

*Syllabus*  
*for*  
*Bachelor of Education*  
*(B.Ed.)*  
*(Jammu University)*

**ACMT GROUP OF COLLEGS**

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National Highway-2, Roopaspur, Shikohabad,  
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### Syllabus and Courses of Study for B.Ed. Examinations

The Examination shall consist of two parts as under:

<b>Part-I:</b>	Theory Papers	700 Marks
<b>Part-II:</b>	Practice of Teaching	300 Marks

<b>Paper</b>	<b>Title of the Theory Paper</b>	<b>Marks</b>	<b>Time</b>
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 Pedagogies 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 Educational Technology	100	3 hrs.
	(B) Information & Communication Technology	100	3 hrs.
	(C) Guidance & 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	100	3 hrs.
Paper-VI & 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

## **Part-II Practice of Teaching**

The practice of teaching shall be done through Micro and Macro lessons to be delivered by the pupil teachers. The practice of teaching shall be of 300 Marks. Out of which 150 marks shall be awarded by the two external examiners for two final lessons to be observed in the two teaching subjects offered and internal examiner shall award the remaining 150 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:-

- Questioning
- Reinforcement
- Explanation
- Illustration with examples and visuals
- 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.

**PAPER –I**

**TITLE – EDUCATION IN EMERGING  
INDIAN SOCIETY**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers understand:

- (a) the discipline of education in philosophical and sociological perspectives
- (b) the importance and role of education in the progress of Indian society
- (c) the role of education in national development
- (d) the contribution of great Indian and western educators to the field of education
- (e) the means and measures towards the promotion of National Integration and promotion of human rights
- (f) their role in modernization and social change

**COURSE CONTENTS**

**UNIT –I**

**Weightage : 20%**  
**Marks : 16**

1. Nature, Meaning and Functions of Education. Its objectives in relation to time and place. Distinction between education and :
  - a) Instruction
  - b) Training
  - c) Introduction
  - d) Literacy
2. 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
3. Aims of Education in Contemporary Indian Society:  
Education for:
  - a) values
  - b) modernization
  - c) vocationalization
  - d) health (physical, mental and emotional), and
  - e) development of democratic outlook.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

1. Philosophy and Education: Significance of studying philosophy in understanding educational practices and problems. Indian philosophy of education :
  - a) Salient features of Indian philosophy
  - b) Concept of knowledge according to Indian Philosophy
  - c) Indian thought and its contribution to educational practices.
2. Major philosophical systems, their salient features and their impact on education with reference to aims, curriculum, methods of teaching and role of teacher:
  - a) Idealism with reference to Plato, Socrates and Advaita Philosophy
  - b) Naturalism with reference to the views of Rousseau and Rabindera Nath Tagore.
  - c) 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 of teaching and role of teachers:
  - a) Realism with reference to Aristotle and Jainism
  - b) Humanism – historical and scientific and Buddhism.

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Contribution of the following educational thinkers :
  - a) Swami Vivekananda: Man making education.
  - b) Sri Aurbindo : 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**

**Weightage: 20%**  
**Marks : 16**

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**

**Weightage: 20%**  
**Marks : 16**

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, globalization 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:**

**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:

Educational contribution of 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.

**References :**

- Anand, C.L. et.al. (Eds.) : The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Brubacher, John S. (1971) : Modern Philosophies of Education, Tata McGraw Hill, New Delhi.
- Delars, Jacques (1996) : Learning the Treasure within Report to UNESCO of the International Commission on Education for Twenty First Century, UNESCO.
- Bhatia, Kamla and Baldev Bhatia (1998) : The Philosophical and Sociological Foundations of Education, Doaba House, 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, Jalandhur.
- 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 Basis 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.

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**PAPER –II**

**TITLE – PSYCHOLOGY OF TEACHING  
LEARNING PROCESS**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

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

**COURSE CONTENTS**

**UNIT-I**

**Weightage: 20%**  
**Marks : 16**

- Nature and scope of educational psychology, contribution of psychology in the field of education and role of teacher.
- Human growth and developmental meaning, principles, difference between growth and development; role of heredity and environment in human development; stages of human development physical, social, emotional and intellectual development during adolescents, guiding and counseling for adolescents (Role of School Teacher).
- Methods of studying behaviour: meaning, process, merits and demerits of the following :
  - Observation,
  - Experimental, and
  - Clinical

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

**PSYCHOLOGY OF LEARNING**

- a) Learning: Nature of learning, factors influencing learning (personal and environmental). Domains of learning (cognitive, Affective and Psychomotor)
- b) Theories of learning with educational implications:
  - Learning by Trial and Error
  - Classical conditioning
  - Insight theory
  - Operant conditioning



2. Motivation: Meaning of motivation, types of motivation, techniques of enhancing learner's motivation in teaching-learning process, factors influencing motivation.
3. Memory and forgetting: Nature of memory, types of memory, methods of memorizing, causes of forgetting and improvement of memory.

**UNIT-III**

**Weightage : 20%**

**Marks : 16**

1. Intelligence :
  - a) Nature of intelligence, concept of IQ and constancy of I.Q. Terman's classification on the basis of IQ
  - 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 (Brain-storming, group discussion, play-way, problem solving and quiz), Role of teacher in promoting creativity.
3. a) 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.  
b) Mental Hygiene: Concept, functions, factors affecting mental health, factors causing dissatisfaction among teachers and characteristics of mentally healthy teacher.

**UNIT-IV**

**Weightage : 20%**

**Marks : 16**

1. Personality – Nature and types; development of personality – biological and socio-cultural determines; trait theories of personality (Cattell & Allport), assessment of personality – subjective, objective and projective techniques.
2. Exceptional children:
  - i) Concept of exceptional children – types, characteristics of each type including children with learning disabilities.
  - ii) Learner centered 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**

**Weightage : 20%**

**Marks : 16**

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. Measure of Variability: Meaning and computations of quartile and standard deviation, merits and demerits of each.

**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 of the following topics or any other related topic not included in the concerned paper to be prepared within 10 pages:

- i) Defence Mechanism
- ii) Individual Differences
- 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.

**References:**

- |   |   |
|---|---|
| Ausubel, D.P.C. (1968)                          | : Educational Psychology: A Cognitive View, Holt, Rinehart and Winston, New York. |
| Bhatnagar, Suresh and Anamika Saxena (2000)     | : Advanced Educational Psychology R. Lall Book Depot, Meerut.                     |
| Bigge, M.L. (1977)                              | : Learning Theories for Teachers, UBS, New Delhi.                                 |
| Bigge, M.L. & Hunt (1968)                       | : Psychological Foundations of Education, Harper and Row, New York.               |
| Blair, G.S., R.S. Jones and R.H. Simpson (1975) | : Educational Psychology, McMillan Burner, New York                               |
| Chauhan, S.S. (2002)                            | : Advanced Educational Psychology, Vikas, New Delhi.                              |
| Child Denis (1993)                              | : Psychology and the Teacher, Holt, Rinehart and Winston, New York.               |
| Damral, B.D. (2004)                             | : Foundation of Educational Psychology, Radha Krishnan Anand, Jammu.              |
| DeCeeo, J.P. & Crawford (1988)                  | : The Psychology of Learning and Instruction, Prentice Hall, New Delhi.           |
| 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.                             |

### *B.Ed. Syllabus*

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- Jersild, A.J. (1963) : Psychology of Adolescence, Methuen, New York
- Kulshreshtra, 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

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**PAPER –III**

**TITLE – SCHOOL MANAGEMENT AND  
PEDAGOGICS OF EDUCATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers understand:

- (a) the role of teacher and headmaster / principal in the smooth functioning of the school
- (b) school complexes and their functioning
- (c) the steps for the preparation of an institutional plan
- (d) principles of successful teaching and maximums of teaching
- (e) the need and importance of various devices of teaching in the development of teaching-learning process
- (f) the different levels of teaching and organize teaching at these levels.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- 1. a) Meaning, scope and objectives of school management.  
b) Meaning and scope of pedagogic 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**

**Weightage : 20%**  
**Marks : 16**

- 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**

**Weightage : 20%**  
**Marks : 16**

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:
3. Effective teacher: Meaning, characteristics of an effective teacher, conditions essential for promoting effective teaching.

**UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

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/yearly/lesson plan.

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

1. School – Community Relationship : Meaning, significance, factors affecting school-community relationship, techniques of establishing relationship between school and community, organization 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:**

**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) School Records and Registers
- ii) Discipline
- iii) School Mapping
- iv) Block Resource Centre
- v) Educational Management Information System (EMIS).

**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:**

- 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 Publication Company London.
- Chakravarti, S.R. (1979) : Audio-Visual Aids in Education, Sagar Publication, New Delhi
- Nangira, N.K. and Ajit Singh (1982) : Core Teaching Skills: The Micro Teaching Approach, NCERT, New Delhi.
- Kochhar, S.K. (2001) : Methods and Techniques of Teaching Sterling Publishers, New Delhi.
- Mohiyudin, M.S. (2000) : School Organisation and Management Jay Kay Book House, Jammu.
- 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, Pre-service and In-service Programme, NCTE, New Delhi.
- Safaya, R.N. (1977) : School Administration and Organisation, Dhanpat Rai and Sons, Jalandhar.
- Singh, L.C. & P.C. Sharma (1995) : Teacher Education and the Teacher, Vikas Publishing House, New Delhi.
- Singh, M.P. (1962) : Manual of School Organisation, City Book Depot, Amritsar
- Singh R.P. (1990) : Studies in Teacher Education, Bahri Publication, New Delhi.

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**PAPER –IV**

**TITLE – DEVELOPMENT OF  
EDUCATIONAL SYSTEM IN INDIA**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers understand:

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

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- Education in India during
  - Vedic period
  - Buddhist period
  - Medieval periodDetailed description of salient features, objectives, curriculum, methods of teaching, role of teacher of these systems of education.
- Charter Act of 1813
  - Macaulay's minutes and Bentinck's resolution of 1835.
  - Adam's Report (1838) and its recommendations.
- Wood's Dispatch of 1854: Recommendations, importance and limitation of Wood's dispatch.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

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

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

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**

**Weightage : 20%**  
**Marks : 16**

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**

**Weightage : 20%**  
**Marks : 16**

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 in-service 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.

**References:**

- Aggarwal, J.C. (1998) : Major Recommendations of Educational Commission, Vikas Publication, 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 Encyclopedia of Teaching and Teacher Education, Pergamon, 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.
- Kochhar, S.K. (1982) : Pivotal Issues in Indian Education, Sterling, New Delhi
- Mangla, Sheela (2000) : Teacher Education Trends and Strategies, Radha Publishing House, New Delhi.
- Ministry of Education (1964-66) : Education and National Development: Report of Indian Education Commission, Govt. of India, New Delhi.
- MHRD (1986) : National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- MHRD (1990) : Rama Murti Committee Report, 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), MacMillan and Co., New Delhi.
- Swak, N.S. (1995) : Current Problems in Indian Education, Punjab Kitab Ghar, Jalandhar.

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**PAPER –V-A**

**TITLE – ESSENTIALS OF EDUCATIONAL TECHNOLOGY**

**Duration of Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

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

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

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

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

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

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

- 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**

**Weightage : 20%**

**Marks : 16**

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**

**Weightage : 20%**

**Marks : 16**

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**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 60</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>
<b>(c) Practical</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) To acquaint pupil-teachers with general terminology related to computer.
- (b) To help pupil –teachers to understand the use of computers in education with respect to :
  - i) use of text editor
  - ii) use of graphic package
- (c) To enable the student teacher to appreciate the role of computers in modern society.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 12**

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**

**Weightage : 20%**  
**Marks : 12**

**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 and file related commands, Format, F-disk commands.
3. Introduction to MS Windows, anatomy of windows, files and folders, icons, screen saver.

### UNIT-III

**Weightage : 20%**  
**Marks : 12**

#### **Word Processing:**

1. Introduction to MS-Word, creation 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, creation of tables, table properties, clip art mail merge.
2. Introduction to MS-Excel
3. Introduction to Computer Systems:
  - a) DBMS & Database Software
  - b) FoxPro

### UNIT-IV

**Weightage : 20%**  
**Marks : 12**

#### **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

**Weightage : 20%**  
**Marks : 12**

#### **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**

**20 Marks**

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 :

Multimedia approach to education.

- 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.

**References:**

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

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**PAPER –V-C**

**TITLE – GUIDANCE AND COUNSELLING**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**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 aware 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 counseling and qualities of an effective counselor.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

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**

**Weightage : 20%**  
**Marks : 16**

1. Types of guidance (Education, Vocational and Personal).
2. Non-Testing Techniques in Guidance:
  - Interview
  - Observation
  - Case Study
  - Commulative Record
  - Socio-metric techniques
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**

**Weightage : 20%**  
**Marks : 16**

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**

**Weightage : 20%**  
**Marks : 16**

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 organization).

#### **UNIT-V**

**Weightage : 20%**  
**Marks : 16**

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

#### **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.

**References:**

- 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) : Counseling Techniques in Colleges and Secondary Schools, Harper and Row, New York
- Taxler, A.E. (1964) : Techniques of Guidance, McGraw Hill, New York
- Kochhar, S.K. (2000) : Guidance and Counseling in Colleges and Universities, Sterling, New Delhi.

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**PAPER –V-D**

**TITLE – EDUCATIONAL MEASUREMENT  
& EVALUATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) Familiarise with the utility of measurement evaluation
- (b) Understand the concept and use of action research
- (c) Familiarise with different kinds of psychological tests
- (d) Prepare to understand the steps for the construction of an achievement test
- (e) Familiarise with the characteristics of good test and type of test i.e. standardized and non-standardised tests
- (f) Give with the concepts and application of statistical techniques.

**COURSE CONTENTS**

**UNIT-I**

**Weightage: 20%**  
**Marks : 16**

- 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**

**Weightage : 20%**  
**Marks : 16**

- 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

**Weightage : 20%**  
**Marks : 16**

1. Achievement test: Meaning of achievement, steps in the construction and standardization 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 and norm-referenced (traditional) tests.

### UNIT-IV

**Weightage : 20%**  
**Marks : 16**

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

**Weightage : 20%**  
**Marks : 16**

1. Measures of Relationship: Concept, uses and computation of co-efficient 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:

**20 Marks**

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

- Adams, G.K. (1965) : Measurement and Evaluation in Psychology and Education, Holt, Rinehart and Winston, New York.
- Aggarwal, R.N. and Vipin, Asthana (1983) : Educational Measurement and Evaluation, Vinod Pustak Mandir, Agra.
- Anastasi, A. (1982) : Psychological Testing, Harper and Row, New York.
- Cronback, L.J. (1964) : Essentials of Psychological Testing, Harper and Row, New York.
- Garrett, H.E. (1989) : Statistics in Education and Psychology, Vakil Feffer & Simon, Bombay.
- Ebel, R.L. and Frisbel, D.A. (1990) : Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Freeman, F.S. (1965) : Theory and Practice of Psychology Testing, Holt, Rinehart and Winston, New York
- Lindeman, Richard H. (1971) : Educational Measurement, D.B. Taraporewala Sons, Bombay.
- Mehrens, W.A. and I.J. Lehman (1984) : Measurement and Evaluation in Psychology and Education, John Wiley, New York
- Thorndike, R.L. and E. Hagen (1970) : Measurement and Evaluation in Psychology and Education, John Wiley, New York.
- Sharma, R.A. (2002) : Essentials of Measurement, R. Lall Book Depot, Meerut.

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**PAPER –V-E**

**TITLE – COMPARITIVE EDUCATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

- (a) To give insight to the pupil-teachers to understand the concept of comparative education.
- (b) To familiarize the pupil-teachers with the various problems in Pakistan, Sri Lanka and India.
- (c) To enable the pupil-teachers to understand the different types of educational systems in Pakistan, Sri Lanka and India.

**COURSE CONTENTS**

**UNIT-I**

**Weightage: 20%**  
**Marks : 16**

- 1. Meaning and scope of comparative education.
- 2. Historical development of comparative education.
- 3. Relationship of comparative education with other subjects. Factors affecting National System of Education.

**UNIT-II**

**Weightage: 20%**  
**Marks : 16**

- 1. A study of educational problems in India, Pakistan and Sri Lanka in context of:
  - a) Poverty
  - b) Unemployment
  - c) Illiteracy
  - d) Terrorism
  - e) Political Instability
  - f) Population Explosion
- 2. Language problems in India, Pakistan and Sri Lanka
- 3. Problems in Education:
  - a) Management and Supervision
  - b) Educational Autonomy
  - c) Examination System
  - d) Student Unrest –m Admission Policy with reference to India, Pakistan and Sri Lanka.

**UNIT-III**

**Weightage: 20%**  
**Marks : 16**

A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation scheme at

- a) Elementary level b)
- Secondary level c)
- Teacher Education

**UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation for

- a) Undergraduate courses
- b) Professional courses
- c) Education for all

**UNIT-V**

**Weightage: 20%**  
**Marks : 16**

A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation of

- a) Vocationalisation of Education
- b) Non-formal Education (Open University, Open School, Part-time courses etc.)
- c) Educational Administration

**Internal Assessment:**

**20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 10 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) Problems of Admission in India
- ii) Autonomy of Universities in India
- iii) Measures for Quality Control in Higher Education in India

**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:**

- Aggarwal & Biswas : Comparative Education
- Education for All : Sri Lanka Status Report. Ministry of Education and Higher Education  
(Govt. of Sri Lanka) Colombo
- Govinda, R. : India Education Report – A profile of Basic Education – OUP
- Haq & Haq : Human Development in South Asia – OUP Karachi
- Human Development in  
South Asia 2000 : The Gender Question – Oxford.

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**PAPER –V-F**

**TITLE – EDUCATIONAL ADMINISTRATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the concept of educational administration
- (b) understand the styles of leadership
- (c) familiarize the teachers with the understanding of educational planning
- (d) understand the structure and ladder of educational administration in J&K State
- (e) understand the organization and role of State and Central organisation
- (f) with the concept and type of supervision

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

1. Nature, objectives and scope of educational administration, concept of educational management, human beings as inputs, process and products.
2. Different patterns of educational administration
  - a) Administration: Centralised and decentralized
  - b) Human relationship approach to administration
3. Role and functions of head masters and teachers: Basic functions of administration – planning, organizing, directing and controlling.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

1. Leadership in educational administration: meaning and nature of Leadership, Theories of Leadership and Assessment of Leadership.
2. Educational Planning: Meaning and Nature, Approaches to Educational Planning and perspective planning.
3. Communication in educational administration: Role of communication in school management and administration, methods of communication, barriers of communication in educational administration and overcoming these communication barriers.



**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Structure and Development of Education in the State of J&K. The existing educational ladder, control of school education in the state – a critical analysis.
2. Inspection Agencies and their problems with special reference to the expanding system of education in the State of Jammu and Kashmir. Defects in existing educational administration and supervision in the state of J&K.
3. Functions of the state government in relation to secondary and higher secondary schools.

**UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

1. The organization of Education in India  
Relation between the Centre and State in the field of educational administration. Roles of Central Advisory Board of Education (CABE) towards National System of Education.
2. Composition and functions of the following:
  - a) National Council of Educational Research and Training (NCERT)
  - b) University Grants Commission (UGC)
  - c) National Institute of Educational Planning and Administration (NIEPA)
3. Composition and functions of the following:
  - a) District Institute of Education and Training (DIET) and State Institute of Education (SIE)
  - b) Board of Secondary Education in Controlling Schools (CBSE and State Board).
  - c) Problems of Secondary School Administration in Government Schools.

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

1. Educational Supervision : Meaning and Nature, supervision as service activity, supervision as a process, supervision as functions, supervision as educational leadership, functions of supervision, planning and organizing, supervisory programmes, types of supervision, drawbacks in present supervision.
2. Problems of Financing Education in India – resources and expenditure of education.
3. Monitoring and evaluation in terms of modern management techniques – case study manpower surveys.

**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) Styles of Leadership
- ii) National Council of Teacher Education (NCTE)
- iii) National Assessment Accreditation Council NAAC

**NOTE FOR PAPERSETTERS:**

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.

**Books Recommended:**

Bhatnagar, R.P. & Verma , I.B.	:	Educational Supervision
Linder, Ivan, H. & Gunu, Hurry M.	:	Secondary School Administration
Mukerji, S.N.	:	Secondary School in India
Mukerji, S.N.	:	Secondary School in Administration
Naik , J.P.	:	Elementary Education in India
Khanna, S.P. Lamba, T.P. Sexena, V.R. & Murthi, V.	:	Educational Administration, Planning and Supervision

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**PAPER –V-G**

**TITLE – ENVIRONMENTAL EDUCATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-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.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 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**

**Weightage : 20%**  
**Marks : 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, glacier melting, rise of sea level and their implications.

### UNIT-III

**Weightage : 20%**  
**Marks : 20**

#### **Environmental Awareness:**

1. Salient features of environmental awareness through education: programmes of environmental education for secondary school children.
2. Programmes of environmental education for attitude changes among the children.
3. Curriculum development in environmental education.

### UNIT-IV

**Weightage : 20%**  
**Marks : 20**

#### **Man and Environment:**

1. 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

**Weightage : 20%**  
**Marks : 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 Pollutants: Nature and classification
- iii) Gift of Nature (Natural Resources) Problems and Management

**NOTE FOR PAPERSETTERS:**

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 :**

- 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 Co., New Delhi.
- Palmer J. & N. Philips (1994) : The Handbook of Environmental Education, Routledge, London & New York
- Purdom, P.W. & Anderson, S.H. (1980) : Environmental Science, Charles E. Merrill Publishing Co., Columbus Ship
- Saxena, A.B. (1996) : Education for the Environmental Concerns, Implications and Practices, Radha Publication, New Delhi.
- Sharma, P.D. (1993) : Environmental Biology, Rastogi & Co., Meerut.

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**PAPER-V-|H**

**TITLE –WORK EXPERIENCE**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 60</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>
<b>(c) Practicals</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the need and importance of work experience in education.
- (b) illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- (c) compare the views of Indian and philosophers on work experience.
- (d) understand the criteria for selecting work experience for school and organizing work experience programmes.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 12**

1. Concept, need and importance of work experience: objectives of introducing work experience in school curriculum.
2. Views of Indian and Western Philosophers on work experience. Tagore, Gandhi, Freebel and Dewey.
3. Recommendations of Indian education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards work experience.

**UNIT-II**

**Weightage : 20%**  
**Marks : 12**

1. Components of Work Experience: Chalk board – kinds of different chalk board, advantages and limitations of chalk board, technique of chalk boards writing, knowledge of paint and posters.
2. Importance and principles of interior decoration, factors to be considered for selecting furniture and furnishings for a house.
3. Computer Applications: Introduction to Windows, use of windows in learning materials towards work experience, essential modules of MS Office.

**UNIT-II**

**Weightage : 20%**  
**Marks : 12**

1. Art and Soft Work : meaning of work experience specially Art and Soft work (card Board and wood Work); Knowledge of Ostroald Colour Circle; Primary and Secondary Colours; Educational and Psychological importance of colours on one"s personality; Aims and importance of Art and soft education in Primary, Upper Primary and High school Stage, teaching of Art (Water, Tempa, Postal, Oil).
2. Method of imparting experience in different areas of work experience by composition, poster, design, collage, landscape, principle of art, child art, paper folding and cutting, cardboard, simple objects, preparation of simple wooden objects (nameplate and pointer).
3. Methods of Teaching of work experience:
  - d) Lecture - Demonstration Method
  - e) Assignment Method
  - c) Excursion Method
  - d) Exhibition Method

**UNIT-IV**

**Weightage : 20%**  
**Marks : 12**

1. Criteria for selecting work experience activities for High School Stage.
2. Organization of work experience programmes.
3. Socially productive useful work (SPUW) Meaning, need and importance of SPUW in Education.

**UNIT-V**

**Weightage : 20%**  
**Marks : 12**

Teaching Aids: Meaning, uses and abuses, classification of teaching aids, materials required for teaching aids: paper, colour, scale, pencil, eraser.

**Practicals**

**20 Marks**

1. Letter writing (in ink or colour) English/ Hindi / Punjabi / Urdu for preparing :
  - i) Flash Cards
  - ii) Pic to graph
  - iii) Mottos
  - iv) Diagrams ( three in each category) concerning two teaching subjects
2. Preparation of four charts/Models (two in each teaching subject) with any suitable material viz., Paper Machine, Card-Board, thermocole, Dry Grass, Match sticks etc.
3. Proper knowledge of colours i.e. Primary, Secondary, Tertiary, Warm and Cool colour etc. a coloured chart is to be prepared by pupil teacher.

4. Black Board writing and sketching in any two subjects.
5. Understanding computer configuration, creating a document in MS Word.
6. Preparation of slides in Power Presentation.

**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) Place of Art in Education
- ii) Contribution of Artists viz., Raja Ravi Verma, M.F. Hussain and Sobha Singh
- iii) Correlation of Art with Language. Maths, History, Craft and Sciences as school subjects.

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**PAPER–V-I**

**TITLE –SPECIAL EDUCATION**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

- (a) To enable the pupil-teachers to understand the concept of special education.
- (b) To make the pupil-teachers aware about the concept of exceptional children and types of exceptional children.
- (c) To familiarise the pupil-teachers with the visually impaired, hearing impaired and learning disabled and kind of educational provisions suited to their needs.
- (d) To enable the pupil-teachers to understand the role of RCI and PWD Act for improving educational facilities for disabled students.
- (e) To enable the teachers trainees to demarcate the differentials between gifted and creativity and educational considerations for them.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

Special Education

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

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

Integrated Education:

- 1. Concept of mainstreaming
- 2. Concept of integration
- 3. Importance of integrated schools
- 4. Role of RCI and Person with Disability Act (PWD) 1995.

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Education of mentally retarded children:
  - Definition
  - Classification causes of mental retardation
  - Guidance programmes for such children
2. Education of the visually impaired:
  - Concept
  - Characteristics
  - Degree of impairment
  - Etiology and prevention
  - Educational programmes

**UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

1. Education of the Hearing impaired:
  - Concept
  - Characteristics
  - Degree of impairment
  - Etiology and prevention
  - Educational programmes
2. Education of the learning disabled:
  - Concept
  - Characteristics
  - Etiology
  - Educational considerations

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

- 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 the emotional disturbed:
- Concept
  - Characteristics
  - Etiology
  - Educational provisions

**NOTE FOR PAPERSETTERS:**

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

**Books Recommended:**

- |  |   |  |
|--|---|--|
| Panda, .KC.(1999)                        | : | Education of Exceptional Children. New Delhi: Vikas Publishing House.          |
| Shanker, Uday (1978)                     | : | Problem Children. Delhi : Atma Ram & Sons.                                     |
| Venkataih, N (1993)                      | : | Readings in Special Education. Ambala : The Associated Publisher               |
| Hewett, F.M. &<br>Forness, S.R. (1984)   | : | Education of Exceptional Learners. Massochusetts:Allyn & Bacon Inc.            |
| Singh, Bharat (2004)                     | : | Modern Teaching of Exceptional Children. New Delhi:Anmol Publication Pvt. Ltd. |
| Heward, W. L. &<br>Orlansky, M.D. (1992) | : | Exceptional Children : New York : Macmillan Publishing Co.                     |
| Bhargava, M. (1998)                      | : | Intoduction to Exceptional Children. New Delhi:Sterling Publishers Pvt. Ltd.   |
| Pillai, M.G. (2003)                      | : | Exceptional Children Jaipur: Pointer Publishers                                |

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**GROUP – I**

**PAPER–VI / VII**

**TITLE –TEACHING OF ENGLISH**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- (a) familiarize 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-I**

**Weightage : 20%**  
**Marks : 16**

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**

**Weightage : 20%**  
**Marks : 16**

1. Behavioural Objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching English – Psychological, linguistic and pedagogical.
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

**Weightage : 20%**

**Marks : 16**

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 summarization, essay and letter writing.

### UNIT-IV

**Weightage : 20%**

**Marks : 16**

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

**Weightage: 20%**

**Marks : 16**

1. Concept, components and preparation of any three micro lessons based on the following skills:
  - i) Questioning
  - ii) Reinforcement
  - iii) Explanation
  - iv) Illustration with examples and visuals
  - iv) 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 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 Language Dictionary
- ii) General Principles of Language Teaching

**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:**

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

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**GROUP – I**

**PAPER–VI / VII**

**TITLE –TEACHING OF URDU**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the importance and role of Urdu language in our country.
- (b) understand the aims of teaching of Urdu at elementary and secondary level.
- (c) be familiar with various methods of teaching Urdu.
- (d) understand the concept of curriculum in teaching Urdu, qualities of good textbook and co-curricular activities in teaching Urdu.
- (e) acquaint them with different teaching skills associated with teaching of Urdu.
- (f) learn various techniques and methods of evaluating performance of learners in the subject of Urdu.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- a) Origin of 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 Saroer, rattan Nath Sarshar, Mir, Ghalib, Hasrat Mohani, Shad, Firaq Gorakhpuri).
- b) Origin and development of Urdu Imla, Arrab and punctuation. Contribution of Rasheed Hasan Khan in the development of Urdu Imla.
- c) Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Urdu – prose, poetry and composition. Mother tongue – aims of teaching mother tongue at primary and secondary level.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

1. Curriculum: Meaning, importance and principles of preparing good Urdu. Curriculum at secondary level. Principles and rationale of curriculum development.
2. Text book: Meaning and importance of Urdu textbook, qualities of a good textbook in the subject of Urdu. Qualities of language teacher.
3. Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:
  - i) Literary Club
  - ii) School Magazine
  - iii) Debates
  - iv) Dramatics
  - v) Quiz Programme
  - vi) Musharrah

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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 summarization, essay and letter writing.
3.
  - i) Aims of teaching prose, poetry, drama and composition at various levels.
  - ii) Methods of teaching prose, poetry, composition and grammar.

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**GROUP – I**

**PAPER–VI / VII**

**TITLE –TEACHING OF PUNJABI**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- understand the importance and role of Punjabi language in our country.
- understand the aims of teaching Punjabi at elementary and secondary levels
- be familiar with various methods of teaching Punjabi.
- understand the concept of curriculum in teaching Punjabi, qualities of good textbook and co-curricular activities in teaching Punjabi.
- acquaint them with different teaching skills associated with teaching of Punjabi.
- learn various techniques and methods of evaluating performance of learners in the subject of Punjabi.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- Origin of development of Punjabi language and its dialects. Importance of Punjabi as a regional language. Aims of teaching Punjabi at elementary and secondary levels.
- 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
- Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives, heriting behavioural objectives for teaching Punjabi – prose, poetry and composition.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

- Curriculum: Meaning, importance and principles of preparing good Punjabi. Curriculum at secondary level. Principles and rationale of curriculum development.

2. Text book: 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 :
  - i) Literary Clubs
  - ii) School Magazine
  - iii) Debates
  - iv) Dramatics
  - v) Quiz Programme

### **UNIT-III**

**Weightage : 20%**

**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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 summarization, 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**

**Weightage : 20%**

**Marks : 16**

1. Audio Visuals 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 lessons 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**

**Weightage : 20%**  
**Marks : 16**

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 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.

**References:**

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

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**GROUP – I**

**PAPER–VI / VII**

**TITLE –TEACHING OF HINDI**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- understand the importance and role of Hindi language in our country.
- understand the aims of teaching Hindi at elementary and secondary levels
- be familiar with various methods of teaching Hindi.
- understand the concept of curriculum in teaching Hindi, qualities of good textbook and co-curricular activities in teaching Hindi.
- acquaint them with different teaching skills associated with teaching of Hindi.
- learn various techniques and methods of evaluating performance of learners in the subject of Hindi.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- Origin of development of Hindi language and. Objectives of teaching Hindi at elementary and secondary levels.
- 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.
- Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Hindi – prose, poetry and composition.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

- Curriculum : Meaning, importance and principles of preparing good Hindi curriculum at secondary level. Principles and rationale of curriculum development.
- Text book : Meaning and importance of Hindi textbook, qualities of a good textbook in the subject of Hindi.
- Co-curricular activities : Meaning, importance of co-curricular activities for teaching Hindi through :
  - Literary Clubs

- ii) School Magazine
- iii) Debates
- iv) Dramatics
- v) Quiz Programme

### **UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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 summarization, essay and letter writing.
3.
  - i) Aims of teaching prose, poetry, drama and composition at various levels.
  - ii) Methods of teaching prose, poetry, composition and grammar.

### **UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

1. Audio Visuals 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 lessons plans for developing skills of :
  - i) Questioning
  - ii) Reinforcement
  - iii) Explanation
  - iv) Illustration with examples and visuals
  - v) Stimulus variation
3. Lesson planning : Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans.

### **UNIT-V**

**Weightage : 20%**  
**Marks : 16**

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 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 Das.
- ii) Criteria of a Good Language Test
- iii) Kabir"s Dohe (7<sup>th</sup> and 9<sup>th</sup> 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, Niranjana 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, Aryan Book Depot, New Delhi                            |
| Sukhia, K.K. (1988)            | : | Hindi Dhwanian Aur Unka Shikshan , Rannaryan Lal, Allahabad                       |

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**GROUP – II**

**PAPER–VI / VII**

**TITLE –TEACHING OF SOCIAL STUDIES**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

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

**COURSE CONTENTS**

**UNIT-I**

**Weightage: 20%**  
**Marks : 16**

1. 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.
2. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social studies.
3. Role of school and teacher in teaching of social studies. Qualities of a teacher teaching social studies.

**UNIT-II**

**Weightage: 20%**  
**Marks : 16**

1. Curriculum: Meaning, importance and principles of designing a good curriculum for social studies. Approaches to organize social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
2. Textbooks: Meaning and importance of textbooks in teaching of social studies. Qualities of a good textbook. Role of library and reference books in teaching of social studies.

3. Co-curricular Activities : Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities. Role and organization of the following in teaching of social studies.
- Excursion
  - Supervised Study
  - Dramatisation
  - Debates and Quizzes
  - Social Studies Clubs
  - Visit to museums

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

1. Audio-visuals Aids : Meaning, importance and classification of audio-visuals aids viz.,
- Chalk – board
  - Data-line charts
  - Models
  - Scrap-books
  - Globes
  - Radio
  - Film strips
  - Television
  - Videos /CDs
  - OHP
  - Field trips
  - Computer
2. Methods of teaching social studies:
- Lecture Method
  - Lecture cum discussion Method
  - Project Method
  - Story telling Method
  - Dramatisation
  - Socialised Recitation Method
3. Development of teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of:
- Questioning
  - Reinforcement
  - Explanation
  - Illustration with examples and visuals
  - Stimulus variation



**UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

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

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

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) Diagnostic testing
  - b) Oral tests
  - c) Essay type tests
  - d) 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) Factors affecting Indian 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.

**References:**

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

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**GROUP – III**

**PAPER–VI / VII**

**TITLE –TEACHING OF GENERAL SCIENCE**

**Duration of Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

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

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- 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 breaking discoveries and land mark development in science. Eminent world scientist and eminent Indian scientists.
- Role of school and teacher in teaching of general science. Qualities of a science teacher.

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

- 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 organizing 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**

**Weightage: 20%**

**Marks : 16**

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 general science.
  - a) Field trips
  - b) Science clubs
  - c) Science museums
  - d) Aquariums
  - e) Herbariums and virariums
  - f) Science fairs
  - g) School gardening
  - h) Preparation of low-cost teaching aids.
2. Audio-visuals Aids: Meaning, importance and classification of audio-visuals aids viz.,
  - a) Chalk – board
  - b) Models and specimens
  - c) Scrap-books
  - d) Radio
  - e) Films
  - f) Television
  - g) OHP and Computers.
3. Methods of teaching general science:
  - a) Lecture Method
  - b) Lecture cum demonstration Method
  - c) Project Method
  - d) Problem – Solving Method
  - e) Inductive – Deductive Method
  - f) Heuristic Method

**UNIT-IV**

**Weightage : 20%**

**Marks : 16**

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) Illustration with examples and visuals
  - e) Stimulus variation
2. Lesson planning: Meaning and importance of lesson plans, unit plans and yearly plans.
3. Steps for preparing lesson plans for teaching Punjabi using Herbartian and RCEM approaches for teaching of general science. Advantages and limitations of these approaches.

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

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 PAPERSETTERS :**

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 :**

- |                                    |   |   |
|------------------------------------|---|---|
| Anderson, R.D. (1970)              | : | Developing Children's Thinking Through Science, Prentice Hall, New Delhi. |
| Gupta, S.D. & D.R. Sharma (2002)   |   | Teaching of 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. & Siddiqui N.(1995) | : | Teaching of Science, Wilson Publication New Delhi.                        |

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**GROUP – IV**

**PAPER–VI / VII**

**TITLE –TEACHING OF MATHEMATICS**

**Duration of  
Examination – 3 Hours**

<b>MAXIMUM MARKS</b>	<b>- 100</b>
<b>(a) Theory Papers</b>	<b>- 80</b>
<b>(b) Internal Assessment</b>	<b>- 20</b>

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- understand and appreciate the uses and significance of mathematics in daily life.
- Appreciate the contributions of famous mathematicians in mathematics.
- Learn successfully various methods and techniques of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom
- organize curricular activities as per the needs to teach mathematics
- understand the process of comprehensive evaluation in mathematics

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

- 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.
- Contributions of famous mathematicians: Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujam, Euclid, Pythagorous, Rene-descarte.
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics.

**UNIT-II**

**Weightage: 20%**  
**Marks : 16**

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

**UNIT-III**

**Weightage: 20%**

**Marks : 16**

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:
  - i) Inductive-Deductive method
  - ii) Analytic-Synthetic method
  - iii) Project method
  - iv) Problem solving method
  - v) Heuristic method
  - vi) Laboratory method
3. Techniques of teaching mathematics:
  - i) Oral work
  - ii) Written work
  - iii) Home Assignment
  - iv) Drill
  - v) Self and supervised study

**UNIT-IV**

**Weightage: 20%**

**Marks : 16**

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) 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 monthly plans.
3. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. Advantages and limitations of these approaches.

**UNIT-V**

**Weightage : 20%**

**Marks : 16**

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 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 :**

- |                              |   |   |
|------------------------------|---|---|
| Aggarwal, S.M. (1999)        | : | Teaching of Modern Mathematics, Dhanpat Rai and Sons, New Delhi       |
| Bell, E.T. (1965)            | : | Men of Mathematics I and 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.              |

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**GROUP – V**

**PAPER – VI/VII**

**TITLE : TEACHING OF COMMERCE**

**COURSE OBJECTIVES:**

To enable the student teachers to:

1. introduce student teachers with the methodology of teaching used in teaching commerce in schools.
2. make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. develop the competencies of a commerce teacher with the present needs of the environment.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**

**Marks : 16**

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 and 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**

**Weightage : 20%**

**Marks : 16**

1. 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 of commerce.
3. Textbooks: Meaning and importance of textbooks in teaching of commerce. Qualities of a good textbooks of commerce. Role of textbooks in teaching of commerce.

**UNIT-III**

**Weightage : 20%**

**Marks : 16**

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 commerce.
  - a) Field trips
  - b) Commerce clubs
  - c) Commerce fairs
  - 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 Graphs
  - c) Scrap-books

- d) Films
- e) Radio
- f) Television
- g) OHP and Computer

3. Methods of teaching commerce:
- a) Lecture Method
  - b) Discussion Method
  - c) Problem-Solving Method
  - d) Project Method
  - e) Survey Method
  - f) Demonstration Method

#### **UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

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. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of commerce. Advantages and limitations of these approaches.

#### **UNIT-V**

**Weightage : 20%**  
**Marks : 16**

1. Evaluation: meaning, need and objectives of evaluation in commerce.
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 type tests
  - e) Essay type test

#### **Internal Assessment:**

**Marks: 20**

- |                   |          |
|-------------------|----------|
| 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:

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

**RECOMMENDED BOOKS:**

Aggarwal, J.C (2003) : Teaching of Commerce, Vikas Publication, New Delhi.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Kalyani Publisher, Ludhiana

Dona and Brinkman: Guidance in Business Education, South Western Publishing Company, New York.

Douglas, Painford and Anderson (2000): Teaching Business subjects, Prentice Hall, New York

Green H.O., Activity Hand book for Business Teachers, McGraw Hill, New York

Musselman and Hann : Teaching Book keeping and Accounting, McGraw Hill, New

York Rao Saeema(2005) : Teaching of Commerce, Anmol Publishers, New Delhi

Tonne, Iopham and Freeman: Method of Teaching Business Subjects, McGraw Hill, New York

. Venkatesh, Warlu,K. and Basha, Joshi and Digumarti, S.K. and Rao, Bhaskara : Methods of teaching of Commerce

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**GROUP – VI**

**PAPER–VI / VII**

**TITLE – TEACHING OF MUSIC**

**Duration of  
Examination – 3 Hours**

**MAXIMUM MARKS - 100**

**COURSE OBJECTIVES:**

To enable the student teachers to:

1. understand the importance, aims and objective of teaching of Music.
2. provide to student teacher the knowledge of different methods and techniques of teaching music.
3. develop understanding and awareness of the essentials of music
4. develop competence and skills for teaching of music
5. enable student teachers to organize competition and other practical activities
6. develop interest of student teacher for music.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%**  
**Marks : 16**

1. 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.
2. Knowledge of notation and Rhythm, voice culture and larynx, setting of music room (vocal and instrumental), effect of music on behavior, activity and fatigue.
3. Role of school and teacher in teaching of music. Qualities of a music teacher-gayak, vadak and vagyakar

**UNIT-II**

**Weightage : 20%**  
**Marks : 16**

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

**UNIT-III**

**Weightage : 20%**  
**Marks : 16**

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 music.
  - a) Field trips
  - b) Music clubs
  - c) Music Museums
  - d) Music fairs
  - e) 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 Music:
  - a) Lecture Method
  - b) Discussion Method
  - c) Problem-Solving Method
  - d) Project Method
  - e) Lecture-cum- Demonstration Method

#### **UNIT-IV**

**Weightage : 20%**

**Marks : 16**

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. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of music. Advantages and limitations of these approaches.

#### **UNIT-V**

**Weightage : 20%**

**Marks : 16**

1. Evaluation: meaning, need and objectives of evaluation in music.
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 type tests
  - e) Essay type test

#### **Internal Assessment:**

**Marks: 20**

- |                   |          |
|-------------------|----------|
| d) Attendance     | 05 Marks |
| e) Two tests      | 10 Marks |
| f) 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) Different parts of instruments - Tanpura/Sitar/Tabla
- b) Description of following Ragas-Malkauns, Bhairav/Bhairavi, Yaman and Bhupali
- c) Music and Folk music.

### **RECOMMENDED BOOKS**

Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964

Singh, Bharpur, Punjab School Education Board, Sahibzada Ajit Singh Nagar.

Bhatkanda, V.N., Karmik Pustak Malika Laxmi Narayan Garg, Sangeet Karyalaya, Hathras

Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.

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**GROUP – VII**

**PAPER–VI & VII**

**TITLE –HOME SCIENCE**

**Duration of  
Examination – 3 Hours**

**MAXIMUM MARKS - 100**

**COURSE OBJECTIVES:**

To enable the student teachers to:

1. develop understanding of the aim of teaching of Home Science
2. develop understanding of the various methods and procedures required for teaching Home Science effectively.
3. develop basic skills and competencies required for teaching of Home Science
4. develop practical skills to organize various activities related to Home Science.
5. develop skills and competencies required for preparing teaching aids in teaching of Home Science.
6. develop competencies and skill for effective evaluation in Home Science.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%  
Marks : 16**

1. Meaning, importance, 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 and its correlation with different subjects.
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 a home science teacher.

**UNIT-II**

**Weightage : 20%  
Marks : 16**

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

**UNIT-III**

**Weightage : 20%  
Marks : 16**

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 home science.
  - a) Field trips
  - b) Home science clubs

- c) Preparation of low-cost teaching aids
- 2. Audio-visual Aids: Meaning, importance 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
- 3. Methods of teaching home science:
  - a) Lecture Method
  - b) Discussion Method
  - c) Problem-Solving Method
  - d) Project Method
  - e) Survey Method
  - f) Demonstration Method
  - g) Assignment Method

#### **UNIT-IV**

**Weightage : 20%**  
**Marks : 16**

- 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. Meaning, Importance and Essentials of lesson Planning.
- 3. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitations of these approaches.

#### **UNIT-V**

**Weightage : 20%**  
**Marks : 16**

- 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) Objective type tests



- e) Essay type test

**Internal Assessment:**

**Marks: 20**

- |    |                |          |
|----|----------------|----------|
| g) | Attendance     | 05 Marks |
| h) | Two tests      | 10 Marks |
| i) | 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) 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:**

Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi

Chandra, Arvinda: Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.

Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi

Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi

Dapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana

Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.

Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi

Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi

Begum, Fahmeeda(2006) : Modern Teaching of Home Science, Anmol Publications, New Delhi

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**GROUP - VIII**

**PAPER– PAPER–VI & VII**

**TITLE –HEALTH AND PHYSICAL  
EDUCATION**

**Duration of  
Examination – 3 Hours**

**MAXIMUM MARKS - 100**

**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 and health
- e) Acquaint themselves with the methods of prevention of health problems.

**COURSE CONTENTS**

**UNIT-I**

**Weightage : 20%  
Marks : 16**

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. Organization 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 and physical education. Qualities of a health and physical education teacher.
2. 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**

**Weightage : 20%  
Marks : 16**

1. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of health and physical education.

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

### **UNIT-III**

**Weightage : 20%**

**Marks : 16**

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 health and 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 and physical education:
  - a) Lecture Method
  - b) Lecture-cum-demonstration Method
  - c) Project Method
  - d) Problem-Solving Method

### **UNIT-IV**

**Weightage : 20%**

**Marks : 16**

1. Developing 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. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of health and physical education. Advantages and limitations of these approaches.

**UNIT-V**

**Weightage : 20%**  
**Marks : 16**

1. Evaluation: Meaning, need and objectives of evaluation in health and 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**

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|-------------------|----------|
| 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:

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

**RECOMMENDED BOOKS:**

Bucher, C.A., (1964). Fo0undations of Physical Education, New York: Mosby and Company

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

Manjul, J.U.S., (1965). Sch0ool 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

Kaur, Manjeet,(2003) Health and Physical Education

Ludhiana: Tendon Publications.

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

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