SYLLABUS
FOR
ONE YEAR
B.Ed PROGRAMME
(For Academic Sessions 2011 & onwards)

FACULTY OF EDUCATION
University of Kashmir
(NAAC Accredited ‘A’ Grade University)
Hazratbal, Srinagar (Jammu & Kashmir)-190006
## Scheme of Courses

### A. **Core Papers:** (Papers I to IV)

<table>
<thead>
<tr>
<th>Paper</th>
<th>Course Title</th>
<th>EXT/INT Marks</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>Theory &amp; Principles of Education</td>
<td>(80+20) 100</td>
</tr>
<tr>
<td>II</td>
<td>Psychology of Learning &amp; development</td>
<td>(80+20) 100</td>
</tr>
<tr>
<td>III</td>
<td>Development of Education System in India.</td>
<td>(80+20) 100</td>
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<tr>
<td>IV</td>
<td>Essentials of Instructional Technology</td>
<td>(80+20) 100</td>
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### B. **Specialization Papers** (Paper V)

<table>
<thead>
<tr>
<th>Specialization</th>
<th>EXT/INT Marks</th>
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<tbody>
<tr>
<td>a) Alternative Education</td>
<td>(80+20) 100</td>
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<tr>
<td>b) Creativity and Education</td>
<td>(80+20) 100</td>
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<tr>
<td>c) Distance Education</td>
<td>(80+20) 100</td>
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<tr>
<td>d) Elementary Computer Education</td>
<td>(80+20) 100</td>
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<tr>
<td>e) Educational Technology</td>
<td>(80+20) 100</td>
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<tr>
<td>f) Environmental Education</td>
<td>(80+20) 100</td>
</tr>
<tr>
<td>g) Educational Measurement &amp; Evaluation</td>
<td>(80+20) 100</td>
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<tr>
<td>h) Guidance &amp; Counseling</td>
<td>(80+20) 100</td>
</tr>
<tr>
<td>i) Home Science</td>
<td>(80+20) 100</td>
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<tr>
<td>j) Linguistics &amp; Education</td>
<td>(80+20) 100</td>
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<tr>
<td>k) Physical &amp; Health Education</td>
<td>(80+20) 100</td>
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<tr>
<td>l) Population Education</td>
<td>(80+20) 100</td>
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<tr>
<td>m) Special Education</td>
<td>(80+20) 100</td>
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<tr>
<td>n) School Management</td>
<td>(80+20) 100</td>
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<tr>
<td>o) Value Education</td>
<td>(80+20) 100</td>
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<tr>
<td>p) Group Project Work</td>
<td>(80+20) 100</td>
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**Note:** A Student shall have to opt for one paper from the above mentioned Specialization Papers (Paper V).

### C. **Methodology of Teaching** (Paper VI-VII)

#### Group A: **Languages** (Paper VI)

<table>
<thead>
<tr>
<th>Language</th>
<th>EXT/INT Marks</th>
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<tbody>
<tr>
<td>i) Teaching of English</td>
<td>(80+20) 100</td>
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<tr>
<td>ii) Teaching of Urdu</td>
<td>(80+20) 100</td>
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<tr>
<td>iii) Teaching of Kashmiri</td>
<td>(80+20) 100</td>
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<tr>
<td>iv) Teaching of Hindi</td>
<td>(80+20) 100</td>
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<tr>
<td>v) Teaching of Punjabi</td>
<td>(80+20) 100</td>
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Group B: Social Sciences (Paper VII)  

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<tbody>
<tr>
<td>i)</td>
<td>Teaching of History &amp; Civics</td>
<td>(80+20) 100</td>
</tr>
<tr>
<td>ii)</td>
<td>Teaching of Geography</td>
<td>(80+20) 100</td>
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Group C: Science (Paper VIII)  

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<tbody>
<tr>
<td>i)</td>
<td>Teaching of Bio-Science</td>
<td>(80+20) 100</td>
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<tr>
<td>ii)</td>
<td>Teaching of Physical Science</td>
<td>(80+20) 100</td>
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<tr>
<td>iii)</td>
<td>Teaching of Mathematics</td>
<td>(80+20) 100</td>
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</table>

Note: B  
Student shall have to opt one paper from Group A & one paper either from Group B or Group C.

D. Practice of Teaching (Papers IX)  

1. Internship & Practice of Teaching (Paper IX)  

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<tbody>
<tr>
<td>i)</td>
<td>Internship</td>
<td>(30+20) 50</td>
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<tr>
<td>ii)</td>
<td>Preparation of Teaching aids</td>
<td>(30+20) 50</td>
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<tr>
<td>iii)</td>
<td>Mastery of Teaching Skills through Micro Teaching &amp; Simulated teaching</td>
<td>(60+40) 100</td>
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<tr>
<td>iv)</td>
<td>Practice of teaching in actual classroom situation</td>
<td>(60+40) 100</td>
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No. of Papers | Weightage
---|---
A. Core Papers | 04 | 400 |
B. Specialization Papers | 01 | 100 |
C. Methodology Papers | 02 | 200 |
D. Internship & Practice of Teaching | -- | 300 |

Total 1000 marks

Note:

I. A candidate shall have to pass all the four components separately. However the marks for Components A, B & C shall be added for the purpose of deciding division in theory and the division in Component D shall be notified separately.

II. A candidate shall have to secure a minimum 40% of marks in Theory, 40% in Internal assessment & 50% marks in Practice of teaching to qualify the examination.

(Prof. N. A. Nadeem)  
Dean, Faculty of Education.
Paper I  Theory & Principles of Education  M.Marks 80

Unit I  Education & Philosophy

i) Nature & Meaning of Education
ii) Aims of Education – individual and social.
iii) Nature and Meaning of Philosophy
iv) Relation between Philosophy & Education
v) Significance of Philosophy of Education

Unit II  Major Philosophies of Education

i) Naturalism   ii) Idealism
iii) Pragmatism.    iv) Existentialism

These Educational Philosophies shall be discussed with special reference to Aims, Curriculum, Role of Teacher & Concept of Discipline.

Unit III  Educational Thinkers & their Contribution in developing Principles of Education.

i) M. K. Gandhi : Basic Education
ii) Tagore : Shanti Niketan
iii) Swani Vivekananda : Man making Education
iv) John Dewey : Learning by doing
v) Froebel : The play way method
vi) Montessori : The didactic Apparatus

Unit IV  Education & the Social Frame of reference:

i) Education & Democracy --- . Basic Principles of Democracy
   . Education for Democracy
ii) Education & Socialism Meaning, Importance & Role of Education in achieving the goals of Socialism.
iii) Education & Secularism--- . Meaning of Secularism
   . Significance of Secularism in a multi religious society
   . Role of Education in multi religious society like India.
iv) Education for National & Emotional Integration.
Unit V  

**Culture & Social Change**

i)  Concept & Dimensions of Culture  

ii) Characteristics of Culture  

iii) Relationship between Culture & Education with special reference to conservative and creativity roles  

iv)  Concept of social change  

v)  Factors of social change  

vi)  Roles of Education Vis-à-vis social change.  

**Note for Paper Setter:**  

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

**References:**

4. Rao, Dr.D and Latha, D  Women Education and Empowerment Discovery publishing House, Delhi-1999  
<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher and Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Bhatia, K.K and Purohid, Trenath</td>
<td>Principles and practice of Education'</td>
<td>Kalyani publisher, Delhi 1993</td>
</tr>
<tr>
<td>13</td>
<td>Khan, Mohd Sharif</td>
<td>‘Islamic Education’</td>
<td>Ashish Pub House, Delhi 1986</td>
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<td>14</td>
<td>Panday, R.S</td>
<td>Philosophing Education;</td>
<td>Kanishka Pub. House, Delhi 1993</td>
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<td>15</td>
<td>Chaube S.P</td>
<td>Educational philosophy in India</td>
<td>VPH Delhi 1993</td>
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<td>16</td>
<td>Srinivas, M.N</td>
<td>‘Caste in Modern India,</td>
<td>Asia Pub House, Delhi 1962</td>
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<td>17</td>
<td>Broudy H.</td>
<td>Building a philosophy of Education</td>
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<td>Brubacher</td>
<td>Modern Philosophies of Education</td>
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<td>A History of the problems of Education</td>
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<td>20</td>
<td>Butler</td>
<td>Four Philosophies</td>
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<td>21</td>
<td>Hassan, Ijlal</td>
<td>Education For Today and Tomorrow</td>
<td>Srinagar, Chattan Publication, 1989</td>
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<td>22</td>
<td>Hassan, Ijlal</td>
<td>Abhinav Gupta;</td>
<td>Srinagar Chattan Publication, 1989</td>
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<td>23</td>
<td>Kilpatrick</td>
<td>An Introduction to Philosophy</td>
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<td>24</td>
<td>Kneller</td>
<td>Introduction to Philosophy of Education</td>
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<td>25</td>
<td>Lodge</td>
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<td>Ram Nath &amp; Keder Nath</td>
<td>Metaphysics and General Philosophy</td>
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<td>Rusk</td>
<td>The Doctrine of Great Educators</td>
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<td>Socio-Philosophical Foundations of Education</td>
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<td>Educational through and practice</td>
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<td>Thakur A.S</td>
<td>The Philosophical Foundations of Education</td>
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<td>31</td>
<td>Deflecir, M.L</td>
<td>Sociology; Human Society (Scoott. Former and Company’s 1971)</td>
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<td>33</td>
<td>Gore, M.S</td>
<td>Education and Modernization in India</td>
<td>Jaipur; Rawat Pub, 1982</td>
</tr>
</tbody>
</table>
34. Mannheim, K.  
   An introduction to Sociology of Education  
35. Mathur, S.S.  
   A Sociological Aproach to India Education.  
   (Vinod Pustak Mandir, Agra).
36. Merril F.E.  
   Society and Culture-An introduction to Sociology.  
   (Rentice Hall, inc. 1963)
37. Salamatuallah  
   Education in the Social Context  
   (New-Delhi NCERT,1978)
38. Srinivas, M.N.  
   Social Change in Modern India.  
   (Bombay, Allied Pub. 1967)
39. Srinivas M.N.  
   India! Social Structure.  
   (Hindustan Publication Cooperation, New Delhi-1986)
40. Mohontay, J.P  
   Education in the emerging Indian society.
41. Chanbe, S. P.  
   Democracy, Socialism & Secularism.
42. Rather, A.R.  
   Theory & Principles of Education  
   (Discovery Publishing House New Delhi)
Paper II  Psychology of Learning & Development.  M.Marks 80

Unit I  Psychology & Educational Psychology
i) Nature & Meaning of Psychology.
ii) Methods & Scope Psychology.
iii) Nature & Meaning of Educational Psychology.
iv) Functions Educational Psychology.

Unit II  Understanding Learner
Stages of Human development
ii) Stage-specific Characteristics of Infancy & Childhood and their developmental tasks
iii) Characteristics & Problems of Adolescents.
iv) Needs, aspiration, attitudes & Self-concept of Adolescents.
v) Guidance & Counselling for adolescents.

Unit III  Learning & Motivation
i) Concept of learning & its nature
ii) Factors of influencing learning – Personal & Environmental
iii) Motivation – Nature, Types: - Techniques of enhancing learner’s motivation
iv) S-R Theory of Learning (Thorndike)
v) Operant Conditioning theory of learning (Skinner)
vi) Gestalt theory of Learning (Kohler et al).

Unit IV  Intelligence
i) Nature & Meaning
ii) Measurement of Intelligence – Concept of I.Q, Verbal, Non-verbal & Performance tests.
   (One test from each category to be discussed)
iii) Two-factor Theory (Spearman)
iv) Multifactor Theory (Thurstone)
v) Structure of intellect (Guilford)
Unit V  **Personality**

i) Meaning & nature

ii) Development of Personality – biological & socio-culture determinants.

iii) Integration of Personality

iv) Trait-theory of Personality (Allport)

v) Factor-theory of Personality (Cattell)

vi) Psycho analytical theory of Personality (Freud)

Educational Implications of the above mentioned theories.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

Reference:-


10. Allport g.W. Pattern and Growth in personality.

11. Ferguson Personality Measurement.

12. Hall and Lindzy Theories of Personality
<table>
<thead>
<tr>
<th>No.</th>
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<tr>
<td>13</td>
<td>Hilgard</td>
<td>Theories of Learning.</td>
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<td>15</td>
<td>Mowrer</td>
<td>Theories of Learning (Vol.)</td>
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<td>16</td>
<td>Marx M.H.</td>
<td>System and Theories in Psychology.</td>
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<td>17</td>
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<td>Unit I</td>
<td>A.</td>
<td><strong>Education in Ancient &amp; Medieval India</strong></td>
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<tr>
<td></td>
<td>i)</td>
<td>Vedic Education</td>
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<td>Muslim Education - its Salient features, Objectives &amp; Curriculum, Method of teaching &amp; role of teacher.</td>
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<th>Unit II</th>
<th><strong>Education in British India:</strong> Detailed study of the following landmark documents:</th>
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<tbody>
<tr>
<td></td>
<td>i) Macaulay’s Minutes (1835)</td>
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<td></td>
<td>ii) Wood’s Despatch (1835)</td>
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<td></td>
<td>iii) Indian Education Commission (1882)</td>
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<td></td>
<td>iv) Indian Universities Commission (1902) &amp; Act, (1904)</td>
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<td>v) Gokhlee’s Bill (1910-12)</td>
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<td></td>
<td>vi) Sadler Commission Report (1917)</td>
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<tr>
<td></td>
<td>vii) Govt. of India Act (1935)</td>
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<td>viii) Sargent Report (1944)</td>
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<table>
<thead>
<tr>
<th>Unit III</th>
<th><strong>Education in Post-independence Era:</strong> Detailed study of the following landmark documents:</th>
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<tbody>
<tr>
<td></td>
<td>i) Bhagwan Sahai Committee Report (1972)</td>
</tr>
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<td>ii) Secondary Education Commission (1952-53)</td>
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<tr>
<td></td>
<td>iii) Indian Education Commission (1964-66)</td>
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<tr>
<td></td>
<td>v) Revised National Policy (1992)</td>
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<td>vi) National Curriculum Framework (NCF-2005)</td>
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<tr>
<th>Unit IV</th>
<th><strong>Problems &amp; Issues – I</strong></th>
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<tbody>
<tr>
<td></td>
<td>i) Universalization of Elementary Education</td>
</tr>
<tr>
<td></td>
<td>ii) Women’s Education</td>
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</tbody>
</table>
iii) Open & Distance Learning (ODL)
iv) Value Education.

Unit V  
**Problems & Issues – II**

i) Medium of Instruction

ii) Education of Weaker Sections

iii) Adult Education

iv) Quality Control in Higher Education.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

Reference:

1. Education For All-APH Publications
2. Doughlass Trends and Issue in Sec. Education
3. King World Perspective in Education.
5. Lanereys Encyclopedia of Education problems ideas and ideologies
7. Dayal, B. The Development of Modern India Education. (New-Delhi! Orient Longman’s Ltd. 1965)
9. Hughes A.G and Hughes,C. Current problems in India Education. (Punjab! Kitab Ghar, Jullindar)
10. Kohli Problems of Indian Education.
11. Kocher S.K Pirotal issues in indian Education.
12. Mukherji S.N. History of Education in Inida. (Baroda; Achary Book Depot, 1966)
13. Mohantay  
   Modern Trends in Indian Education.


15. Ramanathan, G  
   Problems of Education planning and National integration.

16. Ruhela, S.P. (Ed)  
   Social- Determinatins of Educability in India-papers in the sociological context of Indian Education.  
   (New-Delhi! Jam Bros; 1969)

17. Nanda, S.K.  
   Introductory primary Education.  
   (Ludhiana : Prakash Brothers, 1982)

18. Sawak, N.S  
   Current problems in Indian Education.  
   (Punjab! Kitab Ghar Jullindar)

19. Singh, R.P.  
   Non-Formal Education-an alternative to Formal system  
   (New-Delhi; Bihari Publications Pvt; Ltd. 1979)

20. Rather, A.R.  
   Development of Education System in India  
   (Discovery Publishing House New Delhi)
Unit I

**Teaching & its Models**

i) Concept of teaching.

ii) Characteristics & Functions of teaching.

iii) Phases of teaching (Jackson)

iv) Principles & Maxims of teaching

v) Concept Attainment Model (J. Bruner)

vi) Synectics Model (W. Gordon)

Each Model is to be discussed along the following:

Syntax, Social system, Principles of Reaction, Support System, Instructional effect, Application.

Unit II

**Audio-Visual Aids & Teaching Devices.**

i) Meaning & Advantages of A-V-aids

ii) Types of Audio-Visual Aids

   a) Projected : Film, Film Straps, Overhead Projector, Slides.

   b) Non-Projected : Graphics, 3-D aids, Display boards, Audio aids.

   c) Use of Radio, TV & Newspaper as teaching aids.

iii) Teaching Devices

   a) Meaning & Importance

   b) Home Assignment, Discussion, Dramatization.

   c) Illustration, Lecturing, Narration.

   d) Observation, Source Method, Story Telling

   e) Study habits & Supervised Study.

Unit III

**Techniques of Teacher-Preparation.**

Unit IV  
**Taxonomy of Educational Objectives & Lesson Planning.**

i) Bloom’s Taxonomy of instructional objectives:
   - Cognitive, Affective & Psychomotor domains

ii) Formulation of Instructional Objectives (Mager’s)

iii) Meaning & Significance of lesson planning

iv) Approaches to Lesson planning.
   a) The Herbartian Steps.
   b) Gloverian approach.

v) Skill lesson & Appreciation lesson.

Unit V  
**A detailed discussion of the following:**

i) Problem Solving Method

ii) Dalton Plan

iii) The Project Method

iv) Heuristic Method.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

References:


16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar)
Paper V (a)  **Alternative Education**

**Unit I**  **Non-formal Education**

i) Introduction to non-formal education (NFE) : concept , nature and scope of non-formal education (NFE).

ii) Philosophical bases of NFE.

iii) Aims and objectives of NFE.

**Unit II**  **Types & Approaches of NFE**

i) Types, agencies of NFE.

ii) Approaches and methods of NFE.

iii) Teachers of NFE.

iv) Aids – audio and visual.

**Unit III**  **NFE in Indian Context**

i) NFE in Indian context: Prospects of non-formal education in Indian context.

ii) Need for monitoring, evaluation and research for effective implementation of NFE programmes.

**Unit IV**  **Adult Education**

i) Introduction to adult education (AE) : Meaning , scope and objectives of Adult Education (AE).

ii) Adult learning procedures - factors and conditions, effects of age.

iii) Tools of learning.

iv) Teachers of AE – need for training.

v) Evaluation process in AE.


**Unit V**  **Adult Education in India**

i) AE in India Context: Adult education in India –an instrument for social generation and cultural transformation.

ii) Functional literacy programmes – Role of national literacy mission, Total literacy Campaign in achieving the social aim of education for all.
iii) Need for effective and constant monitoring, evaluation and research in AE.

iv) Role of governmental agencies in promoting AE.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
Paper V (b) Creativity & Education

Unit I Structure of Ability
i) Meaning and Concept of intelligence
ii) Major Theories of intelligence
iii) Some tests of intelligence (verbal, Non-verbal & Performance)

Unit II Conceptual frame work of Creativity Thinking.
i) Nature and Meaning of Creativity
ii) Creativity as a process.
iii) Theories of Creativity
iv) Relationship between creativity and intelligence.

Unit III Intellectual & Creativity Development
i) Stage of intellectual Development
ii) Impact of heredity and environment
iii) Stage of Creative development during the Pre-school, elementary & secondary levels.

Unit IV Identification of Creativity Talent
i) Measurement of Creativity
ii) Personality Characteristics of a Creative child
iii) Personality Characteristics of a Creative person.

Unit V Development of Creativity
i) Creativity in Teaching and learning.
ii) Different methods to faster creative Thinking
   a) Creative problems – solving
   b) Brain storming
   c) Synectics.
Reference:

Paper V (c) Distance Education

Unit I Philosophical & Historical perspective.
i) Philosophical foundations of distance education
ii) Historical Perspectives
iii) Growth of Distance learning System
iv) Historical Development of Distance Education in J & K state.

Unit II Distance Education
i) Distance Education: Meaning and Significance
ii) Goals and Objectives of Distance Education
iii) Distance Education: An academic discipline. Its need and importance

Unit III Self Learning Material (SLM) in Distance Education
i) Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
ii) Self learning material: Meaning, Scope, Importance and Characteristics.
iii) Types of SLM in distance education (print and non print).
Course design-need assessment, planning of SLM
✓ Setting objectives-global, behavioural, evolving and expressive.
✓ Deciding learning experiences
✓ Criteria for content selection-selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback.
✓ Organizing the content-presentation style and format, text and visuals, attractiveness and accessibility.
✓ Deciding evaluation scheme.

Unit IV Evaluation Procedure in Distance Education
i) Meaning, Concept, and Need of evaluation in DE.
ii) Difference between evaluation in traditional learning and distance learning.
iii) Comprehensive and continuous evaluation in DE.
iv) Formative evaluation in DE.
v) Role of tutor comments in motivation of distance learners.
vi) Summative evaluation

vii) Techniques of evaluation in Distance Education.
Dropout in distance learning and factors carrying distance learning.

Unit V  
**Current Trends in Distance Education**

i) Issues in Distance Education-quantity, quality, relevance and effectiveness.

ii) Present status of distance Education system in India with special reference to role of IGNOU

**Role of following Institutions in Distance Education**

iii) International council of Correspondence Education, International Council of Distance Education, Common Wealth of Learning, Distance Education Council of India.

Reference:

7. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
Paper V (d)  Elementary Computer Education

Unit I  **Computer Fundamentals**

i)  Introduction to Computers

ii)  Parts of Computers (Hardware/Software, Input output devices)

iii)  Computer Generations, Classification of Computer

iv)  Applications of Computers

Unit II  **Computer Programming, Basic constructs.**

i)  Computer Languages

ii)  Steps in Programming

iii)  Algorithms & Flow Charts

Unit III  **Operating System**

A.  i)  Types of Operating System – Dos, UNIX, WINDOWS.

ii)  Brief introduction of Window

iii)  Utility & application of software.

Unit IV  **Introduction to Computer Applications**

i)  Word Processing

ii)  Spread Sheets

iii)  Presentation Software

Unit V  **Introduction to Computer Networking**

i)  Applications and Features of Internet

ii)  How does internet work, getting connected to Internet

iii)  Introduction to e-commerce
Paper V  (c) Educational Technology

Unit I  Educational Technology:
   i) Meaning, Objectives & Scope.
   ii) Hardware & Software aspects of Educational Technology
   iii) Evolution of Educational Technology
       a) Audio-visual Phase
       b) Cybernetic Phase
       c) Psychology based Phase
       d) Computer & Telecommunication Phase.

Unit II  Taxonomy & Teaching Learning Aids.
   i) Taxonomy of Educational objectives – Cognitive, Affective &
      Psychomotor domains. Translation of objectives in behavioural terms.
   ii) Teaching Learning aids:
       a) Meaning & Significance
       b) Types – Projected & Non-Projected.
       Radio & TV – Educational use.

Unit III  Innovations in Teaching
   i) Programmed Learning
   ii) Micro - Teaching
   iii) Simulated Teaching.
   iv) Flander’s Interaction Model.

Unit IV  Communication
   i) Concept & Functions
   ii) Process of Communication
   iii) Types of Communication:
       a) Interpersonal Communication b) Mass Communication
   iv) Uses of Communication
       a) Reading b) Teaching

Unit V  Concept of Systems Approach
   i) Sub- System Components
   ii) Closed & Open System
   iii) Micro & Macro Education System
   iv) Advantages of Systems approach
   v) Effective planning
      Increased control & Co-Ordination of optimum utilization of Resources.

References
3. V. Santhosh; 2009, Information communications technology for teacher education, Kanishka publisher’s New Delhi.
7. Sharma, Motilal; 1985, Systems Approach to Education.
Paper V (f) Environmental Education

Unit I Environmental Education
i) Meaning, scope and importance of environmental education.
ii) Objectives of Environmental Education
iii) Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

Unit II Environmental Hazards
i) Causes and effects of environmental hazard, global and local: environmental pollution and its remedies
ii) Green house effect - an impending catastrophe.
iii) Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

Unit III Environmental Awareness
ii) Programmes of environmental education for attitude changes among the children.

Unit IV Man and Environment
i) Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
ii) Biodiversity: Conservation of genetic diversity. An important environmental priority: learning to live in harmony with nature.

Unit V Sustainable Development
ii) National Parks, sanctuaries and Zoos, plan and projects of Environmental protection like Save Dal, Save Hangul, Save Tiger Project and Chipko movement.
Note for Paper Setter:

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

REFERENCES:

2. George, Martin and Turner, Environmental Studies U.K. Blond Education
4. NCERT (1981) Environmental Education at school level
Paper V (g)  Educational Measurement & Evaluation

Unit I  Evaluation in Teaching Learning Process
i)  Teaching – Learning
iii) Distinction between Evaluation, Assessment & Measurement; Examination.

Unit II  Approaches to Evaluation
i)  Formative Evaluation
ii) Summative evaluation
iii) Distinction between Formative & Summative
iv) External & Internal Evaluation
v) Norm-reference & Criterion – Referenced Evaluation

Unit III  Instructional Objectives
i)  Educational & Instructional objectives; Relationship between these two.
ii) Classification of Educational objectives; Bloom’s Taxonomy-cognitive, Affective & Psychomotor Domains.
iii) Recent Trends in Instructional objectives; the NCERT & the RCEM approach.
iv) Gagne’s views on Learning

Unit IV  Techniques of Evaluation
i)  Testing – concept & purpose
ii) self Reporting Techniques & Peer rating Techniques
iii) Observation Techniques
iv) Projective Techniques

Unit V  Evaluation Tools
i)  Essay Types & Objectives Type Tests
ii) Criteria of an Effective Tool:
   a)  Validity – Types & Factors affecting the validity
   b)  Reliability – Methods of Estimation & Factors affecting reliability.
   c)  Objectivity & Usability

Note for Paper Setter:

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
Paper V (h) Educational Guidance and Counselling

Unit I  
**Guidance:**  
i) Concept, Type – Educational, Vocational, personal.  
ii) Aims and Basic principles  
iii) History of Guidance Movement in India & U. K.

Unit II  
**Foundation of Guidance**  
i) Philosophical and Socio-cultural Foundations  
ii) Psychological Foundation  
iii) Importance of Intelligence, Personality & other Psychological Tests

Unit III  
**Guidance Service**  
i) Information Service – Educational, Occupational, Personal.  
ii) Appraised Service – Interview, Case study, commutative Record card, observation.  
iii) Placement Service – Educational, vocational.

Unit IV  
**Organization of Guidance Service**  
i) Purpose of Organization  
ii) Principles of Organization  
iii) Guidance services at Elementary level.  
v) Guidance service at Secondary level.

Unit V  
**Counselling:**  
i) Meaning, Purpose and Steps.  
ii) Steps involved in counselling  
iii) Directive and non-directive theories of counselling.  
iv) Qualities of a Counsellor.

**Note for Paper Setter:**  
The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
Paper V (i) Home Science

Unit I
i) History and development of Home Science in formal/ Non formal and extension education
ii) Theories and practices of programme/ curriculum planning and development
iii) Management and administration of formal/ non formal and extension education
iv) Monitoring, supervision and evaluation of formal, non formal and extension education.

Unit II
i) Child development ---- stages and principles
ii) Principles and theories of human development
iii) Early childhood care and development ---- emerging trends
iv) Development problems and disabilities during childhood and adolescence.

Unit III:
i) Fundamentals of Nutrition
ii) Food Groups, Macro and Micro Nutrients
iii) Human nutritional requirements
iv) Food preservation, food preparation, food processing

Unit - IV:
i) Concept of Home Management, System approach to family.
ii) Family resources --- management of resources like time, energy and money. Basic characteristics of resources, efficient utilization of resources.
iii) Concept of communication in process and its importance in family, barriers in communication process, resources for effective communication.
iv) Consumer Education --- laws protecting consumer.

Unit - V:
i) Principles of clothing, Socio-Psychological aspects of clothing, selection of fabrics, clothing and family clothing.
ii) Clothing Construction --- basic principles of drafting, flat pattern and draping methods.

iv) Care and maintenance of textile material and garments.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
**Paper V (j) Linguistics & Education**

**Unit I**

i) Introduction to Linguistics and its relation to other disciplines like Education Psychology and Literature.

ii) Concept of Human Natural Language. Design Features of Language.

iii) Speech Vs. Writing.


v) Saussurian Dichotomies. Chomsky’s competence and Performance.

**Unit II**

i) Scope and Branches of Phonetics.

ii) Consonants, Vowels and their Classification.

iii) Concept of Phonology, Phoneme, Phone and Allophone.

iv) Concept of Morphology, Morpheme, Morph and Allomorph.

v) Prefixes, Suffixes and Infixes. Inflection Vs. Derivation.

**Unit III:**

i) Basic Concept of Syntax, Parts of Speech, Concept of Phrases.

ii) An Introduction to Phrase Structure Grammer (PSG) and Transformational Generative Grammer (TGG)

iii) Modern Notions of Semantics. Concept of Meaning.

iv) Sense and Reference.

v) Synonymy, Antonymy, Hyponymy and Polysemy.

**Unit - IV:**

i) Language Acquisition Vs. Language Learning. Universal Grammer (UG) and Language Acquisition Device (LAD)

ii) Stages of Language Acquisition.

iii) Mother Tongue, Second Language and Foreign Language.


**Unit - V:**


ii) Language and Education

iii) Methods and Strategies in Language Teaching.

iv) Lexicography, Translation and Stylistics.

v) Computational, Forensic and Clinical Linguistics.

**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
Paper V (k) Physical and Health Education

Unit I  Physical Education
i) A brief historical survey of physical education in India during Aryans, Epic, Buddhist, Muslim and British period.
ii) Meaning, aims & Objectives of Physical education.
iii) Foundation of Physical education.
iv) Concept of Physical fitness.

Unit II  Health Education
i) Meaning and Definition
ii) Aims & Objectives
iii) School Health Programmes
iv) Health Hazards – Drugs, Alcohol and smoking.

Unit III  Psychological Basis.
i) Psycho – Physical unity of man
ii) Impulses, drives and urges
iii) Play-its meaning and definitions
iv) Role of play in Education

Unit IV  Recreation/Physical deformities:
i) Recreational activities for various age groups in schools
ii) Recreational and its role in developing National in International understanding
iii) Physical deformities their prevention and treatment
iv) Postural defects-remedial exercise.

Unit V  Games and their organisation
i) working rules and laws on the following Games:
   a) Football       b) Hockey       c) Cricket
   d) Volley Ball    e) Badminton    f) Kabaddi
   g) Table Tennis   h) Basket ball  i) Athletics
   j) Gymnastics     k) Cycling      l) Kho-Kho
   iii) Organizing different kinds of tournaments & fixtures
**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

**References**

1. Teaching Methods for Physical Education – CLYDE KNAPP, E PATRIC, A HAGMAN
4. Physical Education Games and Athletics for Training Colleges – MABEL DAVIES. RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD… LONDON
5. Intramorals – LOUISE, MEANS, PRENTICE HALL, Inc
6. Rules of Games and Sports – YMCA PUBLISHING HOUSE, Jai Singh Road, New Delhi – 1
7. Yoga – Vivekananda Kendra Prakashan, Madras
9. Foundation of Physical Education, CHARLES A. BUCHER
Paper V (1) Population Education

Unit I Population Education

i) Concept & Meaning
ii) Need and Importance
iii) Objectives of Population Education

Unit II Population Dynamics

i) Distribution & density
ii) Population composition – Age, Sex, Rural/Urban.
iii) Factors affecting Population growth – fertility, mortality & migration (mobility)

Unit III Population & Quality of Life

ii) Effect of Unchecked growth of Population on national resources & environment.
iii) Concept of small families norms & its Merits.

Unit IV Population Education in Schools

i) Scope of population education in school
ii) Methods & approaches: Inquiry approaches, observation, self study, discussions assignments.

Unit V Malthusian Theory

i) Salient features of the theory
ii) Critical analysis of the theory
iii) World population trends & its economic, social & political & Educational implications.

References
2. K. Bhatia, Population Education, Ankar Publication Educational Publisher Tajpur Road, Ludhiana-140008
4. J. C. Aggarwal, Population Education, Shipra publication New Delhi
7. Dr. M. Lakshmi Narasaiah, Population Education Discorvery publishing house, New Delhi
Paper V (m) Special Education

Unit I Exceptionality
i) Meaning
ii) Society response – exclusion of integration.
iii) Levels of intervention (preventive, remedial, compensating)
iv) Special education (meaning, significance and scope)

Unit II Mental retardation:
i) Definition
ii) Levels of severity
iii) Causes of mental retardation.
iv) Treatment and services for mentally retarded.
v) Management and education of mentally retarded.

Unit III Delinquency:
i) Definition.
ii) Behavioural characteristics.
iii) Causes of delinquency.
iv) Identification and assessment
v) Educational strategies

Unit IV Severe and Multiple Handicaps:
i) Definition
ii) Characteristics
iii) Causes
iv) Education, treatment and management of severely and multiply handicapped.

Unit V Visual impairment:
i) Definition of visual impairment
ii) Causes of visual impairment
iii) Education of visually impaired children
iv) Definition Hearing impairment
v) Types and measurement of hearing cases.
vi) Causes Hearing impairment
vii) Education approach.
Note for Paper Setter:

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

References

16. NCERT, Education of the Backward Child
Paper V (n) School Management

Unit I  
**Educational Management at the School level**

i) Concept of Function of Educational Management: Basis of management planning, organizing, control direction and financing.

ii) Centralisation v/s Decentralisation in Educational Planning district level planning and its extension to school level planning functional, financial as well as administrative decentralisation

- Concept of Democratic Decentralisation with Monitoring
- School as a unit of decentralisation planning

iii) Monitoring and Evaluation in terms of Modern Management Techniques – case study, Man power surveys

iv) Educational Management information system (EMIS)

Unit II  
**Micro Planning for School Management**

i) Micro and Macro level planning – concept only


iii) Block Resource centres and cluster Resource centre – scope to be extended to secondary education. Their use for resource generation.

iv) School Mapping – Need, Factors and Scope

v) Community participation, Mobilising the community resources community for the school and school for the community. Organization of village Education Communities (VECs)

Unit III  
**Management of Time and Resources**

i) Time Management – Time schedules for various activities of school-weekly, monthly and yearly calendar of activities.

ii) Preparation of daily, weekly, monthly and yearly plans for the individual and the school.

iii) Management of Material Resources

iv) School building, library, laboratory, hostels, playground etc.

v) Procurement an optimum use of equipment, furniture, books, physical facilities etc.

vi) Management of Human Resources analysing inter-erisonal and inter-group relation, teacher taught relations, teacher-teacher relations, head teacher relation. Relationship with management and administration, group dynamic.

vii) Management of Financial Resources – Developing and monitoring budgets at school level.

Unit IV  
**Managing the School activities**

i) Role of a teacher in administration work admission, classification, maintenance of office and school records.

ii) Organization and Management of various co-curricular activities in school
iii) Management of school associations  
iv) Managing the examination/Evaluation  
v) Organisation of Health programme – Health Instructions,  
Healthful living and Health services in schools  

Unit V  
School Administration and Supervision  

i) School administration, management and supervision,  
monitoring etc.  
ii) Areas of school Organization – Changing directions  
iii) Decision Making – Preparing for leadership  
iv) Responsibility for effective school functioning  
v) Techniques of school supervision  
vi) Educational Administration – Structure at different levels  
NCERT, NIEPA, NCTE, SCERT/SIE/SISE, IASE, Directorates  
of education CBSE, SBE (State Board of SE) etc.
<table>
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<th>Paper V (o)</th>
<th>Value Education</th>
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<tr>
<td>i)</td>
<td>Nature and sources of values, biological, Psychological, social and ecological</td>
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<td>ii)</td>
<td>Determinants of values, - their bearing on education in varying degrees.</td>
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<td><strong>Unit II</strong></td>
<td><strong>Classification</strong></td>
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<tr>
<td>i)</td>
<td>Classification of values into various types, material, social, moral and spiritual values; status of values.</td>
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<td>ii)</td>
<td>Role of education in realising these values.</td>
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<tr>
<td>i)</td>
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<td>ii)</td>
<td>Role of education in overcoming these negative values.</td>
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<tr>
<td><strong>Unit IV</strong></td>
<td><strong>Development of Values</strong></td>
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<tr>
<td>i)</td>
<td>Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.</td>
</tr>
<tr>
<td>i)</td>
<td>Development of values as a personal and life-long process teaching of values as an integral part of education.</td>
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<tr>
<td><strong>Unit V</strong></td>
<td><strong>Value - Orientation</strong></td>
</tr>
<tr>
<td>i)</td>
<td>A critical analysis of teachers, school personal, students and parents &amp; curriculum in terms of value orientation.</td>
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<td>iii)</td>
<td>Value of excellence vs value of ego-centricism.</td>
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<td>iv)</td>
<td>Value of work vs value of selfishness.</td>
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**Note for Paper Setter:**

The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
Project Work. It shall be carried out on the following themes:

1. Critical appraisal of any three text books.
2. Review of two books written on any theme in Education other than texts.
3. Review of 10 articles written in Education & Published in any State/Nature newspaper.
4. Preparation of Instructional material for any subject at any grade level.
5. Preparation of Cumulative Record for any 10 school students.
7. Administration of any one standardized test of Intelligence, Aptitude, Creativity, Adjustment, Personality, Values, Attitude, Scholastic achievement & interpret data.
8. Construction & Standardization of an Achievement test in any school subject.
9. Surveying a nearby Community and assessing their Educational & Social needs.
10. Conducting awareness Programmes in the Community like Environment & Conservation, tree plantation, Watershed management, Health programmes (Immunization)
11. Conducting literacy programmes in the community.
12. Remedial teaching for poor & needy students.
13. Identifying & helping the children with special needs.
14. Making an organizational plan for proper management of infrastructural resources in a school building.
15. Conducting medical examination including vision test, with the help of a doctor recording of height, weight, chest, physical defects of any.
16. Critical review of at least 3 TV/Radio programme highlighting their Educational significance.
17. Case studies of 5 children with special needs in a school situation.
18. Preparing a small dictionary of the difficult words used in upper primary & Secondary language text books.
22. Case study of there exceptional children, suggesting measures to arrange for their specific Educational needs.
23. Recording interviews of six adolescent boys & girls (3 each) with special emphasis on their problems. They are facing in home, health, social, emotional & educational areas.


25. Implementation of Nutrition Programmes for Pre-scholars in a particular locality/education zone.

26. Role of the Pollution Control boards.

27. Role of Voluntary organizations in controlling pollution.

28. Surveying the non-formal/adult education centres in locality/education zone.

29. In addition to the above themes Project work can be carried out as a theoretical critical study or an empirical study on any theme covered in any of the eight theory papers (Paper I to Paper VIII).

Note :- The project shall be undertaken on individual basis. The candidates shall be required to submit two copies one each to Dean, Faculty of Education & the Controller of Examination within 7 days after the complete of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners at the time evaluation other components of Paper IX (Internship & P.O.T.)
Paper VI  Teaching of English

Unit I  Position of English Teaching

i) The Charter of 1813, Problem of language study, 3-language formula.

ii) The Position & role of English in India.

iii) The Objectives of teaching English as a 2nd language at Secondary level.

iv) Problems in effective teaching of English as a 2nd language.

v) Principles of teaching English – Psychological, linguistic & Pedagogical.

Unit II  Methods :

i) Grammar – translation method.

ii) Structural – Situational method.

iii) Communicative method.

iv) Direct method.

v) Bilingual approach

vi) Eclectic approach

Unit III  Reading & Writing

i) Meaning and Importance of Reading

ii) Loud/Silent; intensive/extensive reading.

iii) Skimming/Scanning; Reading defects and their cure.

iv) Qualities of good handwriting;

v) Defects in writing skills and their improvement

vi) Describing persons, places, objects and events.

vii) Summarizing and elaborating.

Unit IV  Teaching of Prose & Poetry & Evaluation

i) Teaching Prose & Lesson planning

ii) Teaching Poetry & lesson planning

iii) Concept & Meaning of Evaluation

iv) Criteria of a good language test
v) Error analysis & remedial teaching
vi) Type of language tests.

Unit V  **Content**

i) Determiners, auxiliaries & Models.

ii) Phrasal Verbs, Adverbs, Prepositions & Connectors

iii) Tenses & Clauses.

iv) Active & Passive Voice

v) Direct – indirect speech

vi) Punctuation

vii) Rhythm & Rhythm

viii) Simile & Metaphor

ix) Alliteration & Pun

**Note:**

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

**Reference:**

1. R Quirk and S Greenbaum (Longman): A University Grammar of English
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod WheelerA Training Course for TEFL (ELBS?OUP)
5. Francoise Grellet : Developing Reading Skills (C.U.P.) Francoise Grellet
7. F.L.Billows : The Techniques of Language Teaching (Longman)
8. Wilga Rivers : Teaching Foreign Language Skills (University of Chicago Press);
9. John Haycraft : Introduction to English Language Teaching (Longman)
10. Donn Bryne: Teaching Writing skills (Longman)
11. W.R. Lee: Language Teaching Games and Contests (O.U.P.)
13. H.G. Widdowson: Teaching writing as Communication (O.U.P.)
16. C J Brumfit: Problems and Principles in English teaching (Pergamon)
18. Jane Willis: Teaching English through English (A Course in Class Language and Techniques) (ELBS)
Paper VI  Teaching of Urdu  M. Marks 80

Unit I:  Position of Urdu Teaching

i) Origin and development of Urdu language.
ii) Objectives of teaching Urdu at elementary & secondary levels.
iii) The quality of a good Urdu teacher.
iv) Problems of Urdu teaching.

Unit II:  Methods

i) Translation method
ii) Direct method
iii) Play way method
iv) Structural approach
v) Communication approach
vi) Bi lingual method.

Unit III:  Reading & Writing

i) Importance, concept & meaning
ii) Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects and their cure.
iv) Teaching of alphabets borrower from Arabic/Persian & Hindi their shapes & no new clutive.
v) Quality of good handwriting.
vi) Defects in writing skills and their improvement.

Unit IV  Teaching of Prose and Poetry

i) Teaching of Prose and Lesson planning
ii) Teaching of poetry and lesson planning
iii) concept and meaning of evaluation
iv) Criteria of a good language test
v) Error analysis and remedial teaching
vi) Type of language Tests.

Unit V: **Content**

i) A brief history of literature Aligarh movement, programme movement.

ii) Main school-Dabistans of Lucknow, Delhi.

iii) Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).

iv) Standard sounds of Urdu, Vowels, consonants, Haroor-e-shamsi & Qamari, stress & information, improvement in pronunciation.

**Note:**

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.
Paper VI  Teaching of Kashmiri  M. Marks 80

Unit I:

i) Origin and development of Kashmiri language.
ii) Objectives of teaching of Kashmiri at elementary & secondary levels.
iii) The quality of a good Kashmiri teacher.
iv) Problems of Kashmiri teaching.

Unit II:

i) Kashmiri Phonology; Vowels and consonants.
ii) Kashmiri Script; Spelling and Diacritical Marks.
iii) Correction of miss-spelt words.
iv) Correction of wrong sentences.

Unit III:

i) Essay Writing
ii) Letter Writing

Unit IV

Poetry: The following poets only:


Text Prescribed: Nev Shaari Sombran (Published by the Department of Kashmiri)

Unit V

Prose: The following authors only:

Akhter Mohi-ud, Mohi-ud-Din Hajni, Rahman Rahi, Amin Kamil, Hari Krishan Koul, Ratan Lal Shant, Shafi Shauq.

Text Prescribed: Nasrich Kitab (Published by the Department of Kashmiri)

Note:

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.
Paper VI  Teaching of Hindi  M. Marks 80

Unit I:  Position of Hindi Teaching

i) Origin and development of Hindi language.

ii) Objectives of teaching Hindi at elementary & secondary levels.

iii) Role of Hindi as a link language in India.

iv) Problems of Hindi Teaching.

Unit II:  Methods

i) Translation method

ii) Play way method

iii) Direct method

iv) Structural approach

Unit III  Reading & Writing

i) Concept, Meaning and Importance of Reading

ii) Types of reading silent/loud, extensive & intensive,

iii) Reading defects and their cure.

iv) Quality of good handwriting.

v) Defects in writing skills and their improvement.

vi) Summarizing and elaborating

i) Essay writing/Letter writing

Unit IV  Teaching of Prose and Poetry

ii) Teaching of Prose and Lesson planning Prose

iii) Teaching of Poetry and lesson planning Poetry

iv) concept and meaning of evaluation

v) Criteria of a good language test

vi) Error analysis and remedial teaching
Unit V: Content


ii) Definition & Kinds of Nouns & Adjectives.

iii) A detailed description of the life & works contribution of Kabir & Tulsi

iv) Study of the following:
   a) Kabir’s Dohe (7th & 9th Grade Texts)
   b) Mekadevi’s Murjaya Phool (7th Grade Text)
   c) Giloo (Story) – (8th Grade Textbook)
   d) Nilakant-(10th Grade Text)

Note:

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.
Paper VI  Teaching of Punjabi  

M. Marks 80

Unit I:  Position of Punjabi Teaching

i)  Origin and development of Punjabi – its dialects.

ii)  Importance of Punjabi as a regional language

iii)  Objectives of teaching Hindi at Elementary & secondary levels.

iv)  Present position of teaching of Punjabi in Punjab and J & K.

Unit II:  Methods

i)  Translation method

ii)  Play way method

iii)  Direct method

iv)  Structural approach

Unit III  Reading & Writing

i)  Concept, Meaning and Importance of Reading

ii)  Types of reading silent/loud, intensive & extensive,

iii)  Reading defects and their cure.

iv)  Quality of good handwriting.

v)  Defects in writing skills and their improvement.

vi)  Essay writing/Letter writing

vii)  Lesson Planning.

Unit IV  Teaching of Prose and Poetry & Evaluation

i)  Teaching Prose & Lesson planning

ii)  Teaching Poetry and lesson planning

iii)  Concept and Meaning of Evaluation

iv)  Criteria of a good language test

v)  Error analysis and remedial teaching

vi)  Types of language tests.
Unit V: Content

i) Detailed description of life and works of Baba Fareed and Amrita Preetam.

ii) Flok songs and its importance

iii) Nouns & its Kinds

iv) Adjective & its Kinds

v) Phase & idioms.

Note:

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.
Paper VII  Teaching of History & Civics

Unit I  Nature and Scope of Social Sciences

i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.

ii) Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.

iii) Study of Regional History and place of Regional History in teaching.

iv) Instructional objectives of teaching History at secondary level.

Unit II  Curriculum in History and Civics

i) Place of History and Civics in secondary school curriculum

ii) Approaches to curriculum organization: chronological concentric, topical correlational, curriculum design.

iii) Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

Unit III  Methodology & Teaching Aids

i) Source method

ii) Project method

iii) Dalton plan

iv) Narration method (Story – telling)

v) Role – play method

vi) Selecting and using teaching aids : Chalkboard, objects and specimens, Histronics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio visual aids, projected aids : slide projectors, film projector, overhead projector, epidiascope.

Unit IV  Towards a new world order: (Content I)

i) The First World War : Causes and Consequences

ii) The world between two Wars : Fascism in Italy and Germany

iii) Emergence of USA, Soviet Union and Japan

iv) Nationalist Movement in Asia and Africa


vii) India’s struggle for independence: From the revolt of 1857 to Partition. Post independence developments.

**Unit V (A) Heritage of India**

i) The land and people, Art and Architecture

ii) Indian Constitution: Fundamental Rights and Duties

iii) Government at the State and Central level.

**(B) Regional History**

i) Awanti Verman & Lalita Datiya

ii) Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak

iii) Haba Khatoon & Lala Ded.

**Note:**

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ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

**Reference:**

1. Gunning D: The Teaching of History
2. Aggarwal, J.C: Teaching of History
4. Chaudhary, K.P.: Effective Teaching of History in India
7. The curriculum for the ten year school: NCERT, New Delhi
8. Handbook of History Teachers: NCERT, New Delhi
9. Harlikar : Teaching of Civics in India
10. Crary Ryland W : Education for Democratic Citizenship
11. Michael J.V. : Social Studies for Children in Democracy
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
15. Basham, A.L. : The wonder that was India
17. Collingwood R.G. : The idea of History
18. Mare Block : Historian’s craft
19. Sarkar, J.N. : India through the Ages
20. Mazumdar, Chaudhary and Datta : Advanced History of India
21. Novak and Gowin : Learning How to learn
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children
26. Prescribed text books of History and Civics for IX classes.
Paper VII Teaching of Geography M. Marks 80

Unit I Nature and Scope of Social Sciences

i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography & Economic, Inter relationship between them.

ii) Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and its role in international understanding.

iii) Study of home region and place of local Geography in teaching.

iv) Instructional objectives of teaching Geography at secondary level.

Unit II Instructional Planning

i) Methods : Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, Illustration, questioning techniques.

ii) Content Analysis, Writing objectives in behavioral terms.

iii) Preparation of unit plan and lesson plan.

Unit III Evaluation

i) Objectives of evaluation in Geography, developing a Blue Print – objective, content, types of item in it.

ii) Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, Framing different types of questions.

iii) Construction of achievement test items,

iv) Continuous evaluation using feedback for improvement of teaching and learning.

Unit IV General Geography of World (Content I)


ii) Major natural regions of the world.

iii) Resources and their classification : renewable and non renewable, potential and developed resources. Distribution and Utilization of resources – land, soil, forest, fisheries, power resources and their conservation
Unit V  Population & Occupation


ii) Occupation :- Primary occupation – food gathering, animals husbandry and mining, Secondary occupation – industries. Teritary occupation – trade, transport, communication and services.

iii) Man’s intervention: needs and efforts to improve the quality of environment.

Note:

i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.

ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Reference:

2. Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
3. UNESCO : Source Book of Teaching Geography
4. B C Rai : Methods of Teaching of Economics
5. N. Hasen : Teachers Manual in Economics
6. S. K. Kochar : The Teaching of Social Studies
8. H.L. Ahuja : Parambhik Aarthik Siddhant
9. Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
10. Our Economy- An introduction : NCERT, New Delhi
11. General Geography : NCERT, New Delhi
12. O. P. Verma : Teaching of Geography
13. B.D. Shaida : Teaching of Social Studies (Hindi)
Paper VIII  Teaching and Bio-Science

Unit I

   i) History & nature of Science
   ii) Role & importance in daily life
   iii) Path tracking discoveries & landmark developments in science
   iv) Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
   v) Importance & place of Bio-Science in school curriculum
   vi) Objectives, of teaching Bio-Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II  Planning for teaching Bio-Science

   i) Developing year plans, unit plans, lesson plans.
   ii) Preparation of lesson plans on the basis of standard Principles.
   iii) Preparation & development of improvised apparatus.
   iv) Preparation, selection & use of teaching aids.
   v) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
   vi) Maintenance of Aequarium.

Unit III  Methods of Teaching

   i) Lecture Method
   ii) Demonstration method
   iii) Demonstration-cum-Discussion method
   iv) Heuristic method
   v) Inductive deductive method
   vi) Project method
Unit IV  
**Content (Botany)**

i) Life Processes in Plants.


v) Growth regulators: Auxins, Gibberelines, abscisic acid.

vi) Biosphere: Meaning and definition, components of Biosphere.

vii) Ecosystem: Bio/geo chemical cycles.

viii) Natural resources, renewable and non renewable resources.

Unit V  
**Content (Zoology)**

i) Life Process in animals

ii) Nutrition: Feeding mechanism, Digestion and absorption of food

iii) Respiration in animals and man

iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation.

v) Excretion; Structure and functions of kidney. Urine formation.

vi) Nervous system: Structure of Brain; structure and function of Endocrine system.

vii) Cell structure, cell organelles, cell division (Mitosis & Meiosis): Ecosystem and Bio-Sphere.
Paper VIII  Teaching of Physical Science

Unit I

i) History & nature of Science
ii) Role & importance in daily life
iii) Path tracking discoveries & landmark developments in science
iv) Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
v) Importance & place of Physical Science in school curriculum
vi) Objectives, of teaching Physical Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II  Planning for teaching Physical Science

i) Developing year plans, unit plans, lesson plans.
ii) Preparation of lesson plans on the basis of standard Principles.
iii) Preparation & development of improvised appoints.
iv) Preparation, selection & use of teaching aids.
v) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III  Methods of Teaching

i) Lecture Method
ii) Demonstration method
iii) Demonstration-cum-Discussion method
iv) Heuristic method
v) Inductive deductive method
vi) Project method
Unit IV  

Content (Physics)

i) Motion, force, work & energy, displacement motion and its types
speed velocity and acceleration, force-magnitude and direction.

ii) Heat as energy, temperature, transfer of heat thermal expansion &
change of state.

iii) Newton’s Law, qualitative concept of relativity, universal law of
gravitation, Kepler’s.

iv) Simple pendulum, restoring force, SHM, displacement,
amplitude, frequency time period, expression for time period,
wave motion, propagation of through a medium, longitudinal and
transverse waves length, relation between speed, frequency and
wave length, transfer of energy and momentum in wave
propagation, periodic motion, sound waves and their nature.

v) Light, image formation by spherical mirrors and lenses, telescope,
microscope, defects of vision and correction perception
perception of colour, colour blindness, composition of white light,
wavlength and colour of light.

Unit V  

Content (Chemistry)

i) Introduction to chemical reactions, types of chemical reaction
combination decomposition displacement reactions by performing
actual classroom activities related to these reactions (wherever
possible)

ii) Introduction to the electronic concept of oxidation-reduction,
oxidation number and redox reaction by demonstrating different
redox reactions in the class and discussing their chemical
equations.

iii) Endothermic and exothermic reactions by performing the
activities of dissolution of any NH4Cl in water, evaporation of
water, spirit (endothermic) and adding water to quick lime,
dissolution of NaOH in water, H2SO4 in water and neutralization
reaction (exothermic) of aq. NaOh by aq. HCL. Concept of rate of
reaction, factors affecting the rate-effect of (a) Concentration (b)
Temperature (c) Pressure and (d) Catalyst.

iv) Elementary idea of Electro chemical cell and dry cell

v) Rusting of iron & preventive measure mole concept and solving
of numeric problems related to the mole concept.
Unit I  **Mathematics – Historical Background**

i) Meaning of mathematics

ii) History of Mathematics

iii) Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujan.

iv) Contribution of Euclid, Pythogorus, Rene-descarte.

Unit II  **Methodology**

i) Inductive & Deductive

ii) Analytical & Synthetic

iii) Heuristic, project and laboratory

iv) Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

Unit III  **Instruction in Mathematics**

i) Meaning and importance of a lesson plan

ii) Performa of a lesson plan and its rationality

iii) Meaning and purpose of a unit-and-unit plan and an yearly plan

iv) Developing low cost improvised teaching aids relevant to local ethos

v) Maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit IV  **Content – I**

i) Mensutation: Volume and surface Area of Cube, cone, cylinder and sphere

ii) Linear Equation of one and two variables

iii) Rational Expression & Quadratic equation

iv) Ratio & Proportion and Factors
Unit V  Content – II

iii)  Circle & Geometrical Constructions

iv)  Statistics: Mean, Median, Mortality table, cost of living index and price index.

v)  Sets & surds.

Note:

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ii)  The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.
(Paper IX)  Internship & Practice Teaching  Marks : 300

i)  Internship  (50 marks)
- Mastery of basic skills required for maintenance of school records (Admission, Attendance, Examination)
- Attending & organized Morning assembly.
- Attending staff meetings & preparing school time table
- Observing 3 lessons delivered by any teacher on the staff as per the school time table & preparing a report on that.
- The duration of internship shall be six working days.
- The evaluation of this component shall be done jointly by the Head of the Institute & the Supervisor.

ii)  Preparation of Teaching aids  (50 marks)
- Teaching aids to be prepared for two content-cum-Methodology papers separately. These aids are to be prepared for all the fifteen lessons to be delivered in each subject.

iii)  Mastery of Teaching Skills  (100 marks)
- Micro teaching/ Simulated teaching sessions shall be conducted by the college prior to the practice of teaching, emphasis shall be laid on the development of some basic major skills of teaching.

iv)  Practice Teaching  (100 marks)
- The practice teaching shall be conducted for fifteen working days. Each day a student teacher shall deliver two lessons in each subject. All these lessons shall be supervised by the Head of the Institution & the concerned Supervisor. The two criticism lessons shall be delivered in presence of other teachers on the staff.