

SYLLABUS
FOR
B.Ed PROGRAMME
(Semester System)

(For Academic Sessions 2015 onwards)



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

Scheme of Courses.

Ist Semester

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

Internship: 1

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

2nd Semester

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
BED15201	Development of Education in India	4	80	20	100
BED15202	Educational Guidance & Counselling	4	80	20	100
BED15203	Educational Technology & ICT	4	80	20	100
BED15204	Teacher Education	4	80	20	100
BED15205	Teaching of:- <i>English/Urdu/Hindi/Punjabi/Kashmiri/Arabic</i>	4	80	20	100

Internship: 2 School Internship cum Microteaching

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

3rd Semester

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
BED15301	School Management	4	80	20	100
BED15302	Educational Measurement & Evaluation	4	80	20	100
BED15303	Teaching of:- <i>Bio-Science/Physical Science/History & Civics/Geography/Mathematics</i>	4	80	20	100

Internship: 3 School Internship cum Practice of Teaching

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
INT 3 a)	School Internship	2	30	20	50
b)	Teaching Practice – 1 Paper (205)	4	60	40	100
c)	Teaching Practice – 2 Paper (303)	4	60	40	100

4th Semester

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
BED15401	Language Competence & Communication Skills	4	80	20	100
BED15402	Peace and Value Education	4	80	20	100
BED15403	Any one of the following:	4	80	20	100
	j) Essentials of Instructional Technology				
	k) Physical and Health Education				
	l) Creativity and Education				
	m) Curriculum Development				
	n) Home Science and Education				
	o) Comparative Education				
	p) Linguistics & Education				
	q) Elementary Computer Education				
	r) Distance Education				
	s) Project Work				

Internship: 4 School Internship cum Practice of Teaching

		Credit	Marks		
			<u>External</u>	<u>Internal</u>	<u>Total</u>
INT 4	a) School Internship	2	30	20	50
	b) Teaching Practice – 1 Paper (205)	4	60	40	100
	c) Teaching Practice – 2 Paper (303)	4	60	40	100

The Internship will be observed as per the following schedule

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

Second Semester (September – January) INT 2				
INT 2	Activity	Duration	Credits	Marks 50

A) INT	Visit Cum Observation to	2 weeks	2	Ext.	Int.
	a) High School (Observation of 8 Lessons)*	5 days		30	20
	b) Hr. Secondary School (Observation of 4 Lessons)*	5 days			
	c) DIET Visit & Observations *	2 days			
B) Micro Teaching	Major Skills	2 Weeks	2	30	20
*Activities to be recorded in the Reflective Journal (RJ)					

Third Semester (September – January) INT 3					
INT 3	Activity	Duration	Credits	Marks	
	Internship cum Teaching Practice	8 weeks	10	250	
			2	Ext.	Int.
	a) School Internship: Description of the School. A report on the conduct of Morning Assemble. Maintenance of Admission Records. Maintenance of Attendance Register Framing Time Table Any other Activity Remarks of the Head of the Institution			30	20
	b) Teaching Practice (1 st Paper – 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
				60	40
	c) Teaching Practice (2 nd Paper – 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
				60	40

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

	b) Teaching Practice (1 st Paper – 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
	60			40	
	c) Teaching Practice (2 nd Paper – 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
	60			40	

First Semester

Paper 101 Foundations of Education M. Marks 80

Unit I Education & Philosophy

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

Unit II Major Educational Philosophies and Educational Thinkers

Philosophies:

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

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

Thinkers:

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

Unit III Education & the Social Frame of reference

- i) Education & Democracy - Basic Principles of Democracy
- Education for Democracy
- ii) Education & Socialism Meaning, Importance & Role of

Education in achieving the goals of Socialism.

iii) Education & Secularism – Meaning of Secularism

Role of Education in multi religious society like India.

Unit IV Culture & Social Change

i) Concept & Characteristics of Culture

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

iii) Concept of social change

iv) Factors of social change

v) Roles of Education Vis-à-vis social change

References:

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

19. Prashad, Vijay Untouchable Freedom’ Oxford University Press, Mumbai.
20. Rao, Dr.D and Women Education and Empowerment, Discovery publishing
Latha, D House, Delhi-1999
21. Hassan, Ijlal Education for Today and Tomorrow; Srinagar, Chattan
Publications 1989
22. Hassan, Ijlal Abhinav Gupta; Srinagar Chattan Publication,1989
23. Kilpatrick An Introduction to Philosophy.
24. Kneller Introduction to Philosophy of Education.
25. Lodge An Introduction to Philosophy.
26. Ram Nath & Metaphysics and General Philosophy.
Keder Nath
27. Rusk The Doctrine of Great Educators.
28. Taneja Socio-Philosophical Foundations of Education.
29. Taneja, V.R Educational through and practice.
30. Thakur A.S The Philosophical Foundations of Education.
31. Deflecir, M.L Sociology; Human Society (Scoott. Former and Company’s
1971)
32. Durkheim, B Education and Society, New York! The Free press, 1966)
33. Gore, M.S Education and Modernization in India (Jaipur; Rawat Pub.1982)
34. Mannhiem, K. An introduction to Sociology of Education
(London! Rantledge and Kegan Paul, 1962)
35. Mathur, S.S. A Sociological Aproach to India Education.
(Vinod Pustak Mandir, Agra).
36. Merril F.E. Society and Culture-An introduction to Sociology.
(Rentice Hall, inc. 1963)
37. Salamatuallah Education in the Social Context (New-Delhi NCERT,1978)
38. Srinivas, M.N. Social Change in Modern India. (Bombay, Allied Pub. 1967)
39. Srinivas M.N. India! Social Structure. (Hindustan Publication Cooperation,
New Delhi-1986)
40. Mohontay, J.P Education in the emerging Indian society.
41. Chanbe, S. P. Democracy, Socialism & Secularism.

42. Rather, A.R. Theory & Principles of Education
(Discovery Publishing House New Delhi)

Paper 102 Learning & Development M. Marks 80

Unit I Psychology & Educational Psychology

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

Unit II Understanding Learner
Stages of Human development

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

Unit III Learning & Motivation

- i) Concept of learning & its nature
- ii) Factors of influencing learning – Personal & Environmental
- iii) Motivation – Nature, Types:
 - Techniques of enhancing learner's motivation
- iv) S-R Theory of Learning (Thorndike)
- v) Operant Conditioning theory of learning (Skinner)
- vi) Constructivism- Vygotsky

Unit IV

Intelligence and Personality
Intelligence

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

Personality

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

Reference:-

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

- | | | |
|-----|--------------|------------------------------------|
| 14. | Kelly | Personality Assessment . |
| 15. | Mowrer | Theories of Learning (Vol.) |
| 16. | Marx M.H. | System and Theories in Psychology. |
| 17. | Ross Stanger | Personality. |
| 18. | Skinnor | Educational Psychology. |
| 19. | Spinthal | Educational Psychology |

Paper 103 Population and Gender Education M. Marks 80

Unit I Population Education and Population Dynamics

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

Unit II Population Education in Schools

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

Unit III Gender Studies

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

Unit IV Issues of Indian Women

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

Reference:-

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

Paper 104 Inclusive Education

M. Marks 80

Unit I Exceptionality

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

Unit II Categories of Special Children

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

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

Unit III Inclusive Education

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

Unit IV National initiatives

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

Reference:-

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

Paper 105 Environmental Education

M. Marks 80

Unit I Environmental Education

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

Unit II Environmental Concerns

- i) Causes and consequences of environmental degradation
- ii) Air pollution: causes consequences and remedies

- iii) Water pollution: causes, consequences and remedies
- iv) Deforestation and its implications suggest some remedial measures

Unit III Environmental Awareness

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

Unit IV Man and Environment

- i) Man as a creator and destroyer, effect of human activities on environment, values and ethics related to environment.
- ii) Concept of hazard, disaster and vulnerability.
- iii) Natural Disasters: Floods, Flash floods, Drought, Earthquakes, Cloudbursts and Landslides

REFERENCES:

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

INT 1: School Internship

The Internship will be observed as per the following schedule

First Semester (April – August) INT 1				
INT 1	Activity	Duration	Credits	Marks 50

	Visit Cum Observation to	2 weeks	2	Ext.	Int.
	e) Aganwadi (neighbouring centre)*	3 days		30	20
	f) Nursery School (Observation of 5 Lessons)*	3 days			
	g) Pre-School (Observations of 5 Lessons)*	3 days			
	h) Elementary School (Middle)* (Observation of 5 Lessons)	3 days			
*Activities to be recorded in the Reflective Journal (RJ)					

Second Semester

Paper 201 Development of Education System in India

M. Marks 80

Unit I Education in Ancient & Medieval India

i) Vedic Education

ii) Buddhist Education

iii) Muslim Education -

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

Unit II Education in British India

i) Macaulay's Minutes (1835)

ii) Wood's Dispatch (1835)

iii) Education Commission (1882)

iv) Sargent Report (1944)

(With special reference to their major recommendations)

Unit III Education in Post-independence Era

i) Bhagwan Sahai Committee Report (1972)

ii) Secondary Education Commission (1952-53)

iii) Indian Education Commission (1964-66)

iv) National Policy on Education (1986)

v) National Curriculum Framework (NCF-2005)

(With special reference to their major recommendations)

Unit IV Problems & Issues

i) Universalization of Elementary Education

ii) Open & Distance Learning (ODL)

iii) Education of Weaker Sections

References:

1. Doughlass Trends and Issue in Sec. Education
2. King World Perspective in Education.
3. Ganai & Bhat Development of Education Systems in India Dilpreet Publishing House, New Delhi.
4. Heinz Sunker Policies, Sociology and Economics of Education: interdisciplinary and comparative perspectives.
5. Lanereys Encyclopedia of Education problems ideas and ideologies

6. Agarwal, J. C. (1998) Major recommendations of Educational Commissions
Agarwal J.C Education in Indiasince, 1991.
7. Dayal, B. The Development of Modern India Education.
(New-Delhi! Orient Longman's Ltd. 1965)
8. Garg, B.R. Education For Tomorrow.
(Ambla Cantt; International Book agency 1979)
9. Hughes A.G and Hughes,C. Current problems in India Education.
(Punjab! Kitab Ghar, Jullindar)
10. Kohli Problems of Indian Education.
11. Kocher S.K Pirotal issues in indian Education.
12. Mukherji S.N. History of Education in Inida. (Baroda; Achary Book
Depot, 1966)
13. Mohantay Modern Trends in Indian Education.
14. Nurrulah, S & Naik, J.P. Development of Education (1800-1947) (New-Delhi!
Macmillion and co; Ltd, 1964.
15. Ramanathan, G Problems of Education planning and National
integration.
16. Ruhela, S.P. (Ed) Social- Determinatins of Educability in India-papers in
the sociological context of Indian Education.
(New-Delhi! Jam Bros; 1969)
17. Nanda, S.K. Introductory primary Education.
(Ludhiana : Prakash Brothers, 1982)
18. Sawak, N.S Current problems in Indian Education.
(Punjab! Kitab Ghar Jullindar)
19. Singh, R.P. Non-Formal Education-an alternative to Formal system
(New-Delhi; Bihari Publications Pvt; Ltd. 1979)
20. Rather, A.R. Development of Education System in India
(Discovery Publishing House New Delhi)

Unit I Guidance

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

Unit II Foundation of Guidance

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

Unit III Organization of Guidance Service

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

Unit IV Counseling

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

Suggested Readings:

1. Bordin, E. S. Psychological Counseling (3rd edition)
(New York: Applietan Century, 1968)
2. Gazda, G. Group Counseling: A Development Approach.
(Allyon and Bacon, Boston, 1970)
3. Oblsen, M. M. Guidance Services in the modern Schools.
(New York: Hercout grace, Inc., 1974)
4. Mehdi, B. Guidance in Schools.
(New Delhi, NCERT, 1978)

5. Patterson, Counseling and Psychotherapy
(New York: Harpe, 1954)
6. Shertzer, B & Stone, S. C. Fundamental of Guidance.
Boston: Houghton Mifflin Co., 1976)
7. Chauhan, S. S. Principles & Techniques of Guidance.
(New Delhi: Vikas Publishing House Pvt., Ltd., 1982)
8. Donald, E. Super Psychology of Careers.
9. Hoppock, W, Occupational Information.
10. Donald, E. Super Appraising Vocational Fitness.
11. Traxler, E. Techniques of Guidance
12. Prem Pasricha Introduction to Counseling.
(NCERT Publication).

Paper 203 Educational Technology and ICT

M. Marks 80

Unit I Educational Technology

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

Unit II Teaching Learning Aids & Instructional Objectives

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

Unit III Innovations in Teaching

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

Unit IV ICT in Education

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

References:

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

Paper 204 Teacher Education

M. Marks 80

Unit I

Introduction to Teacher Education

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

UNIT II

Teaching Profession and Teacher

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

UNIT III

Role of professional organizations

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

UNIT IV

Evaluation of Teachers

- i) Need for evaluation of teachers

- ii) Tools for teacher evaluation-questionnaire and rating scale
- iii) Modes and Models of evaluation (product and process model)

References:

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

Paper 205 Teaching of English

M. Marks 80

Unit I Position of English Teaching

- i) The Position of English in India
- ii) The Objectives of teaching English as a 2nd language at Secondary level
- iii) Principles of teaching English – Psychological, linguistic & Pedagogical
- iv) Direct method
- v) Structural Approach
- vi) Communicative method
- vii) Bilingual Method

Unit III Understanding Language Skills

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

Unit III Teaching of Prose and Poetry

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

Unit IV Content

- i) Determiners, auxiliaries & Modals
- ii) Phrases, Verbs, Adverbs, Prepositions & Connectors
- iii) Tenses & Clauses
- iv) Active & Passive Voice
- v) Direct – indirect speech
- vi) Punctuation
- vii) Rhyme & Rhythm
- viii) Simile & Metaphor
- ix) Alliteration & Pun

Reference:

1. R Quirk and S Greenbaum (Longman): A University Grammar of English
2. A.J. Thomson and A V Martinet : A Practical English Grammar (O.U.P.)
3. Raymond Murphy : Intermediate English Grammar (C.U.P.)
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS/OUP)
5. Françoise Grellet : Developing Reading Skills (C.U.P.) Françoise Grellet
6. Micheal Mc-Carthy, Felicity)’Dell : English Vocabulary in Use (C.U.P.)
7. F.L. Billows : The Techniques of Language Teaching (Longman)
8. Wilga Rivers : Teaching Foreign Language Skills (University of Chicago Press);
9. John Haycraft : Introduction to English Language Teaching (Longman)
10. Donn Bryne : Teaching Writing skills (Longman)
11. W.R. Lee : Language Teaching Games and Contests (O.U.P.)
12. John Haycraft : Visual Materials for the Language Teacher (Longman)
13. H.G. Widdowson : Teaching writing as Communication (O.U.P.)
14. A C Gimson : In introduction to the Pronunciation of English (Edward Arnold)
15. J.D. O’Connor : Better English Pronunciation (C.U.P.)
16. C J Brumfit : Problems and Principles in English teaching (Pergamon)
17. C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);
18. Jane Willis : Teaching English through English (A Course in Class Language and Techniques) (ELBS)

19. Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
20. A.S.Hornby : The Oxford advanced Learner's Dictionary of Current English (O.U.P.).

Paper 205 Teaching of Urdu M. Marks 80

Unit I Position and methods of Urdu Teaching

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

Unit II Understanding Language Skills

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

Unit III Teaching of Prose and Poetry

- i) Teaching of Prose and Lesson planning

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

Unit IV Content

(History and Development of Urdu literature)

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

Paper 205 Teaching of Kashmiri

M. Marks 80

Unit I Position and Methods of Kashmiri Teaching

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

Unit II Understanding language and Skills

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

Unit III Teaching of Prose and Poetry

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

Unit IV

Content

(History and Development of Urdu literature)

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

Paper 205 Teaching of Hindi

M. Marks 80

Unit I:

Position and Methods of Hindi Teaching

- i) Origin and development of Hindi language
- ii) Objectives of teaching Hindi at elementary & secondary levels
- iii) Role of Hindi as a link language in India
- iv) Problems of Hindi Teaching
- v) Translation method
- vi) Play way method
- vii) Direct method
- viii) Structural approach

Unit II

Reading & Writing

- i) Meaning and Importance of Reading
- ii) Types of reading silent/loud, extensive & intensive,
- iii) Reading defects and their cure.
- iv) Quality of good handwriting.

- v) Defects in writing skills and their improvement.
- vi) Essay writing/Letter writing

Unit III Teaching of Prose and Poetry

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

Unit IV: Content

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

Paper 205 Teaching of Punjabi

M. Marks 80

Unit I: Position of Punjabi Teaching

- i) Origin and development of Punjabi – its dialects.
- ii) Importance of Punjabi as a regional language
- iii) Objectives of teaching Punjabi at Elementary & secondary levels.
- iv) Translation method
- v) Play way method
- vi) Direct method
- vii) Structural approach

Unit II Reading & Writing

- i) Meaning and Importance of Reading
- ii) Types of reading silent/loud, intensive & extensive,
- iii) Reading defects and their cure.

- iv) Defects in writing skills and their improvement.
- v) Essay writing/Letter writing

Unit III Teaching of Prose and Poetry & Evaluation

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

Unit IV: Content

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

Paper 205 Teaching of Arabic

M. Marks 80

Unit – I Position and Methods of Arabic Teaching

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

Unit – II Reading and Writing

- i) Meaning and importance of reading

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

Unit – III Teaching of Prose and Poetry

- i) Teaching of prose and lesson planning
- ii) Teaching of poetry and lesson planning
- iii) Concept and meaning of evaluation
- iv) Criteria of a good language test
- v) Error analyses and remedial teaching
- vi) Types of language tests

Unit – IV Contents

- i) The sun letters and the moon letters
- ii) Prepositions, pronouns and demonstrative pronouns
- iii) Adjectival phrases
- iv) Possessive phrases
- v) Nominal sentences
- vi) Conjugation of triliteral verbs

Books Recommended:

1. Robert Lado: Language Teaching – A Scientific Approach: Tata Mcgraw Hill, New Delhi, 1985
2. K. V. V. Narsimah Rao: Essentials of Second Language Teaching; Central Institute of Indian Languages, Mansagangotri, Mysore, India, 2000
3. Richards and Rodgers: Approaches and Methods in Language Teaching
4. C. J. Brumfit: Communicative Methodology in Language Teaching, Cambridge, 1984
5. W. Littlewood: Foreign and Second Language Learning, Cambridge, 1984
6. A new Arabic Grammar John A. Haywood
7. A practical approach to the Arabic language Wali Akhtar
8. Essential I. A. Faynan
9. Teach Yourself Arabic S. A. Rahman
10. Arabic Made Easy Abul Hashim
11. Let's Speak Arabic S. A. Rahman
12. محمد علي الخولي:- أساليب تدريس اللغة العربية، الرياض، المملكة العربية السعودية ط 2 / 1986
13. محمود كامل و رشدي أحمد:- طرائق تدريس اللغة العربية لغير الناطقين بها، المنظمة الإسلامية للتربية و العلوم و الثقافة، (ايسيسكو، الرباط، المغرب 2003)
14. محمد عبد القادر أحمد:- طرق تعليم اللغة العربية للمبتدئين، القاهرة، مصر –

- مكتبة النهضة المصرية، 1982
15. علي جواد الطاهر:- أصول تدريس اللغة العربية، دار الرائد العربي بيروت، لبنان – 1984
16. شفيق أحمد خان الندوي:- أهمية القصة في تعليم العربية للأجانب، لغير الناطقين بها الجامعة الملوية الإسلامية نيو دلهي
17. شفيق أحمد خان الندوي:- بناء المناهج و طرق تدريس اللغة العربية، قسم اللغة العربية و آدابها، الجامعة الملوية الإسلامية، نيو دلهي
18. د. صهيب عالم: طرق تدريس اللغة العربية، شبرا بليكشن، دلهي (الهند)
19. الدكتور جودت الركابي: طرق تدريس اللغة العربية، دار الفكر دمشق، سورية
20. الأبراشي، محمد عطية: الطرق الخاصة في التربية لتدريس اللغة العربية ط-1 (1955)، جزيرة الروضة، القاهرة
21. الحصري، ساطع: درس في أصول التدريس (1956) ط: 2، دار الكشاف، لبنان
22. كتاب الصرف: عبد الرحمن امرتسري
23. كتاب النحو: عبد الرحمن امرتسري

INT2: School Internship cum Microteaching

- (a) School Internship
- (b) Micro-Teaching – Major Skills

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

Third Semester

Paper 301 School Management

M. Marks 80

Unit I School Management – Detailed Conceptual Clarity

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

Unit II Institutional Planning and Role of Head of the Institution

- i) Institutional Planning – Objectives, Characteristics, Role of Educational Administrator
- ii) The School Plant – Principle of Designing School Building

- iii) Head of the Institution – Qualities, Responsibilities and Functions.

Unit III Management Related Activities in Education

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

Unit IV Staff Development and Control Managements

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

REFERENCES:

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

Paper 302 Educational Measurement and Evaluation M. Marks 80

UNIT I Measurement and Evaluation

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

UNIT II Approaches to evaluation and evaluation tools

- i) Formative Evaluation
- ii) Summative evaluation

- iii) External and internal evaluation
- iv) Essay type test: merits and limitations
- v) Objective type test: merits and limitations

Unit III Criteria of an effective evaluation Tool

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

UNIT IV Limitation and reform of present system of examination

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

REFERENCES:

1. Anastasi, A. Psychological Testing. New York : MacMillin, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives. New York : Longmans, 1956.
3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants Commission, 1976– A Palm of Action
5. Greeman, F. S. Theory & Practice in Psychological Testing,
6. Pajna, D. H. & Educational & Psychological Measurement. Horris, P. F. New Delhi: Oxford University Press, 1972.
7. Stanely & Hopkin Measurement & Evaluation in Education & Psychology.
8. Thornike, R. L. Measurement & Evaluation in Psychology Hagon, E. & Education.

Paper 303 Teaching of Bio-Science

M. Marks 80

Unit I Background

- i) History & nature of Science
- ii) Role & importance in daily life
- iii) Path tracking discoveries & land mark developments in science
- iv) Eminent world scientists, eminent Indian scientists

(With special reference to Natural Scientists)

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

Unit II **Planning for teaching Bio-Science**

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

Unit III **Methods of Teaching**

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

Unit IV **Content: Botany and Zoology**

Botany

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

Zoology

- i) Life Process in human beings

- ii) Nutrition: Feeding mechanism, Digestion and absorption of food
- iii) Respiration in animals and man
- iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
- v) Excretion; Structure and functions of kidney. Urine formation.
- vi) Nervous system: Structure of Brain; structure and function of Endocrine system.

Paper 303 Teaching of Physical Science

M. Marks 80

Unit I Background

- i) History & nature of Science
- ii) Role & importance in daily life
- iii) Path tracking discoveries & land mark developments in science

- iv) Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- v) Importance & place of Physical Science in school curriculum
- vi) Objectives, of teaching Physical Science with special reference to the Tara Davi Seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II **Planning for teaching Physical Science**

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

Unit III **Methods of Teaching**

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

Unit IV **Content: Physics and Chemistry**

Physics

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

Chemistry

- i) Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- ii) Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- iii) Endothermic and exothermic reactions by performing the activities of dissolution of any NH_4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H_2SO_4 in water and neutralization reaction (exothermic) of aq. NaOH by aq. HCl . Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
- iv) Elementary idea of Electro chemical cell and dry cell
- v) Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.

Paper 303

Teaching of History & Civics

M. Marks 80

Unit I

Nature and Scope of Social Sciences

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

Unit II Curriculum in History and Civics

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

Unit III Methodology of teaching history

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

Unit IV World and Regional History

World

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

Heritage of India

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

Regional History

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

Reference :

1. Gunning D: The Teaching of History
2. Aggarwal, J.C : Teaching of History
3. Kochhar, S.K. : Teaching of History
4. Chaudhary, K.P. : Effective Teaching of History in India
5. Johnson,H. : Teaching of History in Elementary and Secondary Schools
6. Teaching of History in Secondary School : NCERT, New Delhi
7. The curriculum for the ten year school : NCERT, New Delhi
8. Handbook of History Teachers: NCERT, New Delhi
9. Harlikar : Teaching of Civics in India
10. Crary Ryland W : Education for Democratic Citizenship
11. Michael J.V. : Social Studies for Children in Democracy
12. Brune, H.E. : Teaching of History and Civics
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
14. Bhargava, V.S. : World History
15. Basham, A.L. : The wonder that was India
16. Carr, E. H. : What is History
17. Collingwood R.G. : The idea of History
18. Mare Block : Historian's craft
19. Sarkar, J.N. : India through the Ages
20. Mazumdar, Chaudhary and Datta : Advanced History of India
21. Novak and Gowin : Learning How to learn
22. Hayes, D.A : A Source Book of Interactive Methods for Teaching with Texts
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children

Paper 303 Teaching of Geography

M. Marks 80

Unit I Nature and Scope of Geography

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

Unit II Instructional Planning

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

Unit III Learning Resources

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

Unit IV Content (General and Local Geography)

General Geography:

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

Geography of J & K:

- i) Climate
- ii) Forests

- iii) Tourism
- iv) Demographic Features

Reference:

1. Bining and Bining : Teaching of Social Studies in Secondary School
2. Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
3. UNESCO : Source Book of Teaching Geography
4. B C Rai : Methods of Teaching of Economics
5. N. Hasen : Teachers Manual in Economics
6. S. K. Kochar : The Teaching of Social Studies
7. V C Sinha and R. N. : Dubey Economic Development and Planning
8. H.L. Ahuja : Parambhik Aarthik Siddhant
9. Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
10. Our Economy- An introduction : NCERT, New Delhi
11. General Geography : NCERT, New Delhi
12. O. P. Verma : Teaching of Geography
13. B.D. Shaida : Teaching of Social Studies (Hindi)
14. M. S. Rao. : Teaching of Geography.

Paper 303 Teaching of Mathematics

M. Marks 80

Unit I Mathematics – Historical Background

- i) Meaning of mathematics
- ii) History of Mathematics
- iii) Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujan.
- iv) Contribution of Euclid, Pythagoras, Rene-Descartes.

Unit II Methodology

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

Unit III Instruction in Mathematics

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

Unit IV Content – I

- i) Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
- ii) Linear Equation of one and two variables
- iii) Rational Expression & Quadratic equation
- iv) Ratio & Proportion and Factors

Content – II

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

INT3: School Internship cum Practice of Teaching

- (a) School Internship
- (b) Teaching Practice-1 Paper
- (c) Teaching Practice-2 Paper

Third Semester (September – January) INT 3				
INT 3	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice		10	250
			2	Ext. Int.
	d) School Internship: Description of the School. A report on the conduct of Morning Assembled. Maintenance of Admission Records. Maintenance of Attendance Register Framing Time Table Any other Activity Remarks of the Head of the Institution	8 weeks		30 20
	e) Teaching Practice (1 st Paper – 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext. Int. 60 40
	f) Teaching Practice (2 nd Paper – 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext. Int. 60 40

Fourth Semester

Paper 401 Language Competence and Communication M. Marks 80

Unit I Role of language

- i) Language: concept, importance and linguistic principles.
- ii) Language and society: language and gender; language and identity; language and power
- iii) Language in school: Home language and school language; language across the curriculum; language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; multilingual classrooms.

Unit II Position of languages in India

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

Unit III Descriptive Grammar

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

Unit IV Literature

- i) R. K. Narayan
- ii) Rabindharanath Tagore
- iii) Leo Tolstoy

(Read and review one book of each writer)

Reference:

1. A. L. Kohli (2001) Techniques of Teaching English in the New Millennium Dhanpat RAI publishing Company
2. B. N. Dash (2007-2008) Teaching of English, Dominant Publishers and Distributors, New Delhi-110002
3. C. S. Rayudu (1998) Communication, Himalaya publishing House, Mumbai-400004
4. M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publication Ludhiana.
5. A run Kornue – Communication Skills
6. Linguistics & Phonetics Bareilly Publication
7. George Yule – Linguistics & Phonetics
8. K. Venugopal Rao (2002) Methods of Teaching English, Neel Kamal Publications Pvt. Ltd. Sultan Bajar, Hyderabad
9. N. P. Pahuja (2004) Teaching of English, Anmol publications Pvt. Ltd.
10. National Curriculum Framework for Teacher Education (2005) Towards Preparing Professional and Humane Teacher
11. Shaik Mowla (2002) Techniques of Teaching English. Neel Kamal Publications Pvt. Ltd, Hyderabad, New Delhi (3rd Edition)
12. Sunder Singh Wadhwa (2008) Teaching of English in India, Twenty First Century publication
13. S. Venkateswaran (2000) Principles of Teaching English, Vikas Publishing House Pvt. Ltd.

Paper 402 Peace and Value Education

M. Marks 80

Unit I Introduction of Peace Education

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

Unit II Peace Education and its Challenges

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

Unit III Sources and Classification of Values

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

Unit IV Human Rights and Fundamental Rights

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

Reference:

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

Paper 403 (j) Essentials of Instructional Technology

M. Marks 80

Unit I**Teaching & its Models**

- i) Concept and Characteristics of teaching
- ii) Phases of teaching : Pre-active, Interactive and Post-active
- iii) Models of teaching: Definition, elements and classification
- iv) Concept Attainment Model (J.Bruner)

Unit II**Teaching Devices**

- i) Teaching Devices
- ii) Meaning & Importance
- iii) Home Assignment, Discussion, Dramatization.
- iv) Illustration, Lecturing, Narration.
- v) Observation, Source Method, Story Telling
- vi) Study habits & Supervised Study.

Unit III**Lesson Planning**

- i) Meaning & Significance of lesson planning
- ii) Approaches to Lesson planning.
 - a) The Herbartian Steps.
 - b) Gloverian approach.

iii) Knowledge lesson, Skill lesson & Appreciation lesson.

Unit IV **Understanding Teaching Methods**

i) Problem Solving Method

ii) Dalton Plan

iii) The Project Method

iv) Heuristic Method.

References:

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

Paper 403 (k)

Physical and Health Education

M. Marks 80

Unit I

Physical Education

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

Unit II

Health Education

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

Unit III

Psychological Basis

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

Unit IV

Games and their Organization

- i) Working rules and laws on the following games

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

Paper 403 (I)

Creativity & Education

M. Marks 80

Unit I

Structure of Ability

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

Unit II

Conceptual frame work of Creativity Thinking.

- i) Nature and Meaning of Creativity
- ii) Creativity as a process.
- iii) Theories of Creativity

Unit III

Identification of Creativity Talent.

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

Unit IV

Development of Creativity

- i) Creativity in Teaching and learning.

- ii) Different methods to foster creative Thinking
 - a) Creative problems – solving
 - b) Brain storming
 - c) Synectics.

References:

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

Paper 403 (m)

Curriculum Development

M. Marks 80

Unit I

Curriculum Process

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

Unit II

Designing the Curriculum

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

Unit III

Types of Curriculum

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

Unit IV Curriculum Evaluation

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

References:

1. Bloom, B. S. Taxonomy of Educational Objectives
London: Longmans, 1956.
2. Kelly, A. V. The Curriculum: Theory & Practice
London: Longmans, 1956.
3. Kind, E. A. Curriculum Planning.
New Delhi: Haroer & Brothers, 1950.
4. Mehdi, B. Effective Use of School Curriculum – An
introduction (New Delhi: NCERT, 1978.
5. Mehdi, B. Curriculum in Transaction
(New Delhi: NCERT, 1978.
6. Taba, H. Curriculum in Transaction
(New York: 1962.
7. Tanner, D & Tanner, N. L. Curriculum Development. (2nd Edition)
New York: Macmillan Publishing Co Inc.1980

Paper 403 (n)

Home Science and Education

M. Marks 80

Unit I

History and Theories

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

Unit II

Development

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

Unit III

Food and Nutrition

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

Unit IV

Home Management

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

Paper 403 (o)

Comparative Education

M. Marks 80

Unit I

Introduction to Comparative Education

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

Unit II

Factors influencing the educational system of country

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

iv) Geographical

Unit III Current Trends in World Education

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

Unit IV Comparison of teacher education system

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

(With special reference to elementary and secondary education)

Suggested Readings:

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

Paper 403 (p)

Linguistics & Education

M. Marks 80

- Unit I
 - i) Introduction to Linguistics and its relation to other disciplines like Education Psychology and Literature.
 - ii) Concept of Human Natural Language. Design Features of Language.
 - iii) Speech Vs. Writing.
 - iv) Human Vs. Animal Communication.
 - v) Saussurian Dichotomies. Chomsky's competence and Performance.
- Unit II
 - i) Scope and Branches of Phonetics.

- ii) Consonants, Vowels and their Classification.
 - iii) Concept of Phonology, Phoneme, Phone and Allophone.
 - iv) Concept of Morphology, Morpheme, Morph and Allomorph.
 - v) Prefixes, Suffixes and Infixes. Inflection Vs. Derivation
- Unit - III:
- i) Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD)
 - ii) Stages of Language Acquisition.
 - iii) Mother Tongue, Second Language and Foreign Language.
 - iv) Use of Language in Society. Concept of Communicative Competence.
- Unit - IV:
- i) Nature and Scope of Applied Linguistics.
 - ii) Language and Education
 - iii) Methods and Strategies in Language Teaching.
 - iv) Lexicography, Translation and Stylistics.
 - v) Computational, Forensic and Clinical Linguistics.

Paper 403(q)

Elementary Computer Education

M. Marks 80

Unit I

Computer Fundamentals

- i) Introduction to Computers
- ii) Parts of Computers (Hardware/Software, Input output devices)

- iii) Computer Generations, Classification of Computer
 - iv) Applications of Computers
- Unit II **Computer Programming, Basic constructs**
- i) Computer Languages
 - ii) Steps in Programming
 - iii) Algorithms & Flow Charts
- Unit III **Operating System and Introduction to Computer Applications**
- i) Types of Operating System – Dos, UNIX, WINDOWS.
 - ii) Brief introduction of Window
 - iii) Utility & application of software.
 - iv) Word Processing
 - v) Spread Sheets
 - vi) Presentation Software
- Unit IV **Introduction to Computer Networking**
- i) Applications and Features of Internet
 - ii) How does internet work, getting connected to Internet
 - iii) Introduction to e-commerce

Paper 403(r) Distance Education

M. Marks 80

Unit I **Philosophical & Historical perspective**

- i) Philosophical foundations of distance education
- ii) Historical Perspectives

- iii) Growth of Distance learning System
- iv) Historical Development of Distance Education in J & K state.

Unit II Distance Education

- v) Distance Education: Meaning and Significance
- vi) Goals and Objectives of Distance Education
- vii) Distance Education: An academic discipline. Its need and importance

Unit III Self Learning Material (SLM) in Distance Education

- i) Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT.
- ii) Self learning material: Meaning, Scope, Importance and Characteristics.
- iii) Types of SLM in distance education (print and non print) Course design-need assessment, planning of SLM

Unit IV Current Trends in Distance Education

Issues

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

Role of:

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

Paper 403(s) Project Work

Marks : 100

Project Work. It shall be carried out on the following themes:

1. Critical appraisal of any three text books.

2. Review of two books written on any theme in Education other than texts.
3. Review of 10 articles written in Education & Published in any State/Nature newspaper.
4. Preparation of Instructional material for any subject at any grade level.
5. Preparation of Cumulative Record for any 10 school students.
6. Identifying learning difficulties & Suggesting remedial themes.
7. Administration of any one standardized test of Intelligence, Aptitude, Creativity, Adjustment, Personality, Values , Attitude, Scholastic achievement & interpret data.
8. Construction & Standardization of an Achievement test in any school subject.
9. Surveying a nearby Community and assessing their Educational & Social needs.
10. Conducting awareness Programmes in the Community like Environment & Conservation, tree plantation, Watershed management, Health programmes (Immunization)
11. Conducting literacy programmes in the community.
12. Remedial teaching for poor & needy students.
13. Identifying & helping the children with special needs.
14. Making an organizational plan for proper management of infrastructural resources in a school building.
15. Conducting medical examination including vision test, with the help of a doctor recording of height, weight, chest, physical defects of any.
16. Critical review of at least 3 TV/Radio programme highlighting their Educational significance.
17. Case studies of 5 children with special needs in a school situation.
18. Preparing a small dictionary of the difficult words used in upper primary & Secondary language text books.
19. Study of human rights violation based on newspaper reports/news magazines.
20. A case study of two local industries, their raw materials, products & pollutants.
21. Population studies of plant & animals species in different eco-system like ponds, grass land, forests, & gardens.
22. Case study of there exceptional children, suggesting measures to arrange for their specific Educational needs.
23. Recording interviews of six adolescent boys & girls (3each) with special emphasis on their problems. They are facing in home, health, social, emotional & educational areas.
24. Implementation of Operation Blackboard scheme in a particular locality/education zone.

25. Implementation of Nutrition Programmes for Pre-scholars in a particular locality/education zone.
26. Role of the Pollution Control boards.
27. Role of Voluntary organizations in controlling pollution.
28. Surveying the non-formal/adult education centres in locality/education zone
29. In addition to the above themes, Project work can be carried out as a theoretical critical study or an empirical study on any theme covered in any of the eight theory papers (Paper I to Paper VIII).

Note :- The project shall be undertaken on individual basis. The candidates shall be required to submit one copy to the Controller of Examination, University of Kashmir within two weeks time after the completion of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners.

INT4: School Internship cum Practice of Teaching

- (a) School Internship

(b) Teaching Practice-1 Paper

(c) Teaching Practice-2 Paper

Fourth Semester (August – December) INT 4					
INT 4	Activity	Duration	Credits	Marks	
	Internship cum Teaching Practice	8 weeks	10	250	
			2	Ext.	Int.
	d) School Internship: Description of the School. Maintenance of Examination Records. Maintenance of Stock Register A detailed report of the Staff meeting. System of managing co-curricular activities Any other Activity Remarks of the Head of the Institution			30	20
	e) Teaching Practice (1 st Paper – 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
				60	40
	f) Teaching Practice (2 nd Paper – 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
		60	40		

Note for Paper Setter:

The paper setters shall set **Eight Very Short Answer Type Question** carrying 2 marks each for section A, selecting two questions from each unit, **Four Short Answer Type questions** carrying 8 marks each for section B, selecting one question from each unit and **Four Long Answer Type Questions**, carrying 16 marks each for section C, selecting one question from each unit. The candidates shall have to attempt all the questions from section A & Section B and only two questions from Section C.

Section Wise Breakup of Marks:

Section	Type	Total Questions	Total Marks
A	Very Short Answer	(8) Eight only	8 x 2 = 16
B	Short Answer	(4) Four only	4 x 8 = 32
C	Long Answer	(4) Four (Only two to be attempted)	4 x 8 = 32

Grand Total (A+B+C) = 80