Goa University
P.O.Goa University,Taleigao Plateau,Goa 403206, India
Syllabus of B.Ed Programme

Implemented from the Academic Year 2003-2004

A brief description of the course.

- **Purpose:**
  To provide basic Teacher- training to candidates in order to enable them to teach Secondary and Higher Secondary School students.

- **Prerequisites**:
  Any candidate who has obtained a Graduate /Post Graduate Degree Examination of Goa University or an equivalent degree from any other statutory University recognized as equivalent thereto, with a Minimum of 50% marks (5% relaxation is given to candidates from the SC/ST/OBC categories). Further the candidate should have taken at least 3 papers in one of the School subjects at their graduation/post graduation for which training is offered.

- **Duration:**
  B.Ed. is a full – time course of one – year duration. A candidate admitted to the B.Ed. Course will not be permitted to hold any appointment whatsoever whether full-time or part – time duration. Further, a candidate will not be permitted to enroll for any other degree, diploma or certificate programme conducted by any statutory body.

- **Nature of the course**

A.THEORY
  Three General Theory papers
  One Elective Papers
  Two Methodology Papers on School based subjects

B. Practicum
  1. Teaching Practice in Schools
  2. Internship in Schools

C. Co-Curricular Activities
  1. Sports and Games
  2. Working with the Community
  3. Intra and Extra Mural Competitions

- **Assignments**
  All papers have their corresponding extension work related to   the syllabus

- **Project Work**
  Research based projects are undertaken in one Elective paper and in each of the two Subject methodologies.

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The B.Ed. Curriculum:
The Course of Studies shall consist of:

Part A : Theory	Externals	Internals	Transaction	Page Nos
Paper I : The Teacher in the Emerging Indian Society	**Marks**	**Marks**		**4 - 6**
Section I: Philosophical Foundations	**50**	**25**	**60 hrs**	
Section II: Sociological Foundations	**50**	**25**	**60 hrs**	
Paper II : Psychology of the Learner and Learning			**60 hrs**	**7 - 10**
Section I: Foundations of Human Development	**50**	**25**	**60 hrs**	
Section II: Foundations of the Learning Process	**50**	**25**	**60 hrs**	
Paper III : Assessment and Technology in Education	**50**	**25**		**11 - 15**
Section I: Classroom Assessment	**50**	**25**	**60 hrs**	
Section II: Educational Technology	**50**	**25**	**60 hrs**	
Paper IV : Electives (any one)				**16- 23**
(i) Value Education	**50**	**50**	**60 hrs**	
(ii) Remedial Education	**50**	**50**	**60 hrs**	
(iii) Action Research	**50**	**50**	**60 hrs**	
(iv) Environment Education	**50**	**50**	**60 hrs**	
(v) Development of Educational System in India	**50**	**50**	**60 hrs**	
Papers V & VI : Subject Pedagogies : (any two)				**24 - 56**
Methodology of Teaching English	**50**	**50**	**60 hrs**	
Methodology of Teaching Mathematics	**50**	**50**	**60 hrs**	
Methodology of Teaching Science	**50**	**50**	**60 hrs**	
Methodology of Teaching Geography	**50**	**50**	**60 hrs**	
Methodology of Teaching History	**50**	**50**	**60 hrs**	
Methodology of Teaching of ICT in Education	**50**	**50**	**60 hrs**	
Methodology of Teaching of Social Sciences	**50**	**50**	**60 hrs**	
Methodology of Teaching of Commerce and Economics	**50**	**50**	**60 hrs**	
Methodology of Teaching Hindi	**50**	**50**	**60 hrs**	
Methodology of Teaching Konkani	**50**	**50**	**60 hrs**	
Methodology of Teaching Marathi	**50**	**50**	**60 hrs**	

*Different Colleges offer Different Subjects

Part B : Practice Teaching
a) 40 Practice Teaching Lessons
Part C : Practical work
a) Work with the Community and Work Education (20 hours)
b) School based activities during Internship
c) Co-curricular Activities
- Organisation and participation in Literary and Cultural Activities
- Participation in Games and Sports Activities
- Candidates will have to fulfill other requirements which are not evaluated in terms of marks**.** These are :
- Science Practicals
- Psychology Practicals
- Educational Technology Practicals
- Observation of Lessons
- Microteaching.
- Health/Fitness Education/First Aid/Work Education
- Construction, administration and scoring of unit/classroom tests in each
- **Subject Pedagogy**
  Preparation of Instructional Materials, one in each Subject Pedagogy

SYLLABUS FOR THE BACHELOR OF EDUCATION COURSE

PAPER I: THE TEACHER IN THE EMERGING INDIAN SOCIETY

SECTION I: Philosophical Foundations

OBJECTIVES:
After going through the course the teacher trainee will:
- ✓ acquire knowledge of the nature of philosophy and education and their interrelationship
- ✓ understand the influences of modern philosophies on current educational practices
- ✓ apply educational philosophy on guiding pupils from thought to action
- ✓ analyse philosophical concepts so as to develop eclectic viewpoints
- ✓ appreciate the contributions of major Indian and Western Educators
- ✓ construct his/her own philosophy of education

Unit 1 PHILOSOPHY AND EDUCATION
1.1. Nature of Philosophy
1.2. Nature and scope of Education
1.3. Relationship between Philosophy and Education
1.4. Educational Provisions in the Constitution of India

Unit 2 REFLECTIONS ON PHILOSOPHIC PERSPECTIVES
2.1 Idealism
2.2 Naturalism
2.3 Pragmatism
2.4 Humanism
2.5 Existentialism
2.6 Vedanta
With special reference to :
➢ Aims of Education
➢ Curriculum
➢ Methodology for Teaching
➢ Role of the Teacher and the Learner

Unit 3 CONTRIBUTIONS OF GREAT EDUCATORS
3.1 Plato
3.2 Rousseau
3.3 Dewey
3.4 Tagore
3.5 Gandhi
3.6 Vivekananda
With special reference to :
➢ Aims of Education
➢ Curriculum
➢ Methodology for Teaching
➢ Role of the Teacher and the Learner

Unit 4 PHILOSOPHICAL IMPERATIVES FOR EDUCATIONAL PRACTICE
Education for :
4.1 Character Formation
4.2 Development of Scientific Temper
4.3 Secularism
4.4 Protection of Environment

4.5 National Integration
4.6 International Peace and Understanding

SUGGESTED READING :

◆ Anand C. L. et al (1983) *Teacher and Education in the Emerging Indian Society.* NCERT : New Delhi
◆ Brubacher J. S. (1980) *Modern Philosophies of Education* Mc Graw Hill Book Company, Inc. New York
◆ Ellis, A. et al, (1986) *Introduction to the Foundations of Education* Englewood Cliffs: Prentice Hall Inc.
◆ Delors, J. (1996). *Learning: The Treasure Within.* Report to UNESCO of the International Commission on Education for the 21st Century
◆ Kneller, G. P. (1971). *Introduction to the Philosophy of Education* New York: John Wiley & Sons
◆ Moore, T. W. (1982). *Philosophy of Education: An Introduction* International Library of the Philosophy of Education, London: Routledge Education Books
◆ O'Conner, D. J. (1982). *An Introduction to the Philosophy of Education* London: Routledge & Keegan Paul
◆ Ross J., George G. (1964). *Groundwork of Educational Theory* Harrap & Co.

◆ Schofield R. (1972). *The Philosophy of Education.* London: George Allen and Unwin
◆ Taneja, V.R. (1981). *Educational Thought and Practice* New Delhi: Sterling Publishers
◆ Wingo G. Max (1975). *Philosophies of Education: An Introduction.* Sterling Publishers Pvt. Ltd. New Delhi*.*

PAPER I : THE TEACHER IN THE EMERGING INDIAN SOCIETY

SECTION II: Sociological Foundations

OBJECTIVES:
After going through the course the teacher trainee will:
✓ acquire knowledge of the relationship between Education and Sociology.
✓ understand the influence of social institutions and other social forces on Education
✓ understand the inequalities in educational opportunity which determine the learners attitudes towards learning and the school
✓ analyse and evaluate the crucial social concerns in contemporary education
✓ develop and practise skills and competencies to be and live together as responsible citizens and for direct participation in bringing about social change

Unit 1 INTRODUCTION TO SOCIOLOGY OF EDUCATION
1.1 Nature of sociology as a social science
1.2 Sociological approach to the study of education
1.3 Scope of sociology of education
1.4 Sociology of education in India

Unit 2 EDUCATION AND SOCIETY
2.1. Socialization and education - The role of family, peer group, school and the media of communication
2.2. Education and Social Stratification
➢ Inequalities of educational opportunity: religion, caste, class and gender

- ➢ Social determinants of educability
- ➢ The role of education in mobility – spatial and social
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2.3. Education and Social Change
- ➢ Education as an agency of social change
- ➢ Bearing of social change on education

Unit 3 SOCIAL ORGANIZATION OF EDUCATION

3.1. School/ college and classroom as social systems

3.2. Analysis of roles: student, teacher, principal/head, auxiliary staff

3.3. Formal and informal aspects of school/college

3.4. Curriculum as a social issue

Unit 4 SOCIAL CONCERNS IN CONTEMPORARY EDUCATION

4.1. Responsibility of the state for education

4.2. Globalization: Internationalization and privatization of education

4.3. Pluralism

4.4. Wastage and stagnation in school education

4.5. Higher education and the unemployment of the educated persons

4.6. Non-formal education: The literacy mission, adult education and population education.

4.7. Rights of the child

4.8. Professionalism of teachers

SUGGESTED READING

◆ Brint, Steven (1998) *Schools and Society* Thousand Oaks, California: Sage
◆ Chitnis, Suma and Altbach, P.G. (eds) (1993) *Higher Education Reform in India.* New Delhi: Sage
◆ Halsey, A.H. et al (eds) (1997) *Education, Culture, Economy and Society.* Oxford: Oxford University Press.
◆ Jayaram, N. (1990) *Sociology of Education in India* Jaipur: Rawat Publications
◆ Robinson, P (1987) *Perspectives in the Sociology of Education: An Introduction.* London: Routledge and Kegan Paul

PAPER II: PSYCHOLOGY OF THE LEARNER AND LEARNING

SECTION I: Foundations of Human Development

OBJECTIVES:
After going through the course the teacher trainee will :
✓ acquire knowledge of the Schools of Psychology and their contribution to education
✓ acquire knowledge of the different aspects of the learner and the learning process
✓ learn ways of applying the principles of Educational Psychology to a typical classroom situation
✓ describe, explain, and help change behaviours of children in school
✓ foster self learning, creativity and thinking in learners
✓ develop an appreciation for the value of reflection in the teaching learning process

Unit 1 PSYCHOLOGY AND ITS CONTRIBUTION TO EDUCATION
1.1. The Nature of Educational Psychology and its relevance to education
1.2. Methods of Psychology: Observation, Experimental, Developmental, Survey method, Clinical and Case study method.

Unit 2 HUMAN DEVELOPMENT
2.1. The concept and principles of development.
2.2. The role of heredity and environment in development.
2.3. Theories of development and their educational implications.
➢ Cognitive Development (Piaget)
➢ Moral Development (Piaget, Kohlberg)
➢ Psychosocial Development (Erickson)
2.4. Stages of Development
➢ Characteristics (physical, mental/cognitive, emotional, social and their educational implications) with regard to adolescence.

Unit 3 INDIVIDUAL DIFFERENCES
3.1 Meaning of intra and inter Individual differences
3.2 Assessing individual differences
3.3 Intelligence
➢ Theories of Intelligence: Factor theories, Sternberg's triarchic theory, Gardner's theory of multiple intelligences, Goleman's theory of emotional intelligence
3.4 Dealing with Individual Differences
➢ Children with learning disabilities
➢ Emotionally disturbed children
➢ Gifted students
➢ Mentally challenged children
3.5 Creativity
➢ Nature of creativity
➢ Creativity and academic ability
➢ Stages of creative thought
➢ Factors that affect creativity
➢ Fostering creativity in students

Unit 4 PERSONALITY
4.1 Definition
4.2 Mechanisms of adjustment
4.3 Characteristics of an integrated personality
4.4 Self concept and self esteem
Unit 5 UNDERSTANDING THE CONCEPT OF GUIDANCE AND COUNSELLING
5.1 Definition and meaning
5.2 Difference between guidance and counselling
5.3 Types of counselling styles – Directive, non-directive, eclectic
5.4 Counselling Skills – Verbal skills and non-verbal skills
5.5 Characteristics of a good guidance worker/counsellor
SUGGESTED READING

◆ Santrock, John W. (8th ed.) (1998) *Child Development* Boston: McGraw Hill Co.
◆ Hurlock, Elizabeth B. (6th ed.) (1997) *Child Development* New Delhi: Tata McGraw Hill Pub. Co.
◆ Dacey, John S. and Travers, John F. (3rd ed) (1996) *Human Development across the Lifespan* Chicago: Brown and Benchmark Publishers
◆ Goleman, Daniel (1999) *Working with Emotional Intelligence* London: Bloomsbury
◆ Jensen, Larry Cyril (1985) *Adolescence: theories, research, applications* Minnesota: West Pub. Co.
◆ Hurlock, Elizabeth (1976) *Personality Development* New Delhi: Tata McGraw Hill Pub
◆ Dandekar, W.N. (1998) *Psychological Foundations of Education* Delhi: Macmillan India
◆ Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall
◆ Bigge, Morris L. (1967) *Learning Theories for Teachers* Delhi: Universal Book Stall
◆ Klein, Stephen B. (3rd ed.) (1996) *Learning Principles and Applications* New Delhi: McGraw Hill
◆ Klausmeier, Herbert J. (5th ed.) (1985) *Educational Psychology* New York: Harper and Row
◆ Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications
◆ Deshprabhu, Suchitra (1998) *Educational Psychology and Child Development* New Delhi: Kanishka Publications
◆ Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House
◆ Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers
◆ Biehler and Snowman (7th ed) (1993) *Psychology Applied to Teaching* Boston: Houghton Mifflin Company
◆ Woolfolk, Anitha E (7th ed) (1998) *Educational Psychology* Boston: Allyn and Bacon

PAPER II: PSYCHOLOGY OF THE LEARNER AND LEARNING

SECTION II: Foundations of the Learning Process

OBJECTIVES:
After going through the course the teacher trainee will:
✓ acquire knowledge of the Schools of Psychology and their contribution to education
✓ acquire knowledge of the different aspects of the learner and the learning process
✓ learn ways of applying the principles of Educational Psychology to a typical classroom situation
✓ describe, explain, and help change behaviours of children in school
✓ foster self learning, creativity and thinking in learners
✓ develop an appreciation for the value of reflection in the teaching learning process

Unit 1 LEARNING: THEORY AND PRACTICE
1.1 Basic Concepts
➢ Definition; Basic conditions of Learning
1.2 Behavioural Learning Theory
➢ Classical Conditioning; Operant Conditioning
➢ Implications for Teaching
1.3 Social Learning Theory
➢ Observational Learning: Types, Elements, Factors
➢ Implications for Teaching

Unit 2 INFORMATION PROCESSING THEORY
2.1 Information Process: Origin and definition
2.2 Model of Information Processing (Sensory register, STM and LTM)
2.3 Forgetting and causes of forgetting
2.4 Classroom implications of the Information Processing Theory

Unit 3 COGNITIVE LEARNING THEORY
3.1 Importance of Knowledge, Thinking and Understanding in Learning
3.2 Bruner: Structure of discovery
3.3 Constructivist view of learning
3.4 Ausubel: meaningful reception and advance organiser
3.5 Problem solving and critical thinking
3.6 Transfer of learning
3.7 Classroom implications of the Cognitive Learning Theory

Unit 4 FACTORS AFFECTING LEARNING (PERCEPTION)
4.1 Experiencing sensations, vision , hearing, smell, taste and touch
4.2 Characteristics of perception—Selection, organization and interpretation
4.3 Perception and attention
4.4 Classroom implications of the above

Unit 5 MOTIVATION
5.1 Nature of motivation
5.2 Intrinsic and Extrinsic Motivation
5.3 Motivating students to learn

Unit 6 CLASSROOM DYNAMICS
6.1 Classroom climate and group dynamics
6.2 Development of inter-personal relationships
6.3 Class management

6.4 Development of leadership

SUGGESTED PRACTICAL WORK :

a) Memory b) Hearing

c) Transfer of learing d) Creativity
e) Sociometry f) Attention
g) Perception h) Study habits
i) Reasoning

SUGGESTED READING

◆ Santrock, John W. (8th ed.) (1998) *Child Development* Boston: McGraw Hill Co.

◆ Hurlock, Elizabeth B. (6th ed.) (1997) *Child Development* New Delhi: Tata McGraw Hill

◆ Dacey, John S. and Travers, John F. (3rd ed) (1996) *Human Development across the Lifespan* Chicago: Brown and Benchmark Publishers

◆ Goleman, Daniel (1999) *Working with Emotional Intelligence* London: Bloomsbury

◆ Jensen, L. Cyril (1985) *Adolescence: theories, research, applications* Minnesota: West Pub.

◆ Hurlock, Elizabeth (1976) *Personality Development* New Delhi: Tata McGraw Hill Pub

◆ Dandekar, W.N. (1998) *Psychological Foundations of Education* Delhi: Macmillan India

◆ Bower and Hilgard (5th ed.) (1986) *Theories of Learning* New Delhi: Prentice Hall

◆ Bigge, Morris L. (1967) *Learning Theories for Teachers* Delhi: Universal Book Stall

◆ Klein, Stephen B. (3rd ed.) (1996) *Learning Principles and Applications* New Delhi: McGraw Hill

◆ Klausmeier, Herbert J. (5th ed.) (1985) *Educational Psychology* New York: Harper and Row

◆ Chand, Tara and Prakash, Ravi (1997) *Advanced Educational Psychology* New Delhi: Kanishka Publications

◆ Deshprabhu, Suchitra (1998) *Educational Psychology and Child Development* New Delhi: Kanishka Publications

◆ Chauhan, S.S. (6th ed. Revised) (1998) *Advanced Educational Psychology* New Delhi: Vikas Publishing House

◆ Kuppuswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers

◆ Biehler and Snowman (7th ed) (1993) *Psychology Applied to Teaching* Boston: Houghton Mifflin Company

◆ Woolfolk, Anitha E (7th ed) (1998) *Educational Psychology* Boston: Allyn and Bacon.

PAPER III: ASSESSMENT AND TECHNOLOGY IN EDUCATION

SECTION I: Classroom Assessment

OBJECTIVES:
After going through the course the teacher trainee will:
- ✓ acquire knowledge of the various tools of classroom assessment
- ✓ understand the basic concepts of assessment and evaluation
- ✓ understand the implications of necessary examination reform such as portfolio and continuous internal assessment
- ✓ develop skill in stating instructional objectives
- ✓ develop skill in the construction of achievement tests
- ✓ apply the different statistical procedures in making analysis of test scores and reporting the same

Unit 1 CONCEPT OF EDUCATIONAL ASSESSMENT AND EVALUATION
1.1. Terminology web
- ➤ Examination
- ➤ Test
- ➤ Assessment
- ➤ Tool
- ➤ Technique
- ➤ Measurement
- ➤ Appraisal
- ➤ Evaluation

1.2 Concept and Function of Educational Evaluation
1.3 Basic types of Evaluation
- ➤ Placement Evaluation
- ➤ Formative Evaluation
- ➤ Diagnostic Evaluation
- ➤ Summative Evaluation

1.4 Phases of Evaluation
- ➤ Collecting evidence
- ➤ Forming judgements
- ➤ Taking decisions

Unit 2 FORMS AND TOOLS OF EVALUATION
2.1 Forms of evaluation
- ➤ Written
- ➤ Oral
- ➤ Practical
- ➤ Observation

2.2 Item types : (Purpose, Advantages, Limitations, and Construction)
- ➤ Essay types : Extended Response and Restricted Response types
- ➤ Objective types : Alternative response/True-False type, Completion/ Short answer type, multiple choice and matching exercises
- ➤ Interpretative Exercises

2.3 Tools and Techniques of Evaluation
- ➤ Checklist
- ➤ Rating scale
- ➤ Anecdotal records
- ➤ Questionnaire

- ➢ Interviews
- ➢ Sociogram

2.4 Characteristics of a good measuring tool/technique :
- ➢ Reliability, Validity and Utility

Unit 3 TEST DESIGN

3.1 Taxonomy of Educational Objectives
3.2 Guidelines for stating Educational Objectives
3.3 Various steps of setting a question paper: Planning (preparation of blue print), preparation of test items, review of test items, preparation for direction for the test and directions for scoring;

Unit 4 GRADING

4.1 Concept of grading
4.2 Need for grading
4.3 Functions of grading
4.4 Methods of assigning grades
- ➢ direct grading versus indirect grading
- ➢ absolute grading versus relative grading

Unit 5 STATISTICAL METHODS

5.1 Frequency Distribution, Histogram, Frequency polygon
5.2 Measures of central tendency (Mean, Median, Mode)
5.3 Measures of variability (Range, Standard Deviation)
5.4 Normal curve, skewness
5.5 Correlation (Only Spearman's Rho)

Unit 6 CONTINUOUS INTERNAL ASSESSMENT

6.1 Need, Areas, Advantages of Continuous Internal Assessment
6.2 Portfolio Assessment

SUGGESTED READING

- ◆ Chauhan, C.P.S. *Emerging Trends in Educational Evaluation*
- ◆ N.C.T.E. *Assessment and Evaluation in Teacher Education*
- ◆ Patel, R.N. *Educational Evaluation : Theory and Practice*
- ◆ Thornlike R.L. *Measurement & Evaluation in Schools*
- ◆ N.C.E.R.T. *Grading in Schools, New Delhi*
- ◆ Linderman, Richard H. and Merenda, Peter F. *Educational Measurement*
- ◆ Ebel, Robert L. and Frisbie, David A. *Essentials of Educational Measurement*
- ◆ Dandekar, W.N. Evaluation in Schools

PAPER III: ASSESSMENT AND TECHNOLOGY IN EDUCATION
SECTION II: Educational Technology
OBJECTIVES

After going through the course the teacher trainee will:
- ✓ acquire knowledge of the meaning, functions, scope and limitations of Educational Technology
- ✓ will apply the concept of the Systems Approach to planning lessons and instructional materials
- ✓ understand the concept, functions and elements of Communication - Verbal and Non-verbal
- ✓ understand different types of instructional media and materials and its uses
- ✓ develop the skill in preparing and using different instructional materials
- ✓ understand the uses of computer assisted learning strategies

Unit 1 EDUCATIONAL TECHNOLOGY – THE CONCEPT

1.1 Meaning

1.2 Hardware / Software of Educational Technology
1.3 Functions of Educational Technology
Unit 2 SYSTEM ANALYSIS – SYSTEMS APPROACH
2.1 Meaning and Definition of System Approach
2.2 Components of an Instructional System
2.3 Application of Systems Approach to planning lessons and instructional materials
Unit 3 THE COMMUNICATION PROCESS
3.1 Concept of Communication
➢ Meaning Of Communication
➢ Modes of Communication
➢ Functions of Communication
3.2 Elements of Communication
➢ Communication Process (Communication cycle)
➢ Communication Context – Source, Receiver, message, symbol, channel, encoding, decoding, feedback and noise
3.3 Barriers to communication
➢ Physical, Language, psychological, background , semantic, process
➢ Methods of overcoming these barriers
3.4 Kinds of Communication
➢ Verbal and Non-verbal
➢ Verbal communication - improving listening and speaking skills
➢ Non verbal Communication - Art, Forms, Symbols, Appearances and body language (Touch, Facial expression, Eye contact). Improving non verbal communication
3.5 Role of media in communication
➢ Dale's cone of experiences
Unit 4 INSTRUCTIONAL MEDIA
4.1 Instructional Media
➢ Various kinds of media
➢ Their characteristics and examples
- 18 -
4.2 Chalk board
➢ Characteristics of a good Chalk board
➢ Techniques of using the Chalkboard
➢ Advantages and limitations of the chalk board
4.3 Graphics
➢ Categories of graphics (Charts, diagrams, graphs, posters, cartoons, comics)
➢ Their preparation and uses
4.4 Display of graphics
➢ Boards – Bulletin boards, Feltboards, Magnetic boards
➢ Their preparation and Instructional functions.
➢ Planning of and teaching with educational displays on such boards
4.5 Real things and mock ups
➢ Real things: types–unmodified, modified (models and specimens)
➢ Their characteristics and uses
4.6 Slides and Film strips
➢ Meaning and Characteristics
➢ Types of slides (using 35mm/digital camera/computer generated slides)
➢ Advantages of using slides and filmstrips

4.7 Overhead Transparencies
➢ Characteristics
➢ Creating the transparency
➢ Effective teaching with transparencies
4.8 Audio Media
➢ Educational Recordings (via radio, tape recorder and CD player)
➢ Meaning and Characteristics of educational recordings
4.9 Audio visuals - Television, video, motion pictures (video and films), VCD/DVD
➢ The advantages of television
➢ Its use in Distance Education and in the class room
➢ Characteristics of motion pictures and its use in the classroom
➢ The advantages and uses of VCDs and DVDs
4.10 Choosing using and producing instructional media
➢ Media utilization procedures
➢ Guidelines for media selection and use
4.11 Computer assisted learning
➢ Subject specific software and its uses
➢ General educational software e.g. encyclopaedia
➢ Computers for simulation
➢ Computers in drill/practice
➢ Computers and educational games
➢ Computers and tutorials
➢ Computer aided evaluation
➢ Advantages and Limitations in the use of computers in education.
Unit 5 COMPUTERS IN EDUCATION
5.1 The computer in word-processing spreadsheets and database management
➢ Word processors, spreadsheets and database management and their use
in classroom instruction
5.2 The computer as a presentation tool
➢ Presenting slides, charts, VCD, animated text and graphics
5.3 The computer as an organiser
➢ For lesson plans, time tables, scheduling school activities
➢ Organizing reports and other school activities
5.4 The Internet
➢ The uses of the internet to students and teachers
➢ Accessing and storing data
➢ Online Video Conferencing, email, Teacher/student groups
(Theory will be limited to applications and advantages; Practicals will supplement
the theory)
SUGGESTED PRACTICALS
*a) Prepare and plan an educational display on a bulletin board or a felt board
or a magnetic board using charts, diagrams, graphs, posters, cartoons and
comics.*
*b) Preparation of a 5 minute presentation using 35 mm camera slides of not less
than 10 slides photographed by the trainee. OR Preparation of a 5 minute
presentation using Digital camera slides of not less than 10 slides photographed
by the trainee*
*c) Prepare a 5 minute presentation of a video clip recorded by the trainee using
the V.C.R. or V.C.D.*
*d) Present a paper on any Unit in education solely with the use of the internet
with details of the web sites and URL's visited (Email correspondence with*

experts, Lecturers and teachers may also be included).

SUGGESTED READING

◆ Kumar, K.L. *Educational Technology*
◆ Mehra, Vandana *Educational Technology*
◆ Dale, Edgar Audio *Visual Methods in teaching*
◆ Kemp, Jerrold E. and Smellie, Don C. *Planning Producing & using Instructional Media*
◆ Kemp, Jerrold E. and Dayton, Deane K. *Planning & producing Instructional Media*
◆ Brown, Lewis and Harcleroad, A.V. *Instruction Technology, Media & Methods*
◆ Wittich & Schuller *Audio Visual Materials Their Nature & Use*
◆ Sampath, K., Pannirselvam, A. and Santhanam, S *Introduction to Educational Technology*
◆ Rao, Usha *Educational Technology*
◆ Dr. Kulkarni, S.S. *Introduction to Educational Technology*
◆ Khanna, P.N. *Audio Visual Training Materials*
◆ Dr. Sharma, R.A. *Advanced Educational Technology*
◆ Khana, S.D., Lamba, T.P. and Murthy, B. *Technology Of Teaching & Essentials of teaching learning*

PAPER IV: ELECTIVE - VALUE EDUCATION

OBJECTIVES :
On completion of the course the teacher-trainee will :
✓ acquire a knowledge of and develop a sensitivity to the diversity of Indian culture and the significance of our national goals as enshrined in our Indian Constitution
✓ understand the importance of inculcating values in school children
✓ practice acquired values in daily social transactions
✓ develop skills necessary for teaching Value Education

Unit 1 FUNDAMENTAL CONCEPTS
1.1 Concept of value
1.2 Nature of values
1.3 Kinds of values
1.4 Concept of Value Education
1.5 Need for inculcation of values in today's society
1.6 Role of the teacher in Value Education

Unit 2 APPROACHES TO VALUE EDUCATION
2.1 Value Clarification Approach
2.2 The Direct Approach or the Direct Pedagogical Input (DPI)
2.3 The Integrated Concurrent Approach
2.4 The Critical Inquiry Approach
➢ The Media approach (newspaper clippings, cartoons, extracts from novels, magazines, books, pictures, posters, audio-tapes, video-tapes, the Internet)
➢ The Jurisprudential Inquiry Model (JIM)
➢ The Value Analysis Model (VAM)
➢ The Simulation Model
2.5 The Total Atmospheric Approach (TAA)

Unit 3 STRATEGIES AND DEVICES FOR VALUE – INCULCATION
3.1 Co-curricular Activities
3.2 Story – Telling
3.3 Discussion / Symposium
3.4 Drama
3.5 Role – play
3.6 Slogans and Quotations
3.7 Slides, filmstrips, films
3.8 Games
3.9 Songs

Unit 4 VALUES IN THE INDIAN CONTEXT
4.1 Traditional values of Indian Culture
4.2 Values enshrined in the Indian Constitution
4.3 Factors that cause value crisis in the Indian context

Unit 5 VALUES EMPHASISED IN THE SCRIPTURES OF MAJOR RELIGIONS
5.1 The main values as seen in the teachings and episodes of the following religions.
➢ Hinduism
➢ Jainism
➢ Buddhism
➢ Christianity
➢ Islam

> Zoroastrianism
> Sikhism

Unit 6 PEACE AND HUMAN RIGHTS

6.1 Peace Education and Human Rights Education – meaning, origin and need

6.2 Techniques for promoting Peace Education and Human Rights Education

Unit 7 VALUE EVALUATION

7.1 The need for value evaluation

7.2 Tool and Techniques of value evaluation

> Written tests technique : Multiple choice, True and False, Fill in the blanks, Matching, Short answer
> Tally of events Technique
> Quiz technique
> Photo language session
> Checklist Technique
> Art Computation Technique

SUGGESTED READING

◆ Sharma, S.R. (5 volumes) *Encyclopedia of Value and Moral*
◆ Ruhela, S.P. *Approaches to value oriented Education*
◆ Daniel, J.T.K. *Value Education*
◆ Marisette, Herve C.S.C. *When the sun rises*
◆ Niblett *Moral Education in a changing society*
◆ Saraf, Somnath *Education in Human Values*
◆ Rao, Dr. Usha *Values in Education*
◆ Sheshadri, C., Khader, M.A. and G.L. Adhya *Education in Values, A Source Book*
◆ Report of a Seminar, Xavier Board *When will they ever learn?*
◆ Gandhi, K.L. *Value Education*
◆ Dr. S. Ignacimuthir, S.J. *Values for life*
◆ Bhattacharya, Dr. Debika *Moral & Religious Education*
◆ Krishna Kumar, Radhika *Garden of Life*
◆ Mascarenhas, Marie Mignon (5th Edition) *Family Life Education – Value Education*
◆ Charles, Elaine *Value Education- A Manual for teachers*
◆ Ruhela, S.P. (2nd impression 1990) *Human Values and Education*

PAPER IV : ELECTIVE - REMEDIAL EDUCATION

OBJECTIVES:

After going through the course, the teacher trainee will:

✓ acquire knowledge of the nature, scope of and the developments in the field of Remedial Teaching
✓ comprehend the importance and the need for Remedial Education
✓ develop the skills of:
● classroom observation of students
● preparation of a non – standardized diagnostic test in a school subject
● administration of the test to identify learning difficulties
● design and implementation of remedial measures
● evaluation of the remedial programme

Unit 1 REMEDIAL TEACHING

1.1 Development of the field of Remedial Teaching

> the view point of teacher as therapist

➢ contemporary view point: support for learning
1.2 Nature of Remedial Teaching
1.3 Need for Remedial Teaching
1.4 Distinction between adaptive, corrective and remedial education
1.5 Psychological background of remedial education
Unit 2 LEARNING DIFFICULTIES AND DISABILITIES
2.1 Characteristics of Learning difficulties and disabilities
2.2 Causes of learning difficulties and disabilities
2.3 Kinds of learning disabilities
2.4 Educational diagnosis
Unit 3 DIAGNOSTIC EVALUATION
3.1 Characteristics
3.2 Functions
3.3 Similarities and differences between diagnostic, formative and summative evaluation.
Unit 4 EDUCATIONAL ASSESSMENT
4.1 Purpose of assessment and types of tests
4.2 Characteristics of standardized and non-standardized tests

4.3 Preparation of a non-standardized diagnostic test in a school subject area. (procedure)
Unit 5 TEACHER DIAGNOSIS OF LEARNING DIFFICULTIES
5.1 Techniques of classroom observation of learners
5.2 Learning styles and strategies
Unit 6 DESIGNING A REMEDIAL TEACHING PROGRAMME
6.1 Adapting Instruction
6.2 Mastery Learning
6.3 Planning for effectiveness:
➢ Techniques for motivating pupils with learning difficulties
➢ Techniques for ongoing assessment of learner progress
➢ Individualizing instruction
➢ Task analysis
Unit 7 THE REMEDIAL TEACHER'S SKILLS
7.1 Testing
7.2 Recording information about student progress
7.3 Selecting and designing methods and materials
7.4 Designing a case study
SUGGESTED PRACTICAL WORK
The teacher trainee will:
a) Design and administer a diagnostic test
b) Design and try out a remedial teaching programme in a specific area of learning difficulty
c) Evaluate the remedial teaching programme
SUGGESTED READING
◆ Bloom, Benjamin S., Hastings, J. Thomas and Madavs George, F. (1971) *Handbook of formative & summative evaluation of student learning* McGraw Hill, New York
◆ Sewell Geof *Special Needs Provision*
◆ Wallace, Gerald and Larsen, Stephen C. *Educational Assessment of Learning Problems*
◆ Thomas, Malannah *Classroom Interaction*

- Nakra, Onita *Children and Learning Difficulties*
- Smith, Robert M. *Teacher Diagnosis of Educational Difficulties*
- Ames, Ted *The DIY series – Remedial Games to make and play*
- Wright, Tony *Roles of Teachers and Learners*
- Brennan, W.K. *Shaping the education of slow learners.*

PAPER IV: ELECTIVE - ACTION RESEARCH

OBJECTIVES:
After going through the course the teacher trainee will:
- ✓ understand about the cyclic feature of action research
- ✓ understand the importance of undertaking action research
- ✓ identify areas that require action research
- ✓ learn how to maintain and use a Research Diary
- ✓ acquire information about preparing an action research plan
- ✓ acquire skills of collecting, analysing and interpreting data
- ✓ acquire techniques of report writing

Unit 1 THE MEANING OF ACTION RESEARCH
1.1 The meaning of Action Research
1.2 Characteristics of Action Research (includes its cyclic feature: Planning, Acting, Observing, Reflecting, Planning, …)
1.3 Difference between Educational Research and Action Research
1.4 Objectives of Action Research
1.5 Need for Action Research in secondary schools

Unit 2 PLANNING THE INVESTIGATION
2.1 Identifying sources for action research investigations
2.2 Maintaining a Research Diary
➢ Importance and Characteristics of Research Diaries
➢ Suggestions for writing a Research Diary
➢ Entries in a Research Diary to include: Observations, feelings, reactions, interpretations, reflections, ideas and explanations
2.3 Building a Conceptual Framework for the Study
2.4 Meaning and Importance of Delimiting the Study
2.5 Describing the Participants (your students)
2.6 Preparing a Research Plan
➢ Its need and importance

Unit 3 DATA GATHERING INSTRUMENTS
3.1 Questionnaires
➢ Types (Open, Closed, Open-Closed types)
➢ Designing Questionnaires for Non-participant Observation
➢ Advantages and Limitations
➢ Ensuring Reliability and Validity of Questionnaires
3.2 Observation
➢ Types of Observation (Participant and Non-participant)
➢ Developing an Observation Schedule
➢ Its advantages and limitations
➢ Ensuring Reliability and Validity of Observations
3.3 Interviews
➢ Types (Structured and Unstructured, and Focus group Interview)
➢ Developing an Interview Schedule
➢ Suggestions for Conducting the Interview

➢ Stages in an Interview – Beginning, Middle, End
➢ Advantages and Limitations
➢ Ensuring Reliability and Validity of Interviews

Unit 4 ANALYSIS AND PRESENTATION OF DATA
4.1 Proposing a Framework for Analysis
4.2 Quantitative Analysis using
➢ Frequency count and Percentages
➢ Mean and Standard Deviations
➢ Use of Correlation formulae (Spearman's Rank-Difference Method and Pearson's Product Moment method of Correlation)
4.3 Qualitative Analysis (Its meaning and use only)

Unit 5 WRITING THE REPORT
5.1 Format of a Research Report
5.2 Style of writing a report
5.3 Headings and Sub-headings
5.4 Tables and Figures
5.5 Use of Quotations
5.6 Citing References

SUGGESTED READING
◆ Altrichter, H., Posch, P. and Somekh B. (2000) *Teachers Investigate Their Work,* New York: Routledge.
◆ McNiff, J., Lomax, P. and Whitehead, J. (2000) *You and Your Action Research Project* , New York: Routledge.

◆ Denscombe, M. (1999), *The Good Research Guide*, New Delhi: Viva Books Pvt. Ltd.
◆ Hopkins, D.(1997) *A Guide to Action Research*
◆ McLean, J.E. (1995) *Improving Education Through Action Research*, Ca: Corwin Press Inc.
◆ Miles M.B. and Huberman, A. M. (1994) *Qualitative Data Analysis* (2nd edition) London : Sage.
◆ Fritz-Gibbon C.T. and Morris, L.L. (1985) *How to Calculate Statistics*, London: Sage.
◆ Bell, J. (1993) *How to Complete your Project Successfully*, New Delhi: UBS Pub.
◆ Denzin N.K. and Lincoln, Y. S. (1998) *Collecting and Interpreting Qualitative Materials*, London: Sage.

PAPER IV: ELECTIVE - ENVIRONMENT EDUCATION

OBJECTIVES:
After going through the course the teacher trainee will:
✓ acquire the knowledge of the meaning of Environmental Education and its objectives
✓ understand the need for Environmental Education in solving the environmental problems
✓ acquire basic knowledge of the Ecosystems and their interdependence
✓ discover the symptoms and the real causes of Environmental Problems
✓ develop the social values and attitudes which are in harmony with Environmental Quality
✓ develop skills to solve Environmental Problems

✓ develop a sense of responsibility and urgency to play his/her own role in preserving and protecting the Environment
✓ acquaint himself/herself with the World Environment Concerns
✓ acquaint himself/herself with the Rules and Laws in India concerning the protection of Environment
✓ develop skills and methods required to impart Environmental Education to school students

Unit 1 ENVIRONMENT EDUCATION
1.1 The meaning of Environmental Education
1.2 The objectives of Environmental Education
1.3 Environmental Education approach according to the Tibilisi Conference
1.4 The role and challenge of an Environmental Educator

Unit 2 ENVIRONMENT EDUCATION AND ECOLOGY
2.1 The meaning of ecology
2.2 Ecosystem, components and processes and their interdependence
2.3 Primary and secondary production
2.4 Food chains and food web

Unit 3 ENVIRONMENT PROBLEMS AND SOLUTIONS
3.1 Air, water and soil
3.2 Conservation of air, water, soil
3.3 Green house gases and global warming
3.4 Depletion of the ozone layer
3.5 Destruction of biological diversity, rare species, habitat loss and extinction
3.6 Conservation strategies of biological diversities
3.7 Deforestation
3.8 Acid rain
3.9 Depletion of natural resources
3.10 Energy crises

Unit 4 ENVIRONMENT LEGISLATION
4.1 Environmental legislation with special reference to India
4.2 Wild Life Act
4.3 The Environment Protection Act 1986
4.4 Air & Water Acts and Amendments
4.5 The Indian Factories Act and Amendments
4.6 The Environmental Courts and Public Interest Litigation

Unit 5 ENVIRONMENT EDUCATION AND ACTION
5.1 Nature trails and Cultural trails
5.2 Environmental Games and Songs
5.3 Campaigns and Camps
5.4 Environmental Club and affiliation with other Environmental Organisations
5.5 Field trips, Excursions and Visits
5.6 Projects
5.7 Affiliation with other Environmental Organisations
5.8 Co-relation of Environment with other subjects
➢ Greening language
➢ Environmental approach to teaching Geography, Mathematics and Science

Unit 6 ENVIRONMENT AND DEVELOPMENT
6.1 Sustainable Development and Alternative Development-Models
6.2 "Wholesome Alternative Life-Styles" that are environmentally friendly

SUGGESTED READING

◆ Rao, V.K. and Reddy, R.S. (1997) *Environmental Education* New Delhi: Commonwealth Publishers,

◆ Bhatia, S.C. (1984) *Papers in Environmental Education* Indian University Association for Continuing Education, New Delhi

◆ Premi, K.K., Nuna, S.C. and Menon, P. (1994) *Source book on Environmental Education for Elementary Teacher Educators* National Institute of Educational Planning and Administration, New Delhi

◆ Pandey, G.N., (1997) *Environmental Management* New Delhi: Vikas Publishing House Pvt. Ltd.

◆ Mackenzie, A., Ball, A.S., and Virdee, S. R. (2001) *Instant note in Ecology* Mumbai: Viva Books Private Limited

◆ Centre for Environment Education (1997) *The Green Teacher* Ahmedabad.

PAPER IV: ELECTIVE – DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

OBJECTIVES:
After going through the course the teacher trainee will :
✓ understand that development of education is influenced by socio-political forces of the time;
✓ acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;
✓ understand the contribution of various major committees and commissions on education set up from time to time;
✓ appreciate the developments in Indian education in the post-independence era.

Unit 1 EDUCATION IN ANCIENT AND MEDIEVAL INDIA
1.1. Education in India during
(a) Vedic Period
(b) Buddhist Period
(c) Medieval Period

Unit 2 EDUCATIONAL DIRECTIVES DURING BRITISH PERIOD
2.1 Macaulay's minutes and Bentinck's resolution of 1835. Adam's report and its recommendations
2.2 Wood's Dispatch – 1854
2.3 Lord Curzon's educational policy. Growth of national consciousness. National education movement.
2.4 Recommendations of Indian Education commission – 1882, its influence on the subsequent development of education
2.5 Essential features of Sadler Commission Report – 1917
2.5 Wardha scheme of education – 1937

Unit 3 EDUCATION IN MODERN INDIA - POST INDEPENDENCE PERIOD
3.1 University Education Committee (1948 – 49)
3.2 Secondary Education Committee Report (1952 – 53)
3.3 Indian Education Commission (1964 – 66)
3.4 National Policy of Education (1986)
3.5 Revised National Policy (1992)

Unit 4 CONTEMPORARY ISSUES IN EDUCATION
4.1 Contemporary Issues in Education
4.2 Universalisation of Education

4.3 Problems of Rural Education

4.4 Education of the Girl Child

4.5 Education for the empowerment of Women

4.6 Education for the Socially Disadvantaged (Scheduled Castes & Scheduled Tribes)

SUGGESTED READING

◆ Aggarwal, J.C. (1977) : The Progress of Education in Free India, Arya Book Depot, New Delhi

◆ Bhatia KK & Chadda, DPC (1980) : Modern Indian Education and its problems, Prakash Bros., Ludhiana

◆ NCERT (1978) : Teacher Education Curriculum: A Framework, New Delhi

◆ NCERT (1983) : Teacher and Education in the Emerging Indian Society, New Delhi

◆ NCTE (1998) : Curriculum Framework for Quality Teacher Education, New Delhi

◆ Nurullah S & Naik, J.P. (1970): A Student's History of Education in India, Macmillan & Co, Mumbai.

PAPER V & VI: METHODOLOGY OF TEACHING ENGLISH

OBJECTIVES:
After going through the course the teacher trainee will:
✓ acquire information on current directions in English language teaching with special reference to learner centred language education.
✓ analyze a variety of syllabi and texts reflecting diversity in conceptual frameworks.
✓ study conditions in school classrooms and practise learner centred methods and techniques that emphasize involvement, activity and interaction.
✓ identify and be sensitive to the needs, interests and proficiency of school learners.
✓ use information technology particularly Computer Assisted Language learning facilities to enrich language teaching.
✓ understand the need for and develop an interest in continuous professional development so as to use creative techniques in language teaching.
✓ develop an appreciation of the role of English in enhancing learning of other school subjects in Goa and in providing opportunities for successful functioning in later professional life.

Unit 1 FOUNDATIONAL CONSIDERATIONS
1.1 Terminology
➢ Definitions of 1_{st}, 2_{nd}, 3_{rd} languages in the context of Language pedagogy.
1.2 The Learner
➢ Personal dimension
● Learning styles
● The learner as constructor of meaning – and classroom applications
➢ Social Dimension
● Characteristics/Profile of the second language (English) learner in Goa
1.3 The Teacher
➢ Teaching Styles
➢ Reflective teaching through classroom observation
(*) Professional development of the language teacher
● Participation
● Building networks
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1.4 The School course
➢ The communicative approach to language learning
➢ Syllabus Types
● Communicative
● Learner centred
➢ Evaluating texts (including the school texts) and other learning materials.

Unit 2 CLASSROOM INTERACTION AND MANAGEMENT
2.1 Planning for Teaching
➢ Objectives – Hierarchic, Non hierarchic
➢ Stating objectives for classroom instruction
➢ Lesson planning – stages
➢ Lesson outlines/notes
● Writing lesson outlines/notes
● Types of formats (6 types at least)
➢ Unit and Annual planning
2.2 Creating constructivist learning environments

- ➢ Learning co-operatively
- ➢ Learning in networks (making cross curricular connections)
- ● English/History
- ● English/Geography
- ● English/Maths/Science

2.3 Teaching Listening
- ➢ What is Listening?
- ➢ Characteristics of real life listening
- ➢ Types of activities

2.4 Teaching Speaking
- ➢ Speech production
- ➢ Teaching pronunciation - techniques
- ➢ Activities for oral fluency practice
- ● Elocution, storytelling
- ➢ Activities for spoken interaction:
- ● Drama, project, discussion (types), debates, questions by student, conversation

2.5 Teaching Reading
- ➢ What is Reading?- Approaches
- ➢ Types of Reading activities/Techniques
- ➢ Poetry in a language course – techniques for helping students experience poetry

2.6 Teaching Writing
- ➢ The process of composition - Stages
- ➢ Techniques for teaching writing
- ➢ Evaluating written composition

2.7 Integration Of Skills
- ➢ Techniques

2.8 Support Skills
- ➢ Study skills, dictionary skills, vocabulary building, reference skills

2.9 Teaching Grammar
- ➢ Meaning of prescriptive and descriptive grammars
- ➢ Teaching grammar using communicative methodology – techniques

2.10 Resources
- ➢ Selection and use of :-
- ● Audiovisuals
- ● The media in language learning
- print
- electronic
- ● realia
- ➢ Computer assisted language learning (CALL)
- ➢ Using the Library

Unit 3 ASSESSMENT OF LANGUAGE LEARNING
3.1 Written Tests and Oral Communication
- ➢ Sources and types of Criteria of assessment
- ● Criterial levels of performance
- ● Test design
- Stages
- Types of items
- Rubrics

- Evaluating a test: Reporting test results – Grades, Marks

3.2 Continuous and Comprehensive Assessment
➢ Teacher developed criteria for assessment
➢ Maintaining records/learner portfolios

3.3 Assessment Alternatives
➢ Observations
- Check lists
- Anecdotal records
➢ Written Assignments
- Scripts
- Puzzles
- Stories
- Reports of discussions/events/projects
➢ Oral Language
- Retelling/narrating
- Debates
- Interviews
- Poetry reading
- Making presentations
➢ Visual Communication
- Photographs
- Collages
- Illustrations
- Sketches
➢ Story Boards

Unit 4 SUPPORTING THE UNDERACHIEVER (*)
➢ Identifying learning difficulties
➢ Organizing and conducting support teaching activities

NOTE : Units/Subunits marked with an asterisk (*) are for Internal Assessment only

SUGGESTED READING

◆ Howatt, A.P.R. *A History of English Language Teaching* Oxford University Press.
◆ Yule, George *The Study of Language* Cambridge University Press.
◆ Barber, Charles *The English Language* Cambridge University Press.
◆ Doff, Adrian *Teach English* Cambridge University Press.
◆ Hubband, Peter et al *A Training Course for TEFL* Oxford University Press.
◆ Richards and Rogers *Approaches and Methods in Language Teaching* Cambridge University Press.
◆ Tudor, Ian *Learner-centredness in Language Education* Cambridge University Press.

PAPER V & VI: METHODOLOGY OF TEACHING MATHEMATICS

OBJECTIVES :
After going through the course the teacher trainee will:
✓ acquire knowledge of aims and objectives and the values of teaching/ learning Mathematics
✓ understand that Mathematics can be taught more effectively using correlation and cross disciplinary approach
✓ develop the skill of using various methods and techniques of teaching
✓ develop the skill of using different kinds of instructional materials
✓ develop the skill of assessing student learning outcomes
✓ apply his knowledge and understanding of the psychology of learning Mathematics to classroom instruction

Unit 1 PSYCHOLOGICAL APPROACHES TO MATHEMATICS EDUCATION
1.1 Behaviourism and Mathematics Curriculum
1.2 Humanism in the Mathematics Curriculum
1.3 Behaviourism and Cognitive Psychology in Mathematics
1.4 Constructivism in Mathematics

Unit 2 DESIGNING THE MATHEMATICS CURRICULUM
2.1 Aims and Objectives in the Mathematics Curriculum
2.2 Values of Teaching/Learning Mathematics
2.3 Different approaches in the selection of subject matter
2.4 Planning for Mathematics learning
➢ Unit Plan
➢ Lesson Plan

Unit 3 DIFFERENT TEACHING APPROACHES AND METHODS FOR CURRICULUM TRANSACTION
3.1 Inductive – Deductive Method
3.2 Analytic – Synthetic Method
3.3 Heuristic Method
3.4 Project Method
3.5 Open Ended Approach
3.6 Investigative approach
3.7 Problem Solving
3.8 Concept attainment Model of teaching

Unit 4 CORRELATION AND CROSS – DISCIPLINARY APPROACH TO MATHEMATICS EDUCATION
4.1 Significance of correlation
4.2 Correlation of different branches of Mathematics
4.3 Correlation between different Units in the same branch of Mathematics
4.4 Mathematics and Science
4.5 Language and Mathematics

Unit 5 TECHNIQUES OF TEACHING
5.1 Team Teaching
5.2 Assignments in Mathematics
5.3 Drill work and review
5.4 Remedial Teaching

Unit 6 LEARNING OPPORTUNITIES AND MANIPULATIVES USED IN MATHEMATICS TEACHING
6.1 Mathematics Club
6.2 Mathematical Games

6.3 Wall Paper

6.4 Field Work

6.5 Charts, models, flannel board, chalk board, geoboard and overhead projector

6.6 Characteristics of a good Mathematics text-book and content analysis of the present series of Mathematics text books

Unit 7 TEACHER OF MATHEMATICS

7.1 Qualities and qualifications of a good Mathematics teacher

7.2 Association with the faculty of the teachers of Mathematics both at the national & international levels

Unit 8 ASSESSING MATHEMATICAL ATTAINMENT

8.1 Purpose of assessment

8.2 Guidelines for test construction

8.3 Development of criteria: Research based, Teacher developed

8.4 Continuous and comprehensive assessment

SUGGESTED READING

◆ Dr. Packiam, S. *Teaching of Modern Mathematics A New Approach* New Delhi: Doaba House 1688, Nai Sarak

◆ Orton, Anthony and Frobisher, Leonard *Insights into teaching Mathematics* New York: Park Avenue South.

◆ Selkirk, Keith *Teaching Mathematics – A teaching skills work book* Macmillan Education Ltd.

◆ Reeve, William David *Mathematics for the Secondary School* New York: Holt, Rinehard & Winston, Inc.

◆ Sidhu, Kulbir,Singh (Fourth Revised Edition) *The teaching of Mathematics* New Delhi:Sterling Publishers Private Ltd.

◆ Devalut, M. Vere, Kriewall, Thomas E. and Merrill, Charles E. *Perspectives in Elementary School Mathematics*

◆ Aggarval, S.M., Dhanpat Rai & Sons *A course in Teaching of Modern Mathematics* Delhi;Nai Sarak

◆ Ediger, M and Rao, D. B. *Teaching Mathematics Successfully* Discovery Publishing House, New Delhi 2000

◆ Jonston, Wilder et al (Ed) *Learning to teach Mathematics in the Secondary School* London Routledge 1999

PAPER V & VI: METHODOLOGY OF TEACHING SCIENCE

OBJECTIVES:

After going through the course the teacher trainee will:

✓   define his/her personal philosophy for teaching science and articulate it while teaching.

✓   understand the need for science and technology literacy in the modern world.

✓   apply a variety of teaching approaches tailored to the learner and specific learning outcomes.

✓   select and organise content as a preliminary step to developing a Lesson Plan

✓   develop and use a variety of techniques for transacting the syllabus

✓   critically analyse the various Multi-sensory Instructional Materials and use these effectively to teach science.

✓   apply formal and informal techniques for assessing science teaching.

Unit 1 PREPARING THE SCIENCE TEACHER

1.1 Scientific Method
➢ its steps,
➢ scientific attitudes
1.2 Science and Technology Literacy
➢ meaning, need
1.3 Approaches to Science Teaching: Objectivism and Constructivism
➢ main principles, relevance to science teaching
Unit 2 PLANNING FOR SCIENCE TEACHING
2.1 Principles of selecting and organising content
➢ Need
➢ Organizing content: spirally, concentrically and chronologically; pros and cons
2.2 Creating Constructivist Learning Environments
➢ High Structure
● Direct Instructional Model
➢ Moderate Structure
● Inquiry Training Model
● Inductive Thinking Model
● Concept Attainment Model
➢ Low Structure
● Science Project – Objectives; Planning, Conducting and Evaluating Science Projects
● Discussion – Objectives; Planning, Conducting and Evaluating participation
● Field Trips – Objectives; Planning, Conducting and Evaluating learning
● Science Clubs – Objectives; Planning and Sustaining Science Clubs
● Science Exhibitions – Objectives; Planning and conducting
● Science Laboratory Practicals – Objectives; Planning, Conducting and Evaluating Practicals
3.3 Lesson Plans employing the above Models of Teaching (high and moderately structured only)
3.4 Daily Lesson Plans
➢ Listing Concepts contained in the selected Lesson
➢ Stating Objectives
➢ Developing a Daily Lesson Plan
3.5 Distinguishing features of : Resource Unit, Teaching Unit and Daily Lesson Plans
3.6 Unit Plans and Annual Plans
➢ Writing Unit and Annual Plans
Unit 3 TECHNIQUES FOR SCIENCE TEACHING
3.1 Questioning (within the framework of Blooms Taxonomy)
3.2 Use of Analogies – Importance, Cautions in their use
3.3 Conducting Demonstrations – Planning and Presenting
Unit 4 INSTRUCTIONAL MATERIALS FOR SCIENCE TEACHING
4.1 Type of Instructional Materials (Flannel Board, Charts, Models, Science Films, Science CD ROMs)
4.2 Selection of Instructional Materials (with reference to 4.1)
➢ Selection on basis of teaching and learning objectives
4.3 Using Instructional Materials
➢ Steps for using the particular instructional material (with reference to 4.1) effectively
➢ Merits and limitations of each of the above (with reference to 4.1)

effectively
Unit 5 ASSESSING SCIENCE TEACHING
5.1 Formal
➢ Designing, administering and scoring tests based on the school science syllabus
5.2 Checklist:
➢ Develop a simple Checklist for assessing Science Projects
➢ Preparing a checklist for assessing Scientific Attitudes and Laboratory Process Skills
SUGGESTED READING:
◆ Glynn, S.M. & Duit, R. (eds)(1995) *Learning Science in Schools*, New Jersey: Lawerence Erlbaum Associates.
◆ Sund & Trowbridge *Teaching Science by Inquiry*
◆ Amato, C. (1994) *Super Science Fair Projects*, L.A.: J Lowell House
◆ Joyce, B. & Weil, M. (1997) *Models of Teaching* (5th edition) New Delhi: Prentice-Hall of India

PAPER V & VI: METHODOLOGY OF TEACHING GEOGRAPHY

OBJECTIVES :
After going through the course the teacher trainee will:
✓ acquire knowledge of the basic elements comprising the Geography classroom
✓ understand the correlation between various types of learners and the different methodologies of teaching the Geography lesson
✓ apply various media and materials in the teaching of Geography
✓ analyse the subject of Geography with reference to its nature, aims, objectives and its importance
✓ evaluate the qualities of a good Geography teacher
✓ appreciate the link and interdependence between Geography and the environment
Unit 1 GEOGRAPHY AND ITS TEACHING
1.1. The meaning/definitions of Geography
1.2. Nature of Geography
1.3. Aims and Objectives of teaching Geography
1.4. Importance of teaching Geography
1.5. Annual, Unit and Lesson Planning
1.6. Geography and its influence on the environment - some practical considerations/applications
Unit 2 THE TEACHER OF GEOGRAPHY
2.1 Qualities of a Geography Teacher
2.2 Qualifications of a Geography Teacher at various levels
Unit 3 THE TEACHING OF THE GEOGRAPHY LESSON
3.1 Qualitative enquiry
3.2 Expository methods
3.3 Games and Simulations
3.4 Field work in Geography
3.5 Project method
3.6 Regional method
3.7 Correlation: History, Science, Maths, Languages
Unit 4 THE GEOGRAPHY ROOM AND MUSEUM

4.1 The Geography Room-cum-museum
4.2 Maps in the Geography Class
4.3 Statistics in the Geography Class
Unit 5 MEDIA/MATERIALS IN GEOGRAPHY TEACHING
5.1 Projected
➢ Overhead projector with transparencies; Films and slides
5.2 Non-projected
➢ Models and specimens; Pictures and charts; Chalk board
5.3 Printed
➢ Text and reference books
➢ Newspapers and magazine
5.4 Mass media
➢ Television
➢ Radio
➢ Audio
➢ Video tapes
➢ Computer
Unit 6 EVALUATION IN GEOGRAPHY
6.1 Planning a school-based assessment programme
6.2 Evaluation Techniques of Geography Teaching – text books, methods, material
SUGGESTED READING
◆ Fien, John et al *The Geography Teachers' Guide to the classroom*
◆ Rao, M.S. *Teaching of Geography*
◆ Ratho & Prakash *Emerging Trends in the Teaching of Geography*
◆ UNESCO *Source book for Geography teaching*
◆ Varma & Vedanayagam *Geography Teaching*

PAPER V & VI: METHODOLOGY OF TEACHING HISTORY

OBJECTIVES:
After going through the course the teacher-trainee will:
✓ understand the importance of teaching History in schools
✓ understand the use of various approaches, methods and techniques for successful teaching and learning
✓ evaluate trends and patterns in local, national and international historical and contemporary events
✓ develop skills necessary for assessing student learning outcomes
Unit 1 FUNDAMENTAL CONSIDERATIONS
1.1 The meaning and nature of History
1.2 Aims of History teaching
➢ Intellectual
➢ Ethical
➢ Sociological
➢ National
➢ International
Unit 2 THE HISTORY TEACHER
2.1 Characteristics of effective History Teachers
2.2 Need for self – analysis / self assessment
2.3 Need for in-service growth
Unit 3 APPROACHES, METHODS AND TECHNIQUES OF HISTORY TEACHING
3.1 Models of Teaching

➢ Jurisprudential Model
➢ Concept Attainment Model
3.2 Narrative and Expository Methods
➢ Story telling method
➢ Lecture method
3.3 Investigative Methods
➢ Problem method
➢ Inquiry method
➢ Source method
3.4 Interactive Methods
➢ Dramatisation method
➢ Gaming method
➢ Project method
3.5 Techniques
➢ Questioning
➢ Assignments
➢ Discussions
3.6 Correlation with other subjects: Geography, Languages, Science

Unit 4 MEDIA AND MATERIALS IN THE TEACHING OF HISTORY
4.1 The Printed Media
➢ Text books
➢ Reference books
➢ Source material
➢ Magazine
➢ Historical novels
➢ Newspapers
4.2 Media of direct experience
➢ visits to museums, archives, other places of historical importance
➢ consultants/specialists
4.3 Projected materials
➢ Films
➢ Film slides
➢ Outlines / Summaries
➢ Pictures
4.4 Non – projected visual aids
➢ Chalk board
➢ Charts
➢ Maps
➢ Hand-outs
4.5 Mass Media
➢ Radio
➢ T.V.
4.6 Recordings
➢ Audio and video tapes
4.7 Computer related software

Unit 5 LESSON PLANNING
5.1 Importance of a lesson plan, unit plan and annual plan
5.2 Essential parts of a lesson plan
➢ The Why – objectives
➢ The What – content
➢ The How – procedures, activities and instructional material

➢ Evaluation stage

5.3 Different types of Lesson Plans/Lesson outlines

Unit 6 THE TEACHER AS ASSESSOR

6.1 Formative evaluation

➢ Informal observation

➢ Assignments

➢ Oral testing

➢ Classroom discussion

➢ Portfolios

➢ Diaries

6.2 Summative evaluation Stages in Test

➢ Stages in test

➢ Design

➢ Administering, scoring a test paper

SUGGESTED READING

◆ Bining & Bining *Teaching social studies in secondary schools*

◆ Burston & Thompson *Studies in the nature and teaching of History*

◆ Jon Nicole *Teaching History*

◆ Steele Ian *Developments in History teaching*

◆ Watts D.G. *The Learning of History*

◆ Wesley and Wronski *Teaching social studies in high schools*

◆ Wadhwa Shalini *Modern methods of teaching History*

◆ Haydn T, James Arthur & Martin Hunt *Learning to teach History in the Secondary School.*

Paper- V & VI : Methodology of Teaching Information Communication Technology in Education

COURSE OBJECTIVES
The teacher trainee will:

a. Understand the nature and scope of ICT in Education

b. Understand the impact of ICT on society today

c. Plan for effective ICT instruction

d. Use appropriate instructional system in ICT Education

e. Apply sound psychological principles to enhance ICT learning

f. Use mass media to maximize curriculum transaction

g. Prepare educational software, online material

h. Set up networks security, system, data base management system for educational institution

Unit 1 – ICT and Society

a. Scope and function of ICT

b. The relationship of ICT to:

    i) Social development

    ii) Economic development

iii) Cultural Development
c. Ethics in ICT Education

Unit II- The Teaching Learning Process
    a.   Lesson planning
        i.   Topic Analysis
- Davies Model
- Rowntree Model
- Gangnes Model
- Stenhouse Model

    ii. Writing instructional objectives
- Cognitive Domain (Bloom's Taxonomy)
- Performance objectives

    b.   Writing lesson plans
       i. Selection of learning resources
      ii. Creating Learning activities
    iii. Questioning to facilitate learning

    c.   Models of teaching
       i. Meaning of Models of teaching
      ii. Structure of Teaching Model
    iii. Types of Models of teaching
- Advance Organizer Model
- Glasser's Classroom meeting strategy Model
- Inductive thinking Model

Unit 3 – Teachers as Instructional Designer
  a. Basic Principles of Instructional Design
  b. Writing Instructional Goals
  c.   System Approach to Instructional Design
  d. Programmed Instruction (PI)
      i.   Principles of PI
     ii.   Styles of programming in PI
  e. Analyzing Instructional Content (Task Analysis)

      i.   Hierarchical Analysis
     ii.   Procedural Analysis

f. Courseware design and Analysis

Unit 4 ICT and Teaching
    a. Training psychology
        i. Meaning
        ii. Use of training Psychology in ICT Education
    b. Learner control Instruction (LCI)
        i. Meaning
        ii. Advantages of LCI

    c. Personalized System of Instruction (PSI)
        i. Meaning
        ii. Characteristics and advantages of PSI
        iii. Difficulties in implementing PSI
    d. Cybernetics (Concept and application in School Education)
    e. Informatics (Concept and application in School Education)
    f. Simulated teaching (Meaning and Use)

Unit 5 Mass Media Approach to teaching learning.
    a. The role of television and its supporting media(Video, VCD, DVD, TV Broadcast, CC TV and Cable TV)
    b. The Internet and Computers
        i. Planning and designing web pages (For Educational institutes)
        ii. The use of emails (for Students and Teachers)
        iii. Planning and organizing discussion groups (Video, Audio, conferencing and their advantages in education)
        iv. Preparation and use of online materials
        v. The use of CD ROM in Education
    c. The Use and preparation of Instructional material.
        i. Slides (Conventional and computer)
        ii. OHP Transparencies
    d. Use of Instructional Media
  i. Media Projector
  ii. Interactive White Board

Unit 6 Assessment
    a. Question paper setting and analysis
    b. Assessment of students practical work
    c. Assessments of assignment and projects
    d. Using feedback procedure to improve the teaching learning process

e. Assessing current educational software

PRACTICALS (Not to assess in the theory paper)
f. Networking of Computers and creating levels of access using firewalls and other security system
g. Constructing designing and maintaining web pages of a school.
h. Producing Basic Educational Computer Aided Instructional Material on Subject matter in the schools for use in drill, practice remedial teaching etc.
i. Constructing, Designing and Maintaining a Data Base of the students for use in students academic reports and other school office requirements.
   Methodology Course in B.Ed for the teaching of Commerce and Economics

Paper V & VI : Methodology of Teaching of Social Sciences

OBJECTIVES
a. Understand the nature and scope of Social Sciences.
b. Understand the impact of Social Sciences on society today
c. Plan for effective instruction in the teaching of Social Sciences
d. Use appropriate instructional system in Social Studies education
e. Use mass media to maximize curriculum transaction
f. Use educational software and online material

Unit 1- Teaching of Social Sciences

1.1 Meaning and Nature of Social Sciences

1.2 Scope of Social Sciences

1.3 Why teach Social Sciences Role Process and Philosophy

1.4 Analysis of the Objectives of psychology, philosophy, Sociology as given in the Curriculum.

1.5 Developing Social Science teaching standards (the Competencies)

Unit 2 Curriculum and Text book in Social Sciences

2.1 Curriculum and Text book in Social Sciences

2.2 Correlation and Integration among different Social Sciences

2.3 Social Sciences curriculum of the secondary school (NCERT, Goa Board)

2.4 Principle of selecting and organizing Subject matter

2.5 Characteristics of good Social Science Text Book, Critical analysis of the text book

Unit 3 Planning for Social Science Teaching

3.1 Instructional Objectives and Specifications

3.2 Purpose of planning

3.3 Work- Unit plan and Annual plan

3.4 Features of lesson plan, different formats for different approaches

3.5 Planning for differentiation in teaching and learning

3.6 Planning to Use ICT in teaching and learning

Unit 4- Method and Techniques of Teaching Social Sciences

4.1 Objectives v/s Constructivists perspective

4.2 Teacher controlled Methods: Lecture, Lecture cum Demonstration

4.3 Lectures cum Discussion, Team Teaching

4.4 Learner centered approaches: Discussion, Seminar, Brain Storming, Buzz ..., Debates, Games, Role playing, Cooperative learning, Problem solving

4.5 Activity centered: Project, Experiment, Case study, Field Study, Observation and Survey

4.6 Psychology Laboratory: Role of practical work, Planning ,Conducting and evaluating the Work Ethical Consideration

4.7 Models of Teaching: Jurisprudential Model, Social Enquiry, Advance organizer

Unit 5- Technology and Teaching of Social Scs

5.1 Basic principles of selection and use of instructional materials

5.2 Print Media: Journals, Self Instructional Materials, Text books, psychological Laboratory Manuals, News Paper and charts

5.3 A visual Media- Slides, Films, Audio and video records, OHP, television, Radio

5.4 IT – Word processing and electronic publishing

      a.   Data recording and spreadsheets

      b.   Simulation and modeling

      c.   Presentation, multimedia CD ROMs

      d.   Internet(Websites, email, news group)

Unit 6 Assessing Social Science Achievement

6.1 Principles and purpose of Assessment

6.2 Summative and formative Assessment

6.3 Test (Objective and Descriptive)

6.4 Unit Test: Construction and administration

6.5 Evaluating practical Work, projects and group activities

6.6 Portfolio Assessment

6.7 Diagnostic testing and remedial teaching.

Unit 7 Teacher and Professional Development

7.1 Qualities of Social Sc Teacher

7.2 Responsibilities of Social Sc teacher

7.3 Competencies of Social Sc Teacher

7.4 Continual Professional Development – various means

7.5 Teacher as an Action Researcher – reflecting on practices

7.6 Creating Professional Portfolios

Paper V & VI : Methodology of Teaching of Commerce and Economics

Objectives:
   a) Understand the nature and scope of Commerce and Economics
   b) Understand the impact of Commerce and Economics on society today
   c) Plan for effective instruction in the teaching of Commerce and Economics
   d) Use appropriate instructional system in Commerce and Economics education
   e) Use mass media to maximize curriculum transaction
   f) Use educational soft ware and online material

Unit 1. Nature and significance of Commerce and Economics
   - Nature and significance of business subject particularly Commerce and Economics
   - Place of Commerce and Economics in school program
   - Need for inclusion of Commerce and Economics at lower secondary stage
   - Practical utility and importance of teaching Commerce and Economics
   - Correlations of Commerce and Economics with other subjects

Unit 2. Objective based teaching of Commerce and Economics
   - Aims and objectives and values of teaching Commerce and Economics
   - Blooms taxonomy of objectives, statement of objectives in behavioral terms
   - Status of Commerce and Economics education in Secondary Schools in India

Unit 3 Text book and Curriculum development Commerce and Economics

- Approaches to curriculum development , critical appraisal of Commerce and Economics curriculum at Higher Secondary stage
- Importance of text book in teaching Commerce and Economics
- Essentials of a good text book evaluation

Unit 4 Methods of teaching Commerce and Economics
- Learner centered and activity based approach: Project, Problem solving, Discussion, Questioning, Debate, symposium, Case study, Role play and Dramatics, lecture cum buzz session, team teaching, survey , visit and field study.

Unit 5 The teacher –Qualities and requirements of a Commerce and Economics
- Professional Growth of teachers
- Work ethics of a teacher

Unit 6 Transactional strategies and planning for instruction
- Identification of concept from a unit-chapter
- Behavioral outcome
- Selecting and developing learning experiences-activities from a unit-chapter
- Preparation of unit plan and lesson plan
- Steps in a lesson plan- types of lesson plan
- Models of teaching :Advance organizer, Social inquiry

Unit 7 Teaching Aids
- Importance of teaching aids-Criterion for the selection of teaching aid
- Graphic aid: display board, three dimensional aids
- Projected Aids (Overhead Projector, Slide projector, etc)
- Audio aids
- Activity aids
- Use of periodical, journals, statistical data, annual reports of company
- Use of computer in the teaching of Commerce and Economics
- Use of Mass media, news papers, Radio , TV , Internet ,and video tapes
- Use of community resources
- Use of technical documents and Survey studies

Unit 8 Assessment and Evaluation in Commerce and Economics
- Comprehensive and continuous evaluation
- Question paper setting and analysis
- Types of tests- diagnostic, achievement- Criterions reference
- Objective based testing and development of objective based test item
- Qualitative techniques used for evaluating students

Unit 9 Co-curricular activities in the Teaching of Commerce and Economics

- Principle of organizing co curricular activities- values of co-curricular activities
- Types of Co-curricular activities- Indoor and outdoor activities
- Planning and organization of co-curricular activities

पेपर ५ और ६
हिन्दी भाषा अध्यापन शिक्षा (पेपर ५)
कुल अंक : ५०

सामान्य उद्देश :

❖ विद्यार्थी हिन्दी भाषा की विविध परिभाषाओं की जानकारी प्राप्त करेगा ।

❖ विद्यार्थी भाषा अध्यापन के विविध उद्देश्यों की जानकारी प्राप्त करेगा ।

❖ विद्यार्थी भाषा के विविध पाठ प्रकारोंकी जानकारी प्राप्त करेगा ।

❖ विद्यार्थी विविध पाठों का नियोजन और अध्यापन करेगा ।

❖ विद्यार्थी हिन्दी भाषा शिक्षक के अपेक्षित गुणों को अपनायेगा ।

❖ विद्यार्थी भाषा विकास की दृष्टी से उपयुक्त शैक्षिक साधन का निर्माण करेगा ।

❖ विद्यार्थी हिन्दी पाठ्यपुस्तक की समीक्षात्मक चर्चा करेगा ।

❖ विद्यार्थी भाषा पर आधारित निदानात्मक और संपादन कसौटियों की रचना करेगा ।

❖ विद्यार्थी भाषा मुल्यांकन के मौखिक और लिखित परीक्षा प्रकारोंकी जानकारी प्राप्त करेगा ।

❖ विद्यार्थी प्रश्न पत्रिका की रचना करने की क्षमता विकसित करेगा ।

❖ विद्यार्थी भाषा अध्ययन-अध्यापन की विविध प्रणालीयों का अवलंब करेगा ।

❖ विद्यार्थी विविध हिन्दी भाषिक उपक्रमोंका आयोजनन और कार्यान्वयन करेगा ।

हिन्दी भाषा अध्यापन शिक्षा

घटक - १   हिन्दी दुय्यम-स्तर भाषा की प्रमुख परिभाषाएँ

उपघटक :-

१.१   संविधानिक परिभाषा

१.२   सामाजिक परिभाषा

१.३   सांस्कृतिक परिभाषा

घटक - २   हिन्दी भाषा हिक्षा के उद्देश

उपघटक :-

२.१   प्रथम भाषा हिन्दी

५.३ श्राव्य-साधन (रेडियो, ध्वनिमुद्रिका)

५.४ दृक-श्राव्य साधन (चित्रफित, लघुपट, चित्रपट, दूरदर्शन, संगणक)

घटक - ६ हिन्दी भाषा अध्यापक

उपघटक :-

५.१ शैक्षिक साधन : संकल्पना, महत्व, प्रकार, उपयोग

५.२ दृक साधन (फलक, शब्दपटिटका, वार्ताफलक, चित्र, प्रतिकृति, मानचित्र, वार्ताफलक, रेखाचित्र, खिलौने, समाचार-पत्र, फलो चार्ट)

५.३ श्राव्य-साधन (रेडियो, ध्वनिमुद्रिका)

५.४ दृक-श्राव्य साधन (चित्रफित, लघुपट, चित्रपट, दूरदर्शन, संगणक)

घटक - ६ हिन्दी भाषा अध्यापक

उपघटक :-

६.१ भाषा प्रभुत्व

६.२ विषय - ज्ञान

६.३ अध्यापन - कौशल

घटक - ७ हिन्दी भाषा पाठ्यपुस्तक

उपघटक :-

७.१ पाठ्यपुस्तक का महत्व

७.२ आदर्श पाठ्यपुस्तक के निकष

७.२.१ अंतरंग

७.२.२ बाह्यरंग

घटक - ८ भाषिक दोष, शैक्षिक निदान एवं उपचारी शिक्षा

उपघटक :-

८.१ भाषिक दोष

८.१.१ श्रवण कौशल्य दोष के कारण और उपाय

८.१.२ उच्चारण कौशल दोष को कारझ और उपाय

८.१.३ लेखन कौशल दोष के कारण और उपाय

हिन्दी भाषा अध्यापन शिक्षा
प्रात्यक्षिक कार्य
कुल अंक : ५०

१.   विविध पाठों का नियोजन और कार्यान्वयन

२.   कम-कम से तीन पाठों के कार्यान्वयन में भाषिक खेलो का आयोजन

३.   शैक्षिक साधन की निर्मिती (कोई दो)

४.   कक्षा पाँचवी से नौवी तक के किसी एक पाठ्यपुस्तक का टीकात्मक परीक्षण

५.   प्रश्नपत्रिका की रचना और कक्षा में कार्यान्वयन

६.   वार्षिक नियोजन

७.   स्वाध्याय लेखन तथा प्रस्तुतिकरण

८.   संगणक पर आधारित प्रकल्प

९.   किसी एक भाषिक कौशल पर आधारित निदानात्मक कसौटी और संपादन कसौटी की रचना

१०. पाठ्यक्रम आधारीत परीक्षा

अनुदेशन प्रणाली

- ❖ व्याख्यान
- ❖ चर्चा
- ❖ संगोष्ठी
- ❖ पेपर वाचन
- ❖ स्वाध्याय प्रस्तुतिकरण
- ❖ नाट्यीकरण
- ❖ प्रकल्प
- ❖ स्वयम अध्ययत
- ❖ संगणक पर आधारित पाठ
- ❖ ओव्हर हेड प्रोजेक्टर

हिन्दी भाषा अध्यापन शिक्षा पुस्तक सुची

१. भाई योगेन्द्र जीत - हिन्दी भाषा शिक्षण (विनोद पुस्तक मन्दिर आगरा)

२. चतुर्वेदी सीताराम पंडीत - भाषा की शिक्षा (विनोद पुस्तक मन्दिर आगरा)

३. शुकल रमापति - हिन्दी शिक्षण की प्रविधि

४. शंकर, कमला - शिक्षण तकनीकी एवं शिक्षण व्यवहार

५. साठे ग. न. - राष्ट्रभाषा का अध्यापन

६. सिंह सावित्रि - हिन्दी शिक्षण

७. त्रिपाठी करूणापति - भाषा शिक्षण

८. वर्मा रामपाल सिंह - शैक्षिक मुल्यांकन

९. नील कमल - हिन्दी शिक्षण

१०. मुकर्जी श्रीधरनाथ - राष्ट्रभाषा की शिक्षा (विनोद पुस्तक मन्दिर आगरा)

११. पाण्डेय रामशकल - हिन्दी शिक्षण

१२. पुराणि प्र.द. - हिन्दी अध्यापन पध्दति

१३. पंडित ब. बि. - हिन्दी अध्यापन

पेपर ५ और ६
कोंकणी भाशा अध्यापन शिक्षण

प्रशिक्षणार्थी

१. भाशा अध्यापनाच्या वेग-वेगळ्या उद्दिश्टांची म्हायती प्राप्त करतलो.

२. भाशेच्या वेग-वेगळ्या पाठ-प्रकारांची म्हायती प्राप्त करतलो .

३. विंगड - विंगड पाठांचे नियोजन आनी अध्यापन करतलो.

४. कोंकणी भाशा शिक्षकाचे अपेक्षीत गूण आपणायतलो.

५. भाशा विकासाचे दृश्टितल्यान उपेगी शिक्षणीक साधन तयार करतलो.

६. कोंकणी पाठ्यपुस्तकाची समिक्षणात्मक चर्चा करतलो.

७. भाशेचेर आदारीत निदानात्मक आनी संपादन चांचण्यो रचतलो.

८. भाशा मल्यांकनाच्या मौखीक आनी लिखित परिक्षा प्रकारांची म्हायती प्राप्त करतलो.

९. प्रस्न पत्रिकेची रचना करपाची क्षमता विकसीत करतलो.

१०. भाशा अध्ययत-अध्यापनाच्या वेगवेगळ्या प्रणालींचो उपेग करतलो.

११. वेगवेगळ्या कोंकणी भाशीक उपक्रमांचे आयोजन आनी कार्यान्वय करतलो.

कोंकणी भाशा अद्यापन शिक्षण

घटक - १   कोंकणी भाशा शिक्षणाचीं उद्दिश्टां.

उपघटक :-

    १.१   पयली भास - कोंकणी

    १.२   दुसरी भास - कोंकणी

    १.३   तिसरी भास - कोंकणी

घटक - २   कोंकणी भाशेचें अभ्यासक्रमांतले म्हत्व

उपघटक :

    २.१   भाशेचें अभ्यासक्रमांतले स्थान

    २.२   कोंकणी भाशा अध्यापनाचीं सुत्रां.

घटक – ३   **पाठांचे विंगड – विंगड प्रकार आनी तांची अध्यापन**

उपघटक :-

    ३.१   कौशल्यांचेर आदारीत पाठ

        ३.१.१   श्रवण कौशल्याचेर आदारीत पाठ

        ३.१.२   भाशण कौशल्याचेर आदारीत पाठ

        ३.१.३   वाचन कौशल्याचेर आदारीत पाठ

        ३.१.४   लेखन कौशल्याचेर आदारीत पाठ (निबंद-लेखन, पत्र-लेखन, आपजीण-लेखन, चित्रांचे आदारीत काणी लेखन, मुद्यांचेर आदारीत काणी-लेखन)

    ३.२   पद्य-पाठ

    ३.३   व्याकरण-पाठ

        ३.३.१   उदगामी प्रणाली

        ३.३.२   अवगामी प्रणाली

    ३.४   कोंकणी भाशा अध्यापनाचें प्रतिमान

        ३.४.१   संकल्पना - प्राप्ती प्रतिमान

        ३.४.२   सर्जनात्मक विकास प्रतिमान

    ३.५   कृति-केन्द्रीत अध्यापन.

घटक – ४   **भाशा अध्ययन – अध्यापनांत शिक्षणीक साधनांचे योगदान**

उपघटक :-

    ४.१   शिक्षणीक साधन-संकल्पना, महत्व प्रकार, उपेग

    ४.२   हक-साधन (फळो, क्षण-दर्शिका, चित्रां, नकासो, खेळणी, वार्ताफलक, वस्तू, वर्तमान पत्रातलीं कातरणां, प्रतिकृती, रेखाचित्र, फलो चार्ट)

    ४.३   श्राव्य - साधन (रेडियो, ध्वनि-मुद्रिका)

    ४.४   हक - श्राव्य - साधन (चित्रफित, लघुपट, चित्रपट, दूरदर्शन, संगणक)

घटक – ५   **कोंकणी भाशा शिक्षक**

उपघटक :-

    ५.१   भाशा - प्रभुत्व

    ५.२   विशय - ज्ञान

    ५.३   अध्यापन - कौशल्य

घटक – ६   कोंकणी भाशा पाठ्यपुस्तक

उपघटक :-

    ६.१ पाठ्यपुस्तकाचें म्हत्व.

    ६.२ आदर्श पाठ्यपुस्तकाचे निकश

        ६.२.१   अंतरंग

        ६.२.२   बहिरंग

    ६.३ पाठ्यपुस्तकाची समिक्षणात्मक चर्चा

घटक – ७   भाशीक दोश, शिक्षणीक निदान आनी उपचारी शिक्षण

उपघटक :-

    ७.१ भाशीक दोश

        ७.१.१   श्रवण कौशल दोशांची कारणां आनी उपाय

        ७.१.२   उच्चारण कौशल दोशांचीं कारणां आनी उपाय

        ७.१.३   लेखन कौशल दोशांचीं कारणां आनी उपाय

    ७.२ शिक्षणीक निदान आनी उपचारी शिक्षण

        ७.२.१   शिक्षणीक निदान आनी उपचारी शिक्षणाची संकल्पना

        ७.२.२   शिक्षणीक निदान आनी उपचारी शिक्षांचें म्हत्व

        ७.२.३   शिक्षणीक निदान आनी उपचारी शिक्षांची प्रक्रिया

        ७.२.४   निदानात्मक चांचणी आनी संपादन चांचणी

घटक – ८   भाशीक मूल्यांकन

उपघटक :-

    ८.१ मूल्यांकनचे प्रकार

        ८.१.१   मौखीक परिक्षेचें भाशीक मूल्यांकनांत म्हत्व

        ८.१.२   मौखीक परिक्षेचे प्रकार

        ८.१.३. लिखीत परिक्षेचें भाशीक मुल्यांकनांत म्हत्व

        ८.१.४   लिखीत परिक्षेचे प्रस्न-प्रकार

    ८.२ नील-पत्रिका वा तीन आयामी तकतो (चाट)

    ८.३ प्रस्न-विश्लेशण

८.४ प्रस्न-पत्रिकेची रचना

८.५ वर्सुकी नियोजन

८.६ घटक नियोजन

घटक - ९   भाशा अध्ययन-अध्यापनाच्यो विंगड-विंगड प्रणाली

उपघटक :-

९.१ भूमिका-पालन

९.२ नाट्यीकरण

९.३ चर्चा-पध्दती

९.४ प्रकल्प-पध्दती

घटक - १०   भाशा उपक्रम

उपघटक :-

१०.१ स्वाध्याय

१०.१.१ स्वाध्यायाची संकल्पना

१०.१.२ स्वाध्यायाचें म्हत्व

१०.१.३ स्वाध्यायाचे प्रकार

१०.१.४ स्वाध्याय उपक्रमांत शिक्षकाची भूमिका

१०.२ भाशीक खेळ

१०.२.१ भाशीक खेळाची संकल्पना

१०.२.२ भाशीक खेळांचे म्हत्व

१०.२.३ भाशीक खेळांचे प्रकार

१०.२.४ भाशीक खेळांचे आयोजन

१०.३ अभ्यासानुवर्ती कार्यक्रम (पूरक अध्ययन अणभव)

१०.३.१ पूरक अध्ययत अणभवाची संकल्पना

१०.३.२ पूरक अध्ययन अणभवांचें भाशा विकासांत योगदान

१०.३.३ पूरक अध्ययन अणभवांचे प्रकार

कोंकणी भाशा अध्यापन शिक्षण
प्रात्यक्षिक कार्य

१.   वेग-वेगळ्या पाठांचे नियोजन आनी कार्यान्वयन

२.   शिक्षणीक साधनांची निर्मिती (खंयचेय २)

३.   पांचवी ते णवी मेरेन खंयच्याय एका पाठ्यपुस्तकाचे टिकात्मक परीक्षण

४.   खंयच्याय एका भाशीक कौशल्याचेर आदारीत निदानत्मिक चांचणी आनी संपादन चाचणीं हांची रचना

५.   प्रस्नपत्रिकेची रचना आनी वर्गांत कार्यान्वयन

६.   कमीत कमी तीन पाठांच्या कार्यान्वयानान भाशीक खेळांचें आयोजन.

अनुदेशन-प्रणाली

व्याख्यान, चर्चा, पेपर-वाचन, नाट्यीकरण, प्रकल्प, स्वयं-अध्ययन, ओवर - हेड प्रोजेक्टर

कोंकणी भाशा अध्यापन शिक्षा

१.   कोंकणी भाशेचें अध्यापन - वसंत गों. लवंदे

२.   कोंकणी भासेचे व्याकरण - सुरेश बोरकर

३.   मराठी भाषेचे अध्यापन - म. बा. कुंडले

५.   मराठी भाषेचे अध्यापन - अकोलकर

६.   अध्यापनाची प्रतिमाने - डॉ. वासंती फडके

7.   Development of teaching Modules for Hindi Teachers - S.S.Sharma

8.   Introduction to Educational Technology - Vanadana Mehra

9.   Educational Technology - Usha Rao

१०.   कोंकणी विश्वकोश-खंड - १,२,३,४

११.   कारबारी कोंकणी - भुषण भावे, प्रकाश वजरीकर, प्रकाश पर्येकार

पेपर ५ आणि ६
मराठी भाषा अध्यापन शिक्षण

सामान्य उद्दिष्टे :-

प्रशिक्षणार्थी

१. भाषा अध्यापनाच्या वेगवेगळ्या उद्दिष्टांची आणि पाठ-प्रकारांची माहिती प्राप्त करील.

२. वेगवेगळ्या पाठांचे नियोजन करून विविध प्रणाली उपयोजन अध्यापन करील.

३. मराठी भाषा शिक्षकाचे गुण आत्मसात करून विविध भाषिक उपक्रमांचे आयोजन करील.

४. भाषा विकासाच्या दृष्टिकोणातून उपयुक्त असे शैक्षणिक साधन तयार करील.

५. मराठी पाठ्यपुस्तकाची समीक्षाणात्मक चर्चा करील.

६. भाषा मूल्यांकनाच्या मौखिक आणि लेखी परीक्षा प्रकारांची माहिती मिळविल तसेच प्रश्न-पत्रिकेची निर्मिती करील.

मराठी भाषा अध्यापन शिक्षण

घटक - १   मराठी भाषा शिक्षणाची उदिष्टे

उपघटक :-

१.१   प्रथम भाषा - मराठी

१.२   द्वितीय भाषा - मराठी

१.३   तृतीय भाषा - मराठी

१.४   त्रिभाषा सूत्र आणि त्याचे महत्त्व

घटक - २   मराठी भाषेचे अभ्यासक्रमातील महत्व

उपघटक :-

२.१   मराठी भाषेचे अभ्यासक्रमातील स्थान

२.२   मराठी भाषा अध्याबनाची सूत्रे

२.३   भाषाध्ययनाची सामान्य तत्त्वे

घटक - ३   पाठांचे वेग-वेगळे प्रकार आणि त्यांची अध्यापन उदिष्टे.

उपघटक :-

३.१ कौशल्यांवर आधारित पाठ

    ३.१.१ श्रवण कौशल्यावर आधारित पाठ

    ३.१.२ भाषण कौशल्यावर आधारित पाठ

    ३.१.३ वाचन कौशल्यावर आधारित पाठ

    ३.१.४ लेखन कौशल्यावर आधारित पाठ

    (निबंध-लेखन, पत्र लेखन, आत्मकथा-लेखन, मुद्यांच्या आधारे किंवा चित्रांच्या सहाय्याने कहाणी लेखन)

३.२ पद्यपाठ

३.३ व्याकरण पाठ

    ३.३.१ उदगामी प्रणाली

    ३.३.२ अवगामी प्रणाली

३.४ मराठी भाषा अध्यापनाची प्रतिमाने

    ३.४.१ संकल्पना - प्राप्ती प्रतिमान

    ३.४.२ सर्जनात्मक विकास प्रतिमान

३.५ कृति - केंदी अध्यापन

घटक - ४   भाषा अध्ययन - अध्यापनात शैक्षणिक साधनांचे योगदान.

उपघटक :-

    ४.१ शैक्षणिक साधनेः संकल्पना महत्त्व प्रकार, उपयोग.

    ४.२ दृक साधने (फळा, क्षण-दर्शिका चित्रे नकाशा खेळणी वार्तफलक, वर्तमानपत्रातली कात्रणे प्रतिकृति रेखाचित्र)

    ४.३ श्राव्य साधने (रेडियो, ध्वनिमुद्रिका)

    ४.४ दृक-श्राव्य साधने (चित्रफित, लघुपट, चित्रपट, दूरदर्शन, संगणक)

घटक - ६   मराठी भाषेचा शिक्षक

उपघटक :-

    ५.१ भाषा प्रभुत्त्व

    ५.२ विषय-ज्ञान

मराठी भाषा अध्यापन शिक्षण

प्रात्याक्षिक कार्य

१. वेगवेगळ्या पाठांचे नियोजन आणि कार्यान्वय

२. शैक्षणिक साधनांची निर्मिती (कोणतीही दोन)

३. पाचवी ते नववी पर्यंतच्या कोणत्याही एका पाठ्यपुस्तकाचे टीकात्मक परीक्षण

४. कोणत्याही एका भाषिक कौशल्यावर आधारित निदानात्मक चाचणी तसेच संपादन चाचणी यांची रचना

५. प्रश्नपत्रिकेची रचना आणि वर्गात कार्यवाही.

६. कमीत कमी तीन पाठांच्या कार्यान्वयात भाषिक खेळांचे आयोजन.

अनुदेशन-प्रणाली

व्याख्यान, चर्चा, पेपर-वाचन

नाट्यीकरण, प्रकल्प स्वयं-अध्ययन.

ओव्हर-हेड प्रोजेक्टर.

मराठी भाषा अध्यापन शिक्षण

१. मराठी भाषेचे अध्यापन　　-　म. बा. कुंडले

२. मराठी भाषेचे अध्यापन　　-　अकोलकर

३. अध्यापनाची प्रतिमाने　　-　डॉ. वासंती फडके

४. यशस्वी अध्यापन　　-　उपासनी कुलकर्णी

५. कोंकणी भाषेचें अध्यापन

६. भाषिक खेळ　　-　संयोजन-महाराष्ट्र राज्य शैक्षणिक व प्रशिक्षण परिषद

7. Development of Teachings Modules for Hindi Teachers - S. S. Sharma

8. Introduction of Educational Technology - Vandana Mehra

9. Educational Technology - Usha Rao.