





UNIVERSITY OF JAMMU
SYLLABI AND COURSES OF STUDY FOR B.ED.

The Examination shall consist of two parts as under :

Part-I :	Theory Papers	700 Marks
Part-II :	Practice of Teaching	300 Marks

Part-I : Theory Papers

Paper	Title of the Theory Paper	Marks	Time
Paper-I	Education in Emerging Indian Society	100	3 hrs
Paper-II	Psychology of Teaching Learning Process	100	3 hrs
Paper-III	School Management and Pedagogics of Education	100	3 hrs
Paper-IV	Development of Educational System in India	100	3 hrs
Paper-V	Any one of the following specializations :-		
	A) Essential of Education Technology	100	3 hrs
	B) Information and Communication Technology	100	3 hrs
	C) Guidance and Counselling	100	3 hrs
	D) Educational Measurement and Evaluation	100	3 hrs
	E) Comparative Education	100	3 hrs
	F) Educational Administration	100	3 hrs
	G) Environmental Education	100	3 hrs
	H) Work Experience	100	3 hrs
	I) Special Education		
Paper-VI and VII	Methodology of Teaching any two school subjects from the following groups :		
Group-I	Teaching of English/Hindi/Urdu/Punjabi	100	3 hrs
Group-II	Teaching of Social Studies	100	3 hrs
Group-III	Teaching of General Science	100	3 hrs
Group-IV	Teaching of Mathematics	100	3 hrs
Group-V	Teaching of Commerce	100	3 hrs
Group-VI	Teaching of Music	100	3 hrs
Group-VII	Teaching of Home Science	100	3 hrs
Group-VIII	Teaching of Health & Physical Education	100	3 hrs

The students shall have to opt any two subjects selecting not more than one from each of the groups.

The theory papers will be of 700 marks and practice of teaching for 300 marks. There shall be four compulsory papers of 100 marks each. One optional paper of 100 marks and two teaching subjects of 100 marks each. Each paper will be of three hours duration. The theory paper for all the seven papers will be of eighty marks and twenty marks are reserved for internal assessment. The split of twenty marks is as under :-

- i) Two class tests and one written assignment of 5 marks each. 15 Marks
 - ii) Attendance 5 Marks
- Total : 20 Marks



i)	15 Micro-Lessons	30 Marks
ii)	Preparation of Teaching Aids	10 Marks
iii)	20 Supervised (Macro Lessons)	50 Marks
iii)	Two Criticism Lessons-One in each teaching subject opted by the candidate	10 Marks
iv)	Observation of 20 Lessons	10 Marks
v)	Internship	30 Marks
vi)	Co-curricular Activities	10 Marks
vii)	Final Practice of Teaching	150 Marks
		Total : 300 Marks

The micro-lessons are preparatory and are to be prepared and delivered for three different skills prior to the commencement of macro lessons. Any three skills can be chosen for developing competence in skills in teaching. The skills are as such :-

- a) Questioning b) Reinforcement
- c) Explanation d) Illustration with examples and visuals
- e) Stimulus variation

The pupil teachers have to attain mastery by using micro cycle on any three skills out of the above mentioned skills by preparing 15 Micro-lessons in any two teaching school subjects. Each pupil teacher will be required to produce a notebook prepared for Fifteen Micro-Lessons and Twenty Supervised Lessons in addition to two final lessons to be delivered at the time of final examination.

The statutes relating to the result of B.Ed. Examination shall continue to be on the existing pattern of examination.

DETAILS OF TEACHING & CO-CURRICULAR ACTIVITIES :

(The practice of teaching to be organized by the college shall center around the following activities for the students)

Mastery of 15 Micro-lessons: 30 Marks

Concerned teacher of each teaching subject shall give the teacher trainees the understanding of preparing micro-lesson plans through the demonstration of model lesson. Thereafter, the teacher trainees shall be given the opportunity of mastering any three skills by delivering 5 lessons in each skill. The micro lessons shall be delivered in simulated conditions and the concerned teacher in the presence of students shall allot marks to the students to ensure fairness.

Preparation of Teaching Aids : 10 Marks

The teacher trainees shall be given the practice of preparing different teaching aids related to the school-teaching subjects offered by them. These aids are to be prepared for all twenty lessons to be delivered. Thereafter, a workshop should be held and charts, models and other teaching aids prepared by the students should be displayed for award of marks by committee of three teachers of the college i.e. Principal and two teachers. Each aid prepared by the trainees shall bear their Roll No. Marks shall be allotted by the Committee out of 10 marks in the presence of all students/members of the teaching staff for ensuring objectivity in their marking.

Delivery of Macro-Lessons : 50 Marks

Twenty macro-lessons shall be delivered by each teacher trainee in actual classroom situations under the supervision of a college teacher/teacher educator allotted for the purpose. The teachers shall supervise twenty lessons, provide their feedback, look to the appropriate usefulness of the teaching aid used, raise the level of understanding of the trainees and help them to improve their confidence and presentation. 50 marks are prescribed for delivering twenty lessons. A Committee comprising of the Principal and at least two teachers nominated by the Principal may allot the marks.



MONITORING COMMITTEE

A Committee for observing the lessons while practicing routine teaching practice (20 Macro) of 10 working days for colleges having established in first three years shall be constituted by the Convenor, Board of Studies in Teacher Education, University of Jammu every year. The Principal of the college shall send intimation to the Convenor about the schedule of Macro Teaching well in advance. The Committee will comprise of three members i.e. Principal of the concerned college and two Principals/Sr. Teachers, working at least in senior selection grade/Retired College/University Teachers, working in other Colleges of Education. The Committee shall visit at least twice to the institutions arranged by each college for Macro teaching. The visiting team shall be paid @ Rs. 150/- per head per visit by the college visited besides the usual TA/DA. The senior teacher of the team shall coordinate and fix up the schedule with the Principal of the college to be visited. The discussion shall be held on the spot in each institution and report of each college shall be sent to the Convener. Board of Studies in Teacher Education and the concerned college for reference.

The Principal of the college in first three years of their establishment shall submit a certificate to the Controller of Examinations, University of Jammu that the Micro and Macro lessons have been delivered by the students and observed by the teachers of the college as per statutory provisions of the University and the Committee too has inspected the lessons during the routine practice of teaching (Micro and Macro levels). The college is now ready for the final practice of Teaching Examination. The internal assessment for different aspects of teaching has been awarded. The team of inspectors appointed by the Controller of Examination has also inspected the lesson during internal assessment records.

Criticism Lessons :

10 Marks

Two Criticism lessons shall be observed by the students in the respective group, teachers of the college and marks allotted by the same committee constituted by the Principal for macro lessons.

Observation Lessons :

10 Marks

Teacher trainees and the Committee constituted for the purpose by the Principal shall do observation of 20 lessons.

Internship :

30 Marks

Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking part in morning assembly, preparing time table, organize certain activities in a school, check the home task given to the students, maintain attendance register, participation in staff meetings, preparing written work e.g. notices. examination papers, letters to parents, maintenance of school records. , knowledge of prepare school leaving certificate. Every student shall observe three lessons delivered by any teacher on the staff as per the school timetable and prepare a report on the same. A record of all these will be kept by the student teachers as every day experience in the school. A notebook should be prepared by each student reflecting everyday experience/interaction. The notebook should also contain photographs of interaction/performance of pupil teachers about their involvement in school activities. The entire exercise shall be done under the supervision of the Principal/Headmaster of the school. The marks will be awarded by the Principal/Headmaster of the school in consultation with teacher education / incharge college teacher of the group. The duration of internship shall be completed during actual teaching practice.



Co-curricular Activities :

10 Marks

Ten marks are prescribed for participation and excellence of students in different activities organized by the college or participation in inter-college or in University events in the academic session. The Participation of the students in such activities shall be counted towards the award of marks. The evidence of having participated in different activities shall qualify for the awards of marks to be inspected by a team of inspectors for internal assessment. The evidence of participation should remain enclosed for ready reference. The marks may be awarded as:

1st Prize	-	5 marks
2nd Prize	-	4 marks
3rd Prize	-	3 marks
Consolation	-	2 marks
Participation	-	1 marks

The students are entitled to seek the benefit of participation in only two activities in a year.

Final Practice of Teaching :

150 Marks

Two external examiners shall be appointed for the conduct of final practice of teaching examination for observing two lessons of each student in the two opted teaching subjects in actual classroom situation. The internal examiner shall arrange the setting of the examination and coordinate with the external examiners for the smooth conduct and evaluation of the final practice of teaching examination.

The internal examiner shall also provide the file to each external examiner, which should contain the following information about the student/lesson :

- | | |
|--------------------------------------------|-------------------------------------|
| i) University Roll No. | ii) Name of the candidate |
| iii) 1st Teaching Subject | iv) 2nd teaching subject |
| v) Topic of the 1st lesson | vi) Topic of the 2nd lesson |
| vii) Space for marks of 1st lesson | viii) Space for marks of 2nd lesson |
| ix) Internal marks in Practice of Teaching | x) Remarks, if any. |

Each pupil teacher will be required to produce a notebook prepared for 15 Micro-lessons, twenty supervised Macro - lessons and two criticism lessons (one in each teaching subject offered by the candidate) and 20 observed lessons in addition to two final lessons to be kept in separate files at the time of final examination. Besides this, the internal marks given to every student in teaching practice should be made known to the external examiner should, however, consult the internal examiners for award of marks in two lessons being observed for each student.

The external examiners shall break the marks of Macro-teaching in such a manner so that all aspects of the lesson are observed. For example, the following aspects need to be taken into account :

- Preparation of Lesson Plan
- Preparation of Instructional Aids.
- Delivery of the lesson (presentation, confidence, understanding and chalk-board writing).
- Relevance and use of Instructional Aids at the appropriate time.
- Closing of the lesson.

In order to follow a uniform practice of awarding the marks, as the students deserve, the judgement of the examiners may be exercised through the normative tables as prepared by the Association of Indian Universities. The external examiners will spot out and determine the kind of students likely to fall against given percentages in the normative table commensurating with their ability. The external examiners will distinguish and award the



marks on the basis of the performance of the students. In case the external examiners believe that none of the students fall against any particular percentage especially at highest and lowest level, they will be at liberty to make marginal adjustment in the given normative table. The number of students worked out against a defined percent of cases shall be worked out in the light of intake of the students of a particular college. The colleges can work out keeping in view the total number of students appearing in final teaching practice examination in a college. The standard normative table to be followed for identifying the students to be awarded marks as per below mentioned table in internal and external practice teaching :

Percentage of cases	Description of performance
3%	Outstanding
7%	Very Good
22%	Good
36%	Average
22%	Below Average
7%	Poor
3%	Very Poor

To work out the marks the highest score ordinarily should not exceed 80% of total marks i.e. 120 out of 150 in case of external and internal examination. In case the external examiners/college feel that any particular candidate(s) deserve marks beyond 120 out of 150 in spite of subjectivity involved in judgement in lieu of subjective performance of students (preparation of lesson plan appropriate use of teaching aids and presentation of lesson envisages subjective element), such cases may be referred to Controller of Examinations for special examination by another team of external examiners to be invited from outside or to be conducted by special team of senior local teachers other than the already appointed team. However, before actual conduct of special examination, the controller in consultation with Convenor, Board of Studies in Teacher education and any two senior teachers may review the matter. The principal of concerned college has to justify the reasons for the consideration of special examination. The bonafide of the referred cases may be decided in the light of performance of such cases in earlier examinations. If considered for special examination, the judgement of these examiners shall be final and binding upon such students / colleges.



COMPUTER PRACTICAL

Marks : 50

The practical in Computer is compulsory for all students. Each student shall have to undergo through the practicals. The Colleges may prepare groups and hold the practicals in tutorials. After the rigorous practice, each student shall be evaluated in preparation of document, preparing Power - point presentation and making a spreadsheet. Each student shall prepare 5 word documents, 5 presentations and 5 spreadsheets on different topics. They will take out their prints. The Computer teacher shall evaluate them out of 50 marks and later convert them into grades in seven point scale Shown :

MARKS	GRADE
48 - 50	A
43 - 47	B
38 - 42	C
33 - 37	D
28 - 32	E
23 - 27	F (Pass)
18 - 22	G (Fail)

The grade awarded shall be shown in the final marks card. The students getting less than 22.5 or 23 marks shall be declared to have failed. They shall have to repeat the practical for passing. The passing in computer practical is a mandatory requirement.

The assessment made shall be got verified through the internal assessment committee constituted by the office of the Controller of Examination.



SYLLABUS FOR COMPUTER PRACTICALS

Word processing software

- * Open, creating, editing a word Document.
- * Saving and closing a Word Document
- * Formatting a Word Document
- * Spell check and grammar
- * Thesaurus and language tools
- * Tables
- * Protecting a Word Document using Passwords
- * Printing a Word document.

Multimedia software

- * Opening, creating a multimedia presentation - To create a pupil presentation
- * Making slides
- * Inserting pictures / images
- * Inserting audio/video clips
- * Saving a Power Point presentation
- * Animating slides
- * Hyper-linking slides to documents/spread sheets etc.
- * Running a slide show

Spread sheets software

- * Opening and reading an Excel sheet
- * Making entries
- * Using formulae
- * Using filters
- * Sorting data
- * Charts and graphs
- * Inserting comments



PAPER -I

TITLE : EDUCATION IN EMERGING INDIAN SOCIETY

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers understand :

- the discipline of education in philosophical and sociological perspectives,
- the importance and role of education in the progress of Indian society,
- the role of education in national development,
- the contribution of great Indian and western educators to the field of education,
- the means and measures towards the promotion of National Integration and promotion of human rights,
- their role in modernization and social change,

COURSE CONTENTS

UNIT - 1

Marks : 16 Weightage : 20%

- Nature, Meaning and Functions of Education. Its objectives in relation to time and place.
Distinction between education and :
 - Instruction.
 - Training
 - Indoctrination
 - Literacy
- Agencies of Education : Meaning, importance and role of each of the following agencies :

Formal agencies	:	School and State
Informal agencies	:	Home, community, peer-groups, Mass media
Non-formal agencies	:	Continuing Education, National Literacy Mission.
- Aims of Education in Contemporary Indian Society :
Education for :
 - values
 - modernisation
 - vocationalization
 - health (physical, mental and emotional), and
 - development of democratic outlook.

UNIT-II

Marks : 16 Weightage : 20%

- Philosophy and Education : Significance of studying philosophy
in understanding educational practices and problems. Indian philosophy of education :
 - Salient features of Indian philosophy
 - Concept of knowledge according to Indian philosophy
 - Concepts of reality and values according to Indian philosophy
 - Indian thought and its contribution to educational practices.
- Major philosophical systems, their salient features and their impact on education with reference to aims, curriculum, methods of teaching and role of teacher :
 - Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - Naturalism with reference to the views of Rousseau and Rabindera Nath Tagore.
 - Pragmatism with reference to John Dewey's "Instrumentalism and Experimentalism".



3. Salient features of the following philosophical systems and their impact on education with reference to aims, curriculum, methods to teaching and role of teachers :
 - (a) Realism with reference to Aristotle and Jainism.
 - (b) Humanism - Historical and Scientific and Buddhism.

UNIT-III

Marks : 16 Weightage : 20%

1. Contribution of the following educational thinkers :
 - a) Swami Vivekananda : Man making education.
 - b) Sri Aurobindo : Integral education, its basic premises and stages of development.
 - c) Froebel : The Play - way method.
2. Indian Constitution :
 - a) Its Directive principles
 - b) Its various articles related to education
 - c) Meaning of secularism and social goals.
 - d) Democracy and socialistic pattern of society.
3. National and Emotional Integration :
 - a) Meaning, barriers and role of education in the promotion of national and emotional integration.
 - b) Recommendations of :
 - i) Indian Education Commission (1964-66)
 - ii) Education Policy (1986)/Programme of Action (1992)
 - c) Philosophy of celebration of Indian festivals.
 - d) i) Nationalism - Meaning, problems of nationalism and role of education.
ii) National character - Meaning, problems and role of education.

UNIT-IV

Marks : 16 Weightage : 20%

1. Sociological basis of education :
 - a) Concept of sociology and sociology of education
 - b) Relationship between individual to individual, and
 - c) Individual to society in terms of norms given by the existing social order.
2. Education as liberal and utilitarian, education as a means of National Welfare through the immediate welfare of the society, and education for human resource development.
3. Social change : meaning, factors viz., caste, ethnicity, clan, language, religion, regional and sectional imbalances and role of education.

UNIT-V

Marks : 16 Weightage : 20%

1. Structure and concerns of Modern Indian Society :
 - a) Structure of Indian society : class, caste, religion, ethnicity and language
 - b) Concerns of Indian Society :
 - i) democracy, social justice and equality, human rights, secularism;
 - ii) gender equality, social cohesion, population explosion
 - iii) environmental degradation, globalisation and privatisation.
2. Culture : Meaning, Salient features of Indian culture, cultural heritage and role of education, contribution of different religions towards human upliftment and philosophy of celebration of different festivals.
3. New social order :
 - i) Meaning, eradication of illiteracy, objectives of National Adult Education programme (NAEP).



- ii Educating socially, culturally and economically deprived members of the Indian society.
- iii) Means and measures taken for equality of opportunities in terms of castes, tribes, disabled, gender, minorities and poverty.

Internal Assessment :

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

Educational contribution of the following thinkers.

1. M.K. Gandhi : Basic tenets of Basic Education
2. Montessori : The Didactic Apparatus.
3. Giggu Bhai : The World of the Child
4. Erosion of values and inculcation of values.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

REFERENCE :

- Anand, C.L. et. al. (Eds.) : ***The Teacher and education in Emerging Indian society***, NCERT, New Delhi.
- Brubacher, John S. (1971) : ***Modern Philisophies of Education***, Tata McGraw Hill, New Delhi.
- Dealers, Jacques (1996) : ***Learning the Treasure within*** Report to UNESCO of the International Commission on Education for Twenty First Century, UNESCO.
- Bhatia, Kamla and Baldev : ***The Philosophical and Sociological Foundationsof Education***, Bhatia(1998) Doaba House, New Delhi.
- Ghosh, MUKtshree (1991): ***Concept of Secular Education in India***, B.R. Publishing House, Delhi.
- Gupta V.K. (1996) : ***Education in Emerging Indian Society***, New Academic, Publishing House, Jallandhur.
- Gore, M.S. (1982) : ***Education and Modernization in india***, Rawat Publication, Jaipur.
- Mathur, S.S. (1985) : ***A Sociological Approach to Indian Education***, Vinod Pustak Mandir, Agra.
- Nath, Prem (1979) : ***The basic of Education***, S. Chand Co. New Delhi.
- Ross, J.S. (1972) : ***Ground work of Educational and Theory***, Oxford Univ. Press, Calcutta.
- Taneja, V.R. (1985) : ***Educational thought and practice***, Sterling Publishers, New Delhi



PAPER - II

TITLE : PSYCHOLOGY OF TEACHING LEARNING PROCESS

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to:

- (a) acquire knowledge and understanding of different stages of human development and developmental tasks with special reference to adolescents.
- (b) develop understanding of process of learning in the context of various theories of learning.
- (c) understand intelligence, motivation and various types of exceptional children.
- (d) understand the meaning of personality, its types and assessment for thorough understanding of the learner.
- (e) develop skills of effective teaching learning process and use of psychological tests.
- (f) understand the functions of statistics in education and its application in education and psychology.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. Nature and scope of educational psychology, contribution of psychology in the field of education and role of teacher.
2. Human growth and development meaning, principles, difference between growth and development; role of heredity and environment in human development ; stages of human development; physical, social, emotional, intellectual, development during adolescence. Guiding and counselling for adolescents (Role of School and Teacher).
3. Methods of studying behaviour : meaning, process, merits and demerits of the following :
 - a) observation,
 - b) experimental, and
 - c) clinical

UNIT-II

Marks : 16 Weightage : 20%

PSYCHOLOGY OF LEARNING

1. i) Learning : Nature of learning, factors influencing learning (personal and environmental). domains of learning (Cognitive, Affective and Psychomotor).
ii) Theories of learning with educational implications :
 - a) Learning by trial and error.
 - b) Classical conditioning
 - c) Insight theory
 - d) Operant conditioning.
2. Motivation : Meaning of motivation, types of motivation, techniques of enhancing learner's motivation, role of motivation in teaching - learning process, factors influencing motivation.
3. Memory and forgetting : Nature of memory, types of memory, method of memorizing, causes of forgetting and improvement of memory.

UNIT-III

Marks : 16 Weightage : 20%

1. Intelligence :
 - a) Nature of intelligence, concept of I.Q. and constancy of I.Q. Terman's classification on the basis of I.Q.
 - b) Theories of Intelligence : Spearman's Two-factor theory, Thorndike's Multifactor theory and Thurston's group factor theory, Educational implications of each theory.
 - c) Measurement of intelligence : Verbal, non-verbal and performance tests.



2. Creativity : Concept of creativity, difference between creativity and intelligence, methods of developing creativity (Brainstorming, group discussion, play-way, problem solving and quiz), Role of teacher in promoting creativity.
3. i) Adjustment : Meaning of adjustment, characteristics of a well adjusted person; maladjustment, causes and detection of maladjustment; frustration and conflicts; role of teachers in the process of adjustment.
ii) Mental Hygiene: Concept, functions, factors affecting mental health, factors causing dissatisfaction among teacher and characteristics of mentally healthy teacher.

UNIT-IV

Marks : 16 Weightage : 20%

1. Personality - Nature and types; development of personality - biological and socio-cultural determines; trait theories of personality (cattell and Allport), assessment of personality - subjective, objective and projective techniques.
2. Exceptional children :
 - a) Concept of exceptional children - types, characteristics of each type including children with learning disabilities.
 - b) Learner centred techniques for teaching exceptional children.
3.
 - a) Delinquency : Meaning, symptoms, causes and remedial measures.
 - b) Emotionally disturbed children, concept, etiology and educational provisions.

UNIT-V

Marks : 16 Weightage : 20%

1. Statistics : Meaning, use of statistics in education, concept of continuous and discrete series, tabulation of raw scores into frequency distribution.
2. Measures of central tendency : Concept and calculation of mean, median and mode, merits and demerits of mean, median and mode.
3. Measures of Variability : Meaning and computations of quartile and standard deviation, merits and demerits of each.

Internal Assessment :

- | | | |
|----|----------------|-------------|
| a) | Attendance | - 05 Marks. |
| b) | Two Tests | - 10 Marks. |
| c) | One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Defence Mechanism.
- ii) Individual Difference
- iii) Group Dynamics
- iv) Mechanism of heredity

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.



REFERENCE :

- Ausubel, D.P.C. (1968) : ***Educational Psychology : A cognitive veiw***, Holt, Rinhart and Winston, New York,
- Bhatnagar, Suresh and Anamika Saxena (2000) : ***Advanced Educational Psychology***. R. Lall Book Deopt, Meerut.
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- Blair, G.S., R.S. Jones and R.H. Simpson (1975) : ***Educational Psychology***, McMillan Burner, New York.
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- Elizabeth, Hurlock (1979) : ***Child Development***.
- Elizabeth, Hurlock (1982) : ***Development of Personality***, prentice Hall, New Delhi.
- Hilgard, E.R. and Bower, G.H. (1975) : ***Theories of Learning***, Englewood, Cliff, New Jersey
- Jersild, A.J. (1963) : ***Psychology of Adolescence***, Methueu, New York.
- Kulshreshta, S.P. (1998) : ***Educational Psychology***, R. Lall Book Depot, Meerut.
- Pandey, K.P. (1988) : ***Advanced Educational Psychology***, Konark Publishers, Delhi.
- Sharma, R.A. (2001) : ***Fundamentals of Educational Psychology***, R. Lall Book Depot, Meerut.
- Verma, L.K. and Sharma, N.R. (2002) : ***Statistics in Education and Psychology***, Narendera Publishing House, Jammu



PAPER - III

TITLE : SCHOOL MANAGEMENT AND PEDAGOGICS OF EDUCATION

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers understand :

- (i) the role of teacher and headmaster/principal in the smooth functioning of the school.
- (ii) School complexes and their functioning.
- (iii) the steps for the preparation of an institutional plan.
- (iv) principles of successful teaching and maxim of teaching
- (v) the need and importance of various devices of teaching in the development of teaching learning process.
- (vi) the different levels of teaching and organise teaching at these levels.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. (a) Meaning, scope and objectives of school management.
(b) Meaning and scope of pedagogics of education.
2. Role of head of the school (headmaster/principal) and teachers as elements of school management.
3. School plant :
 - a) Concept
 - b) Library
 - c) Laboratory
 - d) Hostel
 - e) Playground

UNIT-II

Marks : 16 Weightage : 20%

1. School complex : concept, objectives and programmes for effective implementation.
2. Institutional planning : concept, objectives, characteristics and steps for the preparation of an effective institutional plan, role of head of the institution in planning, decision making and execution (approaches), delegation of powers.
3. School records : concept, objectives, salient features, types, including cumulative records, data entry of records in computer related to admission, profile of students, unit plan/term, preparation of a format for and terminal records.

UNIT-III

Marks : 16 Weightage : 20%

1. (a) Micro-Teaching : Nature, main proposition, phases, steps, different skills, merits and demerits.
(b) Principles of successful teaching and maxims of teaching.
2. Professional ethics for teachers : Meaning, need and significance of professional ethical code for teachers, ethical oath for teachers obligation towards students, parents, community, professional and higher authorities.
3. Effective teacher : Meaning, characteristics of an effective teacher, conditions essential for promoting effective teaching.



UNIT-IV

Marks : 16 Weightage : 20%

1. Devices of teaching : Meaning, importance, types of devices of teaching :
 - (a) Teaching devices : Meaning oral communication : exposition narration, description, explanation, illustration, questioning, chalk-board, home-work, textbooks, reference books.
 - (b) Fixing devices : Meaning and types (drill, review, recapitulation and repetitive practice).
2. Audio-visual aids : Meaning, objectives, classification, importance, advantages and limitations of :
 - (a) Audio aids : Radio, tape-recorder
 - (b) Visual aids : Over head projector, slide projector, maps, charts, models, flash cards, display boards and diagrams.
 - (c) Audio-visual aids : films with sound tracks television.
 - (d) Preparation of unit , daily, yearly lesson plans.
3. Lesson Planning :
 - (a) Meaning, importance, principles of planning, criteria of an effective lesson plan.
 - (b) Types of lessons : Knowledge, skill and appreciation lessons, significance and steps of each lesson.
 - (c) Approaches to lesson planning : Herbartian and RCEM approaches.
 - (d) Preparation of unit /daily/ yearly / lesson plan.

UNIT-V

Marks : 16 Weightage : 20%

1. School - Community Relationship : Meaning, significance, factors affecting school - community relationship, techniques of establishing relationship between school and community, organisation of Village Education Committees (VECs) and role of Panchayats.
2. Methods of teaching : Meaning, importance, Procedure, advantages and limitations of :
 - a) Inductive - Deductive method
 - b) Analytical - Synthetic method
 - c) Project method
 - d) Problem solving method.
3.
 - a) Accountability in school education : Meaning, methods used for assessing accountability, use of professional norms and ethics.
 - b) Time Management : Time table, its importance and types, time schedules for various activities of school, weekly, monthly and yearly calendar of activities.

Internal Assessment :

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) School Records and Registers
- ii) Discipline
- iii) School Mapping
- iv) Block Resource centre
- v) Educational management Information System (EMIS).

NOTE FOR THE SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.



REFERENCE :

- Aggarwal , J.C. (2002) : **Principles, Methods and Techniques of teaching**, Vikas publishing house, New Delhi.
- Allan, Dwight and Kevin Rayan (1969) **Micro Teaching**, Addison wesley pub. Co. London.
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- Jangira, N.K. and Ajit Singh (1982) **Core Teaching skills** : The Micro Teaching Apporach, NCERT, New Delhi.
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- NCERT (1983) **The teacher and education in the Emerging Indian Society**, NCERT, New Delhi.
- NCTE (1998) **Competency Based and Commitment Oriented Teacher Education for Quality School Education, Preservice and Inservice Programme**, NCTE, New Delhi.



PAPER -IV

TITLE : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to:

- (a) understand that development of education is influenced by socio political forces of the time;
- (b) acquire knowledge of characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations;
- (c) understand the contribution of various major committees and commissions on education set up from time to time;
- (d) appreciate the developments in Indian education during the post independence era;
- (e) understand the constitutional obligation in relation to education in India.

UNIT - 1

Marks : 16 Weightage : 20%

1. Education in India during
 - a) Vedic period
 - b) Buddhist period
 - c) Medieval period

Detailed description of salient features, objectives, curriculum, methods of teaching, role of teacher of these systems of education.

2.
 - a) Charter Act of 1813
 - b) Macaulay's minutes and Bentinck's resolution of 1835.
 - c) Adam's Report (1838) and its recommendations.
3. Wood's Dispatch of 1854; Recommendations, importance and limitation of wood's dispatch.

UNIT-II

Marks : 16 Weightage : 20%

1. Hunter Commission (1882) : Recommendations of Hunter Commission of 1882, its influence on the subsequent development of education in India.
2. Lord Curzon's Educational Policy. Growth of national consciousness. National educational movement.
3. Essential features of Sadler Commission (1917-19) and its impact on Indian education.

UNIT-III

Marks : 16 Weightage : 20%

1. Wardha Scheme of Education (1937) : Salient features, recommendations and its impact on Indian education.
2. Sargent Committee Report (1944) on Basic and Secondary Education.
3. University Education Committee (1948-49) : Salient features, recommendations and its impact on Indian education.

UNIT-IV

Marks : 16 Weightage : 20%

1. Review of Secondary Education after independence with special reference to: Secondary Education Commission Report (1952-53) and its impact on Indian education.
2. Recommendations of Indian Education Commission (1964-66) and its impact on Indian education.
3. National Policy of Education (1986) : Salient features and critical appraisal of National Policy of Education (1986).
Recommendations of the revised National Policy on Education (1992).



UNIT-V

Marks : 16 Weightage : 20%

1. Distance Education : Concept, Growth, Features, Methods of imparting Distance Education through open university and correspondence courses (Features, Procedure and Problems)
2. Vocationalisation of secondary education : Its need and implications. Problems of vocationalisation of secondary education in India.
3. a) Teacher education at secondary level : pre-service and inservice in J&K state.
b) Universalisation of elementary education : Concept and problems of universalisation of elementary education in India, present programmes of UEE and critical appraisal of Sarv Shiksha Abhiyan with special reference to J&K State.
c) Environmental Education : Concept, need, objectives at Secondary School level, methods of improving environment with special reference to role of education.

Internal Assessment : 20 Marks

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Women Education.
- ii) Human Rights and Fundamental Duties.
- iii) Features of continuous comprehensive evaluation in State of J&K.
- iv) Consumer Education.
- v) Drawbacks of Examination system.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

REFERENCE :

- Aggarwal, J.C. (1998) : *Major Recommendations of Educational commission*, Vikas Pub., New Delhi.
- Bhatia, K.K. and Chadda, D.P. (1980) : *Modern Indian Education and its problems*, Prakash Bros., Jalandhar.
- Dayal, B. (1965) : *The Development of Modern Indian Education*, Orient Longman, New Delhi.
- Dunkin, J.M. (1987) : *The International Encyclopaedia of Teaching and Teacher Education*, Programon, New York.
- Garg, B.R. (1979) : *Education For Tomorrow*, International Book Agency, Ambala Cantt.
- Gupta, P. & V.K. (1998) : *Environmental Education*, New Academic Publishing House, Main Hiran Gate, Jalandhar



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- Mangla, Sheela (2000): ***Teacher Education Trends and Strategies***, Radha Publishing House, New Delhi.
- Ministry of Education ***Education and National Development*** : Report of Indian Education Commission, Government of India, New Delhi.
- MHRD (1986): ***National Policy on Education and Programme of Action***, Govt. of India, New Delhi.
- MHRD (1990): ***Rama Murti Committee Report***, Govt. of India, New Delhi.
- MHRD (1992): ***Programme of Action***, Govt. of India, New Delhi.
- Mukherji, S.N. (1996): ***History of Education in India***, Acharya Book Depot, Baroda.
- Naik, J.P. & Nurulla, S. (1964): ***Development of Education (1800-1947)***, MachMillan and Co., New Delhi.
- Swak, N.S. (1995): ***Current Poblems in Indian Education***, Punjab Kitab Ghar, Jallandhar.



PAPER -V-A

TITLE : ESSENTIAL OF EDUCATIONAL TECHNOLOGY

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to:

- (a) obtain a total perspectives of the role of technologies in modern educational practices.
- (b) equip him/her with his /her various technological applications available to him/her for improving instructional practices.
- (c) help the him/her to attain skills required for effective instructional management.
- (d) be familiar with the techniques of assessing accountability.

UNIT - I

Marks : 16 Weightage : 20%

1. Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
2. Hardware technologies : Important accessories and their application Over Head Projector, Still and Movie Projectors Audio-Video recording instruments, television, computers.
3. Behavioural objectives : Meaning, importance, Bloom's taxonomy of instructional objectives, formulation of instructional objectives (Mager).

UNIT - II

Marks : 16 Weightage : 20%

1. Programmed learning : Meaning, origin, principles of programmed learning.
2. Linear, branching and skip linear programmes. Advantages and limitations of programmed learning steps of the development of programmed instructional material - preparation, writing and evaluation.
3. Computer Assisted Instruction : Concept, instructional uses of computers, advantages and limitation of computer Assisted Instruction.

UNIT-III

Marks : 16 Weightage : 20%

1. Communication process : concept and process, principles of communication, barriers in communication, classroom communication (verbal and non-verbal)
2. Modification of Teacher Behaviour - Flanders' Interaction Analysis : concept, basic assumptions, procedure, advantages and limitations.
3. Team teaching : Meaning, origin, objectives, types, principles, procedure, advantages and limitations.

UNIT-IV

Marks : 16 Weightage : 20%

1. Action research : Concept, procedure and significance in teacher education.
2. Evaluating institutional performance : Concept, methods used pupil evaluation, teacher evaluation, evaluation of institutional performance.
3. Methods of teacher evaluation : Use of pupil rating, peer rating, supervisor rating, community rating.

UNIT-V

Marks : 16 Weightage : 20%

1. Information technology : Meaning, nature and significance of information technology in teaching-learning process, different media of information technology.
2. Multimedia approach to education. Role of video conferencing, radio conferencing, television, EDUSAT and Internet in teaching-learning process. Their advantages and limitations.
3. Role and composition of Central Institute of Education and Technology, National Open School, State Educational Technology Cells, Indira Gandhi National Open University and their role for the improvement of teaching learning.



PAPER -V-B

TITLE : COMMUNICATION AND INFORMATION TECHNOLOGY

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

1. To acquaint pupil-teachers with general terminology related to computer.
2. To help pupil-teachers to understand the use of computers in education with respect to :
3. To enable the student teacher to appreciate the role of computers in modern society.

UNIT - I

Marks : 16 Weightage : 20%

INTRODUCTION :

1. Information Technology : Concept, approaches, taxonomy of information system, information technology and computers.
2. History of computers, types, generation of digital computers, characteristics and applications. Benefits and limitations of computers.
3. CPU, memory, types of memories, storage devices, input-Output devices.

UNIT - II

Marks : 16 Weightage : 20%

OPERATING SYSTEM :

1. Functions of operating system, types, single user and multi-user, operating system - CUI and GUI.
2. Disk Operating System (DOS), internal & external commands. Directory & file related commands, Format, F-disk commands.
3. Introduction to MS Windows, anatomy of windows, files and folders, icons, screen saver and settings.

UNIT-III

Marks : 16 Weightage : 20%

1. Introduction to MS-Word, creating and editing of document, bold, italics, underline, type of font, line spacing, margins, paragraphs, cut and paste, copy and paste, basic editing tips, printing, page set up, find, find replace, spell and grammar, creating of tables, table properties, clip art, mail merge.
2. Introduction to MS-Excel.
3. Introduction to Computer System :
 - a) DBMS & Databasic Software.
 - b) Foxpro.

UNIT-IV

Marks : 16 Weightage : 20%

Network & Internet :

1. Definition of Network, LAN and their uses.
2. Internet, evolution and services.
3. WWW. search engine, utility of internet for teacher trainees.

UNIT-V

Marks : 16 Weightage : 20%

Applications of Computer :

1. Concept and significance of Computer Managed Learning (CML) and Computer Assisted Learning (CAL).
2. Concept of CD Magazines and E-books, their advantages and limitations.
3. Use of Computers in teaching and evaluation, multi-media approach to teaching - learning process.



Practicals

Marks : 20

1. Know your computer (list configuration, input-output devices)
2. Start computer, create a programme folder, create a file, save and close file, shutdown computer.
3. Microsoft Windows - word - basic function, typing and editing, formatting text, page design and layout (students are supposed to prepare documents), preparing wallpaper and screen saver in windows.
4. Power Point -
 - i) Presentation of Graphics, introducing power point, creating presentation.
 - ii) E-mail, read, compose and send E-mail.

Internal Assessment : 20 Marks

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- a) Satellite and its impact on education.
- b) EDUSAT.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

Bharioke, Deepak	<i>Fundamentals of Information Technology.</i>
Comdex DOS for Dummies	(1997) Pustak Mahal, New Delhi.
Nelson, Stephen, L.	<i>The Complete Reference office</i> , Tata McGraw Hill, New Delhi.
Rajaraman, V.	<i>Fundamentals of Computers. Teacher Edu</i>
Saxena, Sanjay	<i>A first course in computers</i> - Vikas Book.



PAPER -V-C

TITLE : GUIDANCE AND CONSELLING

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to:

- (a) Impart understanding of the concepts of guidance.
- (b) Make the pupil teachers aware about the concept of counseling.
- (c) Make the pupil teachers with testing and non-testing techniques.
- (d) Make the pupil teachers clear about the kind of guidance service.
- (e) Enable the pupil-teachers to understand the procedure of dissemination of occupational information and organisation.
- (f) Prepare the pupil-teachers with the understanding of types of counseling and qualities of an effective counselor.

COURSE CONTENTS

UNIT - I

Marks : 16 Weightage : 20%

1. Education and Vocational Guidance :
 - (a) Meaning of guidance, need for guidance and its scope in India, aims of guidance.
 - (b) Foundations of guidance (Philosophical, Psychological and Socio-cultural).
 - (c) History of Guidance Movement in India and U.K.

UNIT - II

Marks : 16 Weightage : 20%

1. Types of guidance (Education, Vocational and Personal).
2. Non-Testing Techniques in Guidance :
 - Interview
 - Observation
 - Commulative Record.
 - Socio-metric techniques.
 - Case study.
3. Testing Techniques in Guidance :
 - i) Role of testing techniques in Guidance :
 - ii) Use of psychological tests, appraisal of intelligence and personality tests, aptitude tests.

UNIT-III

Marks : 16 Weightage : 20%

1. Guidance Services :

Purpose, principles of organization, guidance services at elementary and secondary levels.
2. Guidance Services :
 - a) Individual Inventory Service.
 - b) Placement Service.
 - c) Follow-up Service.
3. Roles of the following in the Guidance Services :
 - a) Head of the Institution.
 - b) Teacher
 - c) Counsellor
 - d) Parent's role
 - e) Outline Programme of Guidance Services.



UNIT-IV

Marks : 16 Weightage : 20%

1. Career information : Meaning of career and career information components of career information. Need, importance and objectives to study career information at different school levels, sources of career information, methods of collection, classification, filling up and evaluation of information.
2. Data gathering techniques :
 - Job analysis
 - Survey method.
3. Occupational information, meaning and importance, information about education and job opportunities and personal and social information. Disseminations of information through
 - i) Career talks
 - ii) Exhibition
 - iii) Class talks
 - iv) Career Resource centre (Importance and organisation).

UNIT-V

Marks : 16 Weightage : 20%

1. Counselling :
 - i) Meaning, purposes, elements of counselling types (directive-non-directive), counselling and psychotherapy.
 - ii) Counselling interview : Concept, importance, steps, merits and demerits.
 - iii) Qualities of a counsellor, role of counsellor in counselling.

Internal Assessment : 20 Marks

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Organisation of Guidance Services.
- ii) Methods of imparting guidance.
- iii) Case history.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- Aggarwal, J.C. (1995): *Educational and Vocational Guidance and counselling*, Doaba House, New Delhi.
- Jones, J.A. (1970): *Principles of Guidance*, Tata McGraw Hill, Bombay.
- Pandey, K.P. (2000): *Educational and Vocational Guidance in India*, Vishwa Vidyalaya Prakashan, Varanasi.
- Strang, Ruth (1968): *Counselling Techniques in colleges and Secondary School*, McGraw Hill, New York.
- Taxler, A.E. (1964): *Techniques of Guidance*, McGraw Hill, New York.
- Kochhar, S.K. (2000): *Guidance and Counselling in Colleges and Universities*, Sterling, New Delhi.



PAPER -VI/VII

TITLE : EDUCATIONAL MEASUREMENT & EVALUATION

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to

- (i) familiarise with the utility of measurement evaluation.
- (ii) understand the concept and use of action research.
- (iii) familiarise with different kinds of psychological tests.
- (iv) Prepare to understand the steps for the construction of an achievement test.
- (v) familiarise with the characteristics of good test and type of test i.e. standardised and non-standardised tests.
- (vi) give with the concepts and application of statistical techniques.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. Concept of measurement and evaluation in education, difference between measurement and evaluation, scales of measurement (nominal, ordinal, interval and ratio scales).
2. Teaching - learning process and evaluation, need and importance of evaluation, characteristics of good evaluation.
3. Approaches to evaluation : Formative and summative evaluation, difference between formative and summative evaluation.

UNIT - II

Marks : 16 Weightage : 20%

1. Action Research : Concept of action research, importance of action research, steps of conducting action research, limitations of action research.
2. Techniques of Evaluation :
 - a) Psychological tests (intelligence, personality and aptitude tests)
 - b) Rating scales
 - c) Questionnaire
 - d) Interview
 - e) Observation.
3. Characteristics of a good test :
 - a) Validity b) Reliability c) Norms d) Usability.

UNIT-III

Marks : 16 Weightage : 20%

1. Achievement test : Meaning of achievement, steps in the construction and standardisation of an achievement test
 - a) Writing of item
 - b) Item analysis
 - c) Reliability
 - d) Validity
 - e) Norms
2. Knowledge of standard tests, teacher - made tests and diagnostic tests, difference between the three tests, uses and limitations of standardized, teacher-made and diagnostic tests.
3. Criterion-referenced tests :
Meaning, steps in the construction of criterion-referenced tests, difference between criterion - referenced and norm - referenced (traditional) tests.



UNIT-IV

Marks : 16 Weightage : 20%

1. Types of Tests : Essay type, objective type, their merits and demerits.
2. Measure of Relative position : Uses, Limitations and computations of :
 - a) Percentile,
 - b) Percentile Rank
 - c) Standard Scores
3. Normal distribution curve-characteristics and application of normal distribution curve.
 - a) Determination of standard scores from raw scores.
 - b) Determination of percent of cases and number of cases falling above, below and between and given scores from the mean.

UNIT-V

Marks : 16 Weightage : 20%

1. Measures of Relationship : Concept, uses and computation of coefficient of correlation using Pearson's product Movement Method (ungrouped data) and Spearman's Rank Difference Method.
2. Hypothesis Testing : Meaning of null hypothesis, level of confidence, degree of freedom.
3. Testing significance of difference between means for small and large samples (uncorrelated).

Internal Assessment :

- | | | |
|----|----------------|-------------|
| a) | Attendance | - 05 Marks. |
| b) | Two Tests | - 10 Marks. |
| c) | One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Features of question bank and grading system.
- ii) Open Book Examinations.
- iii) Characteristics of Normal Probability Curve.

NOTE FOR THE SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.



Reference :

1. Adams, G.K. (1965): **Measurement and Evaluation in Psychology and Education**, Holt, Rinehart and Winston, New York.
2. Aggarwal, R.N. and Vipin, Asthana (1983): **Educational Measurement and Evaluation**, , Vinod Pustak Mandir, Agra.
3. Anastasi, A. (1982): **Psychological Testing**, Harper and Row, New York.
4. Cronback, L.J. (1964): **Essentials, of Psychological Testing**, Harper and Row, New York.
5. Garrett, H.E. (1989) : Statistics in Educaion and Psychology, Vakil Feffer and Simon Bombay.
D.A. (1990) : **Essentials of Educaional Meauement**, PrenticeHall, New Delhi.
6. Ebel, R.L. and Frisbel, **Theory and practice of Psychology Testing**, Holt, Rinehart and winston, New York.
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8. Lindeman, Richard H. (1971) Educational Measurement, D.B. Taraporewala Sons, Bombay.
9. Mehrens, W.A. and I.J. Lehman (1984) Measurement and Evaluation in Education and psychology, Holt, Rinehart and Winston, New York.
10. Thorndike, R.L. and E. Hagen (1970) : Measurement and Evaluatin in Psychology and Education. John wiley, new york.
11. Sharma , R.A. (2002) Essentials of Measurement . R. Lall Book Depot, Meerut,



PAPER -VI/VII

TITLE : TEACHING OF ENGLISH

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers understand :

- a) familiarise with elements of English language
- b) develop linguistic skills
- c) develop teaching skills in teaching of English
- d) make effective use of instructional aids in teaching of English
- e) use different methods of teaching English
- f) evaluate the performance of their students.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. The position and role of English in India, The Charter of 1813, problem of language study and 3 - language formula.
2. Objectives of teaching English as a second language at secondary level .
3. Problem in effective teaching of English in our country. Principles of teaching English - Psychological, linguistic and pedagogical.

UNIT - II

Marks : 16 Weightage : 20%

1. Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching English - prose, poetry and composition.
2. Curriculum : Meaning, importance and principles of preparing good curriculum for English as a second language, Principles and rationale of curriculum development.
3. Textbook : Meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

UNIT-III

Marks : 16 Weightage : 20%

1. Co-curricular activities :
Meaning, importance of co-curricular activities for teaching English through :
 - a) Literary clubs
 - b) School magazines
 - c) Debates
 - d) Quiz programmes
2. Development of the following teaching skills :
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing
3. Reading and writing
Concept, meaning and importance of reading, Types of reading : intensive, extensive, loud and silent reading for pronunciation, clear comprehensive fluency and thinking. Defects in writing skills and their improvement, elaboration and summarisation, essay and letter writing.

UNIT-IV

Marks : 16 Weightage : 20%

1. Aims of teaching prose, poetry, drama and composition at various levels.
2. Audio-visual aids :
Meaning and importance of audio-visual aids in teaching English viz. Chalk-board, models, charts, audio tapes, video tapes, television, computers and language laboratory. Preparation of low cost teaching aid for teaching English at various levels.



- 3 Methods of teaching English - Prose, poetry, grammar & composition with special reference to :
- a) Difference between an 'approach' and 'method', Meaning of structure and pattern, principle of selection and gradation of structure, presentation and practice of structure.
 - b) Direct-Method of Teaching.
 - c) Grammar - cum - translation method.

UNIT-V

Marks : 16 Weightage : 20%

1. Concept, components and preparation of any three micro lessons based on the following skills :
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Illustration with examples and visuals
 - e) Stimulus variation.
2. Lesson Planning : Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches.
3. Evaluation in English in terms of cognitive, affective and psycho motor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment :

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Preparation of language Dictionary.
- ii) General Principles of Language Teaching.

NOTE FOR THE PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1. Bansal, R.K. and Harrison, J.B. (1983) : | <i>Spoken English for India</i> , Orient Longman, New Delhi |
| Bansal, R.K. (1990) : | <i>Introduction to English Teaching Vol.II, Phonetics and spoken English</i> , CIEFL, OUP, Hyderabad. |
| Bhatia, K.K. (1988) : | <i>New Techniques of Teaching English as a Foreign Language</i> , NBS Educational Publishers, Chandigarh. |
| Frisby, A.W. (1970) : | <i>Teaching English : Notes and comments in Teaching English Overseas</i> , ELBS, London. |
| Gupta, P.K. (2001) : | <i>Teaching of English</i> , R. Lall Book Depot, Meerut. |
| Kohli, A.L. (2003) : | <i>Teaching of English</i> , Dhanpat Rai and Sons, Jalandhar. |
| Singh, M.K. (1998) : | <i>Teaching of English</i> , International Publishing House, Meerut. |
| Srivastava, B.D. (1966) : | Structural Approach to the Techniques of English, Ram Parshad and Sons, Agra. |
| Srivastava, R.P. (1979) : | <i>The Teaching of Reading</i> , Bahari Publishers, New Delhi. |



PAPER -VI/VII

TITLE : TEACHING OF HINDI

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to :

- a) understand the importance and role of Hindi Language in our country
- b) understand the aims of teaching Hindi at elementary and secondary levels.
- c) be familiar with various methods of teaching Hindi.
- d) understand the concept of curriculum in teaching Hindi, qualities of a good text-books and co-curricular activities in teaching Hindi.
- e) acquaint them with different teaching skills associated with teaching of Hindi.
- f) Learn various techniques and methods of evaluating performance of learners in the subject of Hindi.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. Origin and development of Hindi language. Objectives of teaching Hindi at elementary and secondary levels.
2. Role of Hindi as a link and national language, problems of Hindi teaching. Contributions of : Tulsidas, Surdas, Bhartendu Harishchandra, Ramdhari Singh Dinkar, Sumitra Nandan Pant, Mahadevi Verma.
3. Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Hindi - Prose, poetry and composition.

UNIT - II

Marks : 16 Weightage : 20%

1. Curriculum : Meaning, importance and principles of preparing good Hindi curriculum at secondary level. Principles and rationale of curriculum development.
2. Textbook : Meaning and importance of Hindi textbook. Qualities of a good textbook in the subject of Hindi.
3. Co-curricular activities : Meaning, importance of co-curricular activities for teaching Hindi through :
 - a) Literary clubs
 - b) School magazines,
 - c) Debates
 - d) Dramatics
 - e) Quiz Programme.

UNIT-III

Marks : 16 Weightage : 20%

1. Development of the following Linguistic skills :
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing
2. Reading and writing :

Concept, meaning and importance of reading, Types of reading : Intensive, Extensive and silent/low reading, defects in writing skills and their improvement, elaboration and summarisation, essay and letter writing.
3.
 - a) Aims of teaching prose, poetry, drama and composition at various levels.
 - b) Methods of teaching prose, poetry, composition and grammar.

UNIT-IV

Marks : 16 Weightage : 20%

1. Audio-visual aids :

Meaning and importance of audio-visual aids in teaching Hindi viz. Chalk board, models, charts, audio tapes, video tapes, television computers and language laboratory.



2. Development of teaching skills :
Concept, components and preparation of any three Micro lesson plans for developing skills of :
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Illustration with examples and visuals
 - e) Stimulus variation.
3. Lesson Planning : Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans.

UNIT-V

Marks : 16 Weightage : 20%

1. Steps for preparing lesson plans for teaching Hindi using Herbartian and RCEM approaches. Advantages and limitations of these approaches.
2. Preparation of lesson plans for teaching prose and poetry at the secondary level.
3. Evaluation in Hindi teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment :

20 Marks

- | | | |
|----|----------------|-------------|
| a) | Attendance | - 05 Marks. |
| b) | Two Tests | - 10 Marks. |
| c) | One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Contribution of Kabir and Tulsi Dass.
- ii) Criteria of a Good Language Test.
- iii) Kabir's Doha (7th and 9th Grade Text)

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

References :

- | | |
|----------------------------------|-------------------------------------------------------------------------------------------|
| Pandey, R.S. (1992): | Hindi Shikshan , Vinod Pustak Mandir, Agra. |
| Singh, Niranjan Kumar (1983): | Madhyamik Vidyalayon Mein Hindi Shikshan , Rajasthan Hindi Granth Academy, Jaipur. |
| Singh, Savitri (1992): | Hindi Shikshan , R. Lall Book Depot, Meerut. |
| Shukla, Bhagwati Charan (1974) : | Hindi Ucharan Aur Vartani , Arya Book Depot, New Delhi. |
| Sukhia, K.K. (1988): | Hindi Dhwaniyan Aur Unka Shikshan , Ramnarayan Lal, Allahabad. |



PAPER -VI/VII

TITLE : TEACHING OF PUNJABI

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers to :

- a) understand the importance and role of Punjabi Language in our country.
- b) understand the aims of teaching Punjabi at elementary and secondary levels.
- c) be familiar with various methods of teaching Punjabi.
- d) understand the concept of curriculum in teaching Punjabi, qualities of a good text-books and co-curricular activities in teaching Punjabi.
- e) acquaint them with different teaching skills associated with teaching of Punjabi.
- f) Learn various techniques and methods of evaluating performance of learners in the subject of Punjabi.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. Origin and development of Punjabi language and its dialects. Importance of Punjabi as a regional language. Aims of teaching Punjabi at elementary and secondary levels.
2. Problems of teaching Punjabi at secondary school level. Contributions of Baba Farid, Guru Nanak Dev, Shah Hussain, Varis Shah, Bulleh Shah, Bhai Veer Singh, Amrita Pritam, Mohan Singh, Shiv Kumar Batalavi.
3. Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Punjabi - Prose, poetry and composition.

UNIT - II

Marks : 16 Weightage : 20%

1. Curriculum : Meaning, importance and principles of preparing good Punjabi curriculum at secondary level. Principles and rationale of curriculum development.
2. Textbook : Meaning and importance of Punjabi textbook. Qualities of a good textbook in the subject of Punjabi.
3. Co-curricular activities : Meaning, importance of co-curricular activities for teaching Punjabi through :
 - a) Literary clubs
 - b) School magazines,
 - c) Debates
 - d) Dramatics
 - e) Quiz Programmes.

UNIT-III

Marks : 16 Weightage : 20%

1. Development of the following linguistic skills :
 - a) Listening
 - b) Speaking
 - c) Reading
 - d) Writing
2. Reading and writing
Concept, meaning and importance of reading, Types of reading : Silent/low, extensive and intensive, defects in writing skills and their improvement, elaboration and summarisation, essay and letter writing.
3.
 - a) Aims of teaching prose, poetry, drama and composition at various levels.
 - b) Methods of teaching prose, poetry, composition and grammar.



UNIT-IV

Marks : 16 Weightage : 20%

1. Audio-visual aids :
Meaning and importance of audio-visual aids in teaching Punjabi viz. Chalk-board, models, charts, audio tapes, video tapes, television, computers and language laboratory.
2. Development of teaching skills :
Micro lesson plans for developing skills of :
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Illustration with examples and visuals
 - e) Stimulus variation.
3. Lesson Planning : Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans.

UNIT-V

Marks : 16 Weightage : 20%

1. Steps for preparing lesson plans for teaching Punjabi using Herbartian and RCEM approaches. Advantages and limitations of these approaches.
2. Preparation of lesson plans for teaching prose and poetry at the secondary level.
3. Evaluation in Punjabi teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment :

20 Marks

- | | | |
|----|----------------|-------------|
| a) | Attendance | - 05 Marks. |
| b) | Two Tests | - 10 Marks. |
| c) | One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Preparation of diagnostic tests.
- ii) Contribution of Baba Farid.
- iii) Importance of folk songs.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- | | |
|----------------------------|--------------------------------------------------------------------------------------------|
| Grey, W.S. (1982): | <i>Teaching of Reading and Writing</i> , UNESCO, Paris. |
| Kochhar, S.K. (1989): | <i>Mat Bhasha Dee Shiksha</i> . |
| Safaya, R.N. (1992): | <i>Punjabi Di Shiksha Vidhi</i> , Dhanpat Rai and Sons, Jalandhar. |
| Sekhon, Sant Singh (1961): | <i>Punjabi boli Da Itihas</i> , Bhasha Vibhag Punjab, Chandigarh. |
| Singh, G.B. (1981): | <i>Gurmukhi Lipi Da Janam Te Vikas</i> , Punjab University Publication Bureau, Chandigarh. |
| Singh, Gurudev (1971): | <i>Gurmukhi Lipi Bare</i> , Lahore Book Depot, Ludhiana. |



PAPER -VI/VII

TITLE : TEACHING OF SOCIAL STUDIES

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the pupil - teachers understand :

- Appreciate the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- Develop knowledge about the basic principles governing social studies.
- Develop knowledge about the basic principles governing social studies.
- Develop the teaching skill needed for teaching of social studies.
- Acquire competency to prepare lesson plans for teaching social studies.
- Develop the ability to conceive and organise co-curricular activities for teaching of social studies.
- Acquire the ability to develop instructional support materials.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

- Meaning, scope and importance of social studies in secondary schools. Social sciences and social studies: Core subjects of social sciences : history, civics, geography, economics : interrelationship between them. Objectives and values of teaching social studies in secondary schools.
- Behavioural objectives : Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social studies.
- Role of school and teacher in teaching of social studies. Qualities of a teacher teaching social studies.

UNIT - II

Marks : 16 Weightage : 20%

- Curriculum : Meaning, importance and principles of designing a good curriculum for social studies. Approaches to organising social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Textbooks : Meaning and importance of textbooks in the teaching of social studies. Qualities of a good textbook. Role of library and reference books in teaching of social studies.
- Co-curricular Activities: Meaning and importance of co-curricular activities. Steps for organising co-curricular activities. Role and organisation of the following in teaching of social studies :
 - Excursion
 - Supervised study
 - Dramatisation
 - Debates and Quizzes
 - Social Studies clubs
 - Visit to museums.

UNIT-III

Marks : 16 Weightage : 20%

- Audio-visual aids : Meaning, importance and classification of audio-visual aids viz.,
 - Chalk board
 - Data-line charts
 - Models
 - Globes
 - Scrap-books
 - Films Strips
 - Radio
 - Television
 - Videos/CD's
 - OHP
 - Field trips
 - Computer
- Methods of teaching social studies :
 - Lecture method
 - Project method.
 - Dramatisation.
 - Lecture -cum-discussion method.
 - Story telling method.
 - Socialised Recitation Method.



3. Development of teaching skills : Concept, components and preparation of any three Micro-teaching lesson plans for developing the skill of :

- | | |
|-------------------------------------------|----------------|
| a) Stimulus Variation. | b) Questioning |
| c) Reinforcement | d) Explanation |
| e) Illustration with examples and visuals | |

UNIT-IV

Marks : 16 Weightage : 20%

1. Lesson planning : Meaning and importance of a lesson plan unit and yearly plans.
2. Steps for preparing lesson plans for teaching of social studies using Herbartian.
3. RCEM approach. Advantages and limitations, remedial teaching.

UNIT-V

Marks : 16 Weightage : 20%

1. Evaluation : Meaning, need and objectives of evaluation in social studies.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation techniques; their Relative Merits and Demerits :

a) Oral tests.	b) Essay - type tests
c) Objective - type tests	d) Diagnosing testing.

Internal Assessment :

20 Marks

- | | |
|-------------------|-------------|
| a) Attendance | - 05 Marks. |
| b) Two Tests | - 10 Marks. |
| c) One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Factors affecting India society
- ii) History of freedom movement.
- iii) Major issues facing Indian economy today.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- | | |
|----------------------------------------|-------------------------------------------------------------------------------------------|
| Binning, A.C. and Binning, D.H. (1952) | <i>Teaching the Social Studies in Secondary Schools</i> , McGraw Hill, New York. |
| Burton, W.H. (1973): | <i>Principles and practice of Geography Teaching</i> , University Tutorial Press, London. |
| Chowdhary, K.P. (1975): | <i>The Effective Teaching of History in India</i> , NCERT, New Delhi. |
| Kochhar, S.K. (1973): | <i>The Teaching of Social Studies</i> , University Publishers, Delhi |
| Mofatt, M.R. (1965): | <i>Social Studies Instruction</i> , Prentice Hall, New York. |
| UNESCO (1981): | <i>Hand Book of Teaching of Social Studies</i> , UNESCO, Paris. |

DETAILS OF TEACHING & CO-CURRICULAR ACTIVITIES



PAPER -VI/VII

TITLE : TEACHING OF GENERAL SCIENCE

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the student teachers to :

- Develop a broad understanding of the principles and procedures used in modern science education.
- Develop teaching competencies related to general science at the secondary level.
- Become effective teachers in order to perform desired role as a science teacher.
- Familiarise with the concept and place of general science in school curriculum.
- To understand the concept of behavioural objectives in teaching of general science.
- Familiarise with the concept of curriculum, textbooks and co-curricular activities.
- Realise the importance of various tools of evaluation in general science.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

- Concept of Science and General Science. Need and place of general science in school curriculum, objectives of teaching general science at secondary stage with special reference to Tara Devi Seminar, Kothari Commission and Ishwar Bhai Committee. Impact of Science on society. Globalisation and science.
- Path tracking discoveries and land mark development in science. Eminent world scientists and eminent Indian scientists.
- Role of school and teacher in teaching of general science. Qualities of a science teacher.

UNIT - II

Marks : 16 Weightage : 20%

- Behavioural objectives : Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of general science.
- Curriculum : Meaning, importance and principles of designing a good curriculum for General Science. Concentric, topical and integrated approaches in organising curriculum for general science.
- Textbooks : Meaning and importance of textbooks in teaching of General Science. Qualities of a good textbook of General Science. Role of textbooks and encyclopedia in teaching of science.

UNIT-III

Marks : 16 Weightage : 20%

- Co-curricular Activities : Meaning and importance of co-curricular activities. Steps of organising co-curricular activities. Role and organisation of the following in teaching of general science.
 - Field trips
 - Science clubs
 - Science museums
 - Aquariums
 - Herbariums and vivariums
 - Science fairs
 - School gardening
 - Preparation of low-cost teaching aids.
- Audio-visual aids : Meaning, importance and classification of audio-visual aids viz.,
 - Chalk board
 - Radio
 - Models & Specimens
 - Scrap-books
 - Films
 - OHP & Computer
 - Television
- Methods of teaching general Science:
 - Lecture method
 - Project method.
 - Inductive-Deductive Method
 - Lecture -cum-demonstration method.
 - Problem - Solving Method
 - Heuristic Method



UNIT-IV

Marks : 16 Weightage : 20%

1. Development of Teaching skills : Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of :
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Stimulus variation
 - e) Illustration with examples and visuals.
2. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans.
3. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of general science. Advantages and limitations of these approaches.

UNIT-V

Marks : 16 Weightage : 20%

1. Evaluation : Meaning, need and objectives of evaluation in General Science.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools :
 - a) Diagnostic testing and remedial teaching
 - b) Oral tests.
 - c) Quizzes
 - d) Essay type tests
 - e) Objective type tests.

Internal Assessment : 20 Marks

- a) Attendance - 05 Marks.
- b) Two Tests - 10 Marks.
- c) One Assignment - 05 Marks.

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Photosynthesis
- ii) Atomic structure
- iii) Water as universal solvent.

NOTE FOR THE SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- Anderson, R.D. (1970): *Developing Children's Thinking Through Science*, Prentice Hall, New Delhi.
- Gupta, S.D. and D.R. Sharma (2002): *Teaching the Science*, Malhotra Bros, Jammu.
- Gupta, S.K. (1998): *Teaching of Physical Science*, Sterling, New Delhi.
- Kohli, V.K. (2001): *How to teach science*, Vivek Publishers, Ambala City.
- Sharma, R.C. (1981): *Modern Science Teaching*, Dhanpat Rai Publishing Co. Delhi.
- Siddiqui, N.N. and Siddiqui, N. (1995): *Teaching of Science*, Wilson publication, New Delhi.



PAPER -VI/VII

TITLE : TEACHING OF MATHEMATICS

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the student teachers to :

- a) Understand and appreciate the uses and significance of mathematics in daily life.
- b) Appreciate the contributions of famous mathematicians in mathematics.
- c) Learn successfully various methods and techniques of teaching mathematics and to use them judiciously.
- d) Know the methods of planning instruction for the classroom.
- e) Organise curricular activities as per the needs to teach mathematics.
- f) Understand the process of comprehensive evaluation in mathematics.

COURSE CONTENTS :

UNIT - 1

Marks : 16 Weightage : 20%

1. Meaning and history of mathematics, assumptions, postulates, axioms, value of mathematics - practical, social, moral, artistic, aesthetic and intellectual, place of mathematics in school curriculum, relationship of mathematics with other subjects.
2. Contributions of famous mathematicians : Bhaskaracharya, Aryabhatta, Leelabati, Ramanujam, Euclid, Pythagorous, Renedescarte.
3. Behavioural objectives : meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics.

UNIT - II

Marks : 16 Weightage : 20%

1. Curriculum : Meaning, importance and principles of designing a good curriculum for mathematics. Principles and rationale of curriculum development.
2. Textbooks : Meaning and importance of textbooks in mathematics, qualities of a good textbook in mathematics.
3. Co-curricular activities : Meaning and importance of co-curricular activities. Procedure for organising co-curricular activities like quiz programmes, skill development in answering puzzles, riddles, magic squares, short cuts mentioned in Vedic mathematics for teaching mathematics.

UNIT-III

Marks : 16 Weightage : 20%

1. Audio-visual aids : Meaning and importance of audio-visual aids in teaching mathematics viz., chalk-board, models, charts, television, video tapes and computers. Preparation of low cost teaching aids for teaching mathematics.
2. Methods of teaching mathematics:
 - a) Inductive-Deductive method.
 - b) Analytic-Synthetic method
 - c) Project method
 - d) Problem solving method
 - e) Heuristic method.
 - f) Laboratory method.
3. Techniques of teaching mathematics :
 - a) Oral work
 - b) Written work
 - c) Home assignment
 - d) Drill
 - e) Self and supervised study.



UNIT-IV

Marks : 16 Weightage : 20%

1. Development of Teaching skills : Concept, components of preparation of any three micro lesson plans for developing the skills of :
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Stimulus variation
 - e) Illustration with examples and visuals.
2. Lesson planning: Meaning and importance of a lesson plan at the macro level, meaning & purpose of unit and monthly plans.
3. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. Advantages and limitations of these approaches.

UNIT-V

Marks : 16 Weightage : 20%

1. Evaluation : meaning of comprehensive and continuous evaluation.
2. Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.
3. Evaluation tools : Meaning, need and use of diagnostic testing and remedial teaching.

Internal Assessment :

20 Marks

- | | | |
|----|----------------|-------------|
| a) | Attendance | - 05 Marks. |
| b) | Two Tests | - 10 Marks. |
| c) | One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Application of computers in teaching of mathematics.
- ii) Pedagogical analysis of sets.
- iii) Pedagogical analysis of congruency.

NOTE FOR THE SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) with internal choice within each Unit.

Reference :

- | | |
|-------------------------------|-------------------------------------------------------------------------------|
| Aggarwal, S.M. (1999): | Teaching of Modern mathematics , Dhanpat Rai and sons, New Delhi. |
| Bell, E.T. (1965): | Men of Mathematics I & II , Penguin. |
| Land, Frank (1985): | The Language of Mathematics , London : John Surrey. |
| Mackintosh, Jerry, A. (1971): | Perspectives on Secondary Mathematics , John Wiley and Sons, New York. |
| Sidhu, K.S. (1998): | The Teaching of Modern Mathematics , Sterling, New Delhi. |



PAPER -VI/VII

TITLE : TEACHING OF URDU

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES:

To enable the pupil-teachers to:

- Understand the importance and role of Urdu language in our country.
- Understand the aims of teaching of Urdu at elementary and secondary levels.
- Be familiar with various methods of teaching Urdu.
- Understand the concept of curriculum in teaching Urdu, qualities of good textbook and cocurriculum activities in teaching Urdu.
- Acquaint them with different teaching skills associated with teaching of Urdu.
- Learn various techniques and methods of evaluating performance of learners in the subject of Urdu.

UNIT-I

Marks : 16 Weightage : 20%

- Origin and development of Urdu language, origin and development of Urdu in J&K State and its present position. Its nomenclature and different views regarding its origin and development expressed by various authors. (Mir, Aman, Ragab Ali Beg Sarore, Rattan Nanth Sarshar, Mir, Ghalib, Hasarat Mohani, Shad Firaq Gorakhpuri).
- Origin and development of Urdu Imla, Arrab and punctuation. Contribution of Rasheed Hasan khan in the development of Urdu Imla.
- Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Urdu prose, poetry and composition. Mother tongue aim of teaching mother tongue at primary and secondary level.

UNIT-II

Marks : 16 Weightage : 20%

- Curriculum: Meaning, importance and principle of preparing good Urdu curriculum at secondary level. Principles and rationale of curriculum development
- Text Book: Meaning and importance of Urdu textbook, qualities of a good textbook in the subject of Urdu. Qualities of language teacher.
- Co-curricular activities : Meaning , importance of Co-curricular activities for teaching Urdu through:
 - Literary club
 - School Magazine
 - Debates
 - Dramatics
 - Quiz Programme
 - Mushiarah

UNIT-III

Marks : 16 Weightage : 20%

- Development of the following linguistic skills:
 - Listening
 - Speaking
 - Reading
 - Writing
- Reading & Writing:
Concept, meaning and importance of reading
Types of reading: Silent/low, extensive and intensive
Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
- Aims of teaching prose, poetry, drama and composition at various levels.
 - Methods of teaching prose, poetry, composition and grammar.



UNIT -IV

Marks : 16 Weightage : 20%

Meaning and importance of audio visual aids in teaching Urdu viz. Chalk board , models , charts , television , audio tapes , video tapes , computers and language laboratory.

2. Development of teaching skills:

Concept, components and preparation of any three Micro lesson plans for developing skills of:

- Questioning
- Reinforcement
- Explanation
- Illustration with examples and visuals
- Stimulus various

3. Lesson planning: Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and yearly plans.

UNIT -V

Marks : 16 Weightage : 20%

- Steps for preparing lesson plans for teaching Urdu using Herbartian and RCEM approaches. Advantages and limitations of these approaches in assignment.
- Preparation of lesson plans for teaching prose and poetry at the secondary level.
- Evaluation in Urdu teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

Internal Assessment:

20 Marks

- Attendance -05 Marks
- Two Tests -10 Marks
- One Assignment -05 Marks

Every student will be required to write one assignment on any one the following topics or any other related topic not include in the concerned paper to be prepared within ten pages

- Problems of Urdu teaching
- Qualities of a Urdu teacher
- Qualities of good handwriting
- Brief history of Urdu literature, Alhigarh Movement a Progressive movement.

NOTE FOR PAPER SETTERS :

The question paper will contain two questions from each of the five units (total ten questions) and the candidates will be required to attempt one question from each Unit (Total questions) to be attempted will be five) with internal choice within each unit.

References :

- | | |
|----------------------------|-----------------------------------|
| 1. Ashatam Hussain | Urdu Ke Kahani |
| 2. Astan/Noor-ul-Hasan | Assharat-e-Taaleem |
| 3. Baro/Mohi-ud-Din | Taleem Ka -Amal |
| 4. Garden/Khalil-ul-Rehman | Usool-we-Taleem Aur Amal-e-Taleem |
| 5. Dr. Gian Chand Jain | Haquaque |
| 6. Dr. Gian Chand Jain | Lissani Mutaliya |
| 7. Mirza Khalil BEg | Urdu Ke Lisani Tashkil |



PAPER -VI/VII

TITLE : ENVIRONMENTAL EDUCATION

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the student teachers to :

- a) Develop awareness about problems related to the human environment.
- b) Develop a perspective in which these problems can be framed and analysed in a scientific manner.
- c) Communicate to school children and adults the information about different aspects of the human environment and problems related to it.
- d) Develop an appreciation of the fact that a balanced eco system is necessary for the survival of human species.
- e) Develop familiarity with different issues of bio-diversity and sustainable development.

UNIT - 1

Marks : 16 Weightage : 20%

ENVIRONMENTAL EDUCATION.

1. Concept, scope and importance of Environmental Education.
2. Objectives of Environmental Education at secondary school level.
3. Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

UNIT-II

Marks : 16 Weightage : 20%

ENVIRONMENTAL HAZARDS :

1. Causes and effects of environmental hazards , global and local: environmental pollution (Soil pollution, Water pollution, air pollution, noise pollution) and its remedies.
2. Green house effect - an impending catastrophe.
3. Ozone layer depletion environmental threat, acid rain, polar melting, rise of sea level and their implications.

UNIT-III

Marks : 16 Weightage : 20%

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.
- iii) Curriculum development in environmental education.

UNIT-IV

Marks : 16 Weightage : 20%

MAN AND ENVIRONMENT

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



3. Miscellaneous Environmental Issues :

- | | |
|----------------------------------------|------------------------------------|
| i) Forests and their conservation. | ii) Wildlife and its conservation. |
| iii) conservation of energy resources. | iv) Alternate sources of energy. |
| v) Waste management. | vi) Population and environment. |

UNIT-V

Marks : 16 Weightage : 20%

SUSTAINABLE DEVELOPMENT :

1. Sustainable development, environmental education for development conservation of soil, water, forests, wild life, movement to save environment, eco-friendly technology.
2. National Parks, Sanctuaries and Zoos, Plan and Projects of Environmental protection like save Dal, Save Hangul, Save Tiger Project and Chipko movement.
3. Projects in Environmental Education in India and Abroad.

Internal Assessment :

20 Marks

- | | |
|-------------------|-------------|
| a) Attendance | - 05 Marks. |
| b) Two Tests | - 10 Marks. |
| c) One Assignment | - 05 Marks. |

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Role of Education in Improving Environment.
- ii) Environment Pollutant : Nature and Classification.
- iii) Gift of Nature (National Resources) Problems and Management.

NOTE FOR PAPER SETTERS:

The question paper will contain two questions from each of the five Units (total ten question from each unit (total questions to be attempted will be required to attempt one question from each Unit (total questions to be attempted will be five) with internal choice within each Unit.

REFERENCES :

- | | |
|-----------------------|--------------------------------------------------------------------------------------------|
| Canter, E.W. (1977) : | Environmental Impact Assessment
McGraw Hill Co., New York. |
| Fedron, E. (1980) : | Man and Nature, Progress Publishers, Moscow. |
| Gupta, V.K. (1998) : | Environmental Education, New Academic Publishing House, mail Hiran Gate, Jalandhar. |
| Kormondy, E. (1991): | Concept of Ecology, Prentice Hall of India, New Delhi. |
| Odem, E.P. (1975): | Ecology, Oxford and IBH Publishing Col., New Delhi. |



PAPER -VI/VII

TITLE : TEACHING OF HEALTH & PHYSICAL EDUCATION

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES :

To enable the student teachers to :

- a) Explain the aims and objectives of Health and Physical Education.
- b) Develop an understanding of the concept of Health Education.
- c) Explain the need and importance of Health Education.
- d) Describe the relationship between physical fitness of health.
- e) Acquaint themselves with the methods of prevention of health problems.

UNIT - 1

Marks : 16 Weightage : 20%

1. Physical Education : Definition and scope of physical education, foundations of physical education, need of physical education in secondary schools, objectives of physical education, concept of physical fitness. A historical review of physical education in India (Post Independence Period).
2. Organisation of physical education programme in secondary schools. Competitions - their role, values and limitations. Problems in organizing physical education programme in Indian Schools. Role of school and teacher in teaching of health & physical education. Qualities of a health & physical education teacher.
3. Health Education :

Concept of Health Education, objectives of health education : relationship between physical fitness and health, concept of positive health. Promoting health and fitness programme for secondary school children. Health hazards (use of alcohol, nicotine, narcotics and drugs) among adolescents and their remedial measures.

UNIT-II

Marks : 16 Weightage : 20%

1. Behavioural objectives : Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of health & physical education.
2. Curriculum: Meaning, importance and principles of designing a good curriculum for health & physical education School health programmes & services.
3. Textbooks : Meaning and importance of textbooks in teaching of health & physical education. Qualities of a good textbooks of health & physical education. Role of textbooks in teaching of health & physical education.

UNIT-III

Marks : 16 Weightage : 20%

1. Co-curricular Activities : Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities, Role and organisation of the following in teaching of health & physical education.
 - a) Field trips.
 - b) Camps
 - c) Yoga classes
 - d) Preparation of low-cost teaching aids.
2. Audio-visual Aids : Meaning, importance and classification of audio-visual aids viz.,
 - a) Chalk board



- b) Models and specimens.
 - c) Scrap-books
 - d) Films
 - e) Radio
 - f) Television
 - g) OHP and computer.
3. Methods of teaching health & physical education :
- a) Lecture Method.
 - b) Lecture-cum-demonstration Method.
 - c) Project Method.
 - d) Problem-Solving Method.

UNIT - IV

Marks : 16 Weightage : 20%

1. Development of teaching skills : Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of :
- a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Stimulus variation
 - e) Illustration with examples and visuals.
2. Lesson planning : Meaning and importance of lesson plan, unit plans and yearly plans.
3. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of health & physical education. Advantages and limitations of these approaches.

UNIT-V

Marks : 16 Weightage : 20%

1. Evaluation : Meaning, need and objectives of evaluation in health & physical education.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools :
- a) Diagnostic testing and remedial teaching
 - b) Oral tests
 - c) Quizzes
 - d) Objective-types tests
 - e) Essay type test

Internal Assessment :

Marks: 20

- a) Attendance -05 Marks
- b) Two tests -10 Marks
- c) One Assignment -0-5 Marks



Every student will be required to write one assignment on any one the following topics or any other related topic not included in the concerned paper to be prepared within ten pages.

1. Sports Authority of India.
2. Respiratory and circulatory Physiological system.
3. First Aid in Hemorrhage, Laceration, dislocation, cuts wounds, Sprain and strain.
4. Rules and Regulations of some major games (cricket, hockey, football, volleyball, basketball, badminton, kabaddi, table-tennis, kho-kho).

RECOMMENDED BOOKS

Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby & Company.

Kilander, H.F., (1971). School Health Education. New York: Mac Millan Company.

Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher.

Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.

Kamlesh, M.L., & Sangral, M.S., (1986) Methods in Physical Education, Ludhiana : Prakash Brothers.

Education, Ludhiana : Prakash Brothers,

Singh Ajmer & Gill, Jagtar Singh & Brar, Ratchpal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur, (2003) Essentials of Physical Education, Ludhiana : Kalyani Publishers.



GROUP-VII PAPER -VI/VII

TITLE : HOME SCIENCE

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

COURSE OBJECTIVES:

To enable the student teacher to:

- a) Develop understanding of the aim of teaching o Home Science
- b) Develop understanding of the various methods and procedures required for teaching Home Science effectively.
- c) Develop basic skills and competencies required for teaching of Home Science.
- d) Develop practical skills to organize various activities related to home science.
- e) Develop skills and competencies required for preparing teaching aids in teaching of Home Science.
- f) Develop competencies and skills for effective evaluation in Home Science.

UNIT - I

Marks : 16 Weightage : 20%

1. Meaning, important, principles and scope of home science, objectives of teaching of home science at secondary level. Place of home science in secondary school curriculum, correlation-meaning & its correlation with different subject.
2. Critical analysis of existing school curriculum of home science. Home science Laboratory Concept and importance, planning of space and equipment for Home Science Laboratory.
3. Role of school and teacher in teaching of home science. Qualities, qualification and competencies of home science teacher.

UNIT - II

Marks : 16 Weightage : 20%

1. Behavioural objectives: Meaning and important of behavioural objectives, steps for preparing behavioural objectives for teaching of home science.
2. Curriculum: Meaning importance and principles of designing a good curriculum for home science.
3. Textbooks: Meaning and important of textbook in teaching of home science. Qualities of a good textbook of home science. Role of textbooks in teaching of home science.

UNIT - III

Marks : 16 Weightage : 20%

1. Co curricular Activities: Meaning and importance of co curricular activities. Steps of organizing co curricular activities. Role and organization of the following in teaching of a home science.
 - a) Field trips
 - b) Home science clubs
 - c) Preparation of low coat teaching aids.
2. Audio visual Aids: Meaning important and classification of audio visual aids viz.,
 - a) Chalk board
 - b) Models
 - c) Scrap books
 - d) Films
 - e) Radio
 - f) Television
 - g) OHP and Computer



UNIT - IV

Marks : 16 Weightage : 20%

1. Development of teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of:
 - a) Questioning
 - b) Reinforcement
 - c) Explanation
 - d) Stimulus variation
 - e) Illustration with example and visuals
2. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans. Meaning, Importance and Essentials of lesson Planning.
3. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitation of these approaches.

UNIT - V

Marks : 16 Weightage : 20%

1. Evaluation: Meaning, need and objectives of evaluation in home science.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools:
 - a) Diagnostic testing and remedial teaching
 - b) Oral tests
 - c) Quizzes
 - d) Objectives types tests
 - e) essay type test

Internal Assessment

Marks 20

- | | |
|-------------------|------------|
| a) Attendance | - 05 marks |
| b) Two Tests | - 10 marks |
| c) One Assignment | - 5 marks |

Every student will be required to write one assignment on any one the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a. Food its constituents, functions and sources.
- b. Care and maintenance of cotton, wool, silk and synthetics.
- c. Importance of care of the child.
- d. Cleaning and polishing of brass, silver, glass and plastic articles.

RECOMMENDED BOOKS

- | | | |
|----------------------------------------------------------|---|----------------------------------------------------------------------------------------------------|
| 1. Bhargava, Priya (2004) | : | Teaching of Home Science/Commonwealth Publisher, New Delhi |
| 2. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995) | : | Fundamental of teaching of Home Science, Sterling Publisher, New Delhi. |
| 3. Dass, R.R. and Raj, Binita (1985) | : | Teaching of Home Science, Sterling Publishers New Delhi. |
| 4. Devdas (1955) | : | Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi |
| 5. Kapoor, Ritu (1994) | : | Teaching of Home Science, Parkash Book Depot, Ludhiana. |
| 6. Mago, Neelam: | : | Teaching of Home Science, Tandom Publications, Ludhiana. |
| 7. Siddiqui, Mujibul Hasan (2007) | : | Teaching of Home Science, A.P.H. Publications Corporation, New Delhi. |
| 8. Yadav, Seema (1994) | : | Teaching of Home Science, Anmol Publications, New Delhi. |
| 9. Begum, Fahmeeda (2006) | : | Modern Teaching of Home Science, Anmol publication, New Delhi. |



GROUP-VI PAPER -VI/VII

TITLE : MUSIC

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

To enable the student teachers to:

- Understand the important, aims and objectives of teaching of Music.
- Provide to student teacher the knowledge o different methods and techniques of teaching Music.
- Develop understanding and awareness of the essential of Music.
- Develop competence and skills for teaching of Music.
- Enable student teachers to organize competition and other practical activities.
- Develop interest of student teacher for Music.

UNIT - I

Marks : 16 Weightage : 20%

- A brief history of Indian Music. Aims and objectives of Music as a subject in the School curriculum, Importance of classical Music, Suggestions for the popularization of classical Music.
- Knowledge of notation and Rhythm, voice culture and larynx, setting of music room (vocal and instrument), effect of music on behaviour, activities and fatigue.
- Role of school and teacher in teaching of music. Qualities of a music teacher gayak, vadak and vagyakar.

UNIT - II

Marks : 16 Weightage : 20%

- Behavioural objective: Meaning and important of behavioural objectives, steps for preparing behavioural objective for teaching of music.
- Curriculum: Meaning importance and principle of designing a good curriculum for music.
- Textbooks: Meaning and importance of textbooks in teaching of music. Qualities of a good textbook of music. Role of textbooks in teaching of music.

UNIT - III

Marks : 16 Weightage : 20%

- Co curricular Activities: Meaning and importance of co curricular activities. Steps of organizing co-curricular activities. Role and organization of the following in teaching of music.
 - Field trips
 - Music clubs
 - Music museums
 - Music fairs
 - Preparation of low coat teaching aids.
- Audio visual aids: Meaning, importance and classification of audio visual aids viz.
 - Chalk board
 - Models and specimens
 - Scrap books
 - Films
 - Radio
 - Television
 - OHP and computer
- Methods of teaching music:
 - Lecture method
 - Lecture cum demonstration method
 - Project method
 - Problems solving method
 - Discussion method



UNIT - IV

Marks : 16 Weightage : 20%

1. Development of teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for development the skill of:
 - k) Questioning
 - l) Reinforcement
 - m) Explanation
 - n) Stimulus variation
 - o) Illustration with examples and visuals
2. Lesson planning: Meaning and importance of a lesson plan, unit plan and yearly plan.
3. Steps for preparing lesson plans through Herbartian and RCM approaches for teaching of music. Advantages and limitations of these approaches.

UNIT - IV

Marks : 16 Weightage : 20%

1. Evaluation: Meaning, need and objectives of evaluation in music.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tool:

k) Diagnostic testing and remedial teaching

l Oral tests

m) Quizzes

n) Objective-type test

o) Essay type test

Internal Assessment: Marks: 20

a) Attendance - 05 Marks

b) Two Test - 10 Marks

c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

a) Different parts of instruments- Tanpura/Sitr/Tabla.

b) Description of following Ragas Malkauns, Bhairavi/ Bhairavi, Yaman and Bhupali.

c) Music and Folk music.

RECOMMENDED BOOKS

1. Awasthi, S.S.A, Critique of Hindustani music and Music, Education, Jalandhar: Adhunik Printer,
2. 1964.
- 3 Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
4. Bhatkanda, V.N, Karmik Pustak Malika Laxme Narayan Garg Sangeet Karyalay, Hathras.
5. Bhatanagar, S, Teaching of Music, Shimla: Monika Prakashan, 1988.

**GROUP-V PAPER -VI/VII****TITLE : COMMERCE****Duration of Examination - 3 Hours****Maximum Marks : 100****a) Theory Paper : 80****c) Internal Assessment : 20****To enable the student teacher to:**

1. Introduce student teacher with the methodology of teaching used in teaching commerce in school.
2. Make student teacher aware of the values of commerce and the relationship of commerce with other subject.
3. Encourage student teacher to use a wider range of teaching techniques in order to enable them to plan their lesson in teaching of commerce.
4. Develop the competencies of a commerce teacher with the present of the environment.

UNIT - I**Marks : 16 Weightage : 20%**

1. Meaning nature and scope of commerce as subject, objectives of teaching of commerce at secondary level. Place of commerce in secondary school curriculum, importance of commerce in daily life.
2. Methods of teaching book-keeping, accountancy, typing and short hand. Commerce Room: Meaning, need equipments. Use of Raxims in teaching of commerce.
3. Role of school and teacher in teaching of commerce. Qualities, qualification and professional growth of a commerce teacher.

UNIT - II**Marks : 16 Weightage : 20%**

- Behavioural objectives: meaning and importance of behavioural objectives. Steps for preparing behavioural objectives for teaching of commerce.
2. Curriculum: Meaning, importance and principles of designing a good curriculum for commerce.
 3. Textbook: Meaning and importance of textbooks in teaching of commerce. Qualities of good textbooks of commerce. Role of textbook in teaching of commerce.

UNIT - IV**Marks : 16 Weightage : 20%**

4. Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities. Role and organization of the following in teaching of commerce.
 - a) Field trips
 - b) Commerce clubs
 - c) Commerce fairs
 - d) Preparation of low-cost teaching aid.
5. Audio visual Aids: Meaning, importance and classification of audio visual aids viz.
 - a) Chalk-board
 - b) Methods and graphs
 - c) Scrap-books
 - d) Films
 - e) Radio
 - f) Television
 - g) OHP and computer

6. Methods of teaching commerce:

- a) Lecture method
- b) Discussion method
- c) Project method
- d) Problems solving method
- e) Survey method
- f) Demonstration method



UNIT - IV

Marks : 16 Weightage : 20%

1. Development of teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of:
 - f) Questioning
 - g) Reinforcement
 - h) Explanation
 - i) Stimulus variation
 - j) Illustration with examples and visuals
2. Lesson planning: Meaning and importance of lesson plan, unit plans and yearly plans.
3. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of commerce. Advantages and limitations of these approaches.

UNIT - V

4. Evaluation: Meaning, need and objectives of evaluation in commerce.
5. Formative and summative evaluation, salient features of the two.
6. Evaluation tools:
 - f) Diagnostic testing and remedial teaching
 - g) Oral tests
 - h) Quizzes
 - i) Objective-type test
 - j) Essay type test

Internal Assessment marks 20

- | | |
|-------------------|-----------|
| a) Attendance | -05marks |
| b) Two Tests | -10 marks |
| c) One Assignment | - 5 marks |

Every student will be required to write one assignment on any one the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

1. Understanding and mixed economy: Meaning, types capitalistic, socialistic and mixed economy.
2. Form of organization-Sole trader, partnership and joint stock company
3. Double entry System.
4. Final Accounts
5. MNCs

RECOMMENDED BOOKS

1. Aggarwal, J.C. (2003) : Teaching of commerce, Vikas Publication, New Delhi.
2. Chopra, H.K. and Sharma, H. 2007 : Teaching of Commerce, Kalyani Publisher, Ludhiana.
3. Dona and Brinkman : Guidance in Business Education, South Western Publishing Company, New York.
4. Douglas, Palnford and Anderson (2000) : Teaching Business Subjects, Prentic hall, New York
5. Green H.O, Activity Hand book for Business Teachers, McGraw Hill, New York.
6. Musselman and Hann : Teaching Book Keeping and Accounting McGraw Hill, New York.
7. Rao Seema (2005) : Teaching of Commerce, Anmol Publishers, New Delhi.
8. Tonne, Iopham and Freeman : Method of teaching Business Subjects, McGraw Hill, New York.
9. Venkatesh, Warlu, K. and Basha, Joshi and Digumarti, S.K. and Rao, Bhaskar: Methods of Teaching of Commerce.



PAPER -VI/VII

TITLE : SPECIAL EDUCATION

Duration of Examination - 3 Hours

Maximum Marks : 100

a) Theory Paper : 80

c) Internal Assessment : 20

Syllabus for the examination to be held in 2012, 2013, 2014

Objectives

1. To enable the pupil teachers to understand the concept of special education.
2. To make the pupil teachers aware about the concept of exceptional children and types of exceptional children.
3. To familiarise the pupils teachers with the visually impaired , hearing impaired and learning disabled and kinds of educational provisions suited to their needs
4. To enable the pupils teachers to understand the role RCI and PWD act for improving educational facilities for disabled students.
5. To enable the teachers trainees to demarcate the differentials between gifted and creativity and educational considerations for them

UNIT - I

Marks : 16 Weightage : 20%

Special Education

- Concept and scope of special education.
- Need and importance of special education.
- Exceptional children
- Definition ,
- Identification and
- Types of exceptional children.

UNIT - II

Marks : 16 Weightage : 20%

Integrated Education:

- Concept of mainstreaming,
- Concept of integration,
- Importance of integrated school.
- Role of RCI and person with disability Act (PWD) 1995.

UNIT - III

Marks : 16 Weightage : 20%

Education of mentally retarded children:

- Definition;
- Classification cause of mental retardation
- Guidance programmes for such children.

Education of the visually impaired:

- Concept
- Characteristics
- Degree of impairment
- Etiology and prevention
- Educational programmes



UNIT - IV

Marks : 16 Weightage : 20%

Education of the Hearing impaired

- Concept
- Characteristics
- Degree of impairment
- Etiology and prevention
- Educational programmes

Education of the learning Disabled

- Concept
- Characteristics
- Etiology
- Educational considerations

UNIT - IV

Marks : 16 Weightage : 20%

Education of the creative and gifted child

- Concept of creativity and giftedness
- Difference between creativity and intelligence
- Characteristics of highly creatives
- Measurement of the creativity.

Education of emotional distributed

- Concept
- Characteristics
- Etiology and
- Educational provisions.

Note for paper setting

The question paper will contain the question from each unit (total ten questions) and the candidates will be required to attempt one question from each unit (total question to be attempted will be five) i.e. there will be internal choice within each question from each unit.

Books Recommended

Panda, .K.C (1999) Education of Exceptional Children. New Delhi: Vikas Publishing House.

Shankar, Uday (1978) Problem Children. Delhi: Atma Ram & Sons.

Venkataih, N (1993) Readings in Special Education. Ambala: The Associated Publisher.

Hewett, F.M& Education of Exceptional Forness, S.R (1984) Learners. Massachusetts: Allyn & Bacon Inc.

Singh, Bharat (2004) Modern Teaching of Exceptional Children. New Delhi: Anmol Publication Pvt.Ltd

Heward, W.L & Orlansky, Exceptional Children: New York: Macmillam Publishing Company.

Bhargava, M. (1998) Introduction to Exceptional Children. New Delhi: Sterling Publishers Pvt. Ltd.

Pillai, M.G.2003 Exceptional Children Jaipur: Pointer Publishers.