

**SYLLABUS
FOR
ONE YEAR
B.Ed PROGRAMME**

(For Academic Sessions 2011& on wards)



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

Scheme of Courses.

A	<u>Core Papers: (Papers I to IV)</u>	<u>EXT/INT</u>	<u>Marks</u>
	Paper I Theory & Principles of Education	(80+20)	100
	Paper II Psychology of Learning & development	(80+20)	100
	Paper III Development of Education System in India.	(80+20)	100
	Paper IV Essentials of Instructional Technology	(80+20)	100
B.	<u>Specialization Papers (Paper V)</u>	<u>EXT/INT</u>	<u>Marks</u>
	a) Alternative Education	(80+20)	100
	b) Creativity and Education	(80+20)	100
	c) Distance Education	(80+20)	100
	d) Elementary Computer Education	(80+20)	100
	e) Educational Technology	(80+20)	100
	f) Environmental Education	(80+20)	100
	g) Educational Measurement & Evaluation	(80+20)	100
	h) Guidance & Counseling	(80+20)	100
	i) Home Science	(80+20)	100
	j) Linguistics & Education	(80+20)	100
	k) Physical & Health Education	(80+20)	100
	l) Population Education	(80+20)	100
	m) Special Education	(80+20)	100
	n) School Management	(80+20)	100
	o) Value Education	(80+20)	100
	p) Group Project Work	(80+20)	100

Note: A Student shall have to opt for one paper From the above mentioned Specialization Papers (Paper V).

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

Group A:	<u>Languages (Paper VI)</u>	<u>EXT/INT</u>	<u>Marks</u>
	i) Teaching of English	(80+20)	100
	ii) Teaching of Urdu	(80+20)	100
	iii) Teaching of Kashmiri	(80+20)	100
	iv) Teaching of Hindi	(80+20)	100
	v) Teaching of Punjabi	(80+20)	100
Group B:	<u>Social Sciences (Paper VII)</u>	<u>EXT/INT</u>	<u>Marks</u>

	i)	Teaching of History & Civics	(80+20)	100
	ii)	Teaching of Geography	(80+20)	100
Group C:		Science (Paper VIII)	<u>EXT/INT</u>	<u>Marks</u>
	i)	Teaching of Bio-Science	(80+20)	100
	ii)	Teaching of Physical Science	(80+20)	100
	iii)	Teaching of Mathematics	(80+20)	100

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

D. Practice of Teaching (Papers IX)

	1.	<u>Internship & Practice of Teaching (Paper IX)</u>	<u>EXT/INT</u>	
<u>Marks</u>				
	i)	Internship	(30+20)	50
	ii)	Preparation of Teaching aids	(30+20)	50
	iii)	Mastery of Teaching Skills through Micro Teaching & Simulated teaching	(60+40)	100
	iv)	Practice of teaching in actual classroom situation.	(60+40)	100

		<u>No. of Papers</u>	<u>Weightage</u>
A.	Core Papers	04	400
B.	Specialization Papers	01	100
C.	Methodology Papers	02	200
D.	Internship & Practice of Teaching	--	300

Total 1000 marks

Note:

- I.** A candidate shall have to pass all the four components separately. However the marks for Components A, B & C shall be added for the purpose of deciding division in theory and the division in Component D shall be notified separately.
- II.** A candidate shall have to secure a minimum 40% of marks in Theory, 40% in Internal assessment & 50% marks in Practice of teaching to qualify the examination.

Dean, Faculty of Education.

Paper I Theory & Principles of Education

M.Marks 80

Unit I **Education & Philosophy**

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

Unit II **Major Philosophies of Education**

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

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

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

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

Unit IV **Education & the Social Frame of reference:**

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

Unit V **Culture & Social Change**

- i) Concept & Dimensions of Culture
- ii) Characteristics of Culture
- iii) Relationship between Culture & Education with special reference to conservative and creativity roles
- iv) Concept of social change
- v) Factors of social change
- vi) Roles of Education Vis-à-vis social change.

Note for Paper Setter:

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

References:

1. Jayaram, N. Sociology of Education in India, Rawat Pub; Jaipur, 1990.
2. Ghosh, Muktrshree Concept of Secular Education in India, B.R. Publishing Corporation, Delhi-1991.
3. Prashad, Vijay 'Untouchable Freedom' Oxford University Press, Mumbai.
4. Rao, Dr.D and Latha, D Women Education and Empowerment Discovery publishing House, Delhi-1999
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 apub. 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'. Stering 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. Broudy H. Building a philosophy of Education
18. Brubacher Modern Philosophies of Education.
19. Brubacher A History of the problems of Education
20. Butler Four Philosophies.
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. Salamatuallah Education in the Social Context
(New-Delhi NCERT,1978)
38. Srinivas, M.N. Social Change in Modern India.
(Bombay, Allied Pub. 1967)
39. Srinivas M.N. India! Social Structure.
(Hindustan Publication Cooperation, New Delhi-1986)
40. Mohontay, J.P Education in the emerging Indian society.
41. Chanbe, S. P. Democracy, Socialism & Secularism.
42. Rather, A.R. Theory & Principles of Education
(Discovery Publishing House New Delhi)

Unit V **Personality**

- i) Meaning & nature
- ii) Development of Personality – biological & socio-culture determinants.
- iii) Integration of Personality
- iv) Trait-theory of Personality (Allport)
- v) Factor-theory of Personality (Cattell)
- vi) Psycho analytical theory of Personality (Freud)

Educational Implications of the above mentioned theories.

Note for Paper Setter:

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

Reference:-

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|-----|-------------------------------|--|
| 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. Skinner Educational Psychology.
19. Spinal Educational Psychology
20. Wood Worth Contemporary school of Psychology
21. Wolman, Benjamin Contemporary system and Theories in Psychology.
22. Rouf, Abdul Educational Psychology
23. Chauhan, S.S. Advanced Educational Psychology.
24. Kundu, C.L & Tutoo. Advanced Educational Psychology.
25. Rouf, Advanced Educational Psychology.
26. Kuppaswamy, Advanced Educational Psychology.
27. Rather, A.R. Psychology of Learning & Development
(Discovery Publishing House New Delhi)

Paper III Development of Education System in India

M.Marks 80

Unit I A. **Education in Ancient & Medieval India**

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

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

- iv) Muslim Education - its Salient features, Objectives & Curriculum. Method of teaching & role of teacher.

Unit II **Education in British India:** Detailed study of the following landmark documents:

- i) Macaulay's Minutes (1835)
- ii) Wood's Despatch (1835)
- iii) Indian Education Commission (1882)
- iv) Indian Universities Commission (1902) & Act, (1904)
- v) Gokhlee's Bill (1910-12)
- vi) Sadler Commission Report (1917)
- vii) Govt. of India Act (1935)
- viii) Sargent Report (1944)

Unit III **Education in Post-independence Era:** Detailed study of the following landmark documents:

- 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) Revised National Policy (1992)
- vi) National Curriculum Framework (NCF-2005)

Unit IV **Problems & Issues – I**

- i) Universalization of Elementary Education
- ii) Women's Education

iii) Open & Distance Learning (ODL)

iv) Value Education.

Unit V **Problems & Issues – II**

i) Medium of Instruction

ii) Education of Weaker Sections

iii) Adult Education

v) Quality Control in Higher Education.

Note for Paper Setter:

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

Reference:

1. Education For All-APH Publications
2. Doughlass Trends and Issue in Sec. Education
3. King World Perspective in Education.
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 Hughes,C. Current problems in India Education.
(Punjab! Kitab Ghar, Jullindar)
10. Kohli Problems of Indian Education.
11. Kocher S.K Pirotal issues in indian Education.
12. Mukherji S.N. History of Education in Inida. (Baroda; Achary Book Depot, 1966)

13. Mohantay Modern Trends in Indian Education.
14. Nurrulah, S & Naik, J.P. Development of Education (1800-1947) (New-Delhi! Macmillion 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)

Paper IV Essentials of Instructional Technology:

M.Marks 80

Unit I **Teaching & its Models**

- i) Concept of teaching.
- ii) Characteristics & Functions of teaching.
- iii) Phases of teaching (Jackson)
- iv) Principles & Maxims of teaching
- v) Concept Attainment Model (J.Bruner)
- vi) Synectics Model (W.Gordon)

Each Model is to be discussed along the following:

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

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

- i) Meaning & Advantages of A-V-aids
- ii) Types of Audio-Visual Aids
 - a) Projected : Film, Film Straps, Overhead Projector, Slides.
 - b) Non-Projected : Graphics, 3-D aids, Display boards, Audio aids.
 - c) Use of Radio, TV & Newspaper as teaching aids.
- iii) Teaching Devices
 - a) Meaning & Importance
 - b) Home Assignment, Discussion, Dramatization.
 - c) Illustration, Lecturing, Narration.
 - d) Observation, Source Method, Story Telling
 - e) Study habits & Supervised Study.

Unit III **Techniques of Teacher-Preparation.**

- i) Microteaching - Nature & Meaning, Main proposition, Phases, Steps, Merits & Limitations.

- ii) Simulated Teaching - Nature & Meaning, Mechanism, Role Play & T-group.
- Advantages & Limitations.
- iii) Programmed Learning - Meaning & Characteristics, Principles & Development of the Programmed instructions.
- Types.
- Merits & Demerits.
- iv) Team Teaching-Concept, Process Advantages and Limitations

Unit IV

Taxonomy of Educational Objectives & Lesson Planning.

- i) Bloom's Taxonomy of instructional objectives:
 - Cognitive, Affective & Psychomotor domains
- ii) Formulation of Instructional Objectives (Mager's)
- iii) Meaning & Significance of lesson planning
- iv) Approaches to Lesson planning.
 - a) The Herbartian Steps.
 - b) Gloverian approach.
- v) Skill lesson & Appreciation lesson.

Unit V

A detailed discussion of the following:

- i) Problem Solving Method
- ii) Dalton Plan
- iii) The Project Method
- iv) Heuristic Method.

Note for Paper Setter:

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

References:

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, Irook (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.Midels 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)

Paper V (a) Alternative Education

Unit I Non-formal Education

- i) Introduction to non-formal education (NFE) : concept , nature and scope of non-formal education (NFE).
- ii) Philosophical bases of NFE .
- iii) Aims and objectives of NFE.

Unit II Types & Approaches of NFE

- i) Types, agencies of NFE .
- ii) Approaches and methods of NFE.
- iii) Teachers of NFE.
- iv) Aids – audio and visual.

Unit III NFE in Indian Context

- i) NFE in Indian context: Prospects of non-formal education in Indian context.
- ii) Need for monitoring, evaluation and research for effective implementation of NFE programmes.

Unit IV Adult Education

- i) Introduction to adult education (AE) : Meaning , scope and objectives of Adult Education (AE).
- ii) Adult learning procedures - factors and conditions, effects of age.
- iii) Tools of learning.
- iv) Teachers of AE – need for training.
- v) Evaluation process in AE.
- vi) Contents of AE , functional learning.

Unit V Adult Education in India

- i) AE in India Context: Adult education in India –an instrument for social generation and cultural transformation .
- ii) Functional literacy programmes – Role of national literacy mission, Total literacy Campaign in achieving the social aim of education for all.

- iii) Need for effective and constant monitoring, evaluation and research in AE.
- iv) Role of governmental agencies in promoting AE.

Note for Paper Setter:

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

Paper V (b) Creativity & Education

Unit I Structure of Ability

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

Unit II Conceptual frame work of Creativity Thinking.

- i) Nature and Meaning of Creativity
- ii) Creativity as a process.
- iii) Theories of Creativity
- iv) Relationship between creativity and intelligence.

Unit III Intellectual & Creativity Development

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

Unit IV Identification of Creativity Talent.

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

Unit 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.

Note for Paper Setter:

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Reference:

1. Rather, A. R.: Creativity: Its Recognition and Development; Sarup & Sons New Delhi.
2. Guilford, J. P.: The nature of Human Intelligence. New York: McGraw-Hill Book Company; 1967.
3. Kneller, G. P.: The art and science of creativity. New York: H.R. Winston, 1965.
4. Maslow, A. H.: Motivation and Personality, New York: Harper, 1954.
5. Mehdi, B.: Towards Learning Society. Northern Book Centre, Ansari Road, New Delhi.
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7. Rather, A. R.: Creativity and Dropout Incidence. Gulshan Publishers, Srinagar, Kashmir, 1990.
8. Taylor, C. (ed): Widening Horizons in Creativity. New York: John Wiley and Sons, 1964.
9. Torrance, E. P.: Guiding Creativity Talent . Prentice Hall of India Private Limited, New Delhi, 1962.
10. Vernon, P.E.: Creativity. Penguin Modern Psychology Readings. Penguin Books, 1970.

Paper V (c) Distance Education

Unit I Philosophical & Historical perspective.

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

Unit II Distance Education

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

Unit III Self Learning Material (SLM) in Distance Education

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

Unit IV Evaluation Procedure in Distance Education

- i) Meaning, Concept, and Need of evaluation in DE.
- ii) Difference between evaluation in traditional learning and distance learning.
- iii) Comprehensive and continuous evaluation in DE.
- iv) Formative evaluation in DE.
- v) Role of tutor comments in motivation of distance learners.

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

Unit V **Current Trends in Distance Education**

- i) Issues in Distance Education-quantity, quality, relevance and effectiveness.
- ii) Present status of distance Education system in India with special reference to role of IGNOU

Role of following Institutions in Distance Education

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

Reference:

1. Criscito Pat; (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
2. Daniel, J. S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
3. Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.
4. Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.
5. Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.
6. Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
7. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
8. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
9. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
10. Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan Page.
11. Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.
12. Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universities London. Croom Helm Ltd.

Paper V (d) Elementary Computer Education

Unit I Computer Fundamentals

- v) Introduction to Computers
- vi) Parts of Computers (Hardware/Software, Input output devices)
- vii) Computer Generations, Classification of Computer
- viii) Applications of Computers

Unit II Computer Programming, Basic constructs.

- iv) Computer Languages
- v) Steps in Programming
- vi) Algorithms & Flow Charts

Unit III Operating System

- A. i) Types of Operating System – Dos, UNIX, WINDOWS.
- ii) Brief introduction of Window
- iii) Utility & application of software.

Unit IV Introduction to Computer Applications

- viii) Word Processing
- ix) Spread Sheets
- x) Presentation Software

Unit V Introduction to Computer Networking

- iv) Applications and Features of Internet
- v) How does internet work, getting connected to Internet
- vi) Introduction to e-commerce

Paper V (e) Educational Technology

Unit I Educational Technology:

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

Unit II Taxonomy & Teaching Learning Aids.

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

Unit III Innovations

- i) Programmed Learning
- ii) Micro - teaching
- iii) Simulated teaching.
- iv) Flander’s Interaction Model.

Unit IV Communication

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

References

1. Banghart, F.W., Educational System Analysis, London, MacMillan
2. Budgett, R. and Leednum, J. Aspects of Educational Technology (Eds) London, Pitman.
3. Bajpai, A.C. and Leedham, J.F., Aspects of Educational Technology, Art IB Pitman Publishing Co., New York.
4. Buch, M.B. and Santhanam, M.R. Communication in Classroom, CASE, BARODA
5. Dececco, John P. The Psychological Learning and Instruction, Prentice Hall, india.
6. Gupta, Uma. Information Systems Success in the 21st Century. Prentice Hall, NJ USA

Paper V (f) Environmental Education

Unit I

Environmental Education

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

Unit II

Environmental Hazards

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

Unit III

Environmental Awareness

- 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.

Unit IV

Man and Environment

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

Unit V

Sustainable Development

- i) Sustainable development, Environmental Education for development conservation of soil, water, forests, wild life, movement to save environment, eco-friendly technology.
- ii) National Parks, sanctuaries and Zoos, plan and projects of Environmental protection like Save Dal, Save Hangul, Save Tiger Project and Chipko movement.

Note for Paper Setter:

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

REFERENCES:

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 Metropoliton Publishers, New Delhi, 1981

Paper V (g) Educational Measurement & Evaluation

- Unit I **Evaluation in Teaching Learning Process**
- i) Teaching – Learning
 - ii) Concept: Needs & Importance of Evaluation.
 - iii) Distinction between Evaluation, Assessment & Measurement; Examination.
 - iv) Purpose of Evaluation – Diagnostic, Prognostic & Placement.
- Unit II **Approaches to Evaluation**
- i) Formative Evaluation
 - ii) Summative evaluation
 - iii) Distinction between Formative & Summative
 - iv) External & Internal Evaluation
 - v) Norm-reference & Criterion – Referenced Evaluation
- Unit III **Instructional Objectives**
- i) Educational & Instructional objectives; Relationship between these two.
 - ii) Classification of Educational objectives; Bloom’s Taxonomy- cognitive, Affective & Psychomotor Domains.
 - iii) Recent Trends in Instructional objectives; the NCERT & the RCEM approach.
 - iv) Gagne’s views on Learning
- Unit IV **Techniques of Evaluation**
- i) Testing – concept & purpose
 - ii) self Reporting Techniques & Peer rating Techniques
 - iii) Observation Techniques
 - iv) Projective Techniques
- Unit V **Evaluation Tools**
- i) Essay Types & Objectives Type Tests
 - ii) Criteria of an Effective Tool:
 - a) Validity – Types & Factors affecting the validity
 - b) Reliability – Methods of Estimation & Factors affecting reliability.
 - c) Objectivity & Usability

Note for Paper Setter:

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

Paper V (h) Educational Guidance and Counselling

- Unit I **Guidance:**
- i) Concept, Type – Educational, Vocational, personal.
 - ii) Aims and Basic principles
 - iii) History of Guidance Movement in India & U. K.
- Unit II **Foundation of Guidance**
- i) Philosophical and Socio-cultural Foundations
 - ii) Psychological Foundation
 - iii) Importance of Intelligence, Personality & other Psychological Tests
- Unit III **Guidance Service**
- i) Information Service – Educational, Occupational, Personal.
 - ii) Appraised Service – Interview, Case study, commutative Record card, observation.
 - iii) Placement Service – Educational, vocational.
- Unit IV **Organization of Guidance Service**
- i) Purpose of Organization
 - ii) Principles of Organization
 - iii) Guidance services at Elementary level.
 - iv) Guidance service at Secondary level.
- Unit V **Counselling:**
- i) Meaning, Purpose and Steps.
 - ii) Steps involved in counselling
 - iii) Directive and non-directive theories of counselling.
 - iv) Qualities of a Counsellor.

Note for Paper Setter:

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

Paper V (i) Home Science

Unit I

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

Unit II

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

Unit III:

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

Unit - IV:

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

Unit - V:

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

- iii) Textile Design --- principles and concepts. Fashion designing --- fashion cycle and business.
- iv) Care and maintenance of textile material and garments.

Note for Paper Setter:

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

Paper V (j) Linguistics & Education

Unit I

- i) Introduction to Linguistics and its relation to other disciplines like Education Psychology and Literature.
- ii) Concept of Human Natural Language. Design Features of Language.
- iii) Speech Vs. Writing.
- 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) Basic Concept of Syntax, Parts of Speech, Concept of Phrases.
- ii) An Introduction to Phrase Structure Grammar (PSG) and Transformational Generative Grammar (TGG)
- iii) Modern Notions of Semantics. Concept of Meaning.
- iv) Sense and Reference.
- v) Synonymy, Antonymy, Hyponymy and Polysemy.

Unit - IV:

- i) Language Acquisition Vs. Language Learning. Universal 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 - V:

- 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.

Note for Paper Setter:

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

Paper V (k) Physical and Health Education

Unit I Physical Education

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

Unit II Health Education

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

Unit III Psychological Basis.

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

Unit IV Recreation/Physical deformities:

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

Unit V Games and their organisation

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

Note for Paper Setter:

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

References

1. Teaching Methods for Physical Education – CLYDE KNAPP, E PATRIC, A HAGMAN
2. McGraw Hill Book Company, Inc : London
3. Educational Dimensions of Physical Education – V.KRISHNA MURTHY AND N. PRAMESHWARA RAM : Sterling Publishers Pvt. Ltd.
4. Physical Education Games and Athletics for Training Colleges – MABEL DAVIES. RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD... LONDON
5. Intramorals – LOUISE, MEANS, PRENTICE HALL, Inc
6. Rules of Games and Sports – YMCA PUBLISHING HOUSE, Jai Singh Road, New Delhi – 1
7. Yoga – Vivekananda Kendra Prakashan, Madras
8. Principles of Evaluation in Physical Education – PHILIPA, SMITHELLS, PETER ECAMERON, HARER AND BROTHERS PUBLISHERS, New York
9. Foundation of Physical Education, CHARLES A. BUCHER
10. Principles of Physical Education, J.F.WILLIAMS.

Paper V (I) Population Education

Unit I Population Education

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

Unit II Population Dynamics

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

Unit IV 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 V Malthusian Theory

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

Note for Paper Setter:

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

Paper V (m) Special Education

Unit I

Exceptionality

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

Unit II

Mental retardation:

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

Unit III

Delinquency:

- i) Definition.
- ii) Behavioural characteristics.
- iii) Causes of delinquency.
- iv) Identification and assessment
- v) Educational strategies

Unit IV

Severe and Multiple Handicaps:

- i) Definition
- ii) Characteristics
- iii) Causes
- iv) Education, treatment and management of severely and multiply handicapped.

Unit V

Visual impairment:

- i) Definition of visual impairment
- ii) Causes of visual impairment
- iii) Education of visually impaired children
- iv) Definition Hearing impairment
- v) Types and measurement of hearing cases.
- vi) Causes Hearing impairment
- vii) Education approach.

Note for Paper Setter:

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

References

1. Montomary, D. (1990) Special Need In Ordinary Schools : Children with Learning Difficulties, Cassel Educational Limited, London.
2. Ainscow, M. (1990) Special Needs in the Classroom : A Teacher Education Resource Pack, UNESCO.
3. Berdine, W. and Blackhurst, A. (1985) An Introduction to Special Education, Little Brown, Boston
4. Branwhite, T. (1986) Designing Special Programmes: A Hand book, Methun
5. Gearheart, B.R. (1974) Organisation, Administration of Educational Programmes for Exceptional Children.
6. Reid, Kim (1988) Teaching the Learning Disabled, Allyn and Bacon Boston
7. Hallahan and Kauffman J.M.(1984) Exceptional Children, Prentice Hall
8. NCERT, Education of the Backward Child
9. Walsh, B. and Nancy,B.(1985) Tests and Assessment, Prentice Hall
10. Chronbach, L.J.(1970) Essential of Psychological Testing, Harper and Row, London

Paper V (n) School Management

Unit I

Educational Management at the School level

- i) Concept of Function of Educational Management: Basis of management planning, organizing, control direction and financing.
- ii) Centralisation v/s Decentralisation in Educational Planning district level planning and its extension to school level planning functional, financial as well as administrative decentralisation
 - Concept of Democratic Decentralisation with Monitoring
 - School as a unit of decentralisation planning
- iii) Monitoring and Evaluation in terms of Modern Management Techniques –case study, Man power surveys
- iv) Educational Management information system (EMIS)

Unit II

Micro Planning for School Management

- i) Micro and Macro level planning –concept only
- ii) Institutional Planning – Principles, planning execution: school clusters.
- iii) Block Resource centres and cluster Resource centre –scope to be extended to secondary education. Their use for resource generation.
- iv) School Mapping-Need, Factors and Scope
- v) Community participation, Mobilising the community resources community for the school and school for the community. Organization of village Education Communities (VECs)

Unit III

Management of Time and Resources

- i) Time Management – Time schedules for various activities of school-weekly, monthly and yearly calendar of activities.
- ii) Preparation of daily, weekly, monthly and yearly plans for the individual and the school.
- iii) Management of Material Resources
- iv) School building, library, laboratory, hostels, playground etc.
- v) Procurement an optimum use of equipment, furniture, books, physical facilities etc.
- vi) Management of Human Resources-analysing inter-ersonal and inter-group relation, teacher taught relations, teacher-teacher relations, head teacher relation. Relationship with management and administration, group dynamic.
- vii) Management of Financial Resources – Developing and monitoring budgets at school level.

Unit IV

Managing the School activities

- i) Role of a teacher in administration work admission, classification, maintenance of office and school records.
- ii) Organization and Management of various co-curricular activities in school

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

Unit V

School Administration and Supervision

- i) School administration, management and supervision, monitoring etc.
- ii) Areas of school Organization – Changing directions
- iii) Decision Making – Preparing for leadership
- iv) Responsibility for effective school functioning
- v) Techniques of school supervision
- vi) Educational Administration – Structure at different levels
NCERT, NIEPA, NCTE, SCERT/SIE/SISE, IASE, Directorates of education CBSE, SBE (State Board of SE) etc.

Paper V (o) Value Education

Unit I Nature & Determinants

- i) Nature and sources of values, biological, Psychological, social and ecological
- ii) Determinants of values, - their bearing on education in varying degrees.

Unit II Classification

- i) Classification of values into various types, material, social, moral and spiritual values; status of values.
- ii) Role of education in realising these values.

Unit III Disvalues

- i) Evils or dis-values –material, social, economic, moral and religious evils leading to faithlessness and irreverence;
- ii) Role of education in overcoming these negative values.

Unit IV Development of Values

- i) Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.
- ii) Development of values as a personal and life-long process teaching of values as an integral part of education.

Unit V Value - Orientation

- i) A critical analysis of teachers, school personal, students and parents & curriculum in terms of value orientation.
- ii) Value of self-sacrifice vs value of self-centeredness.
- iii) Value of excellence vs value of ego-centricism.
- iv) Value of work vs value of selfishness.

Note for Paper Setter:

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

Paper V (p) (Optional) Group Project Work(GPW)

Marks : 100

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 there 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 two copies one each to Dean, Faculty of Education & the Controller of Examination within 7days after the complete of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners at the time evaluation other components of Paper IX (Internship & P.O.T.)

Paper VI Teaching of English

Unit I Position of English Teaching

- i) The Charter of 1813, Problem of language study, 3-language formula.
- ii) The Position & role of English in India.
- iii) The Objectives of teaching English as a 2nd language at Secondary level.
- iv) Problems in effective teaching of English as a 2nd language.
- v) Principles of teaching English – Psychological , linguistic & Pedagogical.

Unit II Methods :

- i) Grammar – translation method.
- ii) Structural – Situational method.
- iii) Communicative method.
- iv) Direct method.
- v) Bilingual approach
- vi) Eclectic approach

Unit III Reading & Writing

- i) Meaning and Importance of Reading
- ii) Loud/Silent; intensive/extensive reading.
- iii) Skimming/Scanning; Reading defects and their cure.
- iv) Qualities of good handwriting;
- vi) Defects in writing skills and their improvement
- vii) Describing persons, places, objects and events.
- viii) Summarizing and elaborating.

Unit IV Teaching of Prose & Poetry & Evaluation

- i) Teaching Prose & Lesson planning
- ii) Teaching Poetry & lesson planning
- iii) Concept & Meaning of Evaluation
- iv) Criteria of a good language test
- v) Error analysis & remedial teaching

vi) Type of language tests.

Unit V

Content

- i) Determiners, auxiliaries & Modals.
- ii) Phrasal 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

Note:

- i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
- ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this content portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Reference:

1. R Quirk and S Greenbaum (Longman):A University Grammar of English
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 WheelerA Training Course for TEFL (ELBS/OUP)
5. Françoise Grellet : Developing Reading Skills (C.U.P.) Françoise 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.).

Unit I: Position of Urdu Teaching

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

Unit II: Methods

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

Unit III: Reading & Writing

- i) Importance, concept & meaning
- ii) Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects and their cure.
- iii) Elementary knowledge of Urdu scripts_____ khat-e-Naskh, Khat-e-Nastaliq, Khat-e-Shikast.
- iv) Teaching of alphabets borrower from Arabic/Persian & Hindi _____ their shapes & no new clutive.
- v) Quality of good handwriting.
- vi) Defects in writing skills and their improvement.
- vii) Essay writing

Unit IV Teaching of Prose and Poetry

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

Unit V: Content

- i) A brief history of literature Aligarh movement, programe movement.
- ii) Main school-Dabistans of Lucknow, Delhi.
- iii) Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).
- iv) Standard sounds of Urdu, Vowels, consonants, Haroor-e-shamsi & Qamari, stress & information, improvement in pronunciation.

Note:

- i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
- ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Unit I:

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

Unit II:

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

Unit III:

- i) Essay Writing
- ii) Letter Writing

Unit IV

Poetry: The following poets only:

Lal Dyad, Shekhul Alam, Mahmood Gami, Rasool Mir, Swachhi Kral, Shams Faqir, Maqbool Shah Kralawri, Mehjoor, Azad & Nadim.

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

Unit V

Prose: The following authors only:

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

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

Note:

- i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
- ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Unit I: Position of Hindi Teaching

- i) Origin and development of Hindi language.
- ii) Objectives of teaching Hindi at elementary & secondary levels.
- iii) Role of Hindi as a link language in India.
- iv) Problems of Hindi Teaching.

Unit II: Methods

- i) Translation method
- ii) Play way method
- iii) Direct method
- iv) Structural approach

Unit III Reading & Writing

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

Unit IV Teaching of Prose and Poetry

- ii) Teaching of Prose and Lesson planning Prose
- iii) Teaching of Poetry and lesson planning Poetry
- iv) concept and meaning of evaluation
- v) Criteria of a good language test
- vi) Error analysis and remedial teaching

Unit V: Content

- i) Standard sounds of Hindi, Vowels, consonants correct pronunciation in Hindi.
- ii) Definition & Kinds of Nouns & Adjectives.
- iii) A detailed description of the life & works contribution of Kabir & Tulsi
- iv) Study of the following:
 - a) Kabir's Dohe (7th & 9th Grade Texts)
 - b) Mekadevi's Murjaya Phool (7th Grade Text)
 - c) Giloo (Story) – (8th Grade Textbook)
 - d) Nilakant-(10th Grade Text)

Note:

- i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
- ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this correct portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Unit I: Position of Punjabi Teaching

- i) Origin and development of Punjabi – its dialects.
- ii) Importance of Punjabi as a regional language
- iii) Objectives of teaching Hindi at Elementary & secondary levels.
- iv) Present position of teaching of Punjabi in Punjab and J & K.

Unit II: Methods

- i) Translation method
- ii) Play way method
- iii) Direct method
- iv) Structural approach

Unit III Reading & Writing

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

Unit IV Teaching of Prose and Poetry & Evaluation

- i) Teaching Prose & Lesson planning
- ii) Teaching Poetry and lesson planning
- iii) Concept and Meaning of Evaluation
- iv) Criteria of a good language test
- v) Error analysis and remedial teaching
- vi) Types of language tests.

Unit V: Content

- i) Detailed description of life and works of Baba Fareed and Amrita Preetam.
- ii) Folk songs and its importance
- iii) Nouns & its Kinds
- iv) Adjective & its Kinds
- v) Phrase & idioms.

Note:

- i) The paper setters shall set two questions from each unit with internal option. A candidate shall have to attempt five questions. There shall be however, no overall option in the question paper.
- ii) The content portion appearing at unit IV & V is prescribed for students at secondary stage, the purpose of including this content portion is to enable the teacher educators to apply the necessary pedagogical & instructional skills while teaching in the classroom situation for the benefit of students teachers. The teacher Educators may use necessary teaching aids while delivering the lesson of the content part.

Paper VII Teaching of History & Civics

Unit I Nature and Scope of Social Sciences

- i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.
- ii) Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.
- iii) Study of Regional History and place of Regional History in teaching.
- iv) Instructional objectives of teaching History at secondary level.

Unit II Curriculum in History and Civics

- i) Place of History and Civics in secondary school curriculum
- ii) Approaches to curriculum organization: chronological concentric, topical correlational, curriculum design.
- iii) Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

Unit III Methodology & Teaching Aids

- i) Source method
- ii) Project method
- iii) Dalton plan
- iv) Narration method (Story – telling)
- v) Role – play method
- vi) Selecting and using teaching aids : Chalkboard, objects and specimens, Histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio visual aids, projected aids : slide projectors, film projector, overhead projector, epidiascope.

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

- i) The First World War : Causes and Consequences
- ii) The world between two Wars : Fascism in Italy and Germany
- iii) Emergence of USA, Soviet Union and Japan
- iv) Nationalist Movement in Asia and Africa

- v) The Second World War and its consequences : setting up of U.N.O., Emergence of Independent nations.
- vi) The Cold War and Military Blocks, Chinese Revolution, Non Alignment movement.
- vii) India's struggle for independence : From the revolt of 1857 to Partition. Post independence developments.

Unit V (A) Heritage of India

- i) The land and people, Art and Architecture
- ii) Indian Constitution : Fundamental Rights and Duties
- iii) Government at the State and Central level.

(B) Regional History

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

Note:

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

Reference :

1. Gunning D: The Teaching of History
2. Aggarwal, J.C : Teaching of History
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 : Hisrtorian'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
25. Karabel. J and Halsey. A. : Powers and Idelogy in Education
26. Prescribed text books of History and Civics for IX classes.

Paper VII Teaching of Geography

M. Marks 80

Unit I Nature and Scope of Social Sciences

- i) Social Science and Social Studies: Core subjects of social sciences- History, Civics, Geography & Economic, Inter relationship between them.
- ii) Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and its role in international understanding.
- iii) Study of home region and place of local Geography in teaching.
- iv) Instructional objectives of teaching Geography at secondary level.

Unit II Instructional Planning

- i) Methods : Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, Illustration, questioning techniques.
- ii) Content Analysis, Writing objectives in behavioral terms.
- iii) Preparation of unit plan and lesson plan.

Unit III Evaluation

- i) Objectives of evaluation in Geography, developing a Blue Print – objective, content, types of item in it.
- ii) Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, Framing different types of questions.
- iii) Construction of achievement test items,
- iv) Continuous evaluation using feedback for improvement of teaching and learning.

Unit IV General Geography of World (Content I)

- i) Natural environment: The atmosphere – factors determining weather and climate. The Lithosphere – the changing face of earth, external and internal processes. The Hydrosphere – relief of the ocean floor. The Biosphere – inter relationship between man with atmosphere, lithosphere and hydrosphere.
- ii) Major natural regions of the world.
- iii) Resources and their classification : renewable and non renewable, potential and developed resources. Distribution and Utilization of resources – land, soil, forest, fisheries, power resources and their conservation

Unit V Population & Occupation

- i) Population – Distribution, growth and density of population.
- ii) Occupation :- Primary occupation – food gathering, animals husbandry and mining, Secondary occupation – industries. Tertiary occupation – trade, transport, communication and services.
- iii) Man’s intervention: needs and efforts to improve the quality of environment.

Note:

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

Reference:

1. 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.

Paper VIII Teaching and Bio-Science

Unit I

- 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 Bio-Science in school curriculum
- vi) Objectives, of teaching Bio-Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II

Planning for teaching Bio-Science

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

- 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 stomatal opening and closing.
- iv) Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
- v) Growth regulators: Auxins, Gibberelins, abscisic acid.
- vi) Biosphere: Meaning and definition, components of Biosphere.
- vii) Ecosystem: Bio/geo chemical cycles.
- viii) Natural resources, renewable and non renewable resources.

Unit V

Content (Zoology)

- i) Life Process in animals
- ii) Nutrition: Feeding mechanism, Digestion and absorption of food
- iii) Respiration in animals and man
- iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
- v) Excretion; Structure and functions of kidney. Urine formation.
- vi) Nervous system: Structure of Brain; structure and function of Endocrine system.
- vii) Cell structure, cell organelles, cell division (Mitosis & Meiosis): Ecosystem and Bio-Sphere.

Paper VIII Teaching of Physical Science

Unit I

- i) History & nature of Science
- ii) Role & importance in daily life
- iii) Path tracking discoveries & 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) Developing year plans, unit plans, lesson plans.
- ii) Preparation of lesson plans on the basis of standard Principles.
- iii) Preparation & development of improvised appoints.
- iv) Preparation, selection & use of teaching aids.
- v) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III

Methods of Teaching

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

Unit IV

Content (Physics)

- i) Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force-magnitude and direction.
- ii) Heat as energy, temperature, transfer of heat thermal expansion & change of state.
- iii) Newton's Law, qualitative concept of relativity, universal law of gravitation, Kepler's.
- iv) Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.
- v) Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception perception of colour, colour blindness, composition of white light, wavelength and colour of light.

Unit V

Content (Chemistry)

- i) Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- ii) Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- iii) Endothermic and exothermic reactions by performing the activities of dissolution of any 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.

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, Pythagorus, Rene-descarte.

Unit II Methodology

- i) Inductive & Deductive
- ii) Analytical & Synthetic
- iii) Heuristic, project and laboratory
- iv) Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

Unit III Instruction in Mathematics

- i) Meaning and importance of a lesson plan
- ii) Performa of a lesson plan and its rationality
- iii) Meaning and purpose of a unit-and-unit plan and an yearly plan
- iv) Developing low cost improvised teaching aids relevant to local ethos
- v) Maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit IV Content – I

- i) 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

Unit V

Content – II

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

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(Paper IX) Internship & Practice Teaching

Marks : 300

i) **Internship** (50 marks)

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

ii) **Preparation of Teaching aids** (50 marks)

- Teaching aids to be prepared for two content-cum-Methodology papers separately. These aids are to be prepared for all the fifteen lessons to be delivered in each subject.

iii) **Mastery of Teaching Skills** (100 marks)

- Micro teaching/ Simulated teaching sessions shall be conducted by the college prior to the practice of teaching, emphasis shall be laid on the development of some basic major skills of teaching.

iv) **Practice Teaching** (100 marks)

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