

**DEPARTMENT OF EDUCATION  
ALIGARH MUSLIM UNIVERSITY**

(SEMESTER-II)

(4 Credits)

Theory: 75

Sessional: 25

ED-901

D.T.

**PRINCIPLES OF EDUCATION – II**

**Objectives:** The students will be able to:

- Get acquainted with the concept of value education, peace education & human rights education and the strategies to achieve them through education.
- Understand the role of education in achieving women empowerment.
- Comprehend the contribution of various educational thinkers in the field of education.
- Understand the importance of education for achieving the success of democracy.
- Comprehend the concept of secular education and its importance in Indian context.
- Understand the role of education in achieving national integration.

**Unit- I: Issues and Concerns of Contemporary Indian Society**

1. Value Education (meaning, significance & sources of value education).
2. Human Rights and Education (meaning, human rights in India, education for Human Rights)
3. Peace Education (meaning, significance, strategies of peace education).
4. Women Empowerment (purpose, govt. initiatives, role of education for women empowerment).

**Unit- II: Philosophy and Education**

1. Meaning and Importance of philosophy
2. Relationship between philosophy and education
3. Idealism as an approach to education
4. Pragmatism as an approach to education

**Unit-III: Educational Thinkers**

1. Pestalozzi (life sketch, philosophical and educational thoughts).
2. Frobel (life sketch, philosophical and education thoughts).
3. Mahatma Gandhi (life sketch, philosophical and education thoughts).
4. Mohammad Iqbal (life sketch, philosophical and education thoughts).

**Unit – IV: Education and Modern Ideologies**

1. Democracy (concept, principles, values and its relationship with education.
2. Socialism (concept, principles, values and its relationship with education.
3. Secularism (concept, need in Indian context, characteristics of secular education).
4. National Integration (meaning & definitions, obstacles to National Integration, recommendations of National integration committee)

**Books Recommended:**

- Salamtuallah (1958) Can Education do it? Jalandhar : Punjabi Publication.

- Mohanty, J. (1994) Indian Education in the Emerging Society, Sterling Publisher, Pvt. Ltd.
- Saxena, N.R.S. & Dutt, N.K (2008). Philosophical and Sociological Foundations of Education, Meerut: Raj Printers.
- Rahim, Abdur& Jamal, Sajid (2012), Education in Emerging Indian Society, New Delhi: Shipra Publication.
- Zia Ud Din Alvi, (2005), Usool-e- Taleem, Aligarh : Educational Book House..

***DEPARTMENT OF EDUCATION***

***ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**(Semester-II)**

**(4 Credits)**

**Theory: 75**

**Sessional: 25**

**ED-902**

**D.T**

**EDUCATIONAL PSYCHOLOGY – II**

**Objectives :** After being taught this course, the students are expected to realize the following objectives.

- Know about motivation and methods to develop motivation in children.
- Know the meaning and types of teacher behaviour.
- Understand the vital role a teacher plays in developing learners personality .
- Understand the concept of personality.
- Know the various methods of personality assessment.
- Know the meaning of intelligence.
- Know about various methods of measuring intelligence.
- Understand the concept of mental health.

**Unit – I : Motivation & Role of Teacher Behaviour**

1. Concept and nature of motivation.
2. Methods of developing motivation in children.
3. Meaning and types of teacher behaviour - Authoritarian, Laissez faire & Democratic.
4. Role of Teachers Behaviour in developing learners' personality.

**Unit – II : Learner's Personality**

1. Nature and concept of Personality.
2. Subjective method of Personality Assessment.
3. Objective method of Personality Assessment.
4. Clinical method of Personality Assessment.

**Unit – III : Intelligence.**

1. Meaning and definition of Intelligence.
2. Theories of intelligence (unifactor, Multifactor, two-factor, Group- factor).
3. Structure of intelligence (SOI).
4. Assessment of Intelligence and intelligence tests.

#### **Unit – IV : Mental Health and Adjustment**

1. Concept of Mental Health and hygiene.
2. Characteristics of mentally healthy person.
3. Need and importance of adjustment.
4. Mechanisms of adjustment.

#### **Recommended Books:**

- Abdul Ahad Shah : Nafsiyat aur Talimi Masael.
- Abdul Rauf : Jadeed TALEEMI Nafsiyat.
- Abdul Rauf : Bachchon Ki Nafsiyat
- Ahmad Shakir : Bachchon Ki Nashonuma.
- Masarrat Zamani : Talimi Nafsiyat ke Naye Zaviye.
- Dr. Salamatullah : Talim Mein Nafsiyat ki Ahmiyat.

# ***DEPARTMENT OF EDUCATION***

## ***ALIGARH MUSLIM UNIVERSITY, ALIGARH***

**(Semester-II)**

**(4 Credits)**

**Theory: 75**

**Sessional: 25**

**ED-903**

**D.T.**

### **Methods of teaching – II**

Objectives : The objectives of this course are :

- To make aware of various methods of teaching.
- To develop understanding about the methodology of teaching.
  
- To develop ability to use different methods of teaching.
- To develop skills of making different types of teaching aids to facilitate the learning.
  
- To develop creativity among the students to make the methods more influential for learning.
  
- To develop logical thinking among students.

#### **Unit – I**

1. Story telling method: Meaning and importance, Merits & Demerits.
2. Text book method: Meaning and importance, Merits & Demerits.
3. Inductive Method: Meaning and importance, Merits & Demerits.
4. Deductive Method: Meaning and importance, Merits & Demerits.

#### **Unit – II :**

1. Lecture Method: Meaning and importance, Merits & Demerits.
2. Demonstration Method: Meaning and importance, Merits & Demerits.
3. Lecture-cum-demonstration method: Meaning and importance, Merits & Demerits.
4. Laboratory Method: Meaning and importance, Merits & Demerits.

### **Unit – III :**

1. Play Way Method: Meaning and importance, Merits & Demerits.
2. Problem Solving Method: Meaning and importance, Merits & Demerits.
3. Project Method – Meaning and importance, Merits & Demerits.
4. Computer Assessed Instruction (CAI): Meaning and importance, Merits & Demerits.

### **Unit – IV :**

1. Socratic method: Meaning and importance, Merits & Demerits
2. Discussion Method: Meaning and importance, Merits & Demerits.
3. Heuristic method: Meaning and importance, Merits & Demerits.
4. Mastery Learning: Meaning, Steps and importance.

### **Books Recommended :**

- Siddiqui, M.H. (2008) : Educational Technology, Ashish Publishing House, New Delhi.
- Siddiqui, M.H. (2005) : Techniques of Teaching, Ashish Publishing House, New Delhi.
- Siddiqui, M.H. (2005) : Techniques of class room Teaching, Ashish Publishing House, New Delhi.

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

**ED-904**

**D.T. (II Semester)**

**(4 Credits)**

**Theory: 75**

**Sessional: 25**

**METHODS OF TEACHING - URDU-I**

**Objectives:**

- To make them aware of different material and equipment of Urdu room.
- To develop the understanding of different techniques and methods of teaching language.
- To develop the writing properties i.e. Error in pronunciation, spelling and other corrections.
- To enhance vocabulary and development of language among children.
- To explain the different methods of evaluation.

**Unit – I:**

1. Language and Child Development:
  - i. Individual Development.
  - ii. Social Development.
  - iii. Mental Development.
2. Material and Equipment for Urdu room.
3. Principles of Selection of the Text Book.
4. Children's Literature: aims and objectives form and style.

**Unit – II:**

1. Modern techniques of teaching language:
  - i. Essay writing
  - ii. Letter writing
2. Methods of teaching.

- i. Inductive method.
  - ii. Deductive method.
3. Qualities of a good language teacher.
4. Functions and purpose of language:
  - i. Communication
  - ii. Medium of thinking
  - iii. Transmission of culture.

#### Unit – III:

1. Development of reading properties (i) Silent reading (ii) Reading aloud
2. Development of writing properties (i) Error in pronunciation (ii) Spelling and other corrections
3. Growth of vocabulary and development of language among children.
4. Contribution of Urdu as a language in national development.

#### Unit-IV

1. Evaluation: Meaning, Importance and Purposes.
2. Essay Type Examination: Meaning, Type, Merits and Limitations.
3. Objective Type Tests: Meaning, Type, Merits and Limitations.
4. Construction of Essay Type Tests, Short Answer Type Tests and Objective Type Tests.

#### **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 ofteaching, 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.
- Seher, N., & Saeed, S. (2009). Tareeq-E-Tadrees-E- Urdu, Premium Publication, Hyderabad.
  
- Tomilson, B. (1986) – Using Poetry with Mixed Ability Language Class ELT.

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

ED-905

D.T. ( II Semester)

(4 Credits)

Theory: 75

Sessional: 25

**METHODS OF TEACHING – MATHEMATICS-II**

**Objectives:** After studying this course the teacher trainee will be able to:

- Understand techniques of teaching Mathematics.
- Gain knowledge how to use laboratory in teaching concept of mathematics.
- Understand how to select and organize content at different level of classes.
- Understand the effective use of Teaching Aid.

**Unit – I: Techniques of teaching mathematics-I**

1. Drill Technique
2. Practice Technique
3. Brain storming Technique
4. Laboratory Technique (Practical Work in Mathematics)

**Unit-II: Techniques of teaching mathematics-II**

1. Play way Technique
2. Oral and written work technique
3. Assignment technique
4. Problem solving technique

**Unit – III: Content-cum-Methodology.**

1. Selection of content

2. Organisation of content.
3. Planning instruction in Mathematics
4. Practical work and Tutorial work.

#### **Unit – IV: Teaching Aid**

1. Preparation and use of Teaching Aid.
2. Types of Teaching Aid.
3. Charts and Model Making.
4. Recreational Activities.

#### **Books Recommended:**

- Goodfrey, C. and Siddoms, A.W. – The teaching of Elementary Mathematics, Cambridge University Press, (1993)
- Swenson, E.F. (1966), Teaching Arithmetic to children, Macmillon Company, New York.
- Lowell, K. And Smith, C.H.J. (1953). The teaching of Arithmetics in Primary Schoo, University of London Press, Ltd.
- Howard, C.F. and Dumar, E. (1966). Teaching contemporary Mathematics in the Elementary Schoo, Harper and Row Publishers, New York.
- Hisab Ki Tadrees, (1995). Akhtar Husain Akhtar, Anjuman Islam High School Sardar Patel Road Studio , Ahmadabad 380001.



