs)**

- Meaning, Objectives, Organization and importance of:
  - Mathematics Club, Mathematics Olympiad,
  - Mathematics Quiz and Field trips

**Unit-5 Mathematics Teacher and Professional Growth (7 hrs)**

- Competencies of a Mathematics Teacher;
- Programmes for Professional Growth: Seminars, workshops, Conferences,
- Projects, In-service training and Research & Literature – Meaning, Features and uses

**Reference:**


COURSE NO  EDU 281

Action Research
Second Semester

OBJECTIVES ;

Student – teachers –
➢ acquaint the meaning of research.
➢ acquaint the Educational research abilities.

UNIT 1. Fundamentals of Research 5hrs

➢ Meaning and definition of Research
➢ Purpose and Importance of Research
➢ Types of Research

UNIT 2. Action Research 5hrs

➢ Meaning of Action research
➢ Steps involved in Action research
➢ Importance of Action research

UNIT 3. Research Report 5hrs

➢ Importance of Research report
➢ Style and Format of report
➢ Steps in drafting a research report.
COURSE NO  EDU 282

HOLISTIC EDUCATION
Second Semester

Objectives

To enable the student:

- To Safeguard Human Rights and to Maintain Peace in the Society
- To respect the Cultural Diversity of the Student from varied groups
- To understand the essence of Human Values
- To acquire knowledge about Population associated issues

Unit – I- Human Rights Education

- Obstacles and hindrance of Human Rights
- Methods of Human Rights teaching
- Human Rights Education at Secondary Level
- Role of Human rights Education
- Human Rights Education in Indian Context

Unit –II – Multicultural Education

- Meaning, significance and objectives of Multicultural Education
- Activities helpful in Multicultural Education
- Curriculum and instructional Strategies of Teaching

Unit – III- Value Education

- Meaning and classification of Values
- Need for value education
- Activities employed in Value Education
- Inculcation of Values
- Value Oriented Programmes
- Contribution of Sri Ramakrishna to world culture

Unit – IV – Population And Aids Education

- Causes and Consequences of Population Explosion
- Aids Education- Symptoms/Transmission/Awareness Programmes

(15 hrs)
REFERENCE
6. Dr. Hasen Daj - Current Challenges in Education – Neelkamal publication 2005

Course No EDU-283
Environmental Education
Second Semester

School of Education will follow the same syllabus for Environmental Education which is Prescribed for the other courses in the Christ University.

Course No EDU 282
Each Student Teacher has to present a Seminar on a topic relevant to Education. Assessment will be done for the written work and for the presentation.

Course No EDU 285 & 286

Practice Teaching
Practice Teaching will be held for a period of one month in selected schools. Every student shall execute not less than 10 Lessons in each subject of specialization during the Practice Teaching, of which one should be Criticism Lesson in each method. Out of the 10 lessons in each method, a minimum of 4 Lessons shall be supervised by the Teacher Educators.

Prior to Teaching Practice in schools, Simulated Practice Teaching will be held in the School of Education. Each student will execute 2 Lessons in each method in the Simulated Practice Teaching.

Student shall be exposed to a minimum of three demonstration lessons in each of the subjects of specialization before the Practice Teaching.

Each student shall observe a minimum of 30 Lessons during Practice Teaching. Students have to maintain proper record of lessons observed.

Each student shall submit the teaching aids including models prepared during Practice Teaching Session. (Assignment -1)

Each student shall prepare a unit test, administer the test to the students in the school, analyses and interpret the data obtained in each method. (Assignment 2).

Method of Evaluation
Students are evaluated for each paper on the basis of Written Examination and Continuous Internal Assessment. Each paper carries maximum 100 marks and the evaluated can follow:

- **End Semester exam (ESE):** 50%
- **Mid Semester exam:** 25%
- **Continuous Internal Assessment (CIA):** 25%

Total 100%

**Written Examination**

- **Mid Semester Exam:** 50 marks (2 hrs)
- **End Semester Exam:** 100 marks (3 hrs)

Mid Semester exam marks will be taken for Internal Assessment. End Semester exam will be reduced to 50 for deciding the promotion criteria.

**Continuous Internal Assessment**

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<th>CIA-I</th>
<th>CIA-II</th>
<th>CIA-III</th>
<th>CIA-IV</th>
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<td>for (25 marks)</td>
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<td>for (5 marks)</td>
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CIA-I MSE marks will be reduced to 25 for this purpose.

CIA-II & CIA-III: Continuous Internal Assessment

**Continuous Internal Assessment II**

CIA-II will be in two components
- Written (reports) Group or Individual
- Viva or Presentation may also be conducted

**CIA-III**
The following methods may be adopted
- Multiple choice based test.
- Practical Activity
- Viva
- Group Discussion

**Attendance**
The Marks distribution for attendance is as follows

- 95%-100% : 05 marks
- 90%-94% : 04 marks
- 85%-89% : 03 marks
- 80%-84% : 02 marks
- 76%-79% : 01 mark

Distribution of Marks for practice teaching related activities will be as follows (in each method)

<table>
<thead>
<tr>
<th>Method</th>
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<tbody>
<tr>
<td>Lesson</td>
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<tr>
<td>Observation of Lessons</td>
<td>10</td>
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<tr>
<td>Assignment 1</td>
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<tr>
<td>(Preparation of Teaching Aids &amp; Models)</td>
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<tr>
<td>Assignment 2</td>
<td>-</td>
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<tr>
<td>(Unit test and Analysis of Result of the test)</td>
<td>10</td>
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<tr>
<td>Supervised Lessons (including simulated Lessons)</td>
<td>20</td>
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<tr>
<td>Criticism Lesson</td>
<td>10</td>
</tr>
<tr>
<td>Practical Exam</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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