

**DEPARTMENT OF EDUCATION**  
**ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-101**  
**Credits)**

**B.Ed. ( I Semester)**

**(4**

**EDUCATION IN THE NATIONAL CONTEXT - I**

**Objectives:**

After studying the course, the learner will be able to:

- Understand the aims, purposes and processes of education with reference to India
- Critically examine the role of various agencies in the development of the child
- Comprehend the interdependence of education and society and their relationship
- Know various current issues prevalent in the Indian society and role of education in solving them.

**UNIT 1: MEANING AND AIMS OF EDUCATION**

- (a) Meaning and functions of education
- (b) Formal, non formal and informal modes of education
- (c) Individual and social aims of education and their synthesis
- (d) Education to focus on learning to know, learning to be, learning to do and learning to live together.

**UNIT II: SOCIAL ROLE AND AGENCIES OF EDUCATION**

- (a) Agencies of education (Family, School, State, Religion and Mass Media)
- (b) Education and culture
- (c) Education and social change
- (d) Education and modernization

**UNIT III:- ISSUES AND CONCERNS OF CONTEMPORARY INDIAN SOCIETY**

- (a) Peace education
- (b) Value education
- (c) Human Rights education
- (d) Women Empowerment

**Recommended Books:**

- Mercer & Carr (1958). *Education and Social Order*, New York: Rinehart and Company, Inc.
- Mohanty, J. (1994). *Indian Education in the Emerging Society*, Sterling Publisher Private Limited.
- Nunn, S.P. (1947). *Education its data and first Principles*, London: Edwar Arnold and Company,
- Ottaway, A.K.C. (1962). *Education and Society*, London: Routledge and Kegan Paul.
- Ross, J. (1962). *Groundwork of Educational Theory*, London: George and Harrap Company Limited.
- Saiyidain, K.G. (1958) *Education, Culture and Social order*, New Delhi.:Asia Publishing House,
- Salamatullah (1958). *Can Education do it?* Jalandhar: Punjabi Publication.

- Saxena, N.R.S & Dutt, N.K (2008). *Philosophical and Sociological Foundations of Education*, Meerut: Raj Printers.
- Taneja, V.R. (2007). *Educational Thought & Practice*, New Delhi: Sterling Publishers,
- Taneja, V.R. (1989). *Socio and Philosophical approach to Education*, New Delhi: Atlantic Publishing House.

**DEPARTMENT OF EDUCATION**  
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**ED-102**  
**Credits)**

**B.Ed. ( I Semester)**

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**EDUCATIONAL PSYCHOLOGY AND STATISTICS - I**

**COURSE OBJECTIVES:**

The pupil teacher will understand –

- (i) The psychology as a scientific discipline and its application in education.
- (ii) The nature of growth and development in human beings and different areas of developments.
- (iii) The process of learning its methods and models of learning.
- (iv) The mental health, adjustment of students and group dynamics.

**Unit – I**

1. Meaning scope and importance of educational psychology.
2. Meaning and principles of growth and development.
3. Landmarks of physical and motor development.
4. Distinctive features of social and emotional development.
5. Salient features of mental development including Piaget's stages of cognitive development.

**Unit – II**

1. Concept of learning and its methods.
2. Theory of learning by trial and error.
3. Classical conditioning theory of learning.
4. Operant conditioning theory of learning.
5. Theory of learning by insight.

**Unit – III**

1. Concept of mental health, mental hygiene and adjustment.
2. Symptoms of adjusted and maladjusted child.
3. Causes of maladjustment.
4. Defense mechanism.
5. Group dynamics and its educational implications.

**BOOKS RECOMMENDED**

- Bigge, M.L. & Hunt, M.P. (1968) Psychological Foundation of Education, Harper & Row, New York.
- Blair, G.M. Jones, R.S. and Simpson, R.H. (1963) Educational Psychology (Second Ed.), The McMillan Co. New York.
- Crow, L.D. and Crow A. (1979) Educational Psychology, Europa Publishing House, New Delhi.
- Daniels, Harry and Edwards, Anne (2004) Psychology of Education, Routledge Falmer, London.
- Gerrett, H.E. (1973) Statistics in Psychology and Education, David Mc Kay Co. Inc. Indian Print.
- Henson, Kenneth T. & Eller, Ben F. (1999) Educational Psychology for Effective Teaching, Wodsworth Publishing Company, U.S.A.
- Hurlock, E.R. (1998) Child Development, Mc Millan Co. New York.

- Robert C. Craig, William, A. Mehrem, Harvey F. Clarizio (1975) Contemporary Educational Psychology Concept/Issues/Applications, John Wiley and Sons Inc.
- Skinner, Charles E. (2009) Educational Psychology Prentice Hall of India.
- Woolfolk, Anita (2004) Educational Psychology, Pearson Education Singapore.

**DEPARTMENT OF EDUCATION**  
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**ED-103**  
**Credits)**

**B.Ed. ( I Semester)**

**(4**

**PROBLEMS OF INDIAN EDUCATION**

**Objectives :**

After completing this course, the learners will be able to:

- a) Understand the basic concepts related to elementary, secondary & higher education.
- b) Know the national policies on education during the post-independence period.
- c) Analyze critically the progress of various sectors of education in India.
- d) Understand the significance of teacher education and its quality for overall progress.
- e) Recognize the need of educating weaker sections & appreciate efforts towards this end.

**UNIT I :**

- 1) EFA and UEE in India: basic concepts and brief historical review;
- 2) RTE Act - 2009: salient features, implementation& issues;
- 3) National Policies and EFA: programs, their implementation& progress;
- 4) Adult education, continuing education & lifelong learning: progress & problems;

**UNIT II :**

- 1) Secondary Education: pattern, development and problems;
- 2) Vocational-orientation of education: historical review, progress and problems;
- 3) Teacher Education: historical review, progress (quality & quantity) and problems;
- 4) Recent curricular reforms, salient features of NCF-2005 and NCFTE-2009;

**UNIT III :**

- 1) Constitutional provisions for education of weaker sections;
- 2) Education of Scheduled Castes and Scheduled Tribes;
- 3) Education of the girl child and women: progress and problems;
- 4) Education of minorities: policies, programs and progress;

**Suggested readings**

Naik J. P. (1982): Education Commission and After, Allied publishers, New Delhi.  
National Policy on Education (1986-92) and Programs of Action: MHRD, Govt. of India, New Delhi.  
NCERT (2005): National Curriculum Framework for School Education, New Delhi.  
NCTE (2009): National Curriculum Framework for Teacher Education, New Delhi.  
Report of Education Commission (1966): Govt. of India, Ministry of Education, New Delhi.  
Report of the Secondary Education Commission (1952): Govt. of India, Ministry of Education, New Delhi.  
Right to Education Act (2009): Government of India, New Delhi.

**DEPARTMENT OF EDUCATION**  
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**ED-104**  
**Credits)**

**B.Ed. ( I Semester)**

**(4**

**GENERAL METHODS OF TEACHING**

**Objectives :**

The students will be able to :

- Know the concept, characteristics and important teaching skills.
- Understand the classification of Bloom's taxonomy of educational objectives.
- Explain the merits and demerits of various approaches to teaching.
- Apply various teaching method in class-room teaching.
- Describe use of ICT in teaching and learning.
- Know innovative methods of teaching.
- Evaluate qualitative teaching through action research.

**Unit – I : CONCEPT AND OBJECTIVES OF TEACHING :**

- i. Concept and characteristics of good teaching.
- ii. Important teaching skills – questioning skill, Reinforcement skill, Explanation skill, Stimulus variation and Illustration with example.
- iii. Need and importance of defining aims and objectives of teaching in terms of learning outcomes.
- iv. Bloom's taxonomy of educational objectives.
- v. Concept of Pedagogical analysis.
- vi. Major steps in Pedagogical analysis.

**Unit – II : APPROACHES TO TEACHING :**

- i. Criteria of adopting a suitable method of teaching.
- ii. Maxims of teaching : Known to unknown, simple to complex, easy to difficult, concrete to abstract, whole to part etc.
- iii. Merits and demerits of various teaching methods : Lecture method, Demonstration method, Project method, Problem-solving method and Discussion methods.
- iv. Factors affecting teaching and learning.

**Unit – III : QUALITY AND INNOVATIVE TEACHING :**

- i. Use of ICT in teaching and learning.
- ii. e-learning and changing nature of class-room.
- iii. Innovative methods of teaching :
  - (a) Concept mapping.
  - (b) Mastery learning.
  - (c) Programme learning.
- iv. Qualitative teaching through action research.

**BOOKS RECOMMENDED :**

- Bhatia, K. (2002), “The Principles and Methods of teaching”, Doaba House, New Delhi.
- Chris, Kyriakon (1997), “Effective Teaching in Schools : Theory & Practice”, Stanley Thornes Ltd.
- David Coulby and others (2011), “Preventing classroom Description : Policy, Practice and Evaluation in Urban Schools”, Routledge Library edition, London.
  
- Day, Christopher (2004), “A Passion for Teaching”, Routledgefalmer, London.
- Government of India (2000), National Curriculum Framework (NCF), NCERT, New Delhi.
- Government of India (2005), National Curriculum Framework (NCF), NCERT, New Delhi
- Woods, P. (2011), “Critical Events in Teaching and Learning”, Routledge Library Edition, London.
- [www.teacher.co.in](http://www.teacher.co.in)

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-105  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**HEALTH EDUCATION**

**OBJECTIVES:**

- To help students teachers to develop right concepts about health and factors influencing health.
- To understand about objectives of health education at various levels.
- To acquire knowledge of working of different organs involved in digestion, respiration and excretion.
- To identify their role and responsibility in total school health programme.
- To acquire knowledge of structure of eye, ear and teeth and problems associated with these.
- To help student teachers to realize effects of drugs, tobacco, smoking and alcohol on human body.
- To acquire knowledge of various communicable disease and be able to protect them.
- To acquire knowledge of common accidental occurring in school home and community and first – aid measures related to them.

**Unit – I**

1. Concept of Health, Aims and objectives of health education. Role of educator in promoting health in the school.
2. Food and Nutrition, Balanced diet, Common deficiency, diseases.
3. Digestive system – Structure of alimentary canal, process of digestion of carbohydrates, proteins and fats.
4. Excretory system – Structure and functions of organs involved in human excretion process of Urine formation.
5. Respiratory system – Structure and functions of organs involved in human respiration, process of respiration.

**Unit – II**

1. Structure of human eye and defects of vision.
2. Structure of human ear and hearing problems.
3. Structure of Tooth, causes of tooth decay and cure.



4. Drug addiction, effects of drugs and control measures.
5. Effects of Alcohol and control measures.

### **Unit –III**

1. Infection, carriers of **infection**, its prevention and control.
2. Disinfectants, classification of disinfectants.
3. Communicable diseases – measles, chickenpox, whooping cough, tuberculosis, their symptoms, prevention and cure.
4. Accidents and first aid – cuts, burns, bites, sprain, fracture, drawing and poisoning.

### **RECOMMENDED BOOKS**

1. Bedi Yashpal (1967) – Handbook of Hygiene and public health, Anand Publishing Comp. Amritsar.
2. Davis, M.B.(1966) – Ninth Edition, Hygiene and Health Education. Longmans green and company Ltd. London.
3. Intel (2003) – Intel Innovation in Education, Intel teach to the future – Students work book.
4. Thomas Elizabeth (2000) Handbook of Hygiene (for undergraduate students) Pub. By Silver Shore Publication, Janakpuri, New Delhi.
5. Rastogi, B.B. (2004) – 7<sup>th</sup> Edi. Modern Biology, Vol. II, Pitambar Publishing Comp. New Delhi.
6. Venugopal, S. (1997) , Together with Biology Roe Lana Sagar Pvt. Ltd. , New Delhi.
7. Bansal and Gupta (2010), Biology, SBPD Publication, New Delhi.
8. Kumar Vinay and L.P.Bandana (2010), Target 2011, Biology Published by Tata Mc Graw Hill Education, Pvt., Ltd., New Delhi.

## ***DEPARTMENT OF EDUCATION ALIGARH MUSLIM UNIVERSITY, ALIGARH***

## **EDUCATIONAL TECHNOLOGY AND COMPUTER EDUCATION**

### **OBJECTIVES:**

After the completion of this course, the pupil teacher will be able to:

- a) Define the scope and importance of educational technology.
- b) Know hardware and software aspects and types of educational technology.
- c) Understand different instructional resources in India.
- d) Meaning, scope and importance of computer in education.
- e) Familiarize with generations and fundamentals of computer.
- f) Know different types of computer languages and computer operating system.
- g) Develop skills to use computer in teaching, evaluation and administration.
- h) Know the instructional applications of internet and web resources.

### **Unit – I Nature and concept of educational technology**

1. Meaning, definitions and importance of educational technology.
2. Hardware and software aspects of educational technology.
3. Types of educational technology: teaching technology, instructional technology, instructional technology and behavioral technology.
4. Instructional resources centers for educational technology: CIET, IGNOU, UGC.

### **Unit – II Introduction to Computers**

1. Generations, types and characteristics of computer.
2. Computer fundamentals: CPU, memory, storage devices, input and output.
3. Computer languages: assembly language, machine language and high level language.
4. Computer operating system: Basics of MS-DOS, and MS-Windows.

### **Unit – III Computers in Education and Networking**

1. Computers in teaching learning process – Problems based learning (PBL), E-learning, virtual classroom teaching.
2. Computer in evaluation.
3. Computer in educational administration.
4. Internet, e-mail and World Wide Web (WWW) and research.

### **PRACTICALS:**

- Use of teaching packages and practice of graphic packages in education: PowerPoint, MS Word, MS Excel.
- Preparation and presentation of slides for teaching any topic at the school level.

### **Books recommended**

- Das, R.C. (1993), Educational Technology, A basic text, Sterling Publishers, New Delhi.
- Dececco, J.P. (1964), Educational Technology, reading in programmed instruction Holt Rinehart and Winston.
- Percival, F & Ellengten, H., (1984). A handbook of Educational Technology, Billings & Sons Limited, Worcester.
- Rajavaman, V. (1999). Fundamentals of Computer Prentice, Hall of India, New Delhi.

- Ruhela, S.P. (1973). Educational Technology, New Delhi, Raj Prakashan.
- Sinha, P.K. (1997) Computer Fundamentals, BPB Publications, New Delhi.
- Xavier, C. (1997) Introduction to computers and basic programming, New Age International, Limited Publishers.

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-107  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**EDUCATIONAL ADMINISTRATION AND SUPERVISION**

**OBJECTIVES:** After completion of the course the student teacher will be able to:

- Understand the concept of Educational Administration.
- Acquaint with the principles of democratic administration.
- Understand the duties and qualities of an ideal principal.
- Understand the role and duties of school principal.
- Develop skills for optimum utilization of resources conducive in the effective supervision.

**Unit – I**

- a. 1. Meaning, scope and process of educational Administration.
2. Types of Educational Administration.
3. Principles of democratic administration.
- b. 1. Role and duties of school Principal.
2. Qualities needed in a school Principal.
3. Duties of an ideal Principal.
4. Principal's relationship with staff, students and parents.

**Unit – II**

- a.
  1. Role and duties of teaching staff.
  2. Qualities needed in school teacher.
  3. Teacher's relation with staff, students and parents.
- b.
  1. Meaning and need of school time table.
  2. Types of time table.
  3. Criteria of an ideal time table

### **Unit – III**

- a.
  1. Meaning, definition and changing concept of discipline.
  2. Principles of discipline.
  3. Foundation of good discipline.
  4. Causes of indiscipline among students.
- b.
  1. Meaning and nature of educational supervision.
  2. Supervision as a service activity.
  3. Supervision as a process.
  4. Supervision as a function.
  5. Planning the supervisory programme.

### **Books recommended :**

1. Awasthi, A; (1974) Public Administration, Laxmi Narayan Agarwal, Agra.
2. Bagley W.C. School Discipline 1996.
3. Bagley, W.C. : Classroom management (The Mac Millan Co. 1998).
4. Blumberg, A, and Greenfield W. (1986): The effective Principal, Allyn and Bacon, London.
5. Boardman, C.W.: Democratic supervision in secondary school (Houghton Mifflin, 1998).
6. Coowbs P.H. (1970): what is Educational Planning? IIEP (UNESCO) Paris.
7. Faunce, R.C. Secondary School Administration (Harper and Bros, NY 1995).
8. George H.L. and Robert, A.S. (1976); Motivation and Organizational Climate, Harward University, Boston.
9. Kabir Humayu: Student Indiscipline, Ministry of Education (Govt. of India) 1997.
10. Khan M.S.: School Administration.
11. Mukherji S.N.: Secondary School and Administration Acharya Book Depot (1999).
12. Parvez M.: School Administration Three way printers Aligarh (2010).
13. VS Jha: Discipline Among Pupils (Govt. Prem Nagpur 1991)

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-111  
Credits)**

**B.Ed. ( I Semester)**

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**METHODS OF TEACHING ENGLISH**

**Objectives :**

- The students will understand the importance of teaching English as a foreign/Second language.
- They will become aware of its origin, development and distinctive characteristics.
- They will understand the aims and objectives of teaching English as a foreign/second language.
- They will also be acquainted with different methods of teaching English and their advantages and disadvantages.
- They will know about the techniques of teaching oral skills, reading and writing skills and also about techniques of teaching spelling.
- They will learn how to prepare lesson plans for teaching English prose, poetry and grammar.
- They will understand the importance and use of Audio-visual aids and language laboratory in teaching English.

### **Unit – I**

1. Importance of teaching English as a foreign language/Second language.
2. English language, its origin, development, and distinctive characteristics.
3. General principles of language learning with special reference to study of English.
4. Aims and objectives of teaching English as foreign language/second language. Translation Method, its Merits and Demerits. Communicative Approach to teaching English.
5. Structural approach and direct method of Teaching English - its critical appraisal, advantages and disadvantages.

### **Unit – II**

1. Teaching of oral skills, specific techniques for oral expression.
2. Teaching of Reading Skills, intensive and extensive reading, Silent reading and reading a loud with expression.
3. Teaching of writing skills, letters, summaries, essay writing.
4. Teaching of spellings, general rules and exceptions, Mnemonics for the difficult words.

### **Unit – III**

1. Aims and objectives of teaching English.
2. Lesson planning - Teaching of English prose, poetry and grammar.
3. Meaning and importance of teaching aids, Audio-Visual Aids, kinds and uses.
4. Language Laboratory & its importance in teaching English.

### **SUGGESTED READINGS:**

1. Allen, H.B.: Teaching English as a Second language Mac Graw – Hill, N.Y., 1965.
2. Bansal, R.K. & Harrison, J.B. (1983): Spoken English for India New – Delhi, Orient – Longmai, second edition, 1983.
3. Champion, H.: Lectures on the teaching of English, Oxford Univ. Press, Madras, 1954.
4. Fries, C.U.: Teaching and learning English as a foreign language, Univ. of edition, 1969.
5. Harbord. J.: The use of the mother tongue in the classroom, ELT, 46/4 Oct. 1992.
6. Kohli, A.L.: Techniques of teaching English, 1990.
7. Lado, Robert: Language Teaching – A scientific Approach, New York, McGraw Hill.
8. Little, Williams: Communicative Language Teaching an introduction Cambridge University Press, 1981.
9. Masayu Ki Sano: “How to Incorporate Total Physical Response into the English Programme”, E.L.T. 40/4 Oct. 1986.
10. Murphy, D.F.: Communication and correction in the classroom ELT, 40/2 April, 1986.
11. Nihalani, Paroo (1971): Indian & British English (D.U.P.)
12. Tomlinson: Using poetry with mixed ability language class ELT – 40/2, Jan. 1986.
13. Wilson, R. – Teacher Development: an opportunity for cross-cultural cooperation, E.L.T., Vol. 54/1, January, 2000.

**DEPARTMENT OF EDUCATION**  
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**ED-112**  
**Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHODS OF TEACHING HINDI**

**COURSE OBJECTIVES:**

The student teacher will be able to understand about the

- (i) Aims of teaching Hindi language.
- (ii) Reading, audio visual aids and co-curricular activities.
- (iii) Importance of text books and characteristics of teachers.
- (iv) Methodology of teaching prose, poetry, grammar and composition.

**Unit – I**

1. Aims and objectives of Teaching Hindi language at primary and secondary level of education.
2. Lesson plan – need and format.
3. Teaching aids in language teaching.
4. Co-curricular activities in language teaching.

**Unit – II**

1. Teaching of loud reading
2. Teaching of silent reading
3. Characteristics of a good Hindi Text book.
4. Qualities of a good Hindi language Teacher.

**Unit – III**

1. Teaching of Prose – aims, methods and lesson planning.
2. Teaching of Poetry – aims, methods and lesson planning.
3. Teaching of Grammar – aims, methods and lesson planning.
4. Teaching of Composition – aims, methods and lesson planning.

**BOOKS RECOMMENDED**

- Lal Raman Bihari (2003) Hindi Shikshan, Rastogi Publications Meerut.
- Mangal, Uma (1991) Hindi Shikshan, Arya Book, New Delhi.
- Pandey, Ram Shakal (2013) Hindi Shikshan, Shri Vinod Pustak Mandir, Agra.
- Pathan, Naseema (1988) Hindi Vishay Gyan, Kastoorbai College of Education, Sholapur.
- Yogendrajeet, Bhai (2013) Hindi Bhasha Shikshan, Shri Vinod Pustak Mandir, Agra.

**DEPARTMENT OF EDUCATION**  
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ED-113

B.Ed. ( I Semester)  
Credits)

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**METHODS OF TEACHING SANSKRIT**

**Objectives :** After completing the course the students will be able to –

- Understand about aims and objectives of teaching Sanskrit language.
- Familiarize with various methods of teaching of poetry, prose, grammar and composition.
- Prepare lesson plan and unit plan.
- Use of various Audio Visual Aids.

**Unit – I :**

1. Aims and objectives of teaching Sanskrit language at different levels.
2. General methods of teaching Sanskrit language.
3. Lesson Planning – Need and importance.
4. Unit Planning – Need and importance.

**Unit – II**

1. Teaching of Prose – Meaning, importance and lesson planning.
2. Teaching of Poetry - Meaning, importance and lesson planning.
3. Teaching of Drama – Meaning, importance and lesson planning.
4. Teaching of grammar – Meaning, importance and lesson planning.

**Unit – III :**

1. Teaching aids – Types and uses in language teaching.
2. Characteristics of a good Sanskrit text book.
3. Qualities of a good teacher of Sanskrit language.
4. Evaluation in Sanskrit and contribution of different types of test items in

Sanskrit.

**Books Recommended :**

1. Gupta Prabha (2007) – Sanskrit Shikshan, Sahiya Prakashan, Agra.
2. Pandey Ram shankar (2006) – Teaching of Sanskrit, Shri Vinod Pustak Mandir, Agra.
3. Sharma Rama And Mishra N.K. (2009) – Arjun Publication, Dariyaganj, New Delhi.
4. Vatsa, B.L. (2008) – Sanskrit Shikshan, Agrawal Publication Agra.



**DEPARTMENT OF EDUCATION**  
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ED-114

B.Ed. ( I Semester)  
Credits)

(4

**METHODS OF TEACHING URDU**

**OBJECTIVES :**

- To make the students aware of nature, function and scope of language.
- To develop the understanding of different skills of language teaching among the students.
- To encourage the students to use the different Audio-Visual Aids as well as Computer Assisted Instruction (CAI) during practice teaching.
- To explain the difference between Micro and Macro teaching.
- To make them efficient to prepare lesson plan of Prose, Poetry and Grammar.

**Unit – I :**

1. The nature of language and its scope.
2. Functions and purposes of language-
  - (i) Communication.
  - (ii) Medium of thinking
  - (iii) Transmission of culture
3. Mechanics of Reading –
  - (i) Silent Reading.
  - (ii) Loud Reading.
  - (iii) Self Reading.
  - (iv) Reading Habits.
  - (v) Intensive and Extensive Reading.
4. Contribution of Urdu as a language in National Development.

**Unit – II :**

1. The place of mother tongue in school curriculum.
2. The role of mother tongue in the education of the child.
3. Value outcome of teaching mother tongue at different levels of education- Primary, Secondary and Senior Secondary Levels.
4. Lesson planning (Micro & Macro) meaning and format.

**Unit – III :**

1. Methods of teaching Prose-Objectives and methodology of teaching story and drama etc.
2. Methods of teaching Poetry –Objectives and methodology of teaching Poetry & Ghazals etc.

3. Methods of teaching Grammar – Objectives and methodology of teaching noun, pronoun, adjective etc.
4. Teaching Aids in language teaching –
  - (i) Audio, Visual and Audio Visual Aids.
  - (ii) Computer Assisted Instruction (CAI).

### **BOOKS RECOMMENDED :**

- Agarwal J.C. (2008) – Principles, Methods and Techniques of Teaching, Vikas Publishing - House, Pvt.Ltd. U.P.
- Ansari, Akhtar (1979) – Ghazal Aur Ghazal Ki Taleem, Taraqi-e-Urdu Board, New Delhi.
- Dhand, H.(2009) – Techniques of teaching, APH Publisher, New Delhi.
- Hardard, J. (1992) – The use of Mother Tongue in the classroom, ELT.
- Haroon, Ayub (1983) – Urdu Ki Dars-o-tadrees ke masail, Book house, Bhopal.
- Husain, Sajid (1993) – Urdu Aur Uske Tadreesi Tarique , Rubbai, Publishing, Karachi.
- Kohli, A.I. (1990) - Techniques of Teaching English, Dhanpat Rai & Sons, New Delhi.
- Moinuddin (1983)- Hum Urdu Kaise Padhaen, Urdu Bureau New Delhi.
- Moinuddin (1988) – Urdu Zaban Ki Tadreesi Taraqi Urdu Bureau, New Delhi.
- Saiyda, K.G. (1971) – Zindagi, Zaban Aur Taleem Anjuman Tariq-e-Urdu, Aligarh.
- Siddiqui, M.H. (2009) – Techniques of Classroom Teaching, APH Publisher, New Delhi.
- Tomilson, B. (1986) – Using Poetry with Mixed Ability Language Class ELT.

***DEPARTMENT OF EDUCATION  
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**ED-115**

**B.Ed. ( I Semester)  
Credits)**

**(4**

**METHODS OF TEACHING PERSIAN**

**OBJECTIVES :**

- To develop the understanding of nature, function of language among the students.
- To make them efficient to prepare lesson plan of-Prose, Poetry and grammar.
- To explain the direct method of teaching Persian as a foreign language.
- To encourage the students to use different teaching aids for better teaching.

**Unit – I :**

1. Language, its nature and function with special reference to Persian as a foreign language.
2. General principles of language learning.
3. Mechanics of teaching-
  - (i) Translation method for teaching Persian as a foreign language.
  - (ii) Direct Method of teaching Persian as a foreign language.
  - (iii) Communicative Approach to teaching Persian.
4. Language Laboratory and its importance in teaching Persian.

**Unit – II :**

1. Teaching of Prose – Objectives and methodology of teaching Persian.
2. Teaching of Poetry – Objective and methodology of teaching Persian.
3. Teaching of Grammar – Objectives and methodology of teaching Persian.
4. Place of Grammar in teaching Persian – Inductive & Deductive Approaches.

### **Unit – III**

1. Meaning and importance of teaching aids.
2. Types of teaching aids and their uses.
3. A critical appraisal of different types of teaching aids.
4. General principles of Word selection and characteristic features of a good text

book.

### **BOOKS RECOMMENDED :**

- Agarwal, J.C. (2008) – Principles, Methods and Techniques of Teaching Vikas Publishing House, Pvt.Ltd. U.P.
- Andalib, A. (1975) – Farsi Adab Key Irtiqa Ki Mukhtasir Tarikh, Nizami Press, Lucknow.
- Dhand, H. (2009) - Techniques of Teaching APH Publisher, New Delhi.
- Harbard, J. (1992) – The use of Mother Tongue in the class room, ELT.
- Knight, B. (1992) – A Workshop for teacher development, ELT.
- Little Wood, W.Journals (1984) – Communication language teaching, Cambridge University Press, Cambridge.
- Siddiqui, M.H. (2009) – Techniques of Classroom Teaching, APH Publisher, New Delhi.

## ***DEPARTMENT OF EDUCATION ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-116**

**B.Ed. ( I Semester)  
Credits)**

**(4**

### **METHODS OF TEACHING ARABIC**

#### **OBJECTIVES :**

- To prepare the students to know the general principles of language learning.
- To explain the meaning and importance of lesson planning to the students.
- To make them understand the special features of Arabic language
- To justify the place of mother tongue in teaching of Arabic.

#### **Unit – I:**

1. General Principles of language learning with special reference to Arabic.
2. Direct Method for teaching Arabic as a foreign language.
3. Translation Method for teaching Arabic as a foreign language.
4. The role of mother tongue in teaching Arabic.

#### **Unit – II:**

1. Meaning and importance of lesson planning and the general steps of lesson plan.
2. Teaching of Prose – Objectives and methodology of teaching stories.
3. Teaching of Poetry – Objectives and methodology of teaching poems.
4. Teaching of grammar – Objectives and methodology of composition, letter writing and essay writing.

### Unit – III

1. Mechanics of Reading :
  - Silent Reading.
  - Loud Reading.
  - Questioning.
  - Intensive and Extensive Reading.
2. Inductive and deductive approaches in teaching of Arabic.
3. Meaning and importance of different types of teaching aids.
4. General principles of 'Word Selection' (Vocabulary).
5. Salient features of a good text book in Arabic.

### BOOKS RECOMMENDED:

- Agarwal, J.C. (2008) – Principles, Methods and Techniques of Teaching, Vikas Publishing House, Pvt.Ltd., U.P.
- Al-Naqa, Mabmmumk (978) – Arariyat Taalim al Lugha Al Arati Li Ghair Al Arab, - ALESCSO, International Institute of Arabic Language Khartoom (Sudan)
- Dhand, H. (2009) – Techniques of Teaching, APH Publisher, New Delhi.
- Harbard, J. (1992) – The use of Mother Tongue in the classroom, ELT, 46/4.
- Kohli, A.I. (1990) – Techniques of Teaching English, Dhanpat Rai & Sons, New Delhi.
- Lado, R. (1983) – Language Teaching : A Scientific Approach, McGraw Hill, New Delhi.
- Nadni, A.H. (1989) – Arabi Adab Ki Tarikh, Taraqqi-e-Urdu Beaureau, New Delhi.
- Samak, S.M. (1975) – Final Tadris bil Lugha al Arabic, Al-Anglo-Mirriya, Cairo (In Arabic).
- Siddiqui, M.H. (2009) – Techniques of Classroom Teaching, APH Publisher, New Delhi.
- Tamilson, B. (1986) – Using Poetry with Mixed Ability Language Class, ELT.

### **DEPARTMENT OF EDUCATION** **ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-117**

**B.Ed. ( I Semester)**  
**Credits)**

**(4**

### **METHODS OF TEACHING HISTORY**

#### **OBJECTIVES:**

At the end of the course the students will be able to:

1. Understand the Aims, objectives and values of teaching history.
2. Develop skill and competence to translate general objectives into performance.
3. Demonstrate the important methods of teaching History by selecting appropriate learning contents.
4. Prepare Lesson Plan using specific methods of teaching History.
5. Develop the skill of preparing and using teaching aids and other instructional inputs in teaching of History.

### **Unit – I      Aims, objectives and values of teaching History**

1. Aims of teaching of History in Ancient times.
2. Aims of teaching of history in Modern times.
3. Objectives of teaching of History.

4. Bloom's Taxonomy of objectives; Cognitive, Affective and Psychomotor Domains objectives.
5. Instructional, Developmental and Social Objectives.
6. Values of teaching of History.

#### **Unit – II      Learner centered and Activity – Based Approach**

1. Story telling method, Advantages and Disadvantages.
2. Discussion method: Advantages and Disadvantages.
3. Source method: Merits and Demerits.
4. Project method: Merits and Demerits.
5. Unit method: Merits and Demerits.

#### **Unit – III      Lesson Planning and Teaching Aids**

1. Meaning, definition and importance of lesson Plan.
2. Requirements in preparing lesson Plan.
3. Approaches to lesson planning.
4. Herbartian model of Lesson Plan.
5. Meaning and importance of teaching aids
6. Types of teaching aids and their use.

#### **BOOKS RECOMMENDED**

- Aggarwal, J.C. : Teaching of History Vikas Publishing House, Pvt. Ltd. New Delhi.
- Burton, W.H. (1972) : Principles of History teaching, London, Methuen, London.
- Chaudhary K.P.:The effective teaching of History in India, New 1975 Delhi, NCERT.
- Dhanija Neelam (1993) : Multimedia Approaches in Teaching Social Studies, New Delhi, Harmen, Publishing House.
- Gunning Dennis (1978) : The Teaching of History, Delhi, Sterling Publishers.
- Khan S.V. (1998) : The teaching problems, prospective and prospect, New Delhi; Heera.
- Kochhar S.K. (1982) : The teaching of History, Delhi; Sterling Publishers
- Wagdwa Shaline (2000) : Modern methods of teaching History, New Delhi
- Yadav, N.N. : Teaching of History, Anmol Publications Pvt. Ltd. New Delhi.

### ***DEPARTMENT OF EDUCATION ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-118**

**B.Ed. ( I Semester)  
Credits)**

**(4**

#### **METHODS OF TEACHING CIVICS**

**OBJECTIVES:** After completion of the course, the student teacher will be able to.

- Understand the aims and objectives of teaching civics.
- Understand the unit planning and steps of lesson planning.
- Apply appropriate methods and techniques of teaching civics.
- Analyze the organization of supplementary material for the teaching of civics.
- Understand the criteria of an ideal text book.

#### **Unit – I**

1. Aims of teaching civics in Indian School.

2. Distinction and relationship between educational aims and objectives.
3. Educational objectives of teaching civics.
4. Unit planning – Meaning and steps of unit planning.
5. Lesson Planning – Need and importance of lesson planning.
6. Steps in lesson planning.

## **Unit – II**

1. Problem solving method – merits, demerits and steps in problem solving methods.
2. Project method – Merits and demerits of Project method.
3. Lecture method – Merits and demerits of lecture method, suggestion to make your lecture more effective.
4. Discussion method – steps of conducting discussion method and its merits and demerits.

## **Unit – III**

1. Meaning of text book and supplementary reading material.
2. Criteria for selection of text book and supplementary material.
3. The use of current information to supplement the text book.
4. Usefulness of text books for students.
5. Development of civics text book.
6. Evaluation of a civics text book.

## **BOOKS RECOMMENDED :**

1. Bining, Arthur C and David H. Bining – Teaching the social studies in secondary school, 3<sup>rd</sup> ed., New York Mc Graw – Hill Book Company, 1952.
2. Crow, Lester Donald and Aice Crown, the student teacher in the Secondary School.
3. Hanna, L, Neva Hageman and Potter Gladay, - Unit Teaching in elementary School, quoted by B.D. Shaida and A.K. Shaida, Teaching of Social Studies: Delhi: Arya Book Depot 1988.
4. Hemming James – The teaching of Social Studies in Secondary School, 2<sup>nd</sup> Edu, London: Longman 1950.
5. Lee, James Michael, Principles and Methods of Secondary Education, New York, Mc Graw – Hill.
6. Michael J.V. – Social Studies for Children in democracy.
7. Moffatt, Maurice P, Social Studies Instruction – Organization, Teaching and Supervision of the Social studies in Secondary in Secondary Schools, New York: Prentice Hall 1950.
8. NCERT – Teaching Social Studies, New Delhi: Author 1969.
9. Wesley, Edgar B. and Stanley P. Wronski – Teaching Secondary Social Studies in a world society 6<sup>th</sup> edu. London D.C. Heath and Company, 1973.
10. Wesley, Edger B. and Teaching Social Studies in High School Wronsky Stanley P.

11. White, E.M. The Teaching of Modern Civics.

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-119  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHODS OF TEACHING GEOGRAPHY**

**Objectives :** After completion of the course the pupil-teacher will be able to :

- understand the aims and objectives of teaching Geography at school level.
- use different methods for effective teaching of Geography.



- plan lesson and use audio-visual aids.
- understand the importance and use of computer and ICT in teaching learning process.
- evaluate geography curriculum and text-book.

### **Unit –I :**

- Aims and objectives of teaching Geography at school level.
- Writing the objectives in behavioural terms.
- Detailed study of the following methods along with their merits, demerits and steps to be followed :
 

(i) Regional method	(ii) Project method	(iii) Laboratory method
(iv) Lecture method	(v) Excursion method	

### **Unit – II :**

- Lesson plan of Geography : Steps – its need and importance
- Unit planning – meaning importance and steps.
- Teaching aids – need, importance and types.
- Simulated teaching.
- Computer Assisted Instruction (CAI)
- Computer Assisted Learning (CAL)
- Power point presentation – its preparation and use for effective teaching.

### **Unit – III :**

- Principles of curriculum construction.
- Critical analysis and evaluation of curriculum at secondary school level with special reference to Geography.
- Geography text-book and its evaluation.
- Correlation of Geography with other school subjects.
- Geography Laboratory : its need, importance and instruments.

### **BOOKS RECOMMENDED :**

- Barker, E.J. (1960) : The Junior Geography Lesson. Oxford University Press, London.
- Chorley, R.J. & Haggett, P.: Frontiers in Geography Teaching, Methuen & Co., London.
- Cons, G.J. (1955) : Handbook for Geography Teachers, Mathuen & Co., London.
- Gopsil, G.H. (1966) : The Teaching of Geography, St. Martin's Press, New York.
- Hallm D. (1978) : Geography and Geography Teacher George Allen & Unwin, London.
- Jay, L.J. (1981) : Geography Teaching with a Little Latitude. George Allen and Unwin, London.
- Lambart & Baldstone (2000) : Learning to teach Geography in Secondary School, Rontledge, London.
- Long, M. (Ed.) (1954): Handbook for Geography Teachers Methuen Educational Ltd., London.
- National Curriculum Framework (2005).
- NCERT (2005) : National Curriculum Framework-2005, New Delhi.

- Rao, M.S. (2009) : Teaching of Geography, Annot Publication, Pvt.Ltd., New Delhi
- Sons, G.J. : Handbook for Geography, UNESCO, Paris.
- UNESCO (1973) : Sourcebook for Geography Teaching Orient Longman,
- Verma, D.P. (1984) : Geography Teaching, Sterling Publication, Pvt.-Ltd., New Delhi

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-120**

**B.Ed. ( I Semester)  
Credits)  
TEACHING OF ECONOMICS.**

**(4**

**OBJECTIVES:**

1. To make the students aware of basic concepts of economics covering features of Indian economic planning.
2. To develop understanding of aims, objectives and methodology of teaching economics.
3. To develop an application power how to use various methods of teaching economics.
4. To make them realize the significance of teaching of economics at secondary school level.
5. To develop understanding about the importance and criteria of an ideal text book of economics.

**Unit – I :**

1. Aims and objectives of teaching Economics.
2. Distinction and relationship between educational aims and objectives.
3. Criteria for the selection of learning material in economics.
4. Meaning and importance of text book for economics.
5. Criteria for selection of text book.

**Unit – II :**

1. Lesson Planning : Meaning, Importance & steps.  
Unit Planning : Meaning, Importance & Format.
2. Classroom Infrastructure.
3. Multi-media Teaching Aids.
4. Simulated Teaching.

**Unit – III**

1. Problem solving method – Merits, demerits and steps in problem solving method.
2. Project method – Merits and demerits of Project method.
3. Lecture method – Merits and demerits of lecture method, suggestions for making Lecture more effective.
4. Discussion method – steps of conducting discussion method and its merits and demerits.

**Books Recommended :**

- Ahuja H.L. (2003) : Advanced Economic Theory : Micro Economic Analysis, S. Chand, New Delhi.
- Binning A.C. & Binning D.H. (1952) : Teaching of the Social Studies in Secondary Schools, McGraw Hill.
- Bossing, N.L. (1952) : Teaching in Secondary Schools, Arvind Publishing House, New Delhi.
- Chakravarty, S. (1987) : Teaching of Economics in India, Himalaya Publishing House.
- Dutt. R. (2000) : Indian Economy , S. Chand, New Delhi.
- Guarati, D.N. (2012) : Basic Economics, New Delhi, Tata McGraw Hill.
- Hunt (2011) : History of Economics thought.

- Kanwar, B.S. (1970) : Teaching of Economics Prakash Borthers Educational Publishers.
- Lipsey, Richard (2012) : Economics 12<sup>th</sup> Ed. Orford, Oxford University Press.
- Misra, S.K. and Puri (2001) : Economics of Development of Planning : Theory and Practice Mumbai Himalaya Publishing House,
- Mustafa M. (2005) : Teaching of Economics : New Trends and Challenges, Deep Publicatrion, New Delhi.
- N.R. Saxena ( ) : Teaching of Economics, R Lal Book Depot, Merut.
- Siddiqui, M.H. (2006) : Teaching of Economics, Ashish Publishing House, New Delhi.
- Siddiqui, M.H. Ed. (2004) : Encyclopaedia of Educational Technology, Vol. I – IV, Ashish Publishing House, New Delhi ISBN – 81-7648-571-3
- Siddiqui, M.H. Ed. (2005) : Techniques of classroom Teaching, Ashish Publishing House, New Delhi ISBN – 81-7648-871-2
- Siddiqui, M.H. Ed. (2005) : Techniques of Teaching, AshishPublishing House, New Delhi ISBN – 81-7648-869-0
- Siddiqui, M.H. Ed. (2008) : Encyclopaedia of EducationVol. I – V, AshishPublishing House, New Delhi, ISBN – 978-81-313-0381-8
- Sidhu, H.S. ( ) : Teaching of Economics, Tandon Publication, Ludhiana.
- Singh R.P. ( ) : Teaching of Economics.
- Startz, Richard (2012) : Micro Economics, New Delhi.
- Yadav, Amita (1999) : Teaching of Economics, Anmol Publications, Pvt. Ltd., New Delhi

**DEPARTMENT OF EDUCATION**  
**ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-121**

**B.Ed. ( I Semester)**  
**Credits)**

**(4**

**TEACHING OF COMMERCE**

**Objectives :** The content will help the learner:

1. To know the aims and objectives of teaching commerce.
2. To understand the different methods of teaching commerce.
3. To understand the meaning, importance and the general steps in the preparation of a lesson plan.
4. To understand the meaning and importance of aids to teaching.

**Unit – I            Aims and objectives and Methods of Teaching**

1. Aims and objectives of teaching commerce in Indian School.
2. Lecture Method: advantages and limitations.
3. Project Method: Advantages and limitations.
4. Problem solving Method: Advantages and limitations.
5. Characteristics of a good teaching.

**Unit – II           Lesson Planning**

1. Meaning and importance of lesson planning.
2. Essentials of a good lesson plan.
3. General steps and approaches in the preparation of a lesson.
4. Teaching of elements of commerce: objectives of teaching, preparation of a lesson plan.

**Unit – III          Aids to Teaching**

1. Commerce Room: Need and Importance, Equipments and Material.
2. Teaching Aids: Meaning, importance and types of teaching aids.
3. Text book: features of a good text book in Commerce.
4. Co-curricular activities: objectives and various types.

**BOOKS RECOMMENDED**

- Aggarwal, J.C. (2010) Teaching of Commerce, A practical approach, New Delhi, Vikas Publication.
- Khan, M.S. (1982). Commerce Education, New Delhi, Sterling Publishers Private Limited.
- Kapoor, N.D. (1990). Principles and Practice of Accountancy, New Delhi, Pitamber Publishing Company.
- Maheshwar; S.N., & Maheshwari, S.K. (1989) Element of Business Studies, New Delhi, Asha Praka Greh.
- Musselman and Hanna (1960) Teaching Book Keeping and Accountancy, New York, McGraw Hill Book Company.
- Rao, Seema (1995) Teaching of Commerce, New Delhi, Anmol Publications Pvt. Ltd.

- Sivayya, K.V., Rao, M.G. & Balamohandas, V. (1990) commerce and Management Education in India, New Delhi, Ashish Publishing House.
- Tunne, Popham & Gruman (1965) Methodsof Teaching Business Subjects, New York, McGraw Hill Book Company.

**DEPARTMENT OF EDUCATION**  
**ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-122**

**B.Ed. ( I Semester)**  
**Credits)**

**(4**

**METHODS OF TEACHING ISLAMIC STUDIES**

**Objectives :**

1. To spread the awareness of basic aspects of Islamic Studies.
2. To develop understanding of aims, objectives and Methodology of teaching Islamic Studies.
3. To develop an application power how to use different methods of teaching Islamic Studies.
4. To develop communication skills among the B.Ed. students of Islamic Studies.
5. To make the students realize the importance of ICT in enhancing the quality of teaching.

**Unit – II**

1. Aims and objectives of teaching Islamic Studies at school level.
2. Writing the objectives in behavioural terms.
3. Criteria of selection of learning material of Islamic Studies.
4. Islamic Studies text book and its evaluation.

**Unit – II :**

1. Unit Planning : Meaning, importance and format.
2. Lesson Planning : Meaning, importance and steps.
3. Teaching Aids : Need, importance and types.
4. Simulated Teaching : Need, importance and process.
5. Power Point Presentation : Preparation and use for effective teaching.

**Unit – III :**

1. Discussion method – steps of conducting discussion method and its merits and demerits.
2. Lecture method – Merits and demerits of lecture method, suggestions to enhance the effectiveness of Lecture method.
3. Project method – Meaning and its merits and demerits.
4. Problem solving method – Merits, demerits and steps in problem solving method.

**Books recommended :**

- Ajjola, A.D. (1999) : The concept of Family in Islam, Adam Publication, Delhi.
- Akhtarul Wasey, (Ed.) 2008 : Education, Literature and Islam, Shilpa Publication, Delhi.
- Ansari Amir (2011) : Handbook Islamic Architecture, Cyber tech. Publication, New Delhi.
- Brown, Jonathan A.C. (2009) : Hadith : Mohammad's Legacy in the Medieval and Modern World, Exford One World Publication.
- C.I.E. (Council of Islamic Education) : Teaching about Islam and Muslims in the Public School, Classroom, Third Edition.

- Calvert John (2008) : Islamism : A Documentary and Reference Guide – West Port Greenwood.
  - Companini, Massimo (2011) : The Quran : Modern Muslim Interpretation translated by Caroline Higgett, Routledge Taylor & Francis Group, London.
  - Companini, Massimo (2008) : An Introduction to Islamic Philosophy, translated by Caroline Higgett Edinburgh University Press.
  - Engineer Asghar Ali (2006) : The State in Islam : Nature and Scope, Gurgaon, Hope India.
- 
- Esposito, John L. Ed., (2009) : Oxford Encyclopaedia of the Islamic World; Oxford University Press, Vol. I – VI, New York.
  - Haq, Mahar Abdul (2008) : Educational Philosophy of the Holy Quran, Adam Publication, New Delhi.
  - Lindquist, E.F. Ed. (1961) : Measurement, American Council on Education, Washington, USA.
  - Siddiqui, M.H. (2006) : Teaching of Economics, Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (1998) : Islamic education : An Objective Approach , Aligarh Muslim University Press.
  - Siddiqui, Mujibul Hasan (1999) : Teaching of Islami Education, Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (2005) : Techniques of Classroom Teaching. Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (2005) : Techniques of teaching.
  - Singh, Arun Kumar (19086) : Test, Measurement and Research Methods in Behavioural Sciences, Tata McGraw Hill, New Delhi.



***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-123**

**B.Ed. ( I Semester)  
Credits)**

**(4**

**METHODS OF TEACHING MUSLIM THEOLOGY**

**Objectives :**

- To develop understanding of aims, objectives and methods of formulation of educational objectives;
- To develop application power how to use different methods of teaching Muslim Theology.
- To make them aware about the importance and process of Lesson planning and unit planning.
- To make students realize the significance of the teaching Muslim Theology.
- To make them understand the use of ICT in Teaching learning process.

**Unit – I :**

1. Aims and objectives of Teaching Muslim Theology.
2. Writing the educational objectives in behavioural terms.
3. Criteria of selection of Learning material of Muslim Theology.
4. Selection of Muslim Theology text book and its evaluation.

**Unit – II :**

1. Unit Planning : Meaning, Importance and format.
2. Lesson Planning : Meaning, importance and steps.
3. Teaching Aids : Need, importance and types.
4. Simulated Teaching : Need, importance and process.
5. Power Point Presentation : Preparation and use for effective teaching.

**Unit – III :**

1. Lecture Method – Merits, demerits and suggestive measures for making it more effective.
2. Project Method – Merits and demerits of Project method.
3. Text book Method – Merits and demerits of Textbook method.
4. Discussion Method – Steps of conducting discussion method and its merits and demerits.

5. Memorization Method – Merits and Demerits of memorization method.

### Books recommended :

- Ajjola, A.D. (1999) : The concept of Family in Islam, Adam Publication, Delhi.
  - Akhtarul Wasey, (Ed.) 2008 : Education, Literature and Islam, Shilpa Publication, Delhi.
  - Ansari Amir (2011) : Handbook Islamic Architecture, Cyber tech. Publication, New Delhi.
  - Brown, Jonathan A.C. (2009) : Hadith : Mohammad's Legacy in the Medieval and Modern World, Exford One World Publicagtion.
  - C.I.E. (Council of Islamic Education ) : Teaching about Islam and Muslims in the Public School, Classroom, Third Edition.
  - Calvert John (2008) : Islamism : A Documentary and Reference Guide – West Port Greenwood.
  - Companini, Massimo (2011) : The Quran : Modern Muslim Interprefation translated by Caroline Higgett, Routledge Taylor & Francis Group, London.
  - Companini, Massino (2008) : An Introduction to Islamic Philosophy, translated by Caroline Higgett Edinburgh University Press.
- 
- Engineer Asghar Ali (2006) : The State in Islam : Nature and Scope, Gurgaon, Hope India.
  - Esposito, John L. Ed., (2009) : Oxford Encyclopaedia of the Islamic World; Oxford University Press, Vol. I – VI, New York.
  - Haq, Mahar Abdul (2008) : Educational Philosophy of the Holy Quran, Adam Publication, New Delhi.
  - Lindquist, E.F. Ed. (1961) : Measurement, American Council on Education, Washington, USA.
  - Siddiqui, M.H. (2006) : Teaching of Economics, Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (1998) :Islamic education : An Objective Approach , Aligarh Muslim University Press.
  - Siddiqui, Mujibul Hasan (1999) : Teaching of Islami Education, Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (2005) : Techniques of Classroom Teaching. Ashish Publishing House, New Delhi.
  - Siddiqui, Mujibul Hasan (2005) : Techniques of teaching.
  - Singh, Arun Kumar (19086) : Test, Measurement and Research Methods in Behavioural Sciences. Tata McGraw Hill, New Delhi.

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-124  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHODS OF TEACHING FINE ARTS**

**Objectives :** After completing the course the students will be able to :

- Know the concept of art and its importance in life.
- describe the relationship between art and education.
- Explain various principles of art.
- Know merits and demerits of various teaching methods of fine art.
- Understand various steps of a lesson plan required to prepare a lesson plan of fine arts.
- Describe planning of creative work, role of art teacher and use of ICT in teaching of fine arts.

**Unit – I Meaning and Nature of Art**

1. Meaning of Art.
2. Role of Art in life and Education
3. Art and Nature
4. Principles of Art-Line, Colour, Form, Tone, Texture, Rhythm, Harmony and Composition.

**Unit – II Methods and Techniques**

1. Discussion Method

2. Demonstration Method
3. Project Method
4. Different Techniques of Drawing and Painting.

### **Unit – III Pedagogical and Transactional Strategies.**

1. Preparation of a Lesson-Plan.
2. Planning creative work.
3. Role of Art Teacher.
4. T.V. Programme and Internet.

### **Practical Work**

1. Produce a piece of craft work.
2. Assignment on any one of the following - M.F. Hussain, Ram Kumar Verma, Raza.
3. Test of Sketching and Painting.

### **Teaching of Art**

- Art Alive!: A Fresh Approach to the Basics: The Teaching Techniques of Sally Bartalot  
Author: Vasudeo Kamat
- Britannica Junior prepared under the supervision of the Editors of the Encyclopaedia Britannica, Volume VI F-G, William Benton, Encyclopaedia Britannica, Inc. Chicago, London, 1956.
- Encyclopaedia Britannica, Inc. William Benton, Volume 9 Publisher Chicago, 1970.
- Fine Motor Projects, Grades Pk – 2 by Sherril B Flora
- Gibbs, Evelyn : the Teaching of Art in Schools, Ernest Ben Limited : London, 1948.
- Mcleish, M. and Moody, Ella : Beginnings : Teaching Art to children, the studio Publications, London, 1953.

- Mock, Ruth : Principles of Art Teaching, A Hand Book for Teachers in Primary and Secondary Schools University of London Press Ltd., 1959.
- Morris, I. H. : Teaching of Drawing, Longmans, Green and Co., London, 1914.
  - Publisher: Jyotsana Prakashan (2009)
  - Publisher: Key Education (2010)
  - Read, Herbert : Education Through Art, Faber and Faber, London, 1958. Sketching and Drawing 1<sup>st</sup> Edition
  - The Educator's Encyclopaedia, Prentice Hall, Inc. Englewood. Cliffs, N.J. 1961.

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-125  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHODS OF TEACHING BIOLOGICAL SCIENCES**

- Objectives :** After completing the course the pupil teachers will be able to –
- Develop a broad understanding of principles and methods used in teaching of Biological Sciences.
  - Acquire and practice essential skills needed for teaching biological science at secondary school level.
  - Develop an understanding of modern techniques and approaches for teaching biological science.
  - Prepare unit plan, lesson plan and unit test in biological science.
  - To acquire necessary skills and training for school based activities such as science clubs, science fairs, organization of lab. etc.

**Unit – I : Aims and Objectives of Teaching Biological Science :**

- |          |  |
|----------|--|
| Level in | 1. Aims and objectives of teaching Biological Science at the Secondary School terms of their learning outcome. |
|          | 2. Unit Planning – meaning, importance and preparation.  |
|          | 3. Lesson Planning – need, importance and preparation of lesson plans.   |
| specific | 4. Different types of teaching aids – Audio, Visual and Audio-visual aids : their uses and limitations.        |

**Unit – II : Methods of Teaching Biological Science :**

- |            |   |
|------------|---|
| Merits and | 1. Lecture method – guidelines for effective lecture. Merits & demerits of lecture method.                            |
|            | 2. Lecture-cum-demonstration method – merits and limitations, preparation for effective demonstration.                |
|            | 3. Heuristic method – meaning and use of heuristic method in teaching biology. and limitations of Heuristic method.   |
|            | 4. Project method – meaning of a project. Main features of a project. Advantages and disadvantages of project method. |

**Unit - III : Evaluation and Activities :**

1. Construction of different types of test items in biological sciences.
2. Science clubs – objectives, organization and activities.
3. Science fairs – objectives, organization and activities.
4. Biological Science Laboratory its equipments and maintenance.

**Books Recommended :**

- Ahmad, Jasim (2009) , Teaching of Biological Science, PHI Learning Pvt. Ltd. (Erstwhile, Prentice Hall of Indian), New Delhi.
- Bansal and Gupta (2010), Biology, SBPD Publication, New Delhi.
- Kumar Vinay and L.P.Bandana (2010), Target 2011, Biology Published by Tata Mc Graw Hill, Education, Pvt., Ltd., New Delhi.
- Mangal, S.K. (2004), Teaching of Life Science Arya Book Depot, New Delhi.
  
- Mohan, Radha (2007). Innovative Science Teaching, Prentice Hall of India, New Delhi.
- Rastogi, B.B. (2004), 7<sup>th</sup> Ed., Modern Biology, Vol. II, Pitambar Publishing Comp. New Delhi.
- Saunders, H.N. (1955), Teaching of general science in Tropical Secondary Schools, Oxford University Press, London.
- Sharma, R.C.(1995). Modern Science Teaching. Dhanpat Rai & Sons, New Delhi.
- Sood, J.K.(2003). Science Teaching, Vinod Pustak Mandir.
- UNRSCO (1980). Hand book for Regional Office of Science and Technology for South and Central Asia, New Delhi.
- Venugopal, S. (1997) , Together with Biology Roe Lana Sagar Pvt. Ltd. , New Delhi.

***DEPARTMENT OF EDUCATION  
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**ED-126  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHOD OF TEACHING PHYSICAL SCIENCE**

**OBJECTIVES :**

1. To discuss taxonomy of objectives of teaching physical science with special reference to behavioral changes in school students.
2. To introduce the pupil teacher with different innovative methods of teaching physical science.
3. To help the pupil teacher in development of lesson planning.
4. To develop organizational skills in pupil teacher for setting the laboratories in schools.

### **Unit – I**

1. Bloom's taxonomy of Educational objectives.
2. Principles for framing behavioral objectives and their characteristic.
3. Lesson plan – its need and importance.
4. Steps of preparing Lesson Plan.

### **Unit – II MODERN METHODS OF TEACHING PHYSICAL SCIENCE**

1. Lecture Method.
2. Lecture – demonstration method.
3. Project method.
4. Laboratory Method

### **Unit – III**

1. Importance of Laboratory work.
2. Setting of Laboratory in schools.
3. Salient features of Science labs.
4. Teaching aids and their importance for teaching physical sciences.

### **References:**

- Gupta, V.K. : Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House, 1995.
- Innovations in Science Teaching, New Delhi, Oxford and IBH, 1978.
- Kalra, R.M. : Science Education for Teacher Trainees, New Delhi, PHI Learning, 2010.
- Mohan, Radha, : Innovative Science Teaching: For Physical Science Teachers, New Delhi, 2007.
- Woolfolk, Anita.,: Educational Psychology, Ohio, Pearson Education, 2004.



**DEPARTMENT OF EDUCATION**  
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**ED-127**  
**Credits)**

**B.Ed. ( I Semester)**

**(4**

**METHOD OF TEACHING HOME SCIENCES**

**Objectives:**

At the end of the course, the student teaches will be able to:

1. Understand the scope and importance of teaching of Home Science.
2. Acquaint with the objectives of teaching Home Science at secondary level.
3. Acquire knowledge and skills in unit planning and lesson planning.
4. Know and apply various techniques and approaches of teaching Home Science.
5. Understand the facilities needed for Home Science teaching.

**Unit – I :      AIMS AND OBJECTIVES OF TEACHING HOME SCIENCE AND  
LESSON PLANNING**

1. Concept, meaning, and importance of Home Science at secondary school curriculum.
2. Aims and objectives of teaching Home Science.
3. Classifications of objectives in behavioral terms.
4. Unit planning, steps involved in development of teaching units.
5. Lesson planning –Herbartian five steps approach.

**Unit – II :      METHODS AND TECHNIQUES OF TEACHING HOME SCIENCE**

1. Lecture method.
2. Lecture cum demonstration method.
3. Laboratory method.
4. Project method.
5. Computer assisted instruction method of teaching.

**Unit – III :      FACILITIES NEEDED FOR HOME SCIENCE TEACHING**

1. Home science lab, its equipments and maintenance.
2. Audio – Visual aids in teaching Home Science at secondary level.
  - a. Blackboard, Flannel board and Bulletin board.
  - b. Radio, film, T.V. & computer.
  - c. Exclusions & visits.
3. Home Science text books – functions and characteristics.
4. Home Science library – its different sections and types of books.

**PRACTICALS:**

1. Preparations of a Home Science file that includes
  - Drafting
  - Embroidery
  - Recipe
2. Preparation of different types of clothes in the laboratory.
3. Cooking different dishes in the laboratory.
4. Preparation & Power Point presentation of two lesson plans of any two topic of Home Science.

**Books Recommended:**

1. Bhargava, P. (2004), Teaching of Home Science, New Delhi: Common Wealth Publishers.
2. Bloom, B. & Others (1965). Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York: David McKay Company Inc.
3. Chandra, A. (1995). Fundamentals of Teaching Home Science, New Delhi: Sterling Publishers.
4. Dale, E. (1962). Audio Visual Methods in Teaching, New York: Rinehart and Winston.
5. Das, R.R. & Ray, B. (1989). Teaching of Home Science, New Delhi: Sterling Publishers.
6. Devdas. (1995). Teaching of Home Science in Secondary School, New Delhi: All India Council for Secondary Education.
7. Shah, A. et al (1990). Fundamental of teaching home science. New Delhi: Sterling Publishers Pvt. Ltd.
8. Teachers, Lady Irwin College (2012). A Textbook of Home Science, New Delhi: Orient Blackswan Private Ltd.

***DEPARTMENT OF EDUCATION  
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**ED-128  
Credits)**

**B.Ed. ( I Semester)**

**(4**

**TEACHING OF MATHEMATICS**

**Objectives: After studying this course, the teacher trainees will be able to.**

- a. Understand the language and symbolism of mathematics as a discipline.
- b. Appreciate the significance of Postulates and Axiom in Teaching Maths.
- c. Understand and apply different methods of teaching mathematics in the classroom.
- d. Select and organize content, plan instruction and ensure effective delivery.

**Unit – I**

1. Need and significance of teaching Mathematics and its place in School Curriculum.
2. Objectives of Teaching Mathematics at secondary level in School.
3. Educational values of Mathematics learning.
4. Mathematics club and Recreational Activities.

**Unit – II      Methods and Techniques of Teaching Mathematics**

1. Inductive and Deductive, Analysis and Synthesis Method.
2. Problem Solving Method.
3. Drill and Practice Techniques.
4. Laboratory Techniques.

**Unit – III      Lesson Planning**

1. Selection and organization of content.
2. Planning instruction in Mathematics.
3. Stating instructional and behavioral objective.
4. Preparation and use of Teaching Aids in Mathematics.

**BOOKS RECOMMENDED :**

- Arora, S.K., (1988), How to teach Mathematics Shanta Publisher, Bhiwani.
- Chauhan, C.P.S, (1985), Achievement in Algebra and structure of Intellect, Vishwavidyalaya Prakashan, Varanasi.
- Kumar, S, and Ratnalikar, D.N., 2003, Teaching of Mathematics, Anmol Publishers, Pvt. Ltd., New Delhi.
- Russel, J., (2004), Teaching of Mathematics Campus Book International, New Delhi.

- Sidhu, K.S. (1982), The Teaching of Mathematics Sterling Publisher Pvt. Ltd. New Delhi.
- Welder, S.J., Welder, P.J. Pimm, D and Westwell, J (2005), Learning to teach Mathematics in the Secondary School, Routededge Falmer Publisher, USA.
- Wilson, G.M. (1951), Teaching the New Arithematic McGraw Hill Book Company New Delhi.

**DEPARTMENT OF EDUCATION**  
**ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-201**  
**Credits)**

**B.Ed. ( II Semester)**

**(4**

**EDUCATION AND THE NATIONAL CONTEXT – II**

- Objectives :** After studying the course, the learners would be able to :
- \* Understand the role and importance of philosophy in human life.
  - \* Evaluate various ideologies and their relative contributions to education.
  - \* Know the contribution of various educationists and their experiments with education.
  - \* Comprehend the values enshrined in the constitution and role of education in achieving them.

**Unit – I : SOME PHILOSOPHICAL APPROACHES TO EDUCATION :**

1. Meaning, importance and different branches of philosophy..
2. Functions of philosophy and its relationship with education.
3. Critical study of Idealism as an approach to education.
4. Critical study of Pragmatism as an approach to education.

**Unit – II : VALUES ENSHRINED IN THE CONSTITUTION :**

1. Concept of Democracy and its relationship with education.
2. Secularism and its relevance to education.
3. Education and socialism
4. Role of education for National Integration & Harmony.

**Unit – III : MODERN EDUCATIONAL THINKERS AND THEIR EDUCATIONAL PHILOSOPHY :**

1. Maria Montessori
2. Froebel
3. M.K. Gandhi
4. R.N. Tagore

**BOOKS RECOMMENDED :**

1. Brubacher, J.S. (1950) Modern Philosophies of Education, New York : McGraw Hill, Book Company, Inc.,
2. Rusk, R.R. (1956) The Philosophical Bases of Education, London : University of London Press
3. Rusk, R.R. (1967) Doctrines of the Great Educators, New York : The Mac Milan Press Ltd.,
4. Taneja, V.R. (2007) Educational Thought and Practice, New Delhi : Sterling Publishers, Company, Inc.
5. Butler, T.D. (1968) Four Philosophies and their practice in Education, London : Harper and Row
6. Kilpatric, W.H. (1951) Philosophy of Education, New York : Macmillan.
7. Weber, C.O. (1960) Basic Philosophies of Education, New York.

8. Kneller, G.F. (1967) Foundations of Education, New York : John Wiley & Sons Inc.

***DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-202  
Credits)**

**B.Ed. ( II Semester)**

**(4**

**EDUCATIONAL PSYCHOLOGY AND STATISTICS– II**

**COURSE OBJECTIVES:** The pupil teacher will understand about :

- (i) Personality and intelligence.
- (ii) Memorization and Forgetting.
- (iii) Motivation and Constructivism.
- (iv) Special need children and their education.
- (v) Elementary statistics.

**Unit – I**

1. Nature of personality and its determinants.
2. Type and Trait theories of personality.
3. Assessment of personality.
4. Concept of Intelligence and its assessment.
5. Guilford's Model of Intellect, Golman's and Gardner's theories of intelligence.

**Unit – II**

1. Retention, forgetting and its curves.
2. Motivation and its humanistic approach.
3. Methods of motivating learner in classroom.
4. Constructivist approach to education.

**Unit – III**

1. Special Need Children –
  - (i) Education of children with mental retardation.
  - (ii) Education Gifted children
  - (iii) Education Creative children.
2. Frequency distribution, histogram and frequency polygon.
3. Measures of central tendency.
4. Measures of dispersion.
5. Rank correlation.

**BOOKS RECOMMENDED**

- Bigge, M.L. & Hunt, M.P. (1968) Psychological Foundation of Education, Harper & Row, New York.
- Blackhurst, A.E. and Berdine, W.H. (1981) Introduction to Special Education, Little Brown and Comp. Boston.

- Blair, G.M. Jones, R.S. and Simpson, R.H. (1963) Educational Psychology (Second Ed.), The McMillan Co. New York.
  - Crow, L.D. and Crow A. (1979) Educational Psychology, Europa Publishing House, New Delhi.
  - Daniels, Harry and Edwards, Anne (2004) Psychology of Education, Routledge Falmer, London.
  - Gerrett, H.E. (1973) Statistics in Psychology and Education David Mc Kay Co. Inc. Indian Print.
  - Hallahan D. and Kauffman, J.M. (1978) Exceptional Children – An Introduction of Special Education, Prentice Hall, Englewood N.J.
  - Henson, Kenneth T. & Eller, Ben F. (1999) Educational Psychology for Effective Teaching, Wodsworth Publishing Company, U.S.A.
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- Hurlock, E.R. (1998) Child Development, Mc Millan Co. New York.
  - Robert C. Craig, William, A. Mehrem, Harvey F. Clarizio (1975) Contemporary Educational Psychology Concept/Issues/Applications, John Wiley and Sons Inc.
  - Skinner, Charles E. (2009) Educational Psychology Prentice Hall of India.
  - Smith, Ton E.C. Polloway, E.A., Patton, J.R. and Dowdy, C.A. (2012) Teaching Students with Special Needs in Inclusive Settings. Pearson Education Inc. Upper Saddle River, N.J., U.S.A.
  - Werts, M.G. Culcutta, R.A. and Tompkins, J.R. (2007) Fundamentals of Special Education. What Every Teacher Needs to Know, Pearson Education Inc. Upper Saddle River, N.J., U.S.A.
  - Woolfolk, Anita (2004) Educational Psychology, Pearson Education Singapore.

**DEPARTMENT OF EDUCATION**  
**ALIGARH MUSLIM UNIVERSITY, ALIGARH**

**ED-203**  
**Credits)**

**B.Ed. ( II Semester)**

**(4**

**CURRICULUM AND EVALUATION**

**OBJECTIVES:** At the end of the course, the student teachers will be able to:

1. Acquaint with basic concepts, and definitions of curriculum.
2. Know the basic principles and approaches of curriculum.
3. Familiarize with important issues of secondary schools curriculum.
4. Understand the concept of measurement, assessment and evaluation.
5. Know the classification and characteristics of tests.
6. Develop skills and competencies in preparation of a test.
7. Acquire skills to use computers in evaluation.
8. Familiarize with different types of tools for evaluation.

**Unit – I : Concept and definitions of curriculum**

1. Concept, definition and types of curriculum.
2. Basic principles of curriculum development.
3. Curriculum approaches and their importance.
4. Contemporary trends in curriculum construction.

**Unit – II: Evaluation and tests construction.**

1. Meaning, importance and difference among measurement, assessment and evaluation.
2. Classification of psychological and educational tests.
3. Characteristics of a good achievement test.
4. Preparation of a achievement test.
5. Continuous and comprehensive evaluation..

**Unit – III : Tools For Evaluation**

1. Essay type tests: meaning, merits, limitations and suggestions for improvement.
2. Short answer type tests: meaning, forms, merits, limitations and suggestions for improvement.
3. Objective type tests: meaning, forms and limitations of each form.
4. Formative & summative evaluation.
5. Criteria referenced and norm referenced testing.

**Books Recommended**

1. Balsara M. (1999) : Principles of Curriculum Reconstruction Kanishka Publishers, New Delhi.
2. Blooms & Other: Taxonomy of educational objectives, the classification of educational goals.
3. Garrett, H.E. (1982) Statistics in psychology and education, Bombay: Allied Pacific Pvt. Ltd.
4. Gronbach, L.J. (1963): Essentials of psychological testing New York: Harper & Row.
5. Gronlund, N.E. & Linn, R.L. (1981) Measurement & Evaluation in Teaching.



6. Jenkins, D & Shimpian D. Curriculum an Introduction.
7. Mc Neil & John, D. Curriculum: A comprehensive introduction.
8. NCERT (2000) – National Curriculum framework for School Education.

***DEPARTMENT OF EDUCATION***  
***ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**ED-204**  
**Credits)**

**B.Ed. ( II Semester)**

**(4**

**GUIDANCE AND COUNSELLING**

**COURSE OBJECTIVE:** After completing the course, the student will be able to

- Explain the concept, meaning and scope of guidance.
- Describe various non testing techniques.
- Explain various guidance services.
- Describe various testing techniques.

**Unit – I Basic concept of Guidance and Counseling**

1. Meaning and concept of guidance.
2. Need and scope of guidance.
3. Functions of guidance at
  - a. Elementary
  - b. Secondary
  - c. College level
4. Counseling
  - a. Directive
  - b. Non-directive
  - c. Eclectic

**Unit – II Techniques of Guidance**

1. Non Standardized Techniques: Kinds & their importance for guidance programme.
2. Psychological Tests – Kinds & their importance for Guidance Programme.
3. Pupil Information Services : collection of information, cumulative record and Anecdotal Record.

**Unit – III Organization and Evaluation of Guidance Programme**

1. Content of Good Guidance Programme.
2. Organization of Guidance Programme – Personnel and their roles.
3. Kind of services: Information testing, counseling and follow-up.
4. Evaluation of Guidance Programme.

**BOOK RECOMMENDED**

1. Baqer Mehdi: Guidance and Counseling, Vikas Publishing House Art. Ltd., 1999.
2. Baqer Mehdi: Guidance in School, NCERT, 1966.
3. Gibson, R.L. (d) Mitchell, M.H. Introduction to counseling and Guidance, Seventh Edition, Pearson Education, Inc; Publication 2008.
4. Gladding, S.T.: Counseling: A comprehensive profession Macmillan, N.Y., 1992.

5. Johnson, Walber f. Steffire, and Eddfelt, Roy. A.: Pupil Personal and Guidance Services McGraw Hill Book Company Inc., 1961.
6. Jones, A.J.: Principles of Guidance, N.Y. Mc.Graw Hill book Co., 1960.
7. Lewis, Edwin C.: The Psychology of counseling Holt, Renchart and Winston, Inc. 1970.
8. Miller, Frank W: Guidance, Principles and Service, Charles E. Merril Book Inc. 1961.
9. Moser, Leslic E. of Moser, Ruth small: counseling and Guidance: An Exploration, Prentice Hall, Inc. 1963
10. Patterson, cecil H; The counselor in the school McGraw Hill 1967.
11. Peters, Herman J. and Shetzer, Bruce: Guidance Program development and management, Second Edition 1969.

**DEPARTMENT OF EDUCATION**  
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**ED-205**  
**Credits)**

**B.Ed. ( II Semester)**

**(4**

**EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

**OBJECTIVES:** The pupil teacher will understand about:

- (i) Special need children.
- (ii) Special and inclusive education.
- (iii) Teachers activities in the classrooms.
- (iv) Govt. policies and legislations
- (v) Visually Challenged Children and their education.
- (vi) Hearing impaired children and their education.

**Unit – I**

- 1. Definition of children with special needs.
- 2. Concept of special and inclusive education.
- 3. Historical development of special and inclusive education.
- 4. Expectations from Teachers.
- 5. Persons with Disabilities Act (1995).

**Unit – II**

- 1. Definitions of children with vision impairment.
- 2. Characteristics of visually impaired children.
- 3. Causes and prevention of vision impairment.
- 4. Educational programmes.

**Unit – III**

- 1. Definitions and types of hearing impaired children
- 2. Characteristics of hearing impaired children
- 3. Causes and preventive measures for hearing impairment.
- 4. Educational Programmes.

**BOOKS RECOMMENDED**

- 1. Blackhurst, A.E. and Berdine, W.H. (1981) An Introduction to Special Education. Little Brown and Co. Toronto.
- 2. Gearheart, B.R. (1972) Education of Exceptional Child: History Present Practices and Trends, International Textbook Co. New York.
- 3. Hallahan, D.P. and Kauffman, J.M. (1984) Introduction to special education, Prentice Hall Inc. Englewood Cliffs, New Jersey, U.S.A.
- 4. Smith, R.M. & Niesworth, J.J. (1975) The Exceptional in School, Harker and Row, London.
- 5. Smith, Tom E.C., Polloway, E.A. Patton, J.R. and Dowdy, C.A. (2012) Teaching Students with special Needs in Inclusive Settings Pearson Education Inc. Upper Saddle River, New Jersey, U.S.A.
- 6. Telford, C.W. and Sawrey, J.M. (1977) The Exceptional Individual Prentice Hall Inc. Englewood Cliffs, New Jersey, U.S.A.

7. Werts, M.G. Culcutta, R.A. and Tompkins, J.R. (2007) Fundamentals of Special Education Inc., Upper Saddle River, New Jersey, U.S.A.

***DEPARTMENT OF EDUCATION***  
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**ED-2WI**  
**Credits)**

**B.Ed. ( II Semester)**

**(2**

**WORK EXPERIENCE**

**Course Objective:**

- To enable the student to understand the meaning, objectives and importance of work experience.
- To sensitize the would be teachers about the good health and its positive influence on learning process.
- To enable them to understand the importance of First Aid in school.
- To make them familiar about the concept of Balance Diet and the deficiency disease.
- To sensitize the students toward environmental pollution and its protection.
- To enable them to learn the use of ICT in teaching learning process.
- To provide them the opportunity to express and utilize their creative talents in preparing teaching learning material.

**Part A: Theory:**

**Unit – I        CONCEPT OF WORK EXPERIENCE**

1. Meaning and importance of work experience.
2. Objectives of work experience.
3. Historical background of work experience.
4. Contents of work experience.

**Unit – II        THE SCHOOL HEALTH PROGRAMME**

1. Meaning, importance & objectives of health programme.
2. School health programme.
3. First Aid: concept, use and importance in school.
4. Concept of Balanced diet, Malnutrition and deficiency diseases.

**Unit – III        ECOSYSTEM AND ENVIRONMENTAL POLLUTION**

1. Ecosystem: Concept, food chain & food web.
2. Air Pollution: Sources, effects and control measures.
3. Water Pollution: Sources, effects and control measures.
4. Soil Pollution: Sources, effects and control measures.

**Part B: Practical:**

- Preparation of two teaching aids (Models) in consultation with teachers.
- Regular writing & drawing on B.B.
- Anyone of the following programmes
  - (i) Computer education: MS Word and Power Point Presentation.
  - (ii) Fruit Preservation
  - (iii) Tree plantation

**REFERENCES:-**

- Bedy, Yashpal (1971). Hygiene and Public Health, New Delhi: Atma Tam & Sons.
- Kochhar, S.K. (1996) Secondary School Administration, New Delhi: Sterling Publishers.
- National Policy on Education (1986).
- Report of Education Commission (1964-66).
- Tyagi, M.P. & Bhatia, K.N. (2014) Elementary Biology, New Delhi, Trueman Company.