

## ***MESSAGE FROM PRINCIPAL***

It gives me proud pleasure to write for the prospectus for the two year B.Ed. Course recommended by University of Jammu.

The College of Education since its establishment in the year 2002 has been continuously striving to make use of procedures designed to equip prospective teachers with the knowledge, skills and attitudes that they require to perform their tasks effectively in the classroom, schools and wider community.

The college is NAAC re-accredited and ISO certified. It provides all basic infrastructural facilities to the pupil teachers in the shape of airy and well equipped classrooms, libraries, laboratories, multipurpose hall and playground etc.

As 21st century is characterised with emergence of knowledge based society wherein Information and Communication technology plays a pivotal role. In education ICT is considered to improve students learning, as it can motivate and sustain students interest and reinforce learning, offer self-paced practice and create high interest learning environment. In order to ensure such a learning atmosphere, the college provides LCD projectors, smart class facilities, Over Head Projectors and Computers with internet facilities for the trainees, so that they are able to deliver lesson in various teaching subjects through such classes. The provision of all such facilities have enabled the college to develop a quality teaching learning environment. I would like to thank respected sh. C. L. Tickoo the chairman of the institution and the members of the management for the same.

The Quality Assurance Cell which is functional in the college, through its multifarious activities tries to develop discipline, social sensitiveness and co-operation among the students. It organises cultural programmes, debates, seminars, quiz, women related programmes, rallies on social issues and community development programmes. Extension Lectures are also organised from time to time for professional growth of teachers educators and pupil teachers. The population Club, Adult Education Club, NSS Wing, Chinar Environmental Club, and Guidance and Counselling Cell is also engaged in organising state and national level programmes for the pupil teachers during the entire session.

The college has had an opportunity to organize National level and State level seminars sponsored by NAAC, ICSSR New Delhi and ICSSR Chandigarh.

The college has an experimental school which enables the pupil teachers to conduct internship activities during the B.Ed. program.

I am sure that students of this session will also benefit by all such programmes conducted by the college for two year B.Ed. Course. I would like, here to emphasise that the students should remain regular and punctual during the session, which is only key to their successful completion of the course. I welcome new comers to this institution and wish them all the best.

**(Dr. Usha Tickoo)**  
**Principal**



## ***LIST OF FACULTY MEMBERS***

| S.No. | Name of the Teacher | Designation | Education                                  |
|-------|---------------------|-------------|--|
| 1.    | Dr. Usha Tickoo     | Principal   | M.A.(Edu.), B.Ed., Ph.D.                   |
| 2.    | Mrs. Rajinder Kour  | Lecturer    | M.Ed., M.A.(Punjabi),<br>M.Phill (Edu.)    |
| 3.    | Ms. Rajni Koul      | Lecturer    | M.Ed., M.A. (Pol.Sc.),<br>M.Phill(Pol.Sc.) |
| 4.    | Ms. Babita Yadav    | Lecturer    | M.Ed., M.A.(Hindi),                        |
| 5.    | Mr. H. K. Kitchloo  | Lecturer    | M.Ed., M.A.(Pol.Sc.),<br>M.A(English)      |
| 6.    | Ms. Anu Pandita     | Lecturer    | MCA  |
| 7.    | Ms.Komal Sambyal    | Lecturer    | M.Sc.(Biotechnology),<br>B.Ed.             |
| 8.    | Ms. Pallavi Vij     | Lecturer    | M.Sc.(Maths), B.Ed.                        |
| 9.    | Ms. Baby Parcha     | Librarian   | M.Lib. Science                             |



## ***ABOUT THE TWO YEAR B.ED. COURSE:***

The course for the Degree of Bachelor of Education shall extend over a period of two academic years, having four semesters. This course is to be designed variously under lectures / Lesson/School Internship or Field Work/Seminar/Workshop/Assignments/Term Paper / Reflective Journal.

### **Theory & Practice Duration**

A total of 200 working hours are to be academically fulfilled with 36 hrs class per week.

A total of 20 weeks internship cum teaching Practice is to be achieved (spread over two years) having 4 weeks in the First year of the program and 16 weeks in the second year of the B.Ed. program.

The Semester examination for the 2 year Degree of Bachelor of Education shall be held in December/January for 1st, 3rd Semester & in June for 2nd and 4th Semester at Jammu and other places as may be fixed by the Vice Chancellor.

### **Medium OF Instructions and Examination:**

The medium of instruction of teaching and in the examination will be English/ Hindi but the students have to write in the examination in the medium which they have chosen.

### **Examinations:**

The Examination is a continuous process and the formative and summative techniques would be used to complete the process of examinations. The Semester End or the term end examination would be held in the following components:

- a. Theory Papers.
- b. Teaching practice cum Internship.

### **Theory Examination:**

The Theory comprises of the core subjects and the content cum methodology papers irrespective of the weight age of the credits for it. The theory examination will be held as per the University Date-sheet at the designated centres and students need to write the examination as per the rules and regulations of the University. The Unit-IV in all the theory subjects deal with the Sessional work which is to be a part of internship. The Sessional work shall constitute the content for theory examination as well as for the internship. But for the theory examination the entire Sessional work is also to figure for the written theoretical examination, candidates will require a minimal of 40% marks for passing the theory examination.

All the activities performed need to be authenticated by the Principal and the Teacher In charge of the Group/ individual student. All the activities performed during the Internship program from Semester 1 to Semester IV would be documented in the Reflective Journal. The Activities which can't be documented in writing must be photographed through timed videography (CD/DVD evidence to be appended). On the proper completion and its authentication by the concerned College Faculty, the External Examiners cum Observers would undertake the external evaluation of the students submitted by the University for the award of the Grades. All the activities performed under internship need to be evaluated and awarded with marks which would be converted into Grades as per the formula charted out at 16. Besides, other activities of the



internship, the following activities are must & can't be excluded from the schedule of the activities to be performed for Internship by the concerned Academic Coordination Committee (ACC) of the College.

It is continuous assessment of the student teacher performance in the classroom and outside the classrooms. In the school internship, 4 weeks are to be devoted to school based related activities and 16 weeks are to be devoted to practice teaching and the other activities of the school like all the routine work of the full teacher. The trainees are expected to work as full time teachers during this period. The internship taken up in schools would be fully recorded in the form of Reflective Journal (RJ). The Reflective Journal is to be a compendium of all the activities of the student teacher which he/she would perform/enact in the classroom in the practicing school/on a field trip/performing any community service etc.

In case of the non sufficient time in completing the internship, the internship activities including the teaching practice may be taken up in the Inter semester break. RJ is to be properly recorded and preserved by the student teacher.

The following activities besides to other activities are must in the component of the Internship.

- i. Differential Function of the school system.
- ii. System of Managing the classrooms by another teacher (if the teacher is on leave ).
- iii. System of Managing Internal & External Evaluation.
- iv. System of maintain School records and Registers ( in physical form or in the computer).
- v. System of Managing curriculum activities.

### **SCHEME OF EVALUATION**

The evaluation of the student teachers would be done continuously throughout stay in the college. The theory papers would be evaluated out of 60 marks through external evaluators as per the guidelines and value points set forth.

#### **Internal Assessment**

Internal assessment marks are 40. The 5 marks are to be awarded for the attendance percentage which student teacher has earned in proportion to the number of the classes attended for each subject. The attendance record is to be maintained on daily basis and the Academic Coordination Committee should observe its objectivity as well as malpractices be notified. The other 5 marks are to objectively awarded on the basis of the observations which a teacher educator would do for each student as per procedure. The following activities are to be basis other than many other activities which ACC may authorize the college , to conduct for awarding 5 marks to the student teachers:

- i) Peer Leadership (Behavioural ): Taking up the challenges of leading others (leading in discussion in classroom, making others to join in the group talk etc, peer reformist) 1 mark
- ii) Social Responsibility ( social)-takes the social cause as the personal responsibility be it the Clean India, Green India, Traffic management , HIV awareness etc. 1 mark
- iii) Technology use in teaching learning- makes use of the technological intervention in teaching learning process rather the conventional methods of banking on the books which is helpful in the curriculum transaction. 1 mark



- iv) Environment Friendly- protects the trees and encourages others to do so; involves in the clean water and air campaigns which benefits the society at large.. 1 mark
- v) Co curricular Contributor- Member of the different In house academic activities like member of the Editorial team; a poet /singer/painter/dancer etc./any other such activity which may be helpful in conduct of the teaching in the classroom.

Besides to it, 20 marks are meant for the Internals. The internals includes test/ tests and the Tutorial/seminar/on spot questions etc. It is based upon 1 mark answer , which is to be written as a very short answer. The test activity can be held twice in one semester with 5 marks each. The teacher educator will maintain the feedback exhibiting the performance. There is chance to improve upon the score.

The other 10 marks will constitute the activity of semester/tutorial/on spot question etc. activity (involving student teachers application of knowledge and learning of the curriculum). Both of the activities are to be constructed objectively and should be in accordance of the syllabus in hand. The record properly documented is to be shown to each student by the college, if asked, by the ACC for the Inspection purposes or by the student teacher. The proper justification of its value points is to be done very clearly.

### **Internship cum Teaching Practice**

- a. Internship cum teaching Practice at the end of every semester , is to be evaluated on the value points. At the end of the IVth semester, the internship of all the four semesters is to be reflected through Reflective Journal. The Unit-IV in all the subjects for the theory deal with the sessional work which also constitutes internship.
- b. The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of both teaching subject course at B,Ed level.
- c. The teaching Practice will take place in two semesters (3rd & 4th) for the two subjects selected by the student teacher in the IIInd Semester. The teacher In charge / teacher Educator would observe the lesson on the Five point scale (Very Satisfactory, Satisfactory, Average, Needs Amendments, Re-teaching )

“Very Satisfactory” is such a delivery of lesson which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are innovative and naturalized adopted to the needs of teaching .

“Satisfactory ” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are cost effective and are suited to the needs of teaching.

The “Average” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are not required but are used / enforced upon ( out of place) in context of teaching.

“Needs Amendments” is such a delivery of lesion where the content and pedagogy match is missing.

The “Re-Teaching” delivery of lesson is to happen when the teaching of the content is wrong/ the pedagogy applied is not as per the requirement of the content. The student teacher’s style of teaching lacks confidence in handling the content , methodology as well as the class.



- d. Course No. INT 3 (School Interaction) and Course No. INT 4 (School Internship) shall have 50 (30+10+8+2) lessons instead of 60 lessons (40+10+8+2) for each teaching subject. The same will be delivered by the pupil teachers in 3rd semester and 4th semester respectively.
- e. The External Examiners appointed by the Hon'ble Vice Chancellor is to award 40 marks on the basis of :
- Interviewing the student teacher on the basis of the Pedagogy undertaken. **5 Marks**
  - The effectiveness of the technology used. (RJ reflections in this context are to be properly documented) **5 Marks**
  - Any Innovation done while teaching for the learning among the students (Transaction Ease) (authenticated in RJ by the respective teacher) **10 marks**
  - Any report of misbehavior / use of corporal punishment during teaching **-5 Marks**
  - Use of Cost effective /waste material products used as aids / home made aids (minimum 20 aids) **10 Marks.**
  - Social Behaviour and responsibility (to share the resources, helpfulness, courteousness to the students). **5 Marks**

**A candidate for the degree of Bachelor of Education (B. Ed.) must have:**

- Completed two Semesters (the First Semester and the Second Semester) for the school Internship as given in the syllabus and must have requisite the attendance as per the statutes to go for the next year internship.
- In no case the candidate is exempted of / relaxation in the Internship. All the candidates pursuing B.Ed program, hereby to be known as "Student Teacher/ Trainees" /Interns of the B.Ed.
- Completed a course of Internship extending over four Semesters to the satisfaction of the Principal of the College in which the candidate is studying of School Internship) of not less than 80 lessons (40 in first).
- 40 lessons in each subject.

**The Internship will be observed as per the following Schedule**

| <b>First Semester (August _December) INT 1</b> |  |                 |                |              |
|--|--|-----------------|----------------|--------------|
| <b>INT1</b>                                    | <b>Activity</b>                              | <b>Duration</b> | <b>Credits</b> | <b>Marks</b> |
|  | <b>Visit Cum observation to</b>              | <b>2 Weeks</b>  | <b>2</b>       | <b>50</b>    |
|  | a) Aganwadi (neighbouring centre)            | 2 Days          |                | <b>8</b>     |
|  | b) Nursery School (Observation of 5 Lessons) | 2 Days          |                | <b>8</b>     |
|  | c) DIET(7 wings)                             | 2days           |                | <b>8</b>     |
|  | d) Innovative Centre( Pry & Middle schools)  | 2 days          |                | <b>8</b>     |
|  | e) Pry School(Observation of 5 Lessons)      | 2days           |                | <b>8</b>     |
|  | f) Middle School                             | 2 days          |                | <b>10</b>    |



| <b>Second Semester(Jan - June) INT 2</b> |   |                 |                |                |
|--|---|-----------------|----------------|----------------|
| <b>INT 2</b>                             | <b>Activity</b>                                   | <b>Duration</b> | <b>Credits</b> | <b>Marks50</b> |
|  | <b>Visit Cum observation to</b>                   | <b>2 Weeks</b>  | <b>2</b>       | <b>50</b>      |
|  | a) High schools(Observation of Lessons)           | 4Days           |                | 15             |
|  | b) Hr.Secondary schools Observation of 5 Lessons) | 4Days           |                | 15             |
|  | c) SIE( 7 branches) (Observation of 2 Lessons)    | 2 days          |                | 10             |
|  | <b>d) Innovative Centres</b>                      | 2 days          |                | 10             |

| <b>IIIrd Semester ( August - December) INT 3</b> |  |                 |                |              |
|--|--|-----------------|----------------|--------------|
| <b>INT3</b>                                      | <b>Activity</b>  | <b>Duration</b> | <b>Credits</b> | <b>Marks</b> |
|  | <b>Internship cum Teachin Practice</b>   | <b>8 wks</b>    | <b>10</b>      | <b>250</b>   |
|  | a) School Internship (a mentioned activities to b performed as per clause No 5.II. | 8 wks           | 2              | 50           |

- I. ~~Observe 30 directed lessons (15 in first semester and 15 in second semesters) as per the schedule to be given by other candidates/ peers and demonstration lessons by the teachers of the institution for honing the self-skills in teaching. Before embarking upon the teaching the students in the real classrooms, the trainee must have attended the demonstration and discussion lessons. He /She should have attended lectures and guidance for the discussion of theory courses, and Completed internship components .~~
- II. Teaching practice (a component and 40 in the second subject and 20 lessons (10 on spot lesson + 8 observations lesson and 2 criticism lesson on each of the choosen subject ) taken up for the pedagogical mastery on the content basis in the IInd Semester to be distributed over Standards V1 to IX of the recognized elementary / secondary/ higher secondary schools in the 3rd Semester of the curriculum.
- III. On spot lessons are the delivery of lessons which are not to be pre planned by the student teachers but are to be delivered as and when asked to be delivered by the concerned teacher In charge of the Internship. It is to be planned on spot at a short notice.The On spot Lessons are to be delivered by the trainees after having a sufficient on hands experience of teaching in the real classroom situations. The Teacher In charge is to be reasonably satisfied of the performance of the trainee before inducting the trainee for on spot lesson delivery.
- IV. The teacher In charge shall document the change reflected in the trainee on the attainment of the pedagogical skill from the time of the initiation into the classroom to on spot delivery of the lesson.



V. The Teacher In charge is /are to ensure the veracity of the content to be delivered as well as the optimal performance of the trainee.

VI. Likewise in the Fourth Semester ,the trainee would deliver teaching practice(A component in the school Internship) 40 lessons for the two subjects each and 20 lessons (10 on spot lesson + 8 observations + 2 criticism lessons) is to be delivered separately in each of the two subjects selected) for Standards VI to IX of the recognized elementary / secondary/ higher secondary schools. The trainee would showcase all the practical work (all components of the school Internship ) through the Reflective Journal as suggested above.

VII. The Teacher In-charge would profusely document in the RJ the evidence and the quantity of change in the teaching style and the methods used, as witnessed in every trainee under his / her mentor ship since the last two sessions (since 3rd semester to 4th semester).

**Note:** - Course No. INT 3 (School Interaction) and Course No. INT 4 (School Internship) shall have 50 (30+10+8+2) lessons instead of 60 lessons (40+10+8+2) for each teaching subject. The same will be delivered by the pupil teachers in 3rd semester and 4th semester respectively.

The examination for the Degree of B.Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in Table No. 1.

**Table No I**

**Scheme for two years B.Ed. Programme**

| FIRST SEMESTER |  |         |                                 |        |       |     |              |                         |
|----------------|--|---------|---------------------------------|--------|-------|-----|--------------|-------------------------|
| Course No.     | Subject/Course Component                     | Credits | Inst.Hrs /Wk                    | Theory | Marks |     |              | Total                   |
|                |  |         |                                 |        | Tr.   | Int | Ext Examiner |                         |
| 101            | Education in Indian Perspective              | 4       | 4                               | 60     | 5+5   | 20  | 10           | 100                     |
| 102            | Childhood and Adolescence Education          | 4       | 4                               | 60     | 5+5   | 20  | 10           | 100                     |
| 103            | Language Competence and Communication Skills | 4       | 4                               | 60     | 5+5   | 20  | 10           | 100                     |
| 104            | Educational Planning and Management          | 4       | 4                               | 60     | 5+5   | 20  | 10           | 100                     |
| 105            | Inclusive Education                          | 4       | 4                               | 60     | 5+5   | 20  | 10           | 100                     |
| INT1           | School Internship                            | 2       | Continued & Combined Internship |        |       |     |              | 50(30 Internal +20 Ext) |



| SECOND SEMESTER |  |         |                                |        |           |     |              |                             |
|-----------------|--|---------|--------------------------------|--------|-----------|-----|--------------|-----------------------------|
| Course No.      | Subject/Course Component   | Credits | Inst.Hrs/ Wk                   | Marks  |           |     |              | Total                       |
|                 |  |         |                                | Theory | Practical |     |              |                             |
|                 |  |         |                                |        | Tr.       | Int | Ext Examiner |                             |
| 201             | Philosophical and Sociological Bases of Education  | 4       | 4                              | 60     | 5+5       | 20  | 10           | 100                         |
| 202             | Teaching, Learning and Evaluation  | 4       | 4                              | 60     | 5+5       | 20  | 10           | 100                         |
| 203             | Educational Technology and ICT   | 4       | 4                              | 30     | 5+5       | 20  | 10           | 100                         |
| 204             | Methodology of Teaching Language English/Hindi/Punjabi/Urdu/Dogri/Sanskrit   | 4       | 4                              | 60     | 5+5       | 20  | 10           | 100                         |
| 205             | Methodology of Teaching subject I S.St./Physical Science/Biological Science/ Home Science/Commerce/Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths. | 4       | 4                              | 60     | 5+5       | 20  | 10           | 100                         |
| 206             | Action Research  | 2       | 2                              | 50     | 2.5+2.5   | 10  | 10           | 50                          |
| INT2            | School Interaction   | 2       | Continued& Combined Internship |        |           |     |              | 50(30 Internal+20 External) |

| THIRD SEMESTER |  |   |   |        |       |     |          |  |
|----------------|--|---|---|--------|-------|-----|----------|--|
| B.EdNo.        | Subject/Course Component   | Credits   | Inst. Hour/Wk                                     | Marks  |       |     |          | Total  |
|                |  |   |   | Theory | Pract |     |          |  |
|                |  |   |   |        | Tr    | Int | Ext Exam |  |
| INT3           | School Internship  | 10 (2 credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects. | Continued & Combined Internship as shown in 6.I.E |        |       |     |          | 250=50 Routine work+ 100 (TP1)+100 (TP2) Marks |
| 301            | Methodology of Teaching Language-II English/Hindi/Punjabi/Urdu/Dogri/ Sanskrit   | 4   | 4   | 60     | 5+5   | 20  | 10       | 100  |
| 302            | Methodology of Teaching subject II S.St./Physical Science/Biological Science/Home Science/Commerce/Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths. | 4   | 4   | 60     | 5+5   | 20  | 10       | 100  |
| 303            | Env't Education & Disaster Management  | 4   | 4   | 60     | 5+5   | 20  | 10       | 100  |



| FOURTH SEMESTER |   |  |  |       |       |     |   |
|-----------------|---|--|--|-------|-------|-----|---|
| No.             | Subject/Course Component  | Credits  | Inst. Hour/Wk                                    | Marks |       |     |   |
|                 |   |  |  | Theo  | Pract |     |   |
|                 |   |  |  |       | Tr    | Int | Obs   |
| INT4            | School Internship   | 10 ( 2 credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects. | Continued& Combined Internship as shown in 6.I.E |       |       |     |   |
|                 |   |  |  |       |       |     | 250=50 Routine work+ 100 (TP1)+100 (TP2)Marks |
| PR              | Project Work  | 4  |  |       |       |     | 100   |
| 401             | Teacher Education   | 4  |  |       |       |     | 100   |
| 402             | Optional Papers (any one)   | 4  |  |       |       |     | 100   |
|                 | A. History of Education<br>B. Health and Physical Education<br>C. Value & Peace Education<br>D. Guidance and Counselling<br>E. Comparative Education<br>F. Computer Education<br>G. Curriculum Development<br>H. Contemporary India & Education |  |  |       |       |     |   |

### Project Work

The project work to be undertaken by each trainee under the directions of the teacher educator and the student teachers are to complete the following components.

| No   | Activity   | Completion Period   | Internal Marks | External Marks | Marks            |
|------|--|---------------------|----------------|----------------|------------------|
| i)   | Each one teach one   | Two Years           | 15             | 15             | 25 Marks         |
| ii)  | Plant and own Tree   | Do                  | 15             | 15             | 25 Marks         |
| iii) | Psychological testing  | 4 <sup>th</sup> Sem | 15             | 15             | 25 Marks         |
| iv)  | Portfolio  | Two Years           | 15             | 15             | 25 Marks         |
|      | a) Development of the Self as a person   |                     | 5              | 5              |                  |
|      | b) Development of self as Teacher  |                     | 5              | 5              |                  |
|      | Development of the Wholistic& Integrated Understanding to handle Different situations. |                     | 5              | 5              |                  |
|      |  | <b>Total</b>        |                |                | <b>100 Marks</b> |

### Credits

The term 'Credit' refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. For the Foundational Courses and teaching courses, four hours theory course per week is given four credits and two hours theory course per week is given two credits. The total minimum credits, required for completing a B.Ed. programme is 90credits. The



details of credits for individual components and individual courses are given in the schema given above in the table No I.

### **External Examiners**

The Vice Chancellor by the powers vested in him would appoint Two External Examiners for the Semester end evaluation of the components (Internship/Project work/Teaching Practice /Internal Assessment) undertaken in the Semester as well as to be the members of ACC.

### **Attendance**

Every student teacher has to have 200 working days in the entire course work spread in four semesters. The percentage of attendance earned by the student teacher will be awarded in set procedure which as follows:

|   |     |
|---|-----|
| Above 95% and above                     | = 5 |
| Less than 95 and above 90%              | = 4 |
| Less than 90% and above 85%             | = 3 |
| Less than 85% and equal or above to 80% | = 2 |

### **External Examination / Observation**

The entire internship done in a semester is to be evaluated through a committee of senior faculty of college mediated by the two External Examiners from the University / college/ other University.

### **Experimental schools**

The College has an experimental school within the campus where the students are being trained during the teaching practice programme.

### **Practicing schools**

The college also identifies 4-5 practicing schools for teaching practice purpose.

The students are supposed to perform all the activities time to time as mentioned in this two year B.Ed. Course.



# ***BACHELOR OF EDUCATION ( B.ED)***

**Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 101 (Theory)**

**Title: Education in Indian Perspective**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Detailed Contents:**

## **UNIT-I**

### **The Bases of Teacher Education in India:**

Right to the equality; Rights against the Exploitation ; Girls Rights and the respect to the gender (Constitutional provisions ); The prohibition of the Child labour (Constitutional provisions ); RTE (2009).

Knowledge – concept and the understanding vis a vis Vidya, Information and training, concept of the indigenous knowledge , sources of Knowledge ; Different schools of knowledge ( Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Makhtabs , Missionary schools and the residential schools.

## **UNIT II**

### **Education and the Philosophy**

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of the Teaching , Difference between the Bhartiya Shiksha and the Western Education.

## **UNIT III**

### **Education and Sociology**

Sociology-concept, Nature and the branches ; Educational sociology-understanding of Education in the teacher education process ; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship ,stratifications. Developing the teacher responsive and relational to the society and its causes (eg Swachata Abhiyan; PPI etc.)



## UNIT IV

### Teacher and the Change in Society

Education as an agency in the Change of the society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community(participation)& culture (Change) and for the technology (adaptation);Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonisation of the teacher education program-issues and the challenges.

### Field work / Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the Visit . The visit to the indigenous educational institution (Madrassas ) and the Ashrams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation- Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation)for education and promoting the cause of community cooperation and coexistence (relational &Responsive);Discussion on the ancient Indian education system –decolonization of teacher education, the changes in the society and the teacher

### Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities encompassing different components . The details of the Internals are given in the syllabus. 25

### Books recommended & web resources

- Philosophy and Education Mrinal Miri , Oxford Publications, Delhi
- Philosophy & India Ancestors, Outsiders & Predecessors- A Raghuramaraju,Oxford, Delhi.  
Indian & Western Educational philosophy- A P Sharma, UniCorn Books, New Delhi (also available@ on pay term basis[http://www.unicornbooks.in / books / book / indian\\_westerneducationalphilosophy - prof-a-p-sharma / isbn 9788178062013/zb, 479,a,0,USD,0,a/index.html](http://www.unicornbooks.in / books / book / indian_westerneducationalphilosophy - prof-a-p-sharma / isbn 9788178062013/zb, 479,a,0,USD,0,a/index.html))
- AncientIndianUniversities-ApteDG  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>



Philosophical & Sociological Basis of Education –V R Taneja

- Philosophical & Sociological Foundations of Education –Rajesh R Sharma
- Indian Education in Emerging Society-PC Singh
- Fundamentals of Indian Philosophy-R. Puligandla
- Students History of Education in India Naik J.P Macmillan India
- GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO,IIEP ,Paris  
[unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)
- PanchMukhi Shiksha [http://www.banasthali.org/banasthali/wcms/en/home/aboutus/fivefold\\_education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/aboutus/fivefold_education/index.html)
- Ground work of Educational theory-Ross, James S MacMillan India
- Modern Philosophies of Education-J.S. Brubacher Tata MC GrawHill Ltd,New Delhi,  
Introduction to the Philosophy of Education-Connor, D.J.O
- A Profile of Indian Education System -Cheney & Ruzzi ( Nov 2005) National Centre on  
Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>



## **Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 102 (Theory)**

**Credits 4**

**Title : Childhood and adolescence education**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual differences-concept, determinants-role of heredity (genes & chromosomal disorders) & environment on individual differences. Prenatal & Infancy stage: Meaning, characteristics & hazards.

#### **UNIT-II**

- Early childhood: Characteristics, problems & hazards of early childhood.
- Late Childhood: Characteristics, problems & hazards of late childhood.
- Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

#### **UNIT-III**

- Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.
- Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications'.
- Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, educational implications.

#### **UNIT-IV**

- Personality development: Factors affecting personality development (Language, Culture, Biographies, community, political environment, school, neighbourhood & excessive use of technology).
- Marginalization & personality development-Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.

### **Sessional work:**

- Case study of cognitive development (abstract thinking/metacognition/problem solving ) of



an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

### **Note for Paper Setters**

- The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.
- Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .
- The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

### **Book references:**

- Chauhan, S.S. (2001). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd. New Delhi.
- Craig. Grace. J. (1989) .Human Development. Prentice Hall Inc. New Jersey
- Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.
- Hurlock. Elizabeth. B. (2005).Developmental Psychology. Tata Mc Graw Hill Publishing Company Ltd. New Delhi.
- Mangal. S. K. (2001).Essentials of Educational Psychology. Prentice Hall of India Pvt.Ltd. New Delhi.
- Mahmud, Jafar.(2004) Educational Psychology. A P H Publishing Corporation. New Delhi.
- Solso. Robert. L.(2002).Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi.



## **Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 103 (Theory)**

**Title: Language Competence and Communication skills**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

### **UNIT -I**

#### **Role of Language**

- 1) Language: Concept, Importance and Linguistic principles
- 2) Language and Society: Language and Gender; Language and Identity; Language and Power
- 3) Language in School: Home Language And School Language; Language across the curriculum;
- 4) Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Multilingual classrooms

### **UNIT-II**

#### **Position of Languages in India**

- 1) Constitutional provisions and policies of language education (Articles 343-351,350A)
- 2) Kothari Commission (1964-66) with special reference to language Education
- 3) National Curriculum Framework-2005 with special reference to language education

### **UNIT-III**

#### **Language Teaching**

- 1) Different Process of Language learning as per constructivism
  - a) John Dewey
  - b) John Piaget
- 2) Methods of Language Learning
  - a) Direct Method
  - b) Bilingual Method
  - c) Textbook Method
  - d) Grammar Translation Method
  - e) Inductive and Deductive Method
- 3) Structural and Situational approaches to Language learning: Merits and Demerits



## UNIT IV

### Communication skills

- 1) Communication: Concept, Channels and Language as a tool of communication.
- 2) Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- 3) Reading and Writing: Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using thesauruses, dictionary, encyclopaedia, Process of writing; Formal and Informal writing.

### Sessional work:

- Practical work in Language Laboratory:
- Listening- 5 hours
- Speaking- 3 hours
- Reading- 3 hours
- Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement.
- Presentation on different methods of language learning.
- Organise seminar/debates on position of language education in India

### Note for paper setters:

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks ( external ). 40 Marks are for the In House activities.

### Books recommended & web resources

- A.L. Kohli (2001). Techniques of teaching English in the New Millennium Dhanpat RAI publishing company.
- B.N. Dash (2007-2008). Teaching of English, Dominant Publishers and distributors, New Delhi, 110002.
- C.S. Rayudu (1998). Communication. Himalaya Publishing House, Mumbai-400004.



## **Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 104 (Theory)**

**Title: Educational Planning and Management**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT I**

Educational Management and the leadership, Differentiation features between the Educational.

Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Transformational theory; Modern trends in Educational Management i) Decision Making ii) Organisational Compliance iii) Organisational Development iv) PERT.

#### **UNIT II**

Approaches to Educational Management –Principles, Adoptability and Limitation in the Indian Educational set ups

i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model

#### **UNIT III**

##### **TQM in Educational Organization**

Concept of Resources –Human & Material ; Management of time – Importance of Time schedule for the teacher, Preparation of the daily , Weekly and Monthly diaries – aspects , principles and usefulness ; Yearly & Monthly plans for the Institutional working .

Management of the Physical Resources –School Building ,Library , Labs Hostels and the playgrounds.

Management of the Human Resources – Interpersonal & Intergroup Relations ( Needs & principles) Teacher-Student relationship ; Relationship with the Head , Administrator,

Concept of TQM in education and the implications of it for the stakeholders of the Education.

#### **UNIT IV**

##### **Micro planning and the budget**

Concept of the Micro and Macro planning , Institutional Planning – Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors –Developing and Monitor the Budget of the Educational Institution - Issues and principles of Making the Budget ,Resources & Financing of Education, relationship between the productivity & Efficiency, Concept of Cost analysis.



## **Sessional Work**

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources – Books , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To Be an active member of the local Finance Audit team and the contribution to it in its management.

## **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

## **Books recommended**

- Kochar ,SK School Administration and Management ( e book ) available on Amamzon.in.
- Economics of Education by Gara Latchanna & Hussein(2007) –Discovery Publishing House , New Delhi.
- Economics of Education Baljeet Singh.
- TS Sodhi Education & Economic Development (2004)–Vani Educational Books, New Delhi.
- WICS Model :Sternberg, R., Bonney, C. R., Gabora, L., & Merri field, M. (2012). WICS: A model for college and university admissions. Educational Psychologist, 47(1), 30-41.
- Approaches to Organization Theory : Lars Groth.
- Source Materials for Educational Administration: Critiques Saxe, Richard W., INSTITUTION Toledo Univ., Ohio. Coll. of Education. PUB Jan 69.
- The Effect of School Closure on Principal Leadership Grant Lenarduzzi, Gonzaga University, Spokane, Washington, Journal Of Authentic leadership In Education, Volume 3, Number 1(2013).



## **Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 105 (Theory)**

**Title: Inclusive Education**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60 Duration of**

**Exam : 3hrs**

### **Course Detail:**

#### **UNIT -I**

##### **Inclusive education- Meaning, need and importance.**

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing students for inclusion, and collaboration with families of students with disabilities for inclusion.

#### **UNIT- 1I**

Special Education- concept, objectives of special education, need for special education and history of special education.

Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

#### **UNIT III**

Education of intellectually disabled(mentally retarded) children : meaning , classification, etiology and identification of intellectual retardation . Educational provisions for intellectually disabled children.

Backward children-concept ,characteristics, etiology, and identification of backward children. Educational provisions for backward children.

#### **UNIT IV**

- Role of Rehabilitation Council of India and PWD (Persons with Disability Act,1995).
- Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

#### **Sessional work**

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child



**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/ activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books Recommended:**

- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.
- Kirk, S. A., & Gallagher J .J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
- Werts, Margaret G.(2011).Fundamentals of Special Education.P H I Learning Private Ltd,New Delhi.



**Semester –I**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Ccourse no. INT-I**

**Title: School Interaction**

**Credits 2**

**Total Marks : 50**

**Maximum Marks Internal : 30**

**Maximum Marks External : 20**

| <b>First Semester (August - December) INT 1</b> |                 |                |              |
|---|-----------------|----------------|--------------|
| <b>Activity</b>                                 | <b>Duration</b> | <b>Credits</b> | <b>Marks</b> |
| <b><u>Visit Cum observation to</u></b>          | <b>2 Weeks</b>  | <b>2</b>       | <b>50</b>    |
| a) Aganwadi (neighbouring centre)               | 2 Days          |                | <b>8</b>     |
| b) Nursery School (Observation of 5 Lessons)    | 2 Days          |                | <b>8</b>     |
| c) DIET(7 wings)                                | 2days           |                | <b>8</b>     |
| d) Innovative Centre(Pry & Middle schools)      | 2 days          |                | <b>8</b>     |
| e) Pry School (Observation of 5 Lessons)        | 2days           |                | <b>8</b>     |
| f) Middle School                                | 2 days          |                | <b>10</b>    |

**Observation**

1. Aganwari & Nursery Classroom
2. Educational Resource Centre 3 Departments
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions & Presentations on Different Aspects of Teaching



## **Semester –II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course no. 201 (Theory)**

**Title: Philosophical And Sociological Bases of Education**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

### **UNIT- I**

Critical analysis of the Contribution of Mahatma Gandhi: Rabindra Nath Tagore, Aurobindo Ghosh and Swami Vivekanand (Curriculum , Methodology) Implications of the contributions in the contemporary times( affinities and Differences),characteristics of the secular education; classrooms and the Non violence.

### **UNIT -II**

#### **Fundamentals of Western philosophy**

Conceptual of Metaphysics, Epistemology And axiology-implications on education. The Socratic Pedagogy ; behaviorism and the constructivism. The western schools of education Realism and Pragmatism( Curriculum &Methodology ),Implications of the same for the Indian class rooms (differentiation);

### **UNIT - III**

#### **Teachers and the Socio political understandings**

Society –Concept and the functions, Role of Education in the society;Different societies – Welfare Democratic State( Role of teachers , importance and the limitation of the role);Secularism in society( Role of teacher, factors affecting the cause of secularism) and the different inequalities in the Indian society(Language ,Demographic & social inequalities - causes, effects, role of the teachers and the remedies for it)Review of the policies and programs after 1986( political and social Implications for the teachers and the classrooms)

### **UNIT- IV**

#### **Teachers and diversities in Indian Society**

National Integration ( role of teachers, factors –for & against, Remedies ) Concept of Universalism vs Nationalism; Emotional Integration and international understandings and the role of teachers and the teaching; teacher and its role for the cause, remedies for the promotion of understanding in the pluralistic democratic society like India.Education and tolerance. Critical analysis of the 'Learning: The Treasure Within' ( Delors' Report)

**Sessional work**



Detailed Report Writing on any of the prescribed Indian Thinker( proper documentation along critical commentary of the student teacher in Reflective Journal ) ; A critical analysis of outcomes of western philosophy on the Indian teacher,Arranging /enacting the activities in the society regarding the ethos of secularism , democracy;Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness . The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended & web resources**

- Philosophy and Education Mrinal Miri , Oxford Publications, Delhi
- Philosophy & India Ancestors , Outsiders and Predecessors- A Raghuramaraju,Oxford, Delhi.
- Indian & Western Educational philosophy A P Sharma,UniCorn Books,New Delhi also available through Internet on pay term basis  
[http://www.unicornbooks.in/books/book/indian westerneducational- philosophy-prof-a-p-sharma/ isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html](http://www.unicornbooks.in/books/book/indian%20westerneducational-philosophy-prof-a-p-sharma/isbn%209788178062013/zb,,479,a,0,USD,0,a/index.html)
- Ancient Indian Universities, Apte DG  
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- Philosophical & Sociological Basis of Education –V R Taneja
- Educational Thought and Practice Taneja ,VR ; Sterling Publishing House
- Philosophical & Sociological Foundations of Education –Rajesh R Sharma
- Indian Education in Emerging Society-PC Singh
- Fundamentals of Indian Philosophy-R. Puligandla
- GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO,IIEP ,Paris  
[unesdoc.unesco.org/images/0015/001506/150689e.pdf](http://unesdoc.unesco.org/images/0015/001506/150689e.pdf)
- PanchMukhi Shiksha [http://www.banasthali.org/banasthali/wcms/en/home/about-us/fivefold\\_ education/index.html](http://www.banasthali.org/banasthali/wcms/en/home/about-us/fivefold_education/index.html)
- Ground work of Educational theory. Ross, James S MacMillan India.
- Modern Philosophies of Education , J. S. Brubacher. Tata Mc Graw Hill ,Delhi
- Introduction to the Philosophy of Education,-Connor, DJO



- Sociology: Primary Principles Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)
- Sociological Thoughts Abhram and Morgan – McMillan, New Delhi.
- A Profile of Indian Education System :Cheney & Ruzzi ( Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>



## **Semester – II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course no. 202 (Theory)**

**Title: Teaching, Learning and Evaluation**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

**Concept of Psychology, child psychology & educational psychology.**

**Methods of studying behaviour:-**

- a) Naturalistic &-Participant observation.
- b) Experimental method.
- c) Case Study Method.

Motivation-concept, types, role of parents and teachers in extrinsic motivation , theory of achievement motivation. Contribution of Sidney L Pressey .

#### **UNIT-II**

Learning- Nature of learning, factors influencing learning (Personal & environmental), Gagne's conditions of learning. Behaviouristic perspective to learning-concept & contribution to education. Theories of Trial & error, Pavlov's classical conditioning theory & Skinner's operant conditioning theory. Cognitive perspective to learning-concept & contribution to Education, Theories of Gestalt (Kohler) , Bruner and Ausubel.

#### **UNIT-III**

Teaching as a profession, need & opportunities for personal growth of a teacher. Multiple responsibilities of teacher in an institutional setting.

Role of teacher in development of personal relationship between teacher and learner, between peer groups & developing self esteem, autonomy & feeling of freedom among learners. Education in inclusive setting with inclusion of disabled & marginalized groups. Precision teaching.

#### **UNIT-IV**

Intelligence- Meaning & types of intelligence ( crystalline & fluid),Theories of intelligence- Spearman's two factor theory, Thurstone's group factor theory and Thorndike's multifactor theory.

Meaning of assessment. Need for assessment, assessing learning (creating an assignment, classroom assessment techniques, using concept maps, using concept tests; assessing group work, creating and using rubrics- (paper presentation/projects/ oral presentations).

Meaning of evaluation ,basics of evaluation- anecdotal records, checklist, self evaluation and use of portfolios.



**Sessional work:**

Case study of a school with inclusive setting/ study of various methods used by teachers for enhancing learning / use of intelligence test to assess intelligence level of students

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities **Books recommended**

- Chauhan . S. S. (2001) Advanced Educational Psychology. Vikas Publishing House PvtLtd.New Delhi.
- Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.
- Mangal. S. K. (2002). Essentials of educational Psychology. Prentice Hall of India Pvt.Ltd. New Delhi.
- Solso. Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd.Delhi.



## **Semester – II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course no. 203 (Theory)**

**Title: Educational Technology and ICT**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT I**

##### **Introduction to Educational Technology**

- 1) Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)
- 2) Approaches of educational technology: Hardware and software, Multimedia and Mass media approach
- 3) Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

#### **UNIT-II**

##### **Systems Approach in Education**

- 1) Systems Approach to Education and its Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies
- 2) Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes
- 3) Bloom's Taxonomy approach in Educational Technology to integrate teaching – learning process

#### **UNIT-III**

##### **ICT in Education**

- 1) Information & Communication Technology: Concept, Need and Scope
- 2) Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management
- 3) Challenges in Integrating ICT in School Education

#### **UNIT-IV**

##### **ICT supported teaching- learning strategies**

- 1) Project Based Learning (PBL)
- 2) Co-operative & Collaborative Learning
- 3) Computer assisted learning (CAL)& Computer Managed Learning( CML)



**Sessional work:**

Developing Programme Learning Material

Organise seminar/ debates on ICT supported teaching learning strategies

Presentation on Systems approach to education

Prepare a chart on different approaches of educational technology ( Multi media and mass media)

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

**Books recommended & web resources**

Agarwal, J.P. (2013). Modern Educational Technology. Delhi: Black Prints.

Chauhan, S.S. (1978).A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.

Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi.

Mohanty, J. (2007). Modern trends in Educational Technology, Neel Kamal publications Pvt.Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)

Mukhopadhyay, M. (2003). Educational Technology-Knowledge assessment( 11nd edition). Shipra publications, New Delhi-110092

Sharma, R.A. (1997). Technology of teaching. Loyal Book Depot, Meerut.

Sharma, Y.K. & Sharma, M, (2006). Educational Technology and Management. Vol:1 New Delhi: Kanishka Publishers and Distributors.

**Web references**

[www.ncert.nic.in/new\\_ncert/ncert/.../educational\\_technology.pdf](http://www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf)

[www2.rgu.ac.uk/celt/pgcerttlt/systems/sys3.htm](http://www2.rgu.ac.uk/celt/pgcerttlt/systems/sys3.htm)

[www.mu.ac.in/myweb\\_test/ma%20edu/ICT%20-%20Edu..pdf](http://www.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf)



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Credits 4**

**Title: Teaching of English**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

**Psychology & history of Teaching Learning of English Language :**

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF ( 2005); General and Specific Objectives of the teaching of English Language ; Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax,

Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students( Reflective Journal ).

**UNIT- II**

**Aspects of Language : Introduction to the different structures of the English Language**

Phonological Structure –Mechanism of speech, Received Pronunciation ( Problems And Prospects) phonemes –Vowels & Consonants,Diphthongs, stress , Intonation , Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

Morphological Structures –Meaning Importance types- free and Bound Affixs , Prefixes and suffixes Derivational suffixes Verb forms( Modals ) , Adjectives and Adverbs ( Development ,structuring and practical use)

Syntactic Structures–Meaning & Importance;Basic Structures , Patterns Phrases and Clauses ; Types of sentences–Statements (affirmative& Negative) Interrogative (Yes-No & Wh type) Imperative , Exclamatory , optative Sentences ( Development, Structuring and use)

The subject Verb Object arrangement ( development ,use in the compositions and Prose) Differentiation in the single & compound & Complex structures of Sentence ( Developmnt & use )

**UNIT-III**

**Devising The Lesson Plans & approaches**

Behavioural Objectives: writing behavioural objectives for teaching English , Development of the Skill Objectives ,Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language , Concept scaffolding Instruction

Curriculum: Meaning, importance and principles of preparing good curriculum for English as a



second language,.

Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English. Lesson planning : Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches( simulated Plans).

#### **UNIT-IV**

Development of Language skills : Listening: components –barrier in listening, activities to develop listening comprehension

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits Reading skills-objectives of teaching reading Mechanics of reading Methods of teaching reading

Types of reading, reading aloud& silently, intensive &extensive reading. Types of reading comprehension – activities to develop testing reading comprehension Writing –its components, objectives of teaching written expression

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting–ways of improving handwriting

#### **Sessional work**

Listening to the English News on different Indian Television Channels –Practice & improvement in the speaking-Clarity, structuring and Coehrance ( practical for Communicative skills in language) Visit to the Radio Stations( AIR, FMs use of Technology in the transmission of language and the Local Television centres ( Take One, JK Channel).

#### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

#### **Books recommended**

- Bandari C. S., A Hand-book for Teachers of English, Orient Longmans.
- French, F. G., Teaching of English Abroad- Parta1,2 and 3, Delhi ; Oxford University Press.
- George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's.
- Guide, Bombay; Oxford University Press.
- Gokak, V. K., English in India, Bombay; Asia Publishing House.



- Bansal, R.K. and Harrison J.B. (1983): Spoken English for India, Orient Longman, New Delhi.
- Bansal, R.K. (1990) Introduction to English Teaching Vol. II Phonetics and Spoken.
- English, English CIEFL, OUP, Hyderabad.
- Bhatia, K.K. (1988) New Techniques of Teaching English as Foreign Language, NBS.
- Educational Publishers, Chandigarh.
- Kohli, A.L. (2003) Teaching of English, Dhanpat Rai and Sons, Jalandhar.
- Singh, M.K. (1998) Teaching of English, International Publishing House, Meerut.



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Title: Teaching of Urdu Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT - I**

Urdu Language, its dialects, Role of Urdu Language in India in Pre-partition and post-partition, Aims of Teaching Urdu, Origin and development of Urdu Language. Objectives and problems of Teaching Urdu at Secondary Level in J&K State. Origin and development of Urdu Language in J&K State. Role of Urdu Language at International level.

Origin and development of Urdu imla, Arab and punctuations, standard sound of Urdu vowels and consonants, organization of sounds and Structure of sentences.

Urdu as a keeper of the National Heritage; Urdu for the Appreciation of Moral and Spiritual Values, Contribution of Mir Dard and Iqbal (Walida Mahroom Ki Yad Main)

Urdu as a Driving Force for National Integration; Contribution of Altaf Hussain Hali & Josh Maleeha Abadi

**UNIT - II**

**Aspects of Language :** Phonemes-Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of different local Phonemes in the Urdu to interfere in the language of Urdu (Reflective Journal) Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes.

and Suffixes, Verb forms, Adjectives, Adverbs ( Development , Structuring and practical use).

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, optative Sentences (Development , Structuring & use).

Differentiation in the single & compound & Complex structures of Sentences (Development and use).

**UNIT-III**

**Development of Language Skills:** Listening: components- barriers in listening, activities to develop listening comprehension.

Speaking – components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits.



Hand writing- characteristics of good hand writing – Mechanics, causes of poor handwriting-ways to improving hand writing.

**Behavioral Objectives :** Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Urdu, Development of Skill objectives, difference between skill objectives and behavioral objectives.

Writing behavioral objectives for teaching Urdu- Prose, Poetry, composition and grammar, Role and qualities of Urdu Teacher.

Listening to the different Urdu programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language).

## Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

**The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities**

- Books recommended
- Hali Altaf Hussain Hubbe-e-Watan
- Chakbast Brij Narayan Faryad-e-Quam
- Illama Iqbal Walida Mehroom ki Yaad Main
- Mehroom Talok Chand Noor Jahan Ka Mizar
- Khan Rasheed Hassan Urdu Saraf-o-Nahav



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching language-I**

**Course no. 204**

**Credit : 4**

**Title : Teaching in Hindi**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam.: 3 Hrs.**

**हिन्दी शिक्षण**

**उद्देश्य:—**

- हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना ।
- भावी शिक्षकों में भाषायी कौशल का विकास करना ।
- भावी हिन्दी शिक्षकों हिन्दी शिक्षण के उद्देश्यों से परिचित कराना ।

**प्रथम इकाई**

**हिन्दी भाषा का उद्भव तथा विकास**

अ भाषा — परिभाषा, महत्व तथा विविध रूप (मातृभाषा, राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा, माध्यम भाषा, साहित्यिक भाषा तथा संचार भाषा) ।

भाषा शिक्षण की सामान्य विशेषताएं एवं महत्व ।

अ हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि (संस्कृत से लेकर अपभ्रंश तक)

अ हिन्दी भाषा की उपभाषाएं एवं बोलियाँ ।

अ जम्मू तथा कश्मीर में हिन्दी भाषा के उद्देश्य एवं महत्व ।

**द्वितीय इकाई**

**भाषा तत्व**

अ ध्वनि — हिन्दी की ध्वनियाँ, मुख विवर में स्थान, तथा प्रयत्न के आधार पर उनका वर्गीकरण स्वर तथा व्यंजन की परिभाषा तथा वर्गीकरण ।

अ शब्द रचना — शब्द तथा उनके अर्थ, प्रयोग एवं इतिहास की दृष्टि से भेद ।

उपसर्ग, प्रत्यय, संधि तथा समास की अवधारणाएं तथा शब्द रचना में उनकी भूमिका / शब्द शक्तियों का भाषा शिक्षण में महत्व ।

अ वाक्य रचना — हिन्दी वाक्यों का रचना विधान तथा वाक्यों के भेद ।

**तृतीय इकाई**



## भाषायी कौशलों का विकास

अ श्रवण कौशल – अर्थ, महत्व तथा उद्देश्य / श्रवण कौशल शिक्षण की विधियाँ ।

अ भाषण कौशल – अर्थ, महत्व तथा उद्देश्य / भाषण कौशल शिक्षण की विधियाँ ।

अ वाचन कौशल – अर्थ, महत्व तथा उद्देश्य / वाचन कौशल शिक्षण की विधियाँ ।

अ लेखन कौशल – अर्थ, महत्व तथा उद्देश्य / लेखन कौशल शिक्षण की विधियाँ । तथा सुलेख की विशेषताएं

## चतुर्थ ईकाई

### हिन्दी शिक्षण के उद्देश्य

अ हिन्दी शिक्षण के सामान्य तथा व्यवहारपरक उद्देश्य (अर्थ तथा महत्व )

अ सामान्य तथा व्यवहारपरक उद्देश्यों में अन्तर

अ हिन्दी गद्य, पद्य एवं निबन्ध शिक्षण के लिये व्यवहारपरक उद्देश्यों के लिखने की विधियाँ एवं आवश्यकता ।

अ हिन्दी अध्यापक के गुण, कर्तव्य तथा वर्तमान स्वरूप ।

### सत्रीय कार्य

1) विभिन्न हिन्दी न्यूज चैनल पर समाचार सुनना तथा कक्षा में बोलना ।

2) लेखन – लघु कथाएं, पत्र लेखन, नोटिस, कविता

### Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

### सहायक पुस्तक सूची :-

नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेचुरी पब्लिकेशन्स, पटियाला ।

बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली ।

खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए.ड. सन्ज़, देहली ।

गोयल ए.के., "हिन्दी शिक्षण", हरीश प्रकाशण मनिदर, आगरा ।

मक्कड़ नरिन्द, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्स, जालन्धर ।



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Credits 4**

**Title: Teaching of Social Science**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

1. Meaning ,scope and importance of social sciences in secondary schools. Core subject of social sciences, history, political science, geography, economics, interrelationship between them.
2. Aims and values of teaching social science in secondary schools.
3. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social sciences.

**UNIT-II**

1. Curriculum:-Meaning, importance and principles of designing a good curriculum for social sciences. Correlation, integration, concentric, spiral unit and chronological approaches in organizing curriculum for social sciences.
2. Textbooks:- Meaning and importance of textbooks in social sciences. Qualities of a good textbook. Role of library and reference books in teaching of social studies.
3. Co-Curricular activities: Meaning and importance of co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies:-
  - Debates and quizzes.
  - Excursion.
  - Visit to museums.
  - Supervised study
  - Dramatisation

**UNIT-III**

1. Lesson Planning:- Meaning and importance of a lesson plan. Unit and yearly lesson plans.
2. Steps for preparing lesson plans through Herbartian and RCEM approach.
3. Preparing a lesson plan on a topic of social science, remedial teaching.

**UNIT –IV**

Distribution of resources, environmental degradation and its preservation; disasters and preparedness, interdependence and interaction across space, migration of people, transport and communication, trade and commerce.



Sustainable development- economic growth and economic development, indicators of measuring the well being of an economy, Gross Domestic Product, poverty, food security, role and functions of money.

### **Sessional Work**

Analysis of a unit/chapter in a social science textbook to identify the concept.

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

### **Books recommended**

- NCERT (2013) Social science publication division NCERT campus New Delhi.
- S.K Kochar: Teaching of social studies
- J.C .Aggrawal : Teaching of social studies



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Credits 4**

**Title: Teaching of Physical Science**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT -I**

Origin and development of physical science. History of physical science.

Aims and values of teaching physical science in secondary school Behavioural objectives.

Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of physical science.

**UNIT- II**

Curriculum: Meaning, importance and principles of designing a good curriculum for physical science. Concentric, topical and integrated approaches in organising curriculum for physical science.

Textbooks: Meaning importance and role of textbooks in teaching of physical science. Qualities of a good textbook of physical science.

Co-curricular Activities: Meaning and importance of co-curricular activities . Steps of organising cocurricular activities.

**UNIT -III**

**Lesson planning:** Meaning, importance and principles of writing lesson plans in teaching of physical science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of physical science.

**UNIT -IV**

Electric current –potential difference, effects of electric current ; flow of heat- conduction, convection and radiation. Force-concept, constant and non-constant forces .Friction- concept, types, advantages and disadvantages, methods of increasing and decreasing friction.

Acid, bases and salts – types, properties and applications in day-to- day life; structure of matter elements, compounds and their properties, mixtures, atomicity.

**Sessional work:**

Analysis of a unit / chapter in a physical science text book- to identify the concepts, principles and underlying scientific theories.

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts



spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books recommended**

- Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science.Malhotra brothers, Jammu.
- Kohli, V.K. (2001) . How to teach science.Vivek Publishers,Ambala city.
- NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi.
- Sharma, R.C. (1981) . Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Credits 4**

**Title: Teaching of Computer Education**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT -I**

**Computer- structure and its working**

The structure and the history of the different types of the computers( available and to be shown to the Student & Teachers) Showing and explaining the Central Processing Unit – generation – classification – Hardware - Input & Output Devices, software – definition, types of software computer languages storage devices – primary and secondary; RAM & ROM Introduction to operating system – DOS, Windows demonstration method and the on hand practical.( practical Orientation to the student teachers by the method of Demonstration)

**UNIT -II**

**Aims & Objectives of teaching Computer Science**

Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science; Scope of Computer Science – Relation with other Sciences and its uses in day to day life. Aims and Objectives of teaching Computer Science at different levels, Bloom's taxonomy of Educational objectives. The application of Bloom's taxonomy in the working of computer .

**UNIT – III**

**Instructional Methods:**

Lecture cum demonstration, Inductive–deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method – Meaning, Steps, Merits and limitations. Programmed instruction – Meaning, types – linear, branching Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) – Meaning, Steps, merits and limitations. Teaching of DOS commands( internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods .

**UNIT- IV**

**Different Techniques used for Teaching computer :**

Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance in taking up the teaching of the computer for the MS office package . Discussion on Role of Computers in Teaching-Learning Process , Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning ,E-evaluation.

**Sessional work**



Unit III & IV constitute the sessional work { Computer Assisted Instruction (CAI) – Meaning, Steps, merits and limitations. Teaching of DOS commands( internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods . Role of Computers in Teaching-Learning Process , Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning ,E-evaluation.}

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended**

- Bharioke, Deepak(2005) Fundamentals of Information Technology.
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.
- Nelson, Stephen, L. The Complete Reference Office, Tata McGraw Hill, Delhi
- Rajaraman, V. Fundamentals of Computer.
- Saxena, Sanjay A first course in computers – Vikas Books.



## **Semester – II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course no. 206**

**Credits 2**

**Title: Action Research**

**Total Marks : 50**

**Maximum Marks Internal : 30**

**Maximum Marks External : 20**

**Course Detail:**

### **UNIT-I**

#### **1) Fundamentals of Research**

What is Research?

The Concept of Educational Research, its meaning, characteristics, Nature and Scope

Areas of education Research, Methods of Research, Sample

#### **2) Fundamentals of Action Research (Characteristics, uses and Limitations)**

Concept, Need and Importance of Action Research

Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm

### **UNIT-II**

#### **3) Dynamics of Action Research in educational contexts**

The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation

Developing Action Research design

#### **4) Tools of Action Research (Characteristics, uses and Limitations)**

- Observation
- Questionnaire
- Rating Scales
- Interview

Check List Practicum/ Sessional

Max. Marks: 10

- Development of Action Research Project in any of the following areas.
- Classroom teaching contexts
- Classroom and school management

#### **Note for Paper Setters**

The question will contain two question from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions ( 100 words per question ) spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

#### **Books recommended**



- Aggarwal, Y. P. (1998). Statistical Methods, New Delhi: Sterling
- Aggarwal, Y. P. (1998). The Science of Educational Research: A Source Book, Kurukshetra: Nirmal Publishing.
- Best, John W. & Kahn, J. (1995). Research in Education, New Delhi: Prentice Hall.
- Good; C. V. & Douglas, E. S. (1954). Methods in Social Research, New York: McGraw Hill.
- Jon N. (1981). A Teachers' Guide to Action Research, London: Grant McIntyre Limited.
- Koul, L (1998). Methodology of Educational Research New Delhi: Vikas Publications.
- McMillan, J. H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Neuman, W. L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon.
- Siegel, S. (1986). Non-parametric Statistics, New York: McGraw Hill.
- Urns, R. B. (1991). Introduction to Research in Education, New Delhi: Prentice Hall.



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Credits 4**

**Title: Teaching of Mathematics**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

**Mathematics –Structure and Knowledge**

Meaning, nature and characteristics of mathematics; Processes in mathematics– mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics creative thinking in mathematics. Structure of mathematics – Euclidean geometry -terms (undefined and defined terms), axioms, postulates and theorems; validation process of mathematical statements. Pedagogic content knowledge analysis for - facts, concepts, generalizations and procedures. Knowledge and teaching of Integers, Rational Number, Real Number Polynomials Quadratic Equation and congruency of Triangles.

**UNIT-II**

**Objectives and Methods of Mathematics Teaching**

Objectives of teaching mathematics-disciplinary, utilitarian, cultural, social and recreational. Anderson's revised Bloom's taxonomy of instructional objectives – specifications; task analysis; Objectives of teaching arithmetic, algebra, geometry. Application of Approaches and models of teaching mathematics – Inductive - deductive approach; Analytic –synthetic approach ; Guided discovery approach; Project method; Concept Attainment Model. Pedagogic content knowledge for the trigonometry and coordinate geometry, Primary Concepts in Geometry Trigonometric Ratios of Complementary Angles ,Height and Distance.

**UNIT-III**

**Different Techniques of Teaching Mathematics**

Five E model – engage, explore, express, expand, evaluate ;Drill and Review Work in Mathematics; Assignment techniques; Problem solving technique Supervised study technique; Oral work in Mathematics, Application of techniques for Ratio, Proportion ( equality of Ratios), Arithmetic Mean; Irrational numbers, Laws of Real Numbers & Integers and its examples'

**UNIT-IV**

**Mathematics Club& the role of Teacher**

Mathematics Club: Concept Objectives, Importance, Different Activities of the Club in respect of the teaching of Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle. Learning Teaching of Mathematics by co relating it with the science and geography-



Area, speed Time ,Volume & surface Area. Mathematics Teacher: Qualities and Competencies – listening ,understanding and expression Note for Paper Setters The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended**

- R Aiyanyas , N. Kuppuswami, (1982). The Teaching of Mathematics in New Education, Universal Book and Stationary Co. Delhi.
- Butler , C. H. and Wren, F. L., (1951). Teaching of Secondary School athematics:McGraw Hill NewYork.
- Mangal, S. K. (1987). Teaching of Mathematics; Prakash Brothers Education Publishers Pvt.Ltd.
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi
- Sidhu, Kulbirsingh (1996). Teaching of Mathematics; (Fourth Ed.), Sterling Publishers Pvt.Ltd.
- Aggarwal, S.M. (1999)Teaching of Modern Mathematics, Dhanpat Rai and Sons, New Delhi.
- Text Books ( Prescribed) in VIth to IXth Classes (NCERT&JKBOSE)



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-I**

**Course no. 205**

**Credits 4**

**Title: Teaching of Biological Science**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT -I**

- Origin and development of biological science. History of biological science.
- Aims and values of teaching biological science in secondary school
- Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of biological science.

**UNIT- II**

Curriculum: Meaning, importance and principles of designing a good curriculum for biological science. Concentric, topical and integrated approaches in organising curriculum for biological science.

Textbooks: Meaning importance and role of textbooks in teaching of biological science. Qualities of a good textbook of biological science.

Co-curricular Activities; Meaning, types and importance of co-curricular activities . Steps of organizing co-curricular activities.

**UNIT -III**

**Lesson planning:** Meaning, importance and principles of writing lesson plans in teaching of biological science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of biological science.

**UNIT -IV**

Plant parts and their functions. Classification, Reproduction in plants- concept of asexual and sexual reproduction. Importance of plants as medicine and as source of food, fodder, fuel and oil. Animal diversity: Classification, Economic significance of animals. Cell- the basic unit of life, its generalised structure and function, Difference between plant and animal cell. Sessional work: Analysis of a unit / chapter in a biological science text book- to identify the concepts, principles and underlying scientific theories.

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided



into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books recommended**

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science.Malhotra brothers, Jammu.

Kohli, V.K. (2001). How to teach science.Vivek Publishers,Ambala city.

NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.



**Semester – II**

**(For the examination to be held in the year 2018, 2019 & 2020)**

**Course no. INT 3**

**Title: School Interaction**

**Credits 10**

**Total Marks : 250**

**Routine Work : 50**

**TPI(A) & TPI(B) : 200**

**Duration : 8 wks**

| <b>INT3</b> | <b>Activity</b>  | <b>Duration</b> | <b>Credits</b> | <b>Marks</b>                  |
|-------------|--|-----------------|----------------|-------------------------------|
|             | <b><u>Internship cum Teaching Practice</u></b>   | <b>8 wks</b>    | <b>10</b>      | <b>250</b>                    |
|             | a) School Internship (all mentioned activities to be performed as per clause No 5.II)  | 8 wks           | 2              | 50                            |
|             | b) Teaching Practice (TP1A) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 spot lesson+8 observation lessons of the peers and 2 Criticism lessons)      | 8 wks           | 4              | 100( 60 Internal+40 external) |
|             | b) Teaching Practice (TP1B) comprises of delivery of 40 lesson on other choosen subject in addition to 20 lesson (10 on spot lesson +8 observation lessons of the peers and 2 Criticism lessons) | 8 wks           | 4              | 100( 60 Internal+40 external) |

**Observation**

1. Classroom & School
2. Lessons of Interns
3. Educational Resource Centre (3Branches of SIE)
4. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
5. Understanding life of a Teacher
6. Understanding Physical, Mental, Social & Emotional Needs of a Child
7. Understanding Related Aspects of Curriculum
8. Assessment of Teachers & Learners
9. Preparation for Diverse Learners in Schools
10. Reflection on Teaching Experience
11. Writing Reflective Journals
12. Extended Discussions on Different Aspects of Teaching



**Semester – III**  
**(For the examination to held in the year 2018, 2019 & 2020)**

**Methodology of teaching language -II**

**Course no. 301**

**Credits 4**

**Title: Teaching of English**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT- I**

**Conventional Teaching Aids**

Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts, audio tapes, video tapes, television, Preparation of low cost teaching English at various levels. Use of the Literary clubs ( language skills ), School magazines ( writing Skills ) and Debates ( Speaking & Listening Skill ). Enactment of the activities in the classroom .How to teach Parts of Speech ( through the use of low teaching aids and the Graphic Organiser )

**UNIT- II**

**Technological Interventions in teaching learning of Language**

Computer Aided Language Learning ; Computer Aided Language Teaching; Use of Multimedia in Teaching English Using WEB 2.0 for enhancing learning of English through Social Networks like Live Mocha, Suggest opaedia; Teaching of English in Smart class rooms ( development of lessons –Issues ) use of Language Lab in honing skills of Listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes

**UNIT- III**

**Development of the Teaching Material**

Development of Literacy Appreciation and Vocabulary Enrichment in English by writing short stories, letters ( formal & Informal ) critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis ( language , content, Relevancy and value ) Assessing use of Narration and Voice aspects of grammar in the language ( prose /composition)

**UNIT- IV**

**Language Assessment**

Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE)

English Language Teaching (ELT), Review of Existing Tests, Examination Patterns: Construction of Long essay type/ Short Answer Type and Objective Based Test Items in English on language basis and on the prescribed text books in the Schools and the comparison. Diagnosis of Learning Difficulties and Remedial Measures. Developing the curriculum of teaching of English as a second Language.



### **Sessional work**

Use of educational technology in teaching English study skills –Gathering, Storage and Retrieval their importance and use in language learning, Language Clubs( Functions ,developing & devising short individualized programs to test and play the skills in Language ( piece of writing on great contributors of the society , literature etc; a short characterization, any other innovative devised program) skills through Recording , Re structuring Editing etc, Suggestopaedia .Be a member of Live Mocha & interact.

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended**

- Bandari C. S., A Hand-book for Teachers of English, Orient Longmans
- French, F. G., Teaching of English Abroad- Parta1,2 and 3, Delhi ; Oxford University Press
- George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press
- Gokak, V. K., English in India, Bombay; Asia Publishing House
- Bansal, R.K. and Harrison J.B. (1983): Spoken English for India, Orient Longman, New Delhi.
- Bansal, R.K. (1990)Introduction to English Teaching Vol. II Phonetics and Spoken English, English CIEFL, OUP, Hyderabad.
- Bhatia, K.K. (1988)New Techniques of Teaching English as Foreign Language, NBS Educational Publishers, Chandigarh.
- Kohli, A.L. (2003)Teaching of English, Dhanpat Rai and Sons, Jallandhar.
- Singh, M.K. (1998)Teaching of English, International Publishing House, Meerut



**Semester – II**  
**(For the examination to be held in the year 2018, 2019 & 2020)**  
**Methodology of teaching language -II**

**Course no. 301**  
**Credits 4**

**Title: Teaching of Urdu**  
**Total Marks : 100**  
**Maximum Marks Internal : 40**  
**Maximum Marks External :60**  
**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT- I**

**Lesson Planning** : Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Urdu using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

**UNIT-II**

Meaning and importance of Teaching Aids in Teaching Urdu viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser) ?

Methods of Teaching Meaning Types, Lecture method. Question method, Project method, Communicative, Discussion method, Mushaira and Inductive and Deductive method.

A brief history of Urdu literature, various forms of Urdu literature dabistans of Lucknow and Delhi.

**UNIT -III**

**Curriculum** : Meaning, importance and Principles of preparing good Urdu curriculum at Secondary Level.

**Text Books:** Meaning and importance of Urdu Text Book, Qualities of a good text book in the subject of Urdu.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Urdu through Literary clubs, debates, Dramatics, Quizzes, school magazines

**UNIT- IV**

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Urdu Language.

Diagnosis of Learning difficulties and remedial measures.

**Sessional Work : (Any two of the following.)**

1. Preparation of a Unit Plan for teaching Urdu.
2. Preparation of a Lesson Plan for teaching Urdu.
3. Preparation of Blue print in Urdu for any class.



4. Development of Teacher made Achievement test in Urdu for any one class.

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books recommended**

- Khan Rasheed Hasan Zaban –o-Qawad
- Khan Rasheed Hassan Urdu Imla
- Sadiqi Kamaal Ahmed Aahang-o-Urooz



### Semester – III

(For the examination to be held in the year 2018, 2019 & 2020)

Course no. 301

Credits 4

Title: Teaching of Hindi

Total Marks : 100

Maximum Marks Internal :

Maximum Marks External :

Duration of Exam : 3hrs

### हिन्दी शिक्षण

उद्देश्य:—

- हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना ।
- आधुनिक शिक्षण विधियों के उचित प्रयोग के बारे में भावी शिक्षकों को परिचित करवाना ।
- हिन्दी शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना ।
- भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना ।

### प्रथम इकाई

#### पाठ्यक्रम तथा पाठ्य सहगामी क्रियाएं

- पाठ्यक्रम – अर्थ, महत्व एवं आदर्श हिन्दी पाठ्यक्रम निर्माण के सिद्धान्त ।
- पाठ्यपुस्तक – अर्थ तथा महत्व / हिन्दी भाषा की पाठ्यपुस्तक की विशेषताएं ।
- पाठ्यसहगामी क्रियाएं – अर्थ तथा हिन्दी शिक्षण में विद्यालय पत्रिका, नाटक एवं साहित्यिक क्लब का महत्व द्वितीय ईकाई शिक्षण पद्धति एवं सामग्री
- शिक्षण पद्धति – अर्थ तथा भेद । व्याख्यान, प्रश्नोत्तरी, प्रोजेक्ट एवं विचार – विमर्श, आगमन तथा निगमन विधि
- शिक्षण सामग्री – अर्थ, महत्व तथा भेद
- हिन्दी शिक्षण में चाक बोर्ड, मॉडल, टेलीविजन चाट आडियो टेप, कम्प्यूटर ई-मेल, पी.पी.टी., विडियो कान्फरोन्सिंग तथा भाषा प्रयोगशाला का महत्व ।

### तृतीय ईकाई

#### पाठ-योजना

- पाठ योजना – अर्थ तथा महत्व / ईकाई / मासिक तथा वार्षिक पाठ-योजना का लक्ष्य ।
- कविता, कहानी, निबन्ध व नाटक की पाठ-योजनाओं के सोपान तथा उद्देश्य ।
- हरबर्ट तथा आर. सी. इ. एम. उपागमों के पदों का हिन्दी शिक्षण में प्रयोग / इन उपागमों के गुण तथा सीमाएं ।

### चतुर्थ ईकाई

#### हिन्दी भाषा शिक्षण में मूल्यांकन



- मूल्यांकन – अर्थ, प्रकार (रचनात्मक, समकलित, मौखिक तथा लिखित) तथा महत्व ।
- मूल्यांकन प्रविधियाँ – अर्थ, भेद (निबन्धत्मक तथा वस्तुनिष्ठ), महत्व तथा उपयोग / सभी प्रकार के प्रश्नों का अभ्यास । भाषिक कौशल को जांचने के मौखिक तथा लिखित प्रश्नों के स्वरूप तथा अभ्यास ।
- भाषा के मूल्यांकन के प्रश्नपत्रों का स्वरूप तथा निर्माण के सिद्धान्त, विषय-वस्तु, अर्थ ग्रहण तथा भाषाभिव्यक्ति कुशलता ।

### सत्रीय कार्य

- रेडियो स्टेशन तथा एफ. एम. स्टेशन का भ्रमण
- वाद-विवाद प्रतियोगिता

### सहायक पुस्तक सूची :-

- नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वंटी फास्ट सेचुरी पब्लिकेशन्स, पटियाला ।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली ।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए.ड. सन्ज, देहली ।
- गोयल ए.के., "हिन्दी शिक्षण", हरीश प्रकाशन मनिदर, आगरा ।
- मक्कड़ नरिन्द, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्स, जालन्धर ।

### Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities



**Semester – III**  
**(For the examination to be held in the year 2018, 2019 & 2020)**

**Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Teaching of Social Science**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

1. Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.
2. Important social and economic issues and concerns of the present day Indian society.
3. Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

**UNIT-II**

1. Audio-visual aids: Meaning , importance, types and use of following A-V aids for teaching of social science:
  - Chalkboard
  - Atlas
  - Maps
  - Globe
  - Charts
  - Models
  - Graphs and visuals
  - Multimedia
  - Internet
  - Scrapbooks
2. Role and organization of the following in the teaching of social science:-
  - Field trips
  - Social science clubs
  - Self study learning activities
  - Analysis of news(newspaper, TV, radio)
3. Techniques of teaching:-
  - Lecture method.
  - Discussion method.
  - Project method.



- Story telling method
- Problem solving method

### **UNIT-III**

1. Evaluation: Meaning, need and objectives of evaluation in social sciences.
2. Types of evaluation-formative and summative evaluation and their salient features.
3. Evaluation tools-their relative merits and demerits.

**Oral test.**

**Essay type tests.**

**Objective tests.**

**Diagnostic testing.**

### **UNIT –IV**

1. Social stratification and social change in India.
2. Fundamental rights.
3. Fundamental duties.
4. Structure and functions of Govt. at different levels- Distt. And local bodies (panchayats and municipalities)

**Sessional Work**

Report on a visit to different local govt. bodies in their district to observe actual functioning.

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books recommended**

- NCERT (2013) Social science publication division NCERT campus New Delhi.
- S.K Kochar : Teaching of social studies
- J.C . Aggrawal : Teaching of social studies



**Semester –III**  
**(For the examination to be held in the year 2016, 2017& 2018)**

**Methodology of teaching subject-II**

**Course no. 302 (Theory)**

**Credits 4**

**Title: Teaching of Physical Science**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT- I**

Concept of physical science. Physical science and society (Physical science for health , and physical science for environment).

Contribution of some eminent scientists (Issac Newton, John Dalton, Eienstein, Bohr and C.V.Raman).

Role of school. Professional qualities and professional growth of a physical science teacher.

**UNIT -II**

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of physical science.

Role and organization of the following in teaching of physical science -field trips, science clubs, science museum, science fairs, physical science lab and preparation of low cost teaching aids in teaching of physical science.

Techniques of teaching: lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

**UNIT- III**

Evaluation: meaning and purpose of evaluation.

Types of evaluation –Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests

**UNIT -IV**

Reflection :Reflection of light at curved surfaces, images formed by spherical mirrors.

Refraction :laws of refraction ,refractive index, refraction of light through a prism ,dispersion and scattering of light.

Metals and non metals: Physical and chemical properties, difference between metals and non metals , corrosion and prevention of corrosion.

**Sessional work**

Report on a visit to area of natural calamity/ science museum /science fair

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts



spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**References:**

- Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science.Malhotra brothers, Jammu.
- Kohli, V.K. (2001) . How to teach science.Vivek Publishers,Ambala city.
- NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi
- Sharma, R.C. (1981) . Modern Science Teaching. Dhanpat Rai Publishing Co. New Delhi.



**Semester –III**  
**(For the examination to be held in the year 2016, 2017 & 2018)**

**Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Teaching of Computer Education**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT- I**

**Elements of Computer Working /Programming**

Algorithm, flowchart, elements of 'C' programming with simple illustrations.;Elements of database and its applications, Introduction to cloud computing, Network of Computers: Network, Types of network, Categories of network. Working Principle – Types – LAN – Wi-Fi – Uses; E-mail – Meaning & its working. The Project Method and the Demonstration method- the elements, the merits and the demerits. Use of the methods for teaching the Elements of the Computer working .

**UNIT- II**

**Resources for teaching Computer Science:**

Text Books – Qualities of good computer science text book Use of text book role of text book in teaching computer science Criteria for evaluation of computer science text book. Computer Science Library – Meaning, organization and importance. Computer Science Lab – Need for planning the computer laboratory special features of computer laboratory . Essential infrastructure –laboratory management & maintenance of records.

**UNIT -III**

**Use of Different Activities in & Out of Lab:**

Computer Science Club-Meaning, Objectives, Organization, activities & importance; Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit- Meaning, Objectives Organization & Importance; Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement; Professional Competencies of Computer Science Teacher. Netiquette

**UNIT -IV**

**Evaluation Techniques in Computer Science**

Concept of unit test, construction of unit test, weight ages to the components of unit test, designing three dimensional chart/blue print,construction of items, format of unit testQuestion paper,' IOTAQB – meaning, development and importance; E-evaluation – meaning and procedure.

**Sessional work**

Preparation of branched program material consisting of twenty frames in Computer Science;



Preparation of mathematics program material consisting of twenty frames in Computer Science; Multimedia presentation (Minimum of 20 slides); Preparation of a Lesson using computer Assisted Instruction (CAI).

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities.

### **Books recommended**

- Bharioke, Deepak(2005) Fundamentals of Information Technology.
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.
- Nelson, Stephen, L. The Complete Reference Office, Tata McGraw Hill, Delhi
- Rajaraman, V. Fundamentals of Computer.
- Saxena, Sanjay A first course in computers – Vikas Books.



**Semester –III**  
**(For the examination to be held in the year 2016, 2017& 2018)**

**Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Teaching of Health & Physical Education**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

**TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION:**

Test Measurement and Evaluation its meaning, importance & principles in Physical education. Purpose of evaluation, continuous and Comprehensive evaluation different types of test and Measurement techniques, used for evaluation in Physical Education.

**UNIT-II**

**HEALTH EDUCATION & PERSONAL HYGIENE :**

Health Education, Definition, objective importance & Scope in Health Education, Principles of Health Education, Meaning of Personal Hygiene, Cleanliness in Physical Education.

**UNIT-III**

**TECHNIQUE OF TEACHING IN HEALTH & PHYSICAL EDUCATION:**

Traditional sports & Games practiced in the region. Use of Audio-visual Aids-Coaching of Sports activities in schools. Health full school environment. Role & Responsibility of teacher in school Health Programme.

**UNIT-IV**

**ORGANIZATION AND ADMINISTRATION:**

Planning & organization of Physical Education activities, Play Fields, courts, equipment. Gymnasium & Swimming Pool. Planning Sports competitions in Schools, Intramurals and Extramural, Qualities of a good organizer and Administrator in Physical Education for congenial Environment.

**Sessional work**

Report on Planning of sports competition in school/ college with photographs

**Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be



evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**References:**

- Bucher, .C.A (1964) Foundation of Physical Education , New York: Mosby & Company.
- Kilander, H.F (1971) School Health Education , New York: Mac Millan Company..
- Atwa & Kansal, ( 2003) A Text Book of Swasthya Shiksha Agra University: Universal Publisher.
- Kamlesh, M.L & Sangral, M.S., (1986) Method in Physical Education Ludhiana: Prakash Brother.



**Semester –III**  
**(For the examination to be held in the year 2016, 2017& 2018)**

**Methodology of teaching subject-II**

**Course no. 302**

**Credits 4**

**Title: Teaching of Mathematics**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT- I**

**Mathematics and Teaching Aids**

Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, Mathematics Laboratory, Audio-visual Aids, etc. Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching. Evaluation of Text books of Mathematics prescribed by the J&K and CBSE Boards on the parameters of the Content and the level of Explanation for the specific class. The statistics- central tendency ( Mean Median & Mode ;Bar Graph and Histogram, frequency polygon).The Use of Computer is to be made in tabulating the data and calculation through the spreadsheet on Computer.

**UNIT -II**

**Evaluation / Assessment Techniques**

Diagnosis of Learning Difficulties and Remedial Measures; Backwardness in Mathematics- Enrichment Programmes for the Gifted; Different Types of Tests used for evaluation for the different groups in Mathematics; Concept & use Continuous & Comprehensive Evaluation (CCE) in Mathematics, Construction of Objective Based Test Items in Mathematics on a particular topic studied and taught ( sem I& II) is to be used for preparing the Objective Type and Essay type test on the real basis.

**UNIT-III**

Construction and use of diagnostic test in mathematics – steps; preparation of diagnostic chart (erroranalysis table), identification of difficulties and remedial teaching Portfolio assessment and performance assessment in mathematics Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.

Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.( for teaching Geometry and the Arithmetics on the innovative basis of the above said topics on 2D,3D Model, GeoBoard )

Prepare a collection of problems in your Mathematics club and published it in as a part of Mathematics Magazine which is to be developed on the Semester Basis.

**UNIT -IV**

**Lesson planning:**

Meaning and importance of lesson plans at macro level, meaning and purpose of unit and



monthly plans. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches . The topics of Triangle, Criteria for Similarity ( theorem of BPT) and Theorem of Pythagoras .Advantages and limitations of these approaches. HCF, LCM

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **BOOKS RECOMMENDED:**

- Aiyanyas , N. Kuppaswami, (1982). The Teaching of Mathematics in New Education, Delhi;
- Universal Book and Stationary Co.
- Butler , C. H. and Wren, F. L., (1951). Teaching of Secondary School Mathematics: New York; Mac Grow Hill
- Mangal, S. K. (1987). Teaching of Mathematics; Prakash Brothers Education Publishers Pvt. Ltd.
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi
- Sidhu, Kulbirsingh (1996). Teaching of Mathematics; (Fourth Ed.), Sterling Publishers Pvt.
- Aggarwal, S.M. (1999)Teaching of Modern Mathematics, Dhanpat Rai and Sons, New Delhi



**Semester –III**  
**(For the examination to be held in the year 2016, 2017& 2018)**

**Methodology of teaching subject-II**

**Course no. 303**

**Title: Environment Education & Disaster Management**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

**UNIT-I**

1. Meaning, need and scope of environmental education.
2. Objectives of environmental education at primary and secondary level.
3. Types of pollution –sources, effects and control of pollutions
4. Evolution and Development of environmental education.

**UNIT-II**

1. Environmental Hazards –causes , effects and its remedies.
2. Acid rains ozone depletion, impact if deforestation and global warning.
3. Population and Ecosystem concepts of ecosystem, components of ecosystem- Abiotic and Biotic

**UNIT-III**

1. Biodiversity, conservation of Genetic diversity.
2. Learning to live in harmony with nature.
3. Miscellaneous Environmental issues:
  - a) Forest and conservations,
  - b) Wild life and its conservation

**UNIT-IV**

Disaster Management : Disaster- Natural and man made: strategies to tackle disaster: Timed and untimed disasters: Role of teachers in the disaster management : the schools and community participation.

Disaster Management and its outcome on education:

Students and their fallout of disaster on education : how to rebuild the educational program and role of management in overcoming the disaster to the system of education – role of students and teachers collaborations, the community supports.

**Sessional work**

Work on a project related to any issue of environmental preservation and protection.

Prepare a scrap file on environmental issues. Celebration of various days in relation with environment.



Tree plantation drive

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended**

- AGGARWAL, J.C.(2007): Education for values ,environment and human rights, Shipra publications, Delhi.
- Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh.
- Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers, Ambala.
- Nanda,V.K.(1997): Environmental Education, Anmol Publications ,NewDelhi.
- Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad..
- Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.
- Sungosh,S.M.(2006): An introduction to Environmental Education ,Akashi Book Depot , Shillong .
- Trivedi,R.N. (1990): Dimensions of safe environment , Anmol Publications, NewDelhi.



### Semester –IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course no. INT 4

Credits 10

Title: School Internship

Total Marks : 250

Routine Work : 50

TPI (A) & TPI (B) : 200

Duration : 8 wks

| INT 4 | Activity  | Duration     | Credits   | Marks                         |
|-------|---|--------------|-----------|-------------------------------|
|       | <b><u>Internship cum Teaching Practice</u></b>  | <b>8 wks</b> | <b>10</b> | <b>250</b>                    |
|       | a) School Internship ( all mentioned activities to be performed as per clause No 5.II to be   | 8 wks        | 2         | 50                            |
|       | b) Teaching Practice (TP2A) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)    | 8 wks        | 4         | 100(60 Internal+40 external)  |
|       | c) Teaching Practice (TP2B) comprises of delivery of 40 lessons on other choosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons) | 8 wks        | 4         | 100( 60 Internal+40 external) |

#### Observation

1. Classroom & School
2. Lessons of Interns
3. Educational Resource Centre ( Remaining 4Branches of SIE)
4. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
5. Understanding life of a Teacher
6. Understanding Physical, Mental, Social & Emotional Needs of a Child
7. Understanding Related Aspects of Curriculum
8. Assessment of Teachers & Learners
9. Preparation for Diverse Learners in Schools
10. Reflection on Teaching Experience
11. Writing Reflective Journals
12. Extended Discussions on Different Aspects of Teaching



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 401 (Theory)**

**Credits 4**

**Title: Teacher Education**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

##### **Growth of Teacher Education in India**

1. Teacher Education – Concept, Aims, Need and Scope
2. Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period
3. Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66), c) Chattopadhyaya Committee Report (1983-85) (Recommendations)

#### **UNIT-II**

##### **Agencies for teacher Education**

1. Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher
2. Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET
3. National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

#### **UNIT-III**

##### **Innovations and Instructional Techniques**

1. Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming
2. Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education
3. Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

#### **UNIT-IV**

##### **Professionalism and Research in Teacher Education**

1. Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators
2. Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research
3. Research in Teacher Education: Nature, scope and trends



### **Sessional Assignment**

Prepare a timeline chart of growth of teacher education in India with context to different committees and commissions

Visit to different agencies for teacher education at local level i.e SIE, DIET etc

Presentation on different instructional methods in teacher education

Preparation of report on researches conducted in any one area of teacher education

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities ( words per question) spread over the entire syllabus. (Total question to be attempted, will be five)

### **Books recommended & Web References:**

- Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1999-2000). Teacher Education. Surya publications: Meerut.
- Sharma, S.P. (2009). Teacher Education, principles, theories and practices. Kanishka Publishers: New Delhi
- Garg, B.R. (2000). Issues in Teacher Education. The Indian Publications: Ambala Cant-133001 (India)
- Verma, M. (2006). Teacher Education. Murari Lal & Sons: New Delhi-110002
- Singh, L. C. & Sharma, P. C. (1995). Teacher Education and the Teacher, New Delhi: Vikas Publishing House
- Singh, R. P. (1990). Studies in Teacher Education, New Delhi: Bahri Publication
- Mangla, Sheela (2010). Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
- Ministry of Education (1964-66). Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
- MHRD (1986). National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
- MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi.
- Nayar, D.P. (1989). Towards a National System of Education, Mital Publishing, New Delhi.
- NCERT (1987): In service Training Package for Secondary Teachers MHR, New Delhi.



- NCTE (1998): Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi.
- Sikula, J. (Ed.) (1985). Handbook of Research on Teacher Education, New York, MacMillan Publishing.
- MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.
- Singh, L.C. et al. (1990). Teacher Education in India, New Delhi, NCERT.
- Singh, T. (1978). Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat Bharati Prakashan.

[www.ncte-india.org/](http://www.ncte-india.org/)

[www.mu.ac.in/](http://www.mu.ac.in/)

[www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf](http://www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf)

[www.oxydiane.net/IMG/pdf/OCSE\\_DIVERSITA.pdf](http://www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf)



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 402 (Theory)**

**Credits 4**

**Title: Optional Papers (A- History of Education)**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

##### **Education in India- Pre Independence Period**

1. Education in India during a) Vedic period b) Buddhist period c) Medieval period (salient features, objectives, curriculum, role of teacher and relevance of these systems of education in present context)
2. Wood's Dispatch (1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India
3. Wardha Scheme of Education (1937) and Sargent Committee Report (1944): Salient features and its impact on Indian education

#### **UNIT-II**

##### **Commissions after Independence in India**

1. University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher
2. Secondary Education Commission Report (1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher
3. Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

#### **UNIT-III**

##### **Constitutional Provisions for Education in India**

1. National Policy of Education (1986) and revised National Policy on Education (1992): Salient features, objectives, curriculum, methods of teaching and role of teacher
2. Education in free India: Constitutional provisions for education of weaker sections
3. Recommendations of National Knowledge commission

#### **UNIT-IV**

##### **Implementation of various schemes to universalize Education in J&K State**

1. Sarv Shiksha Abhiyan
2. Rashtriya Madhyamik Shiksha Abhiyan
3. Rashtriya Uchchar Shiksha Abhiyan

### **Sessional Assignment**



Preparation of report on schemes of education in pre-colonial and colonial period  
Presentation on the salient features of different commissions in India after independence  
Organise seminar/ debate on constitutional provisions of weaker sections in free India  
Visit to Primary schools, higher secondary schools and Colleges to assess the impact of various state and centrally sponsored schemes of education

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended & Web References:**

- Aggarwal, J.C. (2007): Development of Education system in India, Shipra Publication, New Delhi
- Sharma, R. N & Sharma, R. K (2004): History of Education in India, Atlantic publishers & distributors, New Delhi
- Naik, J.P. & Nurulla, S. (1964): Development of Education (1800-1947), MacMillan and Co., New Delhi
- Chauhan, C.P.S (2004): Modern Indian Education policies, progress and Problems, Kanishka publishers & distributors, New Delhi
- Jayapalan, N (2005): History of Education in India, Atlantic Publishers & distributors, New Delhi
- Naik, J. P (1997): The Education Commission and After, APH publishing corporation, New Delhi
- Shah, G. R (2011): Towards Quality Education in Jammu & Kashmir, Gulshan publishers, Srinagar
- Thakur, A.S. & Berwal, S (2008): Development of Educational system in India, Shipra Publication, New Delhi
- MHRD (1986): National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990): Rama Murti Committee Report, Govt. of India, New Delhi.

[www.mhrd.gov.in](http://www.mhrd.gov.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

[www.jandkplanning.com](http://www.jandkplanning.com)

[www.mhrd.gov.in](http://www.mhrd.gov.in)

[www.teindia.nic.in](http://www.teindia.nic.in)

[www.teindia.nic.in](http://www.teindia.nic.in)

[www.ncert.nic.in](http://www.ncert.nic.in)



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 402 (Theory)**

**Title: Optional Papers (B- Health & Physical Education)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

##### **Introduction to Health & Physical education**

- 1) Introduction, Definition and Meaning of health & physical education
- 2) Aims and objectives of health and physical education
- 3) Factors influencing health and physical education: a) School health programmes, b) School health services c) Role of the teacher in School Health programme

#### **UNIT-II**

##### **Dimensions and Determinants**

- 1) Dimensions & Determinants of health & physical education
- 2) Concept and Importance of balanced diet
- 3) Health hazards (use of alcohol, nicotine & drugs) among adolescents & their remedial measures

#### **UNIT-III**

##### **Personal Hygiene & Communicable Diseases**

- 1) Personal hygiene: Meaning and importance of personal hygiene
- 1) Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS
- 2) Common health problems–Stress, depression and Obesity–Meaning, Causes and preventive measures

#### **UNIT-IV**

##### **Methods & Role of Teacher**

- 1) Health & Physical education: Role of women in health and physical education, social service camps, role of Village health committees, village health insurance scheme.
- 2) Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision
- 3) Role of teacher in development of health & physical education

##### **Sessional work**

- Visit Primary Health Centre and develop a report on school health programmes & services
- Prepare a balanced diet chart for a primary school and high school child



- Debate and discussion in a village on health & physical education
- Group discussion on Personal hygiene and communicable disease

### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended & Web References:**

- Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
- Kilander, H. F. (1971). School Health Education, New York: Mac Millan Company
- Manjul, J.U. S. (1965). School Swasthya Shiksha, Agra University: Universal Publish
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book Market
- Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_trainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf)

[http://applications.emro.who.int/dsaf/EMRPUB\\_2012\\_EN\\_1362.pdf](http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf)

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 402 (Theory)**

**Title: Optional Papers (C- Value & Peace Education)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

**Course Detail:**

### **UNIT-I**

#### **Introduction to Peace Education**

- 1) Peace Education: Concept and Need
- 2) Peace contexts: underlying assumptions, processes
- 3) Approaches to Peace Education

### **UNIT-II**

#### **Peace education & Prominent educationists**

- 1) Peace Education for National Integration and International Integration
- 2) Peace Education propagated by Gandhi, Aurbindo, Swami Vivekanand
- 3) NCF 2005 recommendations on Peace Education.

### **UNIT-III**

#### **Human Rights & Fundamental Rights**

- 1) Historical background of Human Rights
- 2) Fundamental Rights as included in Indian constitution
- 3) Human Rights protection in Indian Constitution

### **UNIT-IV**

#### **Teaching Methods & Activities**

- 1) Methods and Activities of Teaching Human Rights
- 2) Obstacles of Human Rights Education
- 3) National Human Rights Commission (NHRC) , State Human Rights Commission (SHRC)

#### **Sessional work**

- Development of sensitivity towards National Integration and International Integration through role play
- Group discussions and debates on the propagation of peace by Indian philosophers
- Observation and reporting on violation of human rights in any locality
- Field Surveys by visiting the Agencies of Human Rights and NGOs

#### **Note for Paper Setters**



The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work( section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

Books recommended & Web References:

- Aggarwal, J.C. (2005). Education for Values, Environment and Human Rights. Shipra publications, 115-A, Vikas Marg Delhi-110092
- Pandey, V.C. (2005). Education, Culture and Human Values
- Singh, Y.K & Nath.R (2005). Value Education
- Charles, K & V. Arul Selvi. (2012). Value Education
- Galtung, J. (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications
- Jagannath. M. (2000). Human Rights Education, New Delhi: Deep and Deep Pub.,
- Paul, R.C. (2000). Protection of Human Rights, New Delhi: Commonwealth
- Manjot, K. (2008). Teaching of human rights. New Delhi: APH Publishing Corporation.

**<http://www.uk.sagepub.com/books/Book202692>**

**<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>**



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 402 (Theory)**

**Title: Optional Papers (D- Guidance & Counseling)**

**Credits 4**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Duration of Exam : 3hrs**

### **Course Detail:**

#### **UNIT-I**

Fundamentals of Guidance: Concept, Nature, need and importance of guidance. Historical perspective of guidance. Relationship with guidance and education. Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions. Role of teacher in academic, personal, health, leisure activities. Concept of Individual guidance and group guidance. Agencies for guidance : State level Agencies, National Level Agencies.

#### **UNIT-II**

Meaning, Nature, Objectives and importance of counseling. Different between guidance and counseling. Areas of counseling: Family counseling, Parental counseling, Peer counseling, adolescent counseling and relevance to the Indian situations. Role of teacher and school administrator as counselor. Characteristics of effective counseling.

#### **UNIT-III**

Role of teachers in dealing behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer-pressure and inferiority complexes and maladjustment among student. Concept of mental health and behavior modification. Concept of mental hygiene. Nontesting techniques: interview, observation, individual inventory.

#### **UNIT-IV**

Role of Parents in solving behavioral problems of adolescents. Effective Parents learning programmes, parent-teacher meetings. Parental collaboration in educational guidance. School guidance: a collaborative effort of school and community. Role of relaxation strategies, Yoga meditation, music therapies for reducing stress.

#### **Sessional Work:**

- Arrange parent-teacher meeting for 5 students & make a report.
- Prepare individual inventory of students.
- Interview school teachers and make a report about their contribution.
- As councillor.

#### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided



into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .

The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

### **Books recommended**

- Crow & Crow: An introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.
- Gibson Mitchell: Introduction to Counseling & Guidance, New Delhi PHI Learning.
- J.C Aggarwal: Education vocational Guidance & Counseling, Delhi, Doaba House.
- Jones, J.A : Principles of Guidance, Bombay, Mc Graw Hill
- John S Koshy : Guidance and Counseling New Delhi, Dominant Publishers and distributors.
- Lester D. Crow & Crow: Introduction to Guidance and Counseling in India Delhi, Atlantic Publishers.
- Shashi Prabha Sharma: Career Guidance and Counseling, Principles and techniques, New Delhi, Kanishka Publishers.
- S.S.Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas publication House.



## **Semester –IV**

**(For the examination to be held in the year 2017, 2018 & 2019)**

**Course no. 402 (Theory)**

**Credits 4**

**Title: Optional Papers (F- Computer Education)**

**Total Marks : 100**

**Maximum Marks Internal : 40**

**Maximum Marks External : 60**

**Course Detail:**

### **UNIT -I**

#### **Computer: Concept and its working**

Computer Concept & History and development -Types & Parts (Hardware, Software, Memory)Procedural aspects : Start - Shut down Method of Computer, Basic Concepts of GUI and CUI ;User of Computer and Explorer - File , Folder, File-folder Handling commands Window Help System and uses of Help system window Help system and uses of Help system. Importance and Uses of Computer- For teachers &For Students Application of Computer- In Education - In other fields

### **UNIT- II**

#### **Different Applications in Computers**

Devices of Computer- Input devices & Output devices. Operating System –function .Accessories: Notepad, Word pad , Paint, Media Player and Removable Devices – applications Concept of Icons, desktop, Task bar Uses and applications of the same on the system.

### **UNIT-III**

#### **Utility of Computers for Students and Teachers**

Windows Operating System \_ characteristics. Microsoft office use and Utility of Microsoft Word& excel - Basic Concepts- Applications and use( basic features) Microsoft PowerPoint- Basic concepts –use

### **UNIT- IV**

#### **Use of Internet in Education**

Search Engines& Websites, Laboratory experience of browsing , Opening e Mail account, Uploading and downloading files, photos, etc.WEB 2.0 -concept

#### **Note for Paper Setters**

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness .



The Theory paper is to have 60 marks ( external ) . 40 Marks are for the In House activities

**Books recommended**

- Bharioke,Deepak : Fundamentals of Information Technology Comdex DOS for Dummies Pustak Mahal,New Delhi(1997)
- Nelson,Stephen, L : The Complete Reference Office, Tata McGraw Hill, NewDelhi .Rajaraman, V.:Fundamentals of Computers
- Saxena, Sanjay : A first course in computers – VikasBooks.



## ***LIST OF HOLIDAYS***

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. Birthday of Guru Govind Singh Ji   | 2. Eid-i-milad-ul-Nabi         |
| 3. Lohri                              | 4. Republic Day                |
| 5. Guru Ravi Dass Birthday            | 6. Maha Shivratri              |
| 7. Navroz                             | 8. Holi                        |
| 9. 1st Navratra                       | 10. Baisakhi                   |
| 11. Birthday Dr. B. R. Ambedkar       | 12. Mela Bahu Fort             |
| 13. Ramnavmi                          | 14. Mahavir Jayanti            |
| 15. Martyr's Day of Guru Arjun Dev Ji | 16. Mela Khir Bhavani          |
| 17. Birthday of Guru Hargobind Ji     | 18. Eid-UI-Fitr                |
| 19. Independence Day                  | 20. Raksha Bandhan             |
| 21. Janam Ashtami                     | 22. Gandhi Jayanti             |
| 23. Maha Navmi                        | 24. Dussehra                   |
| 25. Diwali                            | 26. Birthday Guru Nanak Dev Ji |
| 27. Birthday Sheikh Mohd. Abdullah    | 28. Christmas                  |
| 29. Id-UI-Azha                        |                                |

Note: - The College will observe the above mentioned holidays during the academic session as per the dates on which the holiday falls in the University Calendar.