

SYLLABUS
FOR
B.Ed PROGRAMME
(Semester System)



FACULTY OF EDUCATION
University of Kashmir
(NAAC Accredited 'A' Grade University)
Hazratbal, Srinagar (Jammu & Kashmir)-190006

PROGRAMME OUTCOMES

B.Ed.

B.Ed. programme is intended towards making the education process a more holistic experience for the pupil teachers, its main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through hands on experiences and practical training. The specific programme outcomes are listed as:

- Prepare pupil-teachers with the understanding on socio and psycho prospect of learner, proficiency on curricular and pedagogical concerns.
- Develop professionally with skills and competence for growing technological needs and global concerns and enable student-teachers to assimilate and integrate the use of ICT in facilitating teaching learning process.
- Develop a perceptive of the contemporary Indian Society, with particular reference to education.
- Able to identify, select and make use of learner-centred teaching techniques, developing an insight of fundamental change in conceptualizing disciplinary knowledge in school curriculum.
- Develop essential capabilities for organizing learning experiences, selecting and making use of suitable assessment and evaluative strategies for facilitating learning.
- Familiarize the educational prospect by offering open access to quality, value based and significant education to all.
- Recognize the challenges and overcoming gender inequalities in school, classroom, curricula, textbook, social institutions, etc.
- Enable to understand learner and his learning environment, school management, school and society and recognize the diversity and deal with diverse learners in inclusive classroom setup.
- Develop the skills to communicate in both oral and written forms and comprehend language across the curriculum.
- Build the right approach, values considered necessary for teaching profession.
- Practice teaching and observation of school activities by school internship in schools inculcate the real experiences of classroom teaching.
- Develop understanding, contemporary issues regarding population, gender and environment in global perspective.
- Develop subject specific pedagogical knowledge and skills and design affective lesson plans and teaching strategies for the pedagogical subject.

Scheme of Courses.

Ist Semester

| | | <u>Credit</u> | <u>Marks</u> | | |
|----------|---------------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| BED15101 | Foundation of Education | 4 | 80 | 20 | 100 |
| BED15102 | Learning and Development | 4 | 80 | 20 | 100 |
| BED15103 | Population and Gender Education | 4 | 80 | 20 | 100 |
| BED15104 | Inclusive Education | 4 | 80 | 20 | 100 |
| BED15105 | Environmental Education | 4 | 80 | 20 | 100 |

Internship: 1

| | | <u>Credit</u> | <u>Marks</u> | | |
|-------|-------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| INT 1 | School Internship | 4 | 60 | 40 | 100 |

2nd Semester

| | | <u>Credit</u> | <u>Marks</u> | | |
|----------|------------------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| BED15201 | Development of Education in India | 4 | 80 | 20 | 100 |
| BED15202 | Educational Guidance & Counselling | 4 | 80 | 20 | 100 |
| BED15203 | Educational Technology & ICT | 4 | 80 | 20 | 100 |
| BED15204 | Teacher Education | 4 | 80 | 20 | 100 |

(Any one of the following)

| | | | | | |
|----------|-----------------------------|---|----|----|-----|
| BED15205 | Teaching of <i>English</i> | 4 | 80 | 20 | 100 |
| BED15206 | Teaching of <i>Urdu</i> | | | | |
| BED15207 | Teaching of <i>Hindi</i> | | | | |
| BED15208 | Teaching of <i>Punjabi</i> | | | | |
| BED15209 | Teaching of <i>Kashmiri</i> | | | | |
| BED15210 | Teaching of <i>Arabic</i> | | | | |

Internship: 2 School Internship cum Microteaching

| | | <u>Credit</u> | <u>Marks</u> | | |
|----------|------------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| INT 2 a) | School Internship | 4 | 60 | 40 | 100 |
| INT 2 b) | Microteaching – Major Skills | 4 | 60 | 40 | 100 |
| | | | | | 200 |

3rd Semester

| | | <u>Credit</u> | <u>Marks</u> | | |
|----------|--------------------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| BED15301 | School Management | 4 | 80 | 20 | 100 |
| BED15302 | Educational Measurement & Evaluation | 4 | 80 | 20 | 100 |

(Any one of the following)

| | | | | | |
|----------|---|---|----|----|-----|
| BED15303 | Teaching of <i>Bio-Science</i> | 4 | 80 | 20 | 100 |
| BED15304 | Teaching of <i>Physical Science</i> | | | | |
| BED15305 | Teaching of <i>History & Civics</i> | | | | |
| BED15306 | Teaching of <i>Geography</i> | | | | |
| BED15307 | Teaching of <i>Mathematics</i> | | | | |

Internship: 3 School Internship cum Practice of Teaching

| | | <u>Credit</u> | <u>Marks</u> | | |
|----------|-----------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| INT 3 a) | School Internship | 2 | 30 | 20 | 50 |
| INT 3 b) | Teaching Practice – 1 Paper | 4 | 60 | 40 | 100 |
| INT 3 c) | Teaching Practice – 2 Paper | 4 | 60 | 40 | 100 |

4th Semester

| | | Credit | Marks | | |
|----------------------------------|--|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| BED15401 | Language Competence & Communication Skills | 4 | 80 | 20 | 100 |
| BED15402 | Peace and Value Education | 4 | 80 | 20 | 100 |
| Any one of the following: | | | | | |
| BED15403 | Essentials of Instructional Technology | 4 | 80 | 20 | 100 |
| BED15404 | Physical and Health Education | | | | |
| BED15405 | Creativity and Education | | | | |
| BED15406 | Curriculum Development | | | | |
| BED15407 | Home Science and Education | | | | |
| BED15408 | Comparative Education | | | | |
| BED15409 | Linguistics & Education | | | | |
| BED15410 | Elementary Computer Education | | | | |
| BED15411 | Distance Education | | | | |
| BED15412 | Project Work | | | | |

Internship: 4 School Internship cum Practice of Teaching

| | | Credit | Marks | | |
|-------|--------------------------------|---------------|-----------------|-----------------|--------------|
| | | | <u>External</u> | <u>Internal</u> | <u>Total</u> |
| INT 4 | a) School Internship | 2 | 30 | 20 | 50 |
| INT 4 | b) Teaching Practice – 1 Paper | 4 | 60 | 40 | 100 |
| INT 4 | c) Teaching Practice – 2 Paper | 4 | 60 | 40 | 100 |

First Semester

BED15101 Foundations of Education

M. Marks 80

Expected Learning Outcomes:

- ❖ To understanding the relationship between philosophy and education and explore the philosophical foundations of education.
- ❖ To familiarize themselves with the major schools of thought in Indian and Western philosophy.
- ❖ To learn about influential Indian educational thinkers, such as Rabindranath Tagore, Swami Vivekananda and Mahatma Gandhi.
- ❖ To understand the relationship between democracy and education and examine how education can foster democratic values, citizenship, and social justice.
- ❖ To delve into the concepts of secularism, culture, and social change and exploring how these factors influence educational systems and practices.

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

Unit II **Major Educational Philosophies and Educational Thinkers**

Philosophies:

- i) Naturalism
- ii) Idealism
- iii) Pragmatism

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

Thinkers:

- i) Mahatama Ghandhi: Basic Education
- ii) Swami Vivekananda: Man making Education
- iii) Froebel: The play way method
- iv) Montessori: The Didactic Apparatus

Unit III **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
Role of Education in multi religious society like India.

Unit IV **Culture & Social Change**

- i) Concept & Characteristics of Culture
- ii) Relationship between Culture & Education with special reference to

conservative and creativity roles

- iii) Concept of social change
- iv) Factors of social change
- v) Roles of Education Vis-à-vis social change

Suggested Readings:

1. Broudy H. Building a philosophy of Education
2. Brubacher Modern Philosophies of Education.
3. Brubacher A History of the problems of Education
4. Butler Four Philosophies.
5. Mani, R.S. Educational ideas and ideals of eminent Indians
New Book Society of India, Delhi-1999.
6. Mukalal J.C. Gandhian Education' Discovery pub. House, Delhi –1997
7. Wilson Bryan Education Equality and Society; George Allen and university
Ltd, London-1975.
8. Moore, W E Social change, Prentice Hall, America, 1964.
9. Klyuer Baris Religion in Indian Society' Sterling Pub Pvt. Ltd. Delhi,1979.
10. Battamore, T.B. Sociology, Blackie and Sons (India) Ltd; 1973.
11. Nath, Prem The Basis of Education, Schand and C. Ltd; Delhi-1979.
12. Bhatia, K.K and Principles and practice of Education' Kalyani publisher
Purohid, Trenath Delhi 1993.
13. Khan, Mohd Sharif 'Islamic Education' Ashish Pub House, Delhi-1986.
14. Panday, R.S. Philosophing Education; Kanishka Pub. House Delhi-1993
15. Chaube S. P. Educational philosophy in India, VPH Delhi-1993
16. Srinivas, M.N. 'Caste in Modern India, Asia Pub House, Delhi-1962
17. Jayaram, N. Socialology of Education in India, Rawat Pub; Jaipur, 1990.
18. Ghosh, Muktrshree Concept of Secular Education in India, B.R. Publishing
Corporation, Delhi-1991.
19. Prashad, Vijay Untouchable Freedom' Oxford University Press, Mumbai.
20. Rao, Dr.D and Women Education and Empowerment, Discovery publishing
Latha, D House, Delhi-1999
21. Hassan, Ijlal Education for Today and Tomorrow; Srinagar, Chattan
Publications 1989
22. Hassan, Ijlal Abhinav Gupta; Srinagar Chattan Publication,1989

23. Kilpatrick An Introduction to Philosophy.
24. Kneller Introduction to Philosophy of Education.
25. Lodge An Introduction to Philosophy.
26. Ram Nath & Keder Nath Metaphysics and General Philosophy.
27. Rusk The Doctrine of Great Educators.
28. Taneja Socio-Philosophical Foundations of Education.
29. Taneja, V.R Educational through and practice.
30. Thakur A.S The Philosophical Foundations of Education.
31. Deflecir, M.L Sociology; Human Society (Scoott. Former and Company's 1971)
32. Durkheim, B Education and Society, New York! The Free press, 1966)
33. Gore, M.S Education and Modernization in India (Jaipur; Rawat Pub.1982)
34. Mannhiem, K. An introduction to Sociology of Education (London! Rantledge and Kegan Paul, 1962)
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. Salamatullah 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)

Expected Learning Outcomes:

- ❖ To understand psychology and its relevance in the field Education.
- ❖ To conversant with different stages of growth and development.
- ❖ To analyze the Theories of learning and their utility in the Teaching learning process.
- ❖ To understand intelligence and the different approaches for its assessment.
- ❖ To acquaint with various theories of Personality along with their Educational implications.

Unit I Psychology & Educational Psychology

- i) Nature, Meaning and Scope of Psychology
- ii) Nature & Meaning of Educational Psychology
- iii) Functions Educational Psychology

Unit II Understanding Learner Stages of Human development

- i) Physical, Social, Emotional & Cognitive development patterns.
- ii) Stage - specific Characteristics of Infancy & Childhood
- iii) Characteristics & Problems of Adolescents.
- iv) Guidance & Counseling 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) Constructivism- Vygotsky

Unit IV Intelligence and Personality Intelligence

- i) Nature & Meaning
- ii) Measurement of Intelligence – Concept of I.Q, Verbal and Non-verbal (One test from each category to be discussed)
- iii) Theory of Multiple Intelligences (Howard Gardner)
- iv) Structure of intellect (Guilford)

Personality

- i) Nature & Meaning
- ii) Determinants of Personality – biological & socio-culture determinants
- iii) Trait-theory of Personality (Allport)
- iv) Psycho analytic theory of Personality (Freud) Educational Implications of the above mentioned theories.

Suggested Readings: -

1. Mayer, R.E (1987) Educational Psychology; A Cognitive Approach, Little Brownan and Company, Boston.
2. Gange. E (1985) The Cognitive Psychology of School Learning, Little Brownan.
3. Derville, Leonore, M.T (1982) The use of Psychology in Teaching Longma London.
4. Biggs, Jhon B. (1987) The Process of Learning, 2nded prentice Hall, Sydney.
5. Gagne, R.M (1965) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
6. Mc Shane, J. (1991) Cognitive Development, An Information processing Approach Basic Black Well, Oxford.
7. Glover, J.A and Bruning Educational Psychology principles and Applications, Scott, foreman and Co, London.
8. Dececco J.P. (1970) Psychology of Learning and instruction! Educational Psychology, prentice Hall of India Ltd, New-Delhi.
9. K Lausmeir, H.J (1964) Learning and Human Abilities. Educational Psychology Harper and Row and John weather Hill, Tokyo.
10. Allport g.W. Pattern and Growth in personality.
11. Ferguson Personality Measurement.
12. Hall and Lindzy Theories of Personality
13. Hilgard Theories of Learning.
14. Kelly Personality Assessment .
15. Mowrer Theories of Learning (Vol.)
16. Marx M.H. System and Theories in Psychology.
17. Ross Stanger Personality.
18. Skinnor Educational Psychology.
19. Spinthal Educational Psychology

Expected Learning Outcomes:

- ❖ To understand population Education and the factors affecting population growth.
- ❖ To comprehend the Population Education as a subject and the various methods to study population.
- ❖ To understand the significance of gender studies and explore the relationship between Gender, economy and work participation.
- ❖ To sensitize about women Education, the challenges and the recommendations made for the redresal.

Unit I**Population Education and Population Dynamics**

- i) Concept, meaning and objectives.
- ii) Need and Importance
- iii) Distribution & density
- iv) Population composition – Age, Sex, Rural/Urban.
- v) Factors affecting Population growth – fertility, mortality & migration

Unit II**Population Education in Schools**

- i) Scope of population education in school
- ii) Methods & approaches: Inquiry approaches, observation, self-study, discussions assignments.
- iii) Use of Mass Media – Newspapers, Radio, TV, & A-V aids.

Unit III**Gender Studies**

- i) Concept, need and scope of gender studies
- ii) Gender studies as an academic discipline
- iii) Gender, economy and work participation
- iv) Gender, globalization and education

Unit IV**Issues of Indian Women**

- i) Women education: need, importance and problems
- ii) Co-education- its educational implications
- iii) Education of girl child in India: present status and challenges ahead
- iv) Kasturba Gandhi Balika Vidyalaya
- v) Girls education in SSA and RMSA

Suggested Readings: -

1. U. K. Singh & S. N. Sudershan Population Education, Discovery Publishing House, New Delhi - 110002.
2. A. Bhatia Population Education Ankar Publishing Tajpur Road, Ludhiana
3. M. V. Lakhmi Reddy Population Education Ashish Publishing House 8/8 punjabi Bagh, New Delhi.
4. Women and Globalisation Sushma Srivaskar Common Wealth publishers
5. Gender Inequality & Women Empowerment; Anil Kumar Thai Axis Books Pvt. Ltd.
6. Gender Mainstreawing and issues S. Barik Adhyayan publishers & distributors
7. Gender Sociology Sumit Dutta (2013) Wisdom press.
8. Child Welfare Development D. Paul Chowdhary ATMARAM & Sons

Expected Learning Outcomes:

- ❖ To understand the core principles, values, and concepts of inclusive education, including diversity, equity, and social justice.
- ❖ To gain insights into various categories of special children with their diverse educational needs.
- ❖ To explore the emergence of the concept of Inclusion with reference to its historical perspective.
- ❖ To analyze the national initiatives taken to promote inclusive education.

Unit I Exceptionality

- i) Meaning, significance and scope.
- ii) Levels of intervention: Preventive, remedial and compensating.
- iii) Special education: Meaning, significance and scope.

Unit II Categories of Special Children

- i) Physically challenged: Visually and Hearing impaired.
- ii) Mentally Retarded
- iii) Gifted

(With special reference to causes, characteristics and educational measures)

Unit III Inclusive Education

- i) Historical background of inclusive education.
- ii) Principles of inclusion and necessary resources.
- iii) Inclusion, integration and mainstreaming.

Unit IV National initiatives

- i) Integrated education for disabled children (IEDC, 1974)
- ii) Rehabilitation Council of India (1992)
- iii) Sarva Shiksha Abhiyan (SSA 2000)
- iv) National Curriculum Framework (NCF, 2005)

Suggested Readings: -

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Hallahar, D.P., & Kauffman, J. M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.
3. Kirk, S. A., & Gallagher J. J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
4. Werts, Margaret G. (2011) Fundamentals of Special Education. P.H. I Learning Private Ltd. New Delhi.
5. Education of Children with Special needs G. Lokanandha Reddy, R. Ramar, A. Kusuma
6. Educating Exceptional Children S. K. Mangal
7. Special Education Parveen, A.

Expected Learning Outcomes:

- ❖ To understand the core principles, values, and concepts of inclusive education, including diversity, equity, and social justice.
- ❖ To gain insights into various categories of special children with their diverse educational needs.
- ❖ To explore the emergence of the concept of Inclusion with reference to its historical perspective.
- ❖ To analyze the national initiatives taken to promote inclusive 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 Concerns**

- i) Causes and consequences of environmental degradation
- ii) Air pollution: causes consequences and remedies
- iii) Water pollution: causes, consequences and remedies
- iv) Deforestation and its implications suggest some remedial measures

Unit III**Environmental Awareness**

- i) Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
- ii) Programmes of environmental education for attitude changes among the children with special reference to Save Dal, Save Hangul, Save Tiger Project.
- iii) Chipko movement.

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) Concept of hazard, disaster and vulnerability.
- iii) Natural Disasters: Floods, Flash floods, Drought, Earthquakes, Cloudbursts and Landslides

Suggested Readings:

1. Carson, Sean McB., Environmental Education – Principles and Practices:
Edward Arnold Publishers, 1978
2. George, Martin and Turner, Environmental Studies U.K. Blond Education
3. Odum, E.P., ‘Fundamental of Ecology’ W.B. Saunders Company London (1971)
4. NCERT (1981) Environmental Education at school level
5. Saxena, A.B., ‘Environmental Education’ National Psychological
Corporation (1986)
6. Sharma, R.C., Environmental Education Metropolitan Publishers, New Delhi, 1981

INT 1: School Internship

The Internship will be observed as per the following schedule

| First Semester (April – August) INT 1 | | | | | |
|---|--|----------|---------|----------|------|
| INT 1 | Activity | Duration | Credits | Marks 50 | |
| | Visit Cum Observation to | 2 weeks | 2 | Ext. | Int. |
| | a) Aganwadi (neighbouring centre)* | 3 days | | 30 | 20 |
| | b) Nursery School (Observation of 5 Lessons)* | 3 days | | | |
| | c) Pre-School (Observations of 5 Lessons)* | 3 days | | | |
| | d) Elementary School (Middle)* (Observation of 5 Lessons) | 3 days | | | |
| *Activities to be recorded in the Reflective Journal (RJ) | | | | | |

Second Semester

BED15201

Development of Education System in India

M. Marks 80

Expected Learning Outcomes:

- ❖ To develop an understanding about the different developmental periods and their description about Education.
- ❖ To explore the British India period with special reference to major recommendations pertaining to education.
- ❖ To explore the significant measures taken in India after post-Independence era in context to the development of Education.
- ❖ To develop an understanding related to various problems related to education and the ways to their redressal.

Unit I

Education in Ancient & Medieval India

- i) Vedic Education
- ii) Buddhist Education
- iii) Muslim Education -

Detailed description of Salient features, Objectives, Curriculum, Methods of Teaching, Role of Teacher of these systems of Education

Unit II

Education in British India

- i) Macaulay's Minutes (1835)
- ii) Wood's Dispatch (1835)
- iii) Education Commission (1882)
- iv) Sargent Report (1944)

(With special reference to their major recommendations)

Unit III

Education in Post-Independence Era

- i) Bhagwan Sahai Committee Report (1972)
- ii) Secondary Education Commission (1952-53)
- iii) Indian Education Commission (1964-66)
- iv) National Policy on Education (1986)
- v) National Curriculum Framework (NCF-2005) (With

special reference to their major recommendations)

Unit IV

Problems & Issues

- i) Universalization of Elementary Education
- ii) Open & Distance Learning (ODL)
- iii) Education of Weaker Sections

Suggested Readings:-

1. Doughlass Trends and Issue in Sec. Education
2. King World Perspective in Education.
3. Ganai & Bhat Development of Education Systems in India Dilpreet Publishing House, New Delhi.
4. Heinz Sunker Policies, Sociology and Economics of Education: interdisciplinary and comparative perspectives.
5. Lanereys Encyclopedia of Education problems ideas and ideologies
6. Agarwal, J. C. (1998) Major recommendations of Educational Commissions Agarwal J.C Educations in Indiasince, 1991.
7. Dayal, B. The Development of Modern India Education. (New-Delhi! Orient Longman's Ltd. 1965)
8. Garg, B.R. Education For Tomorrow. (Ambla Cantt; International Book agency 1979)
9. Hughes A.G and Education. Hughes,C. Current problems in India (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.
14. Nurrulah, S & Delhi! Naik, J.P. Development of Education (1800-1947) (New-Macmillan and co; Ltd, 1964.
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)

Expected Learning Outcomes:

- ❖ To understand the concept of Guidance & explore its developmental journey in and outside India.
- ❖ To explore the basis of Guidance and the relevance of various psychological tests to facilitate guidance service.
- ❖ To acquaint with the process of organization of Guidance service at schools and the principles to follow while its organization.
- ❖ To understand the diverse meaning of counseling and the steps involved while providing counseling.

Unit I**Guidance**

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

Unit II**Foundation of Guidance**

- i) Philosophical and Socio-cultural Foundations
- ii) Psychological Foundation
- iii) Relevance of Intelligence and Personality tests

Unit III**Organization of Guidance Service**

- i) Purpose of Organization
- ii) Principles of Organization
- iii) Guidance services at Elementary level.
- iv) Guidance services at Secondary level.

Unit IV**Counseling**

- i) Meaning and Purposes
- ii) Steps involved in counseling
- iii) Qualities of a Counselor.
- iv) Directive and non-directive theories of counseling.

Suggested Readings:

1. Bordin, E. S. Psychological Counseling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counseling: A Development Approach.
(Allyon and Bacon, Boston, 1970)

3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)
5. Patterson, Counseling and
Psychotherapy
(New York:
Harpe, 1954)
6. Shertzner, B & Fundamental of Guidance.
Stone, S. C. Boston: Houghton Mifflin Co., 1976)
7. Chauhann, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donal, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counseling.
(NCERT Publication).

Expected Learning Outcomes:

- ❖ To understand the meaning & significance of Educational Technology along with its various components & types.
- ❖ To familiarize the students with teaching learning aid and approach of teaching objectives with reference to (Cognitive, Affective & Psycho-motor domain).
- ❖ To develop clear understanding of innovations of teacher training techniques and helps to modify teaching behaviour through different skills of teaching.
- ❖ To understand the concept of ICT and to learn about the effective use of ICT in education.

Unit I**Educational Technology**

- i) Historical development of educational technology
- ii) Meaning, objectives and scope.
- iii) Approaches to Educational Technology
 - a) Hardware and Software,
 - b) Multimedia and Mass-media
- iv) Forms of educational technology
 - Teaching technology
 - Behavioural technology
 - Instructional technology.

Unit II**Teaching Learning Aids & Instructional Objectives**

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

Unit III**Innovations in Teaching**

- i) Microteaching-meaning, steps, phases merits and demerits
- ii) Role of supervisor and major skills of microteaching
- iii) Simulated Teaching-meaning, steps, types, advantages and disadvantages
- iv) Programmed Learning- meaning, characteristics and principles
- v) Types of programmed learning-linear and branching

Unit IV**ICT in Education**

- i) Information and communication technology: Concept, need and scope.
- ii) ICT inputs in education.
- iii) Project based learning
- iv) Computer assisted learning

Suggested Readings:

1. Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
2. Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Barle Davide (1960) The Process of Communication, Holt, New York.
4. Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
5. Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
6. Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts
7. Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
8. Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
9. Davis, Irork (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Ajit songh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.
12. Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House 'Ramdoot' Dr. Balerao Marg, Girgaon Mumbai.
13. Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya, Ahmedabad.
14. Robbins, Stephens, P., Organisational Behaviour VIIIth Edition, Prentice Hall of India New Delhi.
15. Sharma, R.A. (1983) Technology of Teaching: International Publishing House
16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar)

Expected Learning Outcomes:

- ❖ To explore an understanding of historical journey of Teacher education in India and the major recommendations made in this regard.
- ❖ To understand the significant relationship between a teacher and the professional traits to beautify teaching skill.
- ❖ To explore the role and responsibilities of different professional organization to promote quality teaching.
- ❖ To analyze the significance of teacher evaluation and modes and methods available in this regard.

Unit I**Introduction to Teacher Education**

- i) Concept, need and significance of teacher education
- ii) Historical development of teacher education in India
 - Pre-independence- ancient, medieval and British period
 - Post-independence
- iii) Recommendations of the following commissions and committees towards teacher education:
 - National commission on teachers-(1983-85)
 - NCFTE-(2009)

UNIT II**Teaching Profession and Teacher**

- i) Professional traits of a teacher- teacher as a manager, facilitator and counselor
- ii) Techniques of teacher preparation
 - Team teaching- History, meaning and definitions, categories, advantages and disadvantages
 - Flanders's Interaction Analysis

Model UNIT III Role of professional organizations

- i) District Institutes of Education and Training (DIET's)
- ii) State Institute of Education (SIE's)
- iii) State Council of Educational Research and Training (SCERT)
- iv) National Council of Teacher Education (NCTE)
- v) With special reference to composition and functions

UNIT IV**Evaluation of Teachers**

- i) Need for evaluation of teachers
- ii) Tools for teacher evaluation-questionnaire and rating scale

Suggested Readings:

1. Adaval, S. B. Quality of Teacher (Allabad)
2. Ahiya, R. L. The Problems of Teacher in India (Ambala Cantt., The Indian Pub.)
3. Ahiya, R. L. The Teacher of Teacher (New York)
4. Mathur, V. S. Teacher Education Some Thoughts (Ambala: Aggarwal Prakashn, 1956).
5. Mukherji, S. N. Education of Teachers in India (Delhi: S. Chand & Co., 1968)
6. Nadeem N. A. Profile of the Effective Teacher (Srinagar: Full Bright Pub., 1989)
7. Nadeem, N. A. & Akhtar, P. Development of Teacher Edu. in J & K (1900 – 1980 Monograph)
8. Srivastava, R. C. Theory & Practice in Teacher Edu. (Chugh Publication, 1975)
9. Chrimali, K. L. Better Teacher Education (Ministry of Education, New Delhi)

Expected Learning Outcomes:

- ❖ To provide historical knowledge about English in India and methods of Teaching English.
- ❖ Develop a good understanding of the basic concepts in second language teaching.
- ❖ To enable the students to understand the psychology and pedagogy of English language learning.
- ❖ To develop basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
- ❖ Prepare lesson plans on different and prescribed aspects of English as second language.
- ❖ To provide detailed knowledge about the content and Grammar.

| | |
|----------|--|
| Unit I | Position of English Teaching |
| | <ul style="list-style-type: none"> i) The Position of English in India ii) The Objectives of teaching English as a 2nd language at Secondary level iii) Principles of teaching English – Psychological, linguistic & Pedagogical iv) Direct method v) Structural Approach vi) Communicative method vii) Bilingual Method |
| Unit III | Understanding Language Skills |
| | <ul style="list-style-type: none"> i) Knowing listening and speaking ii) Teaching listening and speaking through activities iii) Reading through different types-silent/loud, extensive and intensive iv) Developing writing skill through classroom activities v) Defects in reading and writing skills and their remedial measures vi) Learning to evaluate all skills |
| Unit III | Teaching of Prose and Poetry |
| | <ul style="list-style-type: none"> i) Teaching of Prose and Lesson planning ii) Teaching of poetry and lesson planning iii) Criteria of a good language test iv) Type of language Tests. |
| Unit IV | Content |
| | <ul style="list-style-type: none"> i) Determiners, auxiliaries & Models ii) Phrases, Verbs, Adverbs, Prepositions & Connectors iii) Tenses & Clauses iv) Active & Passive Voice |

- v) Direct – indirect speech
- vi) Punctuation
- vii) Rhyme & Rhythm
- viii) Simile & Metaphor
- ix) Alliteration & Pun

Suggested Readings:

1. R Quirk and S Green Baum (Longman): A University Grammar of English
2. A.J. Thomson and A V Martinet: A Practical English Grammar (O.U.P.)
3. Raymond Murphy: Intermediate English Grammar (C.U.P.)
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS?OUP)
5. Francoise Grellet : Developing Reading Skills (CU.P.) Francoise Grellet
6. Micheal Mc-Carthy, Felicity)’Dell : English Vocabulary in Use (C.U.P.)
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.)
12. John Haycraft : Visual Materials for the Language Teacher (Longman)
13. H.G. Widdowson : Teaching writing as Communication (O.U.P.)
14. A C Gimson : In introduction to the Pronunciation of English (Edward Arnold)
15. J.D.O’Connor : Better English Pronunciation (C.U.P.)
16. C J Brumfit : Problems and Principles in English teaching (Pergamon)
17. C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);
18. Jane Willis : Teaching English through English (A Course in Class Language and Techniques) (ELBS)
19. Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
20. A.S.Hornby : The Oxford advanced Learner’s Dictionary of Current English (O.U.P.).

Expected Learning Outcomes:

- ❖ To provide historical knowledge about Urdu and use of various methods of Teaching Urdu.
- ❖ To develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu
- ❖ To provide knowledge about preparation of lesson plan for teaching prose and poetry and acquaint with criteria of language test.
- ❖ To get acquainted with the history and development of Kashmiri literature

Unit I**Position and methods of Urdu Teaching**

- i) Origin and development of Urdu language
- ii) Objectives of teaching Urdu at elementary & secondary levels
- iii) Translation method
- iv) Direct method
- v) Structural approach
- vi) Communication approach

Unit II**Understanding Language Skills**

- i) Describe listening, speaking, reading and writing skills
- ii) Teaching listening and speaking through activities
- iii) Reading through different types-silent/loud, extensive and intensive
- iv) Developing writing skill through classroom activities
- v) Defects in reading and writing and their remedial measures
- vi) Learning to evaluate all skills

Unit III**Teaching of Prose and Poetry**

- i) Teaching of Prose and Lesson planning
- ii) Teaching of poetry and lesson planning
- iii) Criteria of a good language test
- iv) Type of language Tests.

Unit IV**Content**

(History and Development of Urdu literature)

- i) important literary trends and movements of Urdu: Fort William College, Sir Syed Tehreek, Tarraqi Pasand Tehreek, Jadeedyat
- ii) Main schools of thought-Dabistan-i-Delhi, Dabistan-i-Lucknow
- iii) Definition and history of main Urdu genres: Ghazal, Nazm, Afsana, Novel.

Expected Learning Outcomes:

- ❖ To provide knowledge about origin and development of Kashmiri and methods of Teaching Kashmiri.
- ❖ To develop awareness of objectives of teaching Kashmiri at the Elementary and Secondary level.
- ❖ To develop basic linguistic skills of as listening, speaking, reading and writing and integrate them for communicative purpose.
- ❖ To provide knowledge about preparation of lesson plan for teaching prose and poetry and acquaint with criteria of language test.
- ❖ To get acquainted with the history and development of Kashmiri literature

Unit I**Position and Methods of Kashmiri Teaching**

- i) Origin and development of Kashmiri language.
- ii) Objectives of teaching of Kashmiri at elementary & secondary levels.
- iii) Problems of teaching of Kashmiri
- iv) Direct method
- v) Structural Approach
- vi) Communicative Method

Unit II**Understanding language and Skills**

- i) Kashmiri Phonology; Vowels and consonants.
- ii) Kashmiri Script
- iii) Reading through different types-silent/loud, extensive and intensive, reading with comprehension
- iv) Essay Writing
- v) Letter Writing

Unit III**Teaching of Prose and Poetry**

- ii) Teaching of Prose and Lesson planning
- ii) Teaching of poetry and lesson planning
- iii) Criteria of a good language test
- iv) Type of language Tests.

Unit IV**Content**

(History and Development of Kashmiri literature)

- i. Ghazal, Nazm, Afsana, Novel, Dastan
- ii. Sufism and progressive movements

Expected Learning Outcomes:

- ❖ To provide knowledge about origin and development of Hindi language and use of different methods of teaching Hindi.
- ❖ To develop awareness of objectives of teaching Hindi at the Elementary and Secondary level.
- ❖ To develop basic language skills of as reading and writing and integrate them for communicative purpose.
- ❖ To provide knowledge about preparation of lesson plan for teaching prose and poetry and acquaint with criteria of language test.
- ❖ To understand use of grammar and appreciate and reflect on the life & contribution of Kabir & Tulsi.

Unit I: Position and Methods 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
- v) Translation method
- vi) Play way method
- vii) Direct method
- viii) Structural approach

Unit II Reading & Writing

- i) 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) Essay writing/Letter writing

Unit III 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

Unit IV: Content

- i) Standard sounds of Hindi, Vowels, and consonants correct pronunciation in Hindi.

- ii) Definition & Kinds of Nouns & Adjectives.
- iii) A detailed description of the life & 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)

Expected Learning Outcomes:

- ❖ To understand the history & importance of Punjabi language and use of different methods of teaching Punjabi.
- ❖ To develop awareness of objectives of teaching Punjabi at the Elementary and Secondary level.
- ❖ To develop basic language skills of as reading and writing and integrate them for communicative purpose.
- ❖ To provide knowledge about preparation of lesson plan for teaching prose and poetry and acquaint with various language test.
- ❖ To understand the different aspects of Grammar and provide detailed description of life and works of Baba Fareed and Amrita Preetam.

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 Punjabi at Elementary & secondary levels.
- iv) Translation method
- v) Play way method
- vi) Direct method
- vii) Structural approach

Unit II**Reading & Writing**

- i) Meaning and Importance of Reading
- ii) Types of reading silent/loud, intensive & extensive,
- iii) Reading defects and their cure.
- iv) Defects in writing skills and their improvement.
- v) Essay writing/Letter writing

Unit III**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) Types of language tests.

Unit IV:**Content**

- i) Detailed description of life and works of Baba Fareed and Amrita Preetam
- ii) Folk songs and its importance

- iii) Nouns & its Kinds
- iv) Adjective & its Kinds
- v) Phrases & idioms.

Expected Learning Outcomes:

- ❖ To understand the history & importance of Arabic language and use of different methods of teaching Arabic.
- ❖ To develop awareness of objectives of teaching Arabic at the Elementary and Secondary level.
- ❖ To develop basic language skills of as reading and writing and develop elementary knowledge of Arabic script
- ❖ To provide knowledge about preparation of lesson plan for teaching prose and poetry and acquaint with various language test.
- ❖ To understand the different aspects of Grammar.

Unit – I**Position and Methods of Arabic Teaching**

- i) Origin and development of Arabic language
- ii) The position and role of Arabic in India
- iii) The objectives of teaching Arabic at elementary and secondary levels
- iv) Translation method
- v) Direct method
- vi) Structural approach
- vii) Bi-lingual method

Unit – II**Reading and Writing**

- i) Meaning and importance of reading
- ii) Loud/ silent, intensive/ extensive readings
- iii) Elementary knowledge of Arabic script
- iv) Teaching of alphabets and their shapes
- v) Qualities of good hand writing
- vi) Defects in writing skills

Unit – III**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 analyses and remedial teaching
- vi) Types of language tests

Unit – IV**Contents**

- i) The sun letters and the moon letters
- ii) Prepositions, pronouns and demonstrative pronouns

- iii) Adjectival phrases
- iv) Possessive phrases
- v) Nominal sentences
- vi) Conjugation of trilateral verbs

Suggested Readings:

1. Robert Lado: Language Teaching – A Scientific Approach: Tata Mcgraw Hill, New Delhi, 1985
2. K. V. V. Narsimah Rao: Essentials of Second Language Teaching; Central Institute of Indian Languages, Mansagangotri, Mysore, India, 2000
3. Richards and Rodgers: Approaches and Methods in Language Teaching.
4. C. J. Brumfit: Communicative Methodology in Language Teaching, Cambridge, 1984
5. W. Littlewood: Foreign and Second Language Learning, Cambridge, 1984
6. A new Arabic Grammar John A. Haywood
7. A practical approach to the Arabic language Wali Akhtar
8. Essential I. A. Faynan
9. Teach Yourself Arabic S. A. Rahman
10. Arabic Made Easy Abul Hashim
11. Let's Speak Arabic S. A. Rahman
12. محمد علي الخولي:- أساليب تدريس اللغة العربية، الرياض، المملكة العربية السعودية ط 2 / 1986
13. محمود كامل و رشدي أحمد:- طرائق تدريس اللغة العربية لغير الناطقين بها، المنظمة الإسلامية للتربية و العلوم و الثقافة، (ايسيسكو، الرباط، المغرب 2003)
14. محمد عبد القادر أحمد:- طرق تعليم اللغة العربية للمبتدئين، القاهرة، مصر – مكتبة النهضة المصرية، 1982
15. علي جواد الطاهر:- أصول تدريس اللغة العربية، دار الرائد العربي بيروت، لبنان – 1984
16. شفيق أحمد خان الندوي:- أهمية القصة في تعليم العربية للأجانب، لغير الناطقين بها الجامعة الملوية الإسلامية نيو دلهي
17. شفيق أحمد خان الندوي:- بناء المناهج و طرق تدريس اللغة العربية، قسم اللغة العربية و آدابها، الجامعة الملوية الإسلامية، نيو دلهي
18. صهيب عالم: طرق تدريس اللغة العربية، شبرا بليكشن، دلهي (الهند)
19. الدكتور جودت الركابي: طرق تدريس اللغة العربية، دار الفكر دمشق، سورية
20. الأبراشي، محمد عطية: الطرق الخاصة في التربية لتدريس اللغة العربية ط-1 (1955)، جزيرة الروضة، القاهرة
21. الحصري، ساطع: درس في أصول التدريس (1956) ط: 2، دار الكشف، لبنان
22. كتاب الصرف: عبد الرحمن امرتسري
23. كتاب النحو: عبد الرحمن امرتسري

INT2: School Internship cum Microteaching

INT2: (a) School Internship

INT2: (b) Micro-Teaching - Major Skills

| Second Semester (September – January) INT 2 | | | | | |
|---|---|-----------------|----------------|-----------------|------|
| INT 2 | Activity | Duration | Credits | Marks 50 | |
| A) INT | Visit Cum Observation to | 2 weeks | 2 | Ext. | Int. |
| | a) High School (Observation of 8 Lessons)* | 5 days | | 30 | 20 |
| | b) Hr. Secondary School (Observation of 4 Lessons)* | 5 days | | | |
| | c) DIET Visit & Observations * | 2 days | | | |
| B) Micro Teaching | Major Skills | 2 Weeks | 2 | 30 | 20 |
| *Activities to be recorded in the Reflective Journal (RJ) | | | | | |

Third Semester

BED15301 School Management

M. Marks 80

Expected Learning Outcomes:

- ❖ Developing the detailed conceptual clarity of school management and its related Principles and constituents.
- ❖ Manage institutional planning effectively and will also able to imbibe the qualities and responsibilities of educational administrators.
- ❖ Comprehend the management related activities in education with regard to discipline, time table and maintaining school records.
- ❖ Become cognizant of key concepts staff development and control management and able to explore the role of different central and state bodies in school management.

Unit I School Management – Detailed Conceptual Clarity

- i) Background, Objectives, Levels and Characteristics.
- ii) Principles, Scope and Functions of School Management.
- iii) Constituents of Educational Management – Planning, Organizing, Controlling, Administration and Supervision.

Unit II Institutional Planning and Role of Head of the Institution

- i) Institutional Planning – Objectives, Characteristics, Role of Educational Administrator
- ii) The School Plant – Principle of Designing School Building
- iii) Head of the Institution – Qualities, Responsibilities and Functions.

Unit III Management Related Activities in Education

- i) Discipline – Meaning, Significance, Objectives and Role of Teacher, Causes for Indiscipline and Suggestions to Overcome Indiscipline.
- ii) Time Table – Meaning, Principles, Importance, Objectives and Construction
- iii) School Records and Registers: Types and Need, Maintaining School Records: Different Types of Records and Registers Viz. Teacher Diary, Cumulative Record Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock Register.

Unit IV Staff Development and Control Managements

- i) Staff Development – Meaning, Objectives & Kinds
- ii) Teacher Behaviour – Development of teaching skills
- iii) Control Management – Meaning, Types and Objectives, Role of Central and State Bodies – NCERT, NUEPA, SIE, DIET
(With special reference to their organizational structure and functions)
- iv) Decision Making – Meaning, characteristics, types and Theories.

Sugessted Readings:

1. Aggarwal, J. C. (1994) Educational Administration Management and Supervision, Principles and Practices, New Delhi
2. Bass C. Premila (1994) Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhatia, K. K. and Singh, Jaswant (2002) Principles & Practice of School Management, Ludhiana; Tandon Publications
4. Bush, Tony (1986) Theories of Educational Management, New Delhi Harper & Row Publishers.
5. Bush, Tony (2002) The Principles & Practices of Educational Management, Paul Chapman Publishing, London
6. Dash. B. N (2003) School Organization Administration and Management; Neelkamal Publications, New Delhi
7. Devendra Thakur and D. N. Thakur (1997) Educational Planning and Administration, Deep and Deep Publications, New Delhi.
8. Sultan Mohiyudin (1989) School Organization and Management, J. K. Book House, Residency Road, Jammu.
9. Mathur S.S. (1990) Educational Administration and Management, the Indian Publications, Ambala Cantt.

Expected Learning Outcomes:

- ❖ Apprise with the concept of measurement and Evaluation.
- ❖ Understand different types and techniques of Evaluation.
- ❖ Explore the qualities of an effective evaluation tool.
- ❖ Recognize the necessity of reforming the current examination system.

UNIT I Measurement and Evaluation

- i) Measurement: concept and definitions
- ii) Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- iii) Evaluation: concept, need, importance and scope.
- iv) Distinction between examination and assessment, measurement and evaluation

UNIT II Approaches to evaluation and evaluation tools

- i) Formative Evaluation
- ii) Summative evaluation
- iii) External and internal evaluation
- iv) Essay type test: merits and limitations
- v) Objective type test: merits and limitations

Unit III Criteria of an effective evaluation Tool

- i) Validity – Types & Factors affecting the validity
- ii) Reliability-Factors affecting reliability
- iii) Estimation of reliability- Test-retest and split half methods.

UNIT IV Limitation and reform of present system of examination

- i) Limitation of present system of examination
- ii) Reports of various committees and commissions on examination:
 - Secondary Education Commission (1952-53)
 - Kothari Commission (1964-66)
 - NPE (1986)
 - NCF (2005)
- iii) New Trends in Examination Reform: Comprehensive Continuous Evaluation (CCE), Choice Based Credit System (CBCS), Open Book Examination.

Suggested Readings:

1. Anastasi, A. Psychological Testing.
New York : MacMillan, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives.
New York : Longmans, 1956.

3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants Commission, 1976– A Palm of Action
5. Greeman, F. S. Theory & Practice in Psychological Testing,
6. Pajna, D. H. & Educational & Psychological Measurement. Horris, P. F
New Delhi: Oxford University Press, 1972.
7. Stanelly & Hopkin Measurement & Evaluation in Education & Psychology.
8. Thornike, R. L. Measurement & Evaluation in Psychology Hagon, E.
& Education.

Expected Learning Outcomes:

- ❖ To develop broad understanding of history, nature, role and importance of teaching Bio-Science.
- ❖ To develop essential skills for practicing biological science.
- ❖ To develop the skills of preparing lesson plan, selection & use of teaching aids for effective teaching of Bio-science.
- ❖ To develop an understanding of the various methods, approaches and techniques of teaching Bio-Science.
- ❖ To prepare as well as to select suitable instructional aids in teaching Bio- Science and stimulate curiosity among the students.
- ❖ To understand and analyses some important content of Bio-Science pedagogically

Unit I**Background**

- i) History & nature of Science
- ii) Role & importance in daily life
- iii) Path tracking discoveries & land mark developments in science
- iv) Eminent world scientists, eminent
Indian scientists (With 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) Preparation of lesson plans on the basis of standard Principles.
- ii) Preparation & development of improvised apparatus.
- iii) Preparation, selection & use of teaching aids.
- iv) Importance of field trips, science clubs, science fairs, science
museums as non- formal approaches of science teaching.
- v) Maintenance of Aquarium.

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 and Zoology

Botany

- i) Life Processes in Plants.
- ii) Nutrition: Type of nutrition: Autotrophic: Heterotrophic.
- iii) Photosynthesis: Process and mechanism, Transport of material Diffusion, Osmosis and Plasmolysis. Absorption of water, process of Transpiration. Mechanism of stomata opening and closing.
- iv) Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
- v) Growth regulators: Auxins, Gibberellins, abscise acid.
- vi) Natural resources, renewable and nonrenewable resources.

Zoology

- i) Life Process in human beings
- 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.

Expected Learning Outcomes:

- ❖ To gain insight and acquire basic knowledge and skills to analyze and transact the Physical Science curriculum effectively following wide-ranging teaching learning strategies
- ❖ To plan lessons based on different approaches to facilitate learning of Physical Science.
- ❖ To prepare as well as to select suitable instructional aids in teaching Physical Science and stimulate curiosity among the students.
- ❖ To develop an understanding of the various methods, approaches and techniques of teaching Physical Science.
- ❖ To understand and analyze the content of Physical Science pedagogically

Unit I**Background**

- i) History & nature of Science
- ii) Role & importance in daily life
- iii) Path tracking discoveries & land mark 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) Preparation of lesson plans on the basis of standard Principles.
- ii) Preparation & development of improvised apparatus.
- iii) Preparation, selection & use of teaching aids.
- iv) 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 and Chemistry****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 of colour, colour blindness, composition of white light, wavelength and colour of light.

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 NH_4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H_2SO_4 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.

- ❖ To acquire a conceptual understanding of the nature of Social sciences.
- ❖ To acquire conceptual understanding of the processes of teaching and learning History and Civics at secondary level.
- ❖ To acquire basic knowledge and skills to analyze the History and Civics curriculum effectively following wide-ranging teaching learning strategies.
- ❖ To plan lessons based on different methodologies to facilitate learning of History.
- ❖ To understand the world and regional historical facts related to the world wars and India's struggle for independence

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 correlation, 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 of teaching history

- i) Source method
- ii) Project method
- iii) Dalton plan
- iv) Narration method (Story – telling)
- v) Role – play method

Unit IV World and Regional History

- i) The First World War: Causes and Consequences
- ii) The Second World War and its consequences: setting up of U.N.O., Emergence of Independent nations.
- iii) Non Alignment movement.
- iv) India's struggle for independence: From the revolt of 1857 to Partition. Post-independence developments.

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.

Regional History

- i) Awanti Verman & Lalita Datiya
- ii) Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak
- iii) Haba Khatoon & Lala Ded.

Suggested Readings:

1. Gunning D: The Teaching of History
2. Aggarwal, J.C : Teaching of History
3. Kochhar, S.K. : Teaching of History
4. Chaudhary, K.P. : Effective Teaching of History in India
5. Johnson,H. : Teaching of History in Elementary and Secondary Schools
6. Teaching of History in Secondary School : NCERT, New Delhi
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
12. Brune, H.E. : Teaching of History and Civics
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
14. Bhargava, V.S. : World History
15. Basham, A.L. : The wonder that was India
16. Carr, E. H. : What is History
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
22. Hayes, D.A : A Source Book of Interactive Methods for Teaching with Texts
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children

Expected Learning Outcomes:

- ❖ To acquire conceptual understanding of the processes of teaching and learning Geography.
- ❖ To use different Instructional strategies for enhancing Geography learning in the real classroom situation.
- ❖ To explore the relevance of different teaching learning resources and materials related to Geography.
- ❖ To acquire basic knowledge and skills to analyze the general and local Geography effectively following wide-ranging teaching learning strategies.

Unit I**Nature and Scope of Geography**

- i) Meaning, nature, scope and structure of geography
- ii) Correlation of geography with other social sciences- History, Civics, & Economic
- iii) Importance of Geography in day to day life and its role in international understanding
- iv) Study of home region and place of local Geography in teaching
- v) Instructional objectives of teaching Geography at secondary level

Unit II**Instructional Planning**

- i) Methods: Lecture, Demonstration, Inductive and Deductive, Observation Project and Problems solving.
- ii) Content Analysis, Writing objectives in behavioral terms.
- iii) Lesson planning: Meaning, significance, principles and steps involved in planning a geography lesson.

Unit III**Learning Resources**

- i) Importance and use of: Maps, Globe, Models, Graphs, Atlas, Satellite, Imaginaries and Computer
- ii) Geography Laboratory: Its need, importance and instruments
- iii) Characteristics of a geography textbook

Unit IV**Content (General and Local Geography)****General Geography:**

- i) Latitudes and longitudes
- ii) Atmosphere – Composition and structure
- iii) Lithosphere – Major relief features
- iv) Hydrosphere – Relief of the ocean floor
- v) Biosphere – Interrelationship between man with atmosphere, lithosphere and hydrosphere.

- vi) Population – Growth, distribution and density

Geography of J & K:

- i) Climate
- ii) Forests
- iii) Tourism
- iv) Demographic Features

Suggested Readings:

1. Bining and Bining : Teaching of Social Studies in Secondary School
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
7. V C Sinha and R. N. : Dubey Economic Development and Planning
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)
14. M. S. Rao. : Teaching of Geography.

Expected Learning Outcomes:

- ❖ To develop an insight into the meaning and history of mathematics.
- ❖ To develop competencies for teaching-learning mathematics through various methods and techniques for teaching mathematics.
- ❖ To develop the skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches to facilitate learning of mathematics.
- ❖ To learn important contents of mathematics: Mensuration, Geometrical Constructions and Basic Statistics.

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, Pythagoras, Rene-Descartes.

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) Mensuration: 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

Content – II

- i) Circle & Geometrical Constructions
- ii) Statistics: Mean, Median, Mortality table, cost of living index and price index.
- iii) Sets & surds.

INT3: School Internship cum Practice of Teaching**INT3: (a) School Internship****INT3: (b) Teaching Practice-1 Paper****INT3: (c) Teaching Practice-2 Paper**

| Third Semester (September – January) INT 3 | | | | | |
|--|---|----------|---------|------------|------|
| INT 3 | Activity | Duration | Credits | Marks | |
| | Internship cum Teaching Practice | 8 weeks | 10 | 250 | |
| | | | 2 | Ext. | Int. |
| | a) School Internship: Description of the School. A report on the conduct of Morning Assembled. Maintenance of Admission Records. Maintenance of Attendance Register Framing Time Table Any other Activity Remarks of the Head of the Institution | | | 30 | 20 |
| | | | | | |
| | b) Teaching Practice (1 st Paper – 205) 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) | | 4 | Ext. | Int. |
| | | | | 60 | 40 |
| | c) Teaching Practice (2 nd Paper – 303) 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) | | 4 | Ext. | Int. |
| | | | | 60 | 40 |

Fourth Semester

BED15401 Language Competence and Communication M. Marks 80

Expected Learning Outcomes:

- ❖ To acquire the linguistic principles and skills necessary for effective and confident communication.
- ❖ To understand the constitutional provisions and policies related to the Position of languages in India
- ❖ To use different grammatical skills effectively while communication.
- ❖ To explore and develop the traits of strong authors for being proficient in reading, writing, and thinking.

Unit I

Role of language

- i) Language: concept, importance and linguistic principles.
- ii) Language and society: language and gender; language and identity; language and power
- iii) Language in school: Home language and school language; language across the curriculum; 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

- i) Constitutional provisions and policies of language in education (Articles 343- 351, 350A)
- ii) Kothari commission (1964-66) with special reference to language education.
- iii) National curriculum frame work- 2005 with special reference to language education

Unit III

Descriptive Grammar

- i) Tenses: simple tense, narration, use of simple present for demonstration and commentaries, present perfect, present perfect continuous, present continuous also indicative of future action.
- ii) Simple past: past time reference, past perfect, past perfect continuous

Unit IV

Literature

- i) R. K. Narayan
 - ii) Rabindharanath Tagore
 - iii) Leo Tolstoy
- (Read and review one book of each writer)

Suggested Readings:

1. A. L. Kohli (2001) Techniques of Teaching English in the New Millennium Dhanpat RAI publishing Company
2. B. N. Dash (2007-2008) Teaching of English, Dominant Publishers and Distributors, New Delhi-110002

3. C. S. Rayudu (1998) Communication, Himalaya publishing House, Mumbai-400004
4. M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publication Ludhiana.
5. A run Kornue – Communication Skills
6. Linguistics & Phonetics Bareilly Publication
7. George Yule – Linguistics & Phonetics
8. K. Venugopal Rao (2002) Methods of Teaching English, Neel Kamal Publications Pvt. Ltd. Sultan Bajar, Hyderabad
9. N. P. Pahuja (2004) Teaching of English, Anmol publications Pvt. Ltd.
10. National Curriculum Framework for Teacher Education (2005) Towards Preparing Professional and Humane Teacher
11. Shaik Mowla (2002) Techniques of Teaching English. Neel Kamal Publications Pvt. Ltd, Hyderabad, New Delhi (3rd Edition)
12. Sunder Singh Wadhwa (2008) Teaching of English in India, Twenty First Century publication
13. S. Venkateswaran (2000) Principles of Teaching English, Vikas Publishing House Pvt. Ltd.

Expected Learning Outcomes:

- ❖ To enable to understand the need and importance of peace-education and universal value of peace.
- ❖ To comprehend the relevance of peace- education for national and international integration and factors responsible for disturbing peace.
- ❖ To identify the various Sources and types of values and role of education in realizing these values.
- ❖ To comprehend the human right and fundamental rights with special reference to the provisions and protection in Indian constitution.

Unit I Introduction of Peace Education

- i) Meaning concept and need of peace education
- ii) Peace as a universal value
- iii) Aims and objectives of peace education
- iv) Role of social agencies: Family, Religion, Mass Media, Community, School, NGO's, Government agencies in promoting Peace Education.
- v) Current status of Peace Education in present scenario.

Unit II Peace Education and its Challenges

- i) Peace Education for national and international integration.
- ii) Challenges to peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- iii) Democracy and Peace, Secularism and Peace and Culture and Peace.

Unit III Sources and Classification of Values

- i) Nature and sources of Values, Biological, Social, Psychological and Ecological.
- ii) Classification of Values into various types, Material, Social, Moral and Spiritual Values.
- iii) Role of Education in realizing these values.

Unit IV Human Rights and Fundamental Rights

- i) Historical Background of Human Rights.
- ii) Fundamental Rights as included in Indian Constitution.
- iii) Human Rights Protection in Indian Constitution.

Suggested Readings:

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

Expected Learning Outcomes:

- ❖ To gain insight and reflect on the concept of teaching, and different phases of teaching.
- ❖ To create an awareness about models and various devices of teaching- learning process.
- ❖ To acquaint with different approaches of lesson planning to attaining instructional objectives.
- ❖ To demonstrate understanding of the teaching methods for improving the professional competencies

| | |
|----------|--|
| Unit I | Teaching & its Models |
| | i) Concept and Characteristics of teaching |
| | ii) Phases of teaching: Pre-active, Interactive and Post-active |
| | iii) Models of teaching: Definition, elements and classification |
| | iv) Concept Attainment Model (J.Bruner) |
| Unit II | Teaching Devices |
| | i) Teaching Devices |
| | ii) Meaning & Importance |
| | iii) Home Assignment, Discussion, Dramatization. |
| | iv) Illustration, Lecturing, Narration. |
| | v) Observation, Source Method, Story Telling |
| | vi) Study habits & Supervised Study. |
| Unit III | Lesson Planning |
| | i) Meaning & Significance of lesson planning |
| | ii) Approaches to Lesson planning. |
| | a) The Herbartian Steps. |
| | b) Gloverian approach. |
| | iii) Knowledge lesson, Skill lesson & Appreciation lesson. |
| Unit IV | Understanding Teaching Methods |
| | i) Problem Solving Method |
| | ii) Dalton Plan |
| | iii) The Project Method |
| | iv) Heuristic Method. |

Suggested Readings:

1. Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
2. Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Barle Davide (1960) The Process of Communication, Holt, New York.
4. Bhatta B. D. and Sharma, S.R. (1992) Educational Technology- concept and techniques, Kanishka Pub House, New Delhi
5. Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom, CASE, Faculty of Ed. and Psy. M.S. Univ. Baroda
6. Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts
7. Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
8. Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
9. Davis, Irork (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Ajit songh (1982) Core Teaching skills: The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B Weil, M. Models of Teaching, Prentice Hall, New Jersey.
12. Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House 'Ramdoot' Dr. Balerao Marg, Girgaon Mumbai.
13. Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya, Ahmedabad.
14. Robbins, Stephens, P., Organisational Behaviour VIIIth Edition, Prentice Hall of India New Delhi.
15. Sharma, R.A. (1983) Technology of Teaching: International Publishing House
16. Rather, A.R. Introduction to Instructional Technology Gulshan Publishers Srinagar)

Expected Learning Outcomes:

- ❖ To establish knowledge and proficiency in Conceptual development of Physical Education and Physical fitness.
- ❖ To recognize the significance of health and ill effects of various health hazards.
- ❖ To understand the importance of Physical education from psychological point of view.
- ❖ To explore the fundamental rules and standards of various games.

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**Games and their Organization**

- i) Working rules and laws on the following games

| | | |
|--------------------|-----------------------|----------------------|
| a. Football | b. Volley ball | c. Cricket |
| d. Hockey | e. Badminton | f. Gymnastics |
- ii) Organizing different kinds of tournaments and fixtures

Expected Learning Outcomes:

- ❖ To explore the concept of Intelligence as portrayed in various theories of intelligence.
- ❖ To explore the conceptual framework of creative thinking and comprehend it as a process by examining its' various theories.
- ❖ To identify the characteristics to nourish creativity.
- ❖ To understand different methods of teaching and learning to foster creativity.

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

Unit III Identification of Creativity Talent.

- i) Measurement of Creativity
- ii) Personality Characteristics of a Creative child
- iii) Personality Characteristics of a Creative person.

Unit IV Development of Creativity

- i) Creativity in Teaching and learning.
- ii) Different methods to foster creative Thinking
 - a) Creative problems – solving
 - b) Brain storming
 - c) Synectics.

Suggested Readings:

- | | | |
|----|--|--|
| 1. | Getzels, S. W. & Jack, P. L. | Creativity and Intelligence American Sociological Review. |
| 2. | Gowan, J. C. Dewas G. D, Torrance, E. P. | Creativity & its Educational Implication. |
| 3. | Kneller, G. E. | The Art and Science of Creativity |
| 4. | Mehdi, B. | Creativity in Teaching and Learning. |

- (New Delhi: NCERT, 1981)
5. Mehdi, B. Towards Learning Society.
(Delhi: Northern Book Depot. Ansari Road)
 6. Rather, A. R. Creativity: Its Recognition and Development
(Sarup & Sons; New Delhi)
 7. Sharma, K. N. Dynamics of Creativity.
 8. Stein, Morris & Heinze. Creativity and the Individual.
Free Press of Glance, University of Chicago.
 9. Torrance, E. P. Guiding Creative Talent.
N. J. Prentice Hall, Englewood, Cliffs.
 10. Vernon, E. P. (Ed) Creativity.
Methuen & Co. Ltd. II, New Felter Lane London.
 11. Vygotsky, L. S. Mind in Society
Cambridge, M. A: Harward University Press.
 12. Kusuma, A. Creativity and Cognitive Styles in Children
Discovery Publishing House, New Delhi.
 13. Taylor, C. W. Creativity: New York; McGraw – Hill.

Expected Learning Outcomes:

- ❖ To understand the meaning, scope and objectives of Curriculum Development.
- ❖ To acquaint students about the knowledge of determinants of curriculum development.
- ❖ To understand and demonstrate the different principles of curriculum construction and apply them in real class room teaching
- ❖ To understand and critically analyze different types of curriculum.
- ❖ To acquaint students about the different measuring instruments and investigate the process and types of evaluations.

Unit I**Curriculum Process**

- i) Meaning of Curriculum
- ii) Aims and Functions of Curriculum
- iii) Curriculum Objectives- Bloom's Taxonomy
- iv) Determinants-Philosophical,

Psychological and Sociological Unit II**Designing the****Curriculum**

- i) Principles of Curriculum Construction.
- ii) Selection of Contents for Curriculum for different stages of education;
 - (b) Pre-primary school curriculum
 - (c) Primary school curriculum
 - (d) High and Higher secondary curriculum.
- iii) Core-curriculum; problems and implications

Unit III**Types of Curriculum**

- i) Subject centered curriculum
- ii) Child Centered curriculum
- iii) Activity centered curriculum
- iv) Integrated curriculum
- v) Correlated curriculum

Unit IV**Curriculum Evaluation**

- i) Process of Evaluation.
- ii) Types of evaluation (Formative, Summative and Diagnostic)
- iii) Measurement Instruments (Interview, Questionnaire, Observation) Types, merits and demerits.

Suggested Readings:

1. Bloom, B. S. Taxonomy of Educational Objectives London: Longmans, 1956.
2. Kelly, A. V. The Curriculum: Theory & Practice London: Longmans, 1956.

3. Kind, E. A. Curriculum Planning.
New Delhi: Haroor & Brothers, 1950.
4. Mehdi, B. Effective Use of School Curriculum – An
introduction (New Delhi: NCERT, 1978.
5. Mehdi, B. Curriculum in Transaction (New Delhi:
NCERT, 1978.
6. Taba, H. Curriculum in Transaction (New York: 1962.

Expected Learning Outcomes:

- ❖ Understand the historical development of home science and principles governing its curriculum construction
- ❖ Understand the characteristics and principles of different stages of human development.
- ❖ demonstrate comprehensive knowledge and understanding of major concepts of food and Nutrition.
- ❖ Develop effective communication and management skills along with critical thinking and analysis.

Unit I**History and Theories**

- i) History and development of Home Science in formal/ Non formal and extension education
- ii) Theories and practices of programme/ curriculum planning and development

Unit II**Development**

- 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**Food and Nutrition**

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

Unit IV**Home Management**

- i) Concept of Home Management, System approach to family.
- ii) Family resources --- management of resources like time, energy and money.
- iii) Concept of communication in process and its importance in family.
- iv) Principles of clothing, Socio-Psychological aspects of clothing.
- v) Clothing Construction ----basic principles of drafting

Expected Learning Outcomes:

- ❖ To understand the purpose, scope and objective Comparative Education
- ❖ To get acquainted about various factors influencing the educational system of country.
- ❖ To get exposure about the current trends in global Education.
- ❖ To develop comparative understanding of teacher education with special reference to elementary and secondary education

Unit I**Introduction to Comparative Education**

- i) Meaning and purpose.
- ii) Scope of comparative education.
- iii) Objectives of comparative education.
- iv) Advantages and limitations.

Unit II**Factors influencing the educational system of country**

- i) Political.
- ii) Religious
- iii) Economical
- iv) Geographical

Unit III**Current Trends in World Education**

- i) Peace and value education
- ii) Globalization of education/borderless education
- iii) High quality teachers.
- iv) E-Learning.

Unit IV**Comparison of teacher education system**

- i) India.
- ii) UK.
- iii) USA
- iv) China.

(With special reference to elementary and secondary education)

Suggested Readings:

- | | | |
|----|--------------------------|---|
| 1. | Altabach | Comparative Education |
| 2. | Deyound, C. A. & Wom, R. | American Education. (New York: McGraw Hill Company, 1978) |
| 3. | Grant, Migol | Society School and Progress in Education-Europe (London: Pergama Press, 1960) |
| 4. | Hans, N. | The Russian Tradition in Education (London: Rout Ledge and Kegan Paul, 1963) |
| 5. | Hans, N. | Comparative Education. |
| 6. | King, I. J. | Comparative Studies and Educational Decision. (New York: The Bobbs Marshal Company, Inc.1979) |
| 7. | Naik, J. P | The Education Commission and After. (New Delhi: Allied Publications Pvt. Ltd. 1982) |

Expected Learning Outcomes:

- ❖ To understand concept and relevance of linguistics in behavioural sciences.
- ❖ To make students aware about scope and various branches of Phonetics.
- ❖ To improve linguistic skills of the students for effective communication.
- ❖ To study and analyze different approaches and methods of language teaching in the context of mother tongue, second language and foreign language.
- ❖ To improve practical use of the Language and comprehend to interplay of language and society and language and 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. |
| | iv) | Human Vs. Animal Communication. |
| | 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) | Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD) |
| | ii) | Stages of Language Acquisition. |
| | iii) | Mother Tongue, Second Language and Foreign Language. |
| | iv) | Use of Language in Society. Concept of Communicative Competence. |
| Unit - IV: | i) | Nature and Scope of Applied Linguistics. |
| | ii) | Language and Education |
| | iii) | Methods and Strategies in Language Teaching. |
| | iv) | Lexicography, Translation and Stylistics. |
| | v) | Computational, Forensic and Clinical Linguistics. |

- ❖ To acquire knowledge of computers, and understand the basics (fundamentals) of preparing a computer its accessories and Hardware/Software.
- ❖ To develop a broad understanding of the computer programming regarding language, steps and procedures used in computer education.
- ❖ To develop skill in operating window and using MS-Word, MS Office and their operations.
- ❖ To acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies.

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 and Introduction to Computer Applications

- i) Types of Operating System – Dos, UNIX, WINDOWS.
- ii) Brief introduction of Window
- iii) Utility & application of software.
- iv) Word Processing
- v) Spread Sheets
- vi) Presentation Software

Unit IV

Introduction to Computer Networking

- i) Applications and Features of Internet
- ii) How does internet work, getting connected to Internet?
- iii) Introduction to e-commerce

Expected Learning Outcomes:

- ❖ To acquaint the student with the growth and development Distance Education.
- ❖ To acquaint the student with the concept, need and potential of Distance Education.
- ❖ To help them understand the issues in Distance Education-and role of various organisations to promote Distance education
- ❖ To enable them to understand the scope, importance and use of self-instructional material in 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

- v) Distance Education: Meaning and Significance
- vi) Goals and Objectives of Distance Education
- vii) 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

Unit IV Current Trends in Distance Education**Issues**

- 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:

- i) International council of Correspondence Education
- ii) International Council of Distance Education
- iii) Common Wealth of Learning
- iv) Distance Education Council of India.

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.
6. Identifying learning difficulties & Suggesting remedial themes.
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.
19. Study of human rights violation based on newspaper reports/news magazines.
20. A case study of two local industries, their raw materials, products & pollutants.
21. Population studies of plant & animals' species in different eco-system like ponds, grass land, forests, & gardens.
22. Case study of their exceptional children, suggesting measures to arrange for their specific Educational needs.

23. Recording interviews of six adolescent boys & girls (3each) with special emphasis on their problems. They are facing in home, health, social, emotional & educational areas.
24. Implementation of Operation Blackboard scheme in a particular locality/education zone.
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 one copy to the Controller of Examination, University of Kashmir within two weeks' time after the completion of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners.

INT4: School Internship cum Practice of Teaching**INT4:** (a) School Internship**INT4:** (b) Teaching Practice-1 Paper**INT4:** (c) Teaching Practice-2 Paper

| Fourth Semester (August – December) INT 4 | | | | | |
|--|---|-----------------|----------------|--------------|------|
| INT 4 | Activity | Duration | Credits | Marks | |
| | Internship cum Teaching Practice | 8 weeks | 10 | 250 | |
| | | | 2 | Ext. | Int. |
| | a) School Internship: Description of the School. Maintenance of Examination Records. Maintenance of Stock Register A detailed report of the Staff meeting. System of managing co-curricular activities Any other Activity Remarks of the Head of the Institution | | | 30 | 20 |
| | b) Teaching Practice (1 st Paper – 205) 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) | | 4 | Ext. | Int. |
| | | | | 60 | 40 |
| | c) Teaching Practice (2 nd Paper – 303) 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) | | 4 | Ext. | Int. |
| | | | | 60 | 40 |