



UNIVERSITY OF JAMMU

NOTIFICATION
(17/June/Adp/39)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the revised Syllabi and Courses of Study in the subject of B.Ed for Ist to IVth Semesters for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	for the examinations to be held in the year	% Change
B.Ed	Semester-I	Dec. 2017, 2018 and 2019	25%
	Semester-II	May 2018, 2019 and 2020	
	Semester-III	Dec. 2018, 2019 and 2020	
	Semester-IV	May 2019, 2020 and 2021	

The alternative question papers are required to be set as per the University regulation given as under:-

- If the change in the syllabi and courses of study is less than 25%, no alternative question paper will be set
- If the change is 25% and above but below 50% alternative Question paper be set for one year
- If the change is 50% and above on whole scheme is changed, alternative Question paper be set for two years.

Sd/-
DEAN ACADEMIC AFFAIRS

No. F.Acd/II/17/6117 - 35

Dated: 06-07-17

Copy for information and necessary action to:

1. Special Secretary to the worthy Vice-Chancellor
2. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar/Controller of Examinations./Director, CDC
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Teacher Education
6. All members of the Board of Studies
7. C.A. to Controller of Examinations
8. Asst. Registrar (Conf. /Exams. B.Ed/ Inf./Pub.)
9. Incharge Website Office for necessary action
10. S.O (Confidential)

Assistant Registrar (Academic)

09/07/17

BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to be held in the year 2017, 2018 & 2019)

Course no. 101 (Theory)

Title: Education in Indian Perspective

Credits 4

Total Marks: 100

Maximum Marks Internal: 40

Maximum Marks External: 60

Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:

- know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- know and understand the various aspects related to the teacher education in the changing contemporary society .

Detailed Contents:

Unit-I

The Bases of Teacher Education in India:

Knowledge – concept and the understanding vis a vis Vidya, Information and training, concept of the indigenous knowledge, sources of Knowledge; Different schools of knowledge (Indian); Difference in the present knowledge society and the Vedic knowledge society- the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabas, Missionary schools and the residential schools.

Unit II

Education and the Philosophy

Education- Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches ;scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of Teaching, Difference between the Bhartiya Shiksha and the Western Education.

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UNIT III

Education and Sociology

Sociology-concept, Nature and the branches; Educational sociology-understanding of Education in the teacher education process; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship, stratifications. Developing the teacher responsive and relational to the society and its causes-(eg Swachata Abhiyan; PPI etc.)

UNIT IV

Teacher and the Change in Society

Education as an agency in the Change of the home and society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community (participation)& culture (Change) and for the technology (adaptation); Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonization of the teacher education program-issues and the challenges.

Field work / Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the visit. The visit to the indigenous educational institution (Madrassas) and the Ashrams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation-Swach Bharat; Pulse polio programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation) for education and promoting the cause of community cooperation and coexistence (relational &Responsive); Discussion on the ancient Indian education system –decolonization of teacher education, the changes in the society and the teacher

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities encompassing different components. The details of the Internals are given in the syllabus.

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Books recommended & web resources

- *Philosophy and Education* Mrinal Miri, Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders & Predecessors- A Raghuramaraju*, Oxford, Delhi.
- *Indian & Western Educational philosophy- A P Sharma*, UniCorn Books, New Delhi (also available @ on pay term basis <http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/> isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html
- *Ancient Indian Universities-Apte DG*
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Philosophical & Sociological Foundations of Education –Rajesh R Sharma*
- *Indian Education in Emerging Society-PC Singh*
- *Fundamentals of Indian Philosophy-R. Puligandla*
- *Students History of Education in India Naik J.P Macmillan India*
- *GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO, IIEP*, Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf
- *PanchMukhi Shiksha* http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html
- *Ground work of Educational theory-Ross, James S MacMillan India*
- *Modern Philosophies of Education-J.S. Brubacher Tata MC GrawHill Ltd, New Delhi,*
- *Introduction to the Philosophy of Education-Connor, D.J.O*
- *A Profile of Indian Education System -Cheney & Ruzzi (Nov 2005) National Centre on Education & Economy* <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>

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BACHELOR OF EDUCATION (B.Ed)**Semester –I****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 102 (Theory)**
Credits 4**Title: Childhood and adolescence education**
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam: 3hrs**Course objectives:****To enable the pupil teachers to:**

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development
- Appreciate Vygotsky's Socio-cultural perspective
- Understand factors affecting personality development.

UNIT-I

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual Differences- concept, determinants, role of heredity (genes & chromosomal disorders) & environment on individual differences. Prenatal & Infancy stage: Meaning, characteristics & hazards.

UNIT-II

Early childhood: Characteristics, problems & hazards of early childhood.

Late Childhood: Characteristics, problems & hazards of late childhood.

Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

UNIT-III

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.

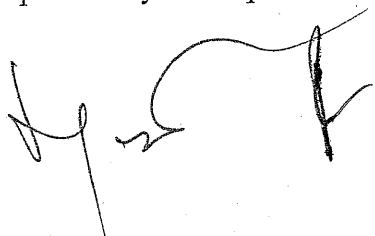
Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications.

Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, Educational implications.

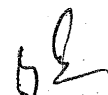
UNIT-IV

Personality development: Factors affecting personality development (language, culture, biographies, community, political environment, school, neighbourhood & excessive use of technology).

Marginalization & personality development- Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.







Sessional work:

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

Note for Paper Setters

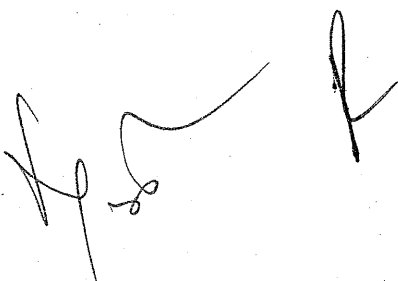
The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Book references:

- Chauhan, S.S. (2001). *Advanced Educational Psychology*. Vikas Publishing House Pvt Ltd. New Delhi.
- Craig, Grace. J. (1989). *Human Development*. Prentice Hall Inc. New Jersey
- Dash, M. (2006). *Fundamentals of Educational Psychology*. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.
- Hurlock, Elizabeth. B. (2005). *Developmental Psychology*. Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Mangal, S. K. (2001). *Essentials of Educational Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Mahmud, Jafar. (2004) *Educational Psychology*. A P H Publishing Corporation. New Delhi.
- Solso, Robert. L. (2002). *Cognitive Psychology*. Pearson Ed (Singapore) Pvt. Ltd. Delhi.




BACHELOR OF EDUCATION (B.Ed)**Semester –I****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 103 (Theory)**
Credits 4**Title: Language Competence and Communication skills**
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs**Course Objectives:****To enable the pupil teacher to:**

- develop language teaching competency
- understand the multiple roles of language
- analyse the position of language education in India
- identify the processes and approaches of language teaching
- appreciate language skills for effective communication

Unit -I**Role of Language**

Language: Concept, Importance and Linguistic principles

Language and Society: Language and Gender; Language and Identity; Language and Power

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**

Constitutional provisions and policies of language education (Articles 343-351,350A)

Kothari Commission (1964-66) with special reference to language Education

National Curriculum Framework-2005 with special reference to language education

Unit-III**Language Teaching**

Different Process of Language learning as per constructivism

a) John Dewey

b) John Piaget

Methods of Language Learning

a) Direct Method

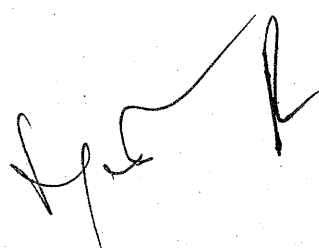
b) Bilingual Method

c) Textbook Method

d) Grammar Translation Method

e) Inductive and Deductive Method

Structural and Situational approaches to Language learning: Merits and Demerits







Unit IV

Communication skills

Communication: Concept, Channels and Language as a tool of communication

Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories pictures, authentic materials and multimedia resources

Reading and Writing: Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using thesauruses, dictionary, encyclopaedia, Process of writing; Formal and Informal writing

Sessional work:

- Practical work in Language Laboratory:
Listening- 5 hours
Speaking- 3 hours
Reading- 3hours
- Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement
- Presentation on different methods of language learning
- Organise seminar/debates on position of language education in India

Note for paper setters:

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Books recommended & web resources

- A.L. Kohli (2001). *Techniques of teaching English in the New Millennium* Dhanpat RAI publishing company
- B.N.Dash (2007-2008). *Teaching of English, Dominant Publishers and distributors, New Delhi, 110002*
- C.S. Rayudu(1998). *Communication. Himalaya Publishing House, Mumbai-400004*

- M.S. Sachdeva (2000-2001). *A new approach to teaching of English in India*, Tandon Publications Ludhiana
- K.Venugopal Rao (2002). *Methods of Teaching English*. NeelKamal publications Pvt.Ltd.Sultan Bajar, Hyderabad
- N.P. Pahuja(2004). *Teaching of English*. Anmol Publications Pvt. Ltd.
- *National Curriculum Framework for Teacher Education (2005). Towards Preparing Professional and Humane Teacher*
- Shaik Mowla (2002). *Techniques of teaching English*. Neel Kamal Publication Pvt.Ltd, Hyderabad, New Delhi(3rd Edition)
- Sunder Singh Wadhwa (2008). *Teaching of English in India, Twenty first century publications*
- S.Venkateswaran (2000). *Principles of Teaching English*.Vikas publishing house pvt. Ltd.
- Julia Myers and CathyBurnett (2004). *Teaching English 3-11*. Atlantic publishers and distributors
- Kagzi, M.C. Jain (2001). *The Constitutional of India*.Vol.1 & 2, India Law House ,New Delhi
- Y.K. Singh (2005). *Teaching of English*.APJ Publishing Corporation, Ansari road, Darya Ganj, New Delhi-110002
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf
- http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/constructivist_learning.htm www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus_B.ED.pdf

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BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to held in the year 2017, 2018 & 2019)

Course no. 104 (Theory)

Title: Educational Planning and Management

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives

To enable the pupil teachers to:

- Know and understand the Educational Management & organizational set up and the contribution in its role.
- Know and understand the different Management approaches to deal with the Educational Management.
- Know and understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.
- Be skilful in organizing various Human Resource Management Programs for the Awareness as well as to coordinate with the agencies.

UNIT I

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Transformal theory; Modern trends in Educational Management 1) Decision Making ii) Organisational Compliance iii) Organisational Development iv)PERT

UNIT II

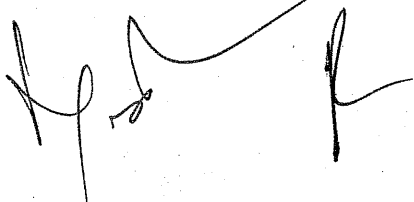
Approaches to Educational Management- Principles, Adoptability and Limitation is the Indian Educational set ups

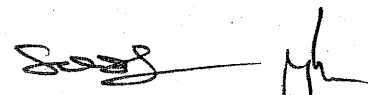
- i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model

UNIT III

TQM in Educational Organization

Concept of Resources- Human & Material; Management of time – Importance of Time schedule for the teacher, Preparation of the daily, Weekly and Monthly diaries – aspects, principles and usefulness; Yearly & Monthly plans for the Institutional working.



Management of the Physical Resources- School Building, Library, Labs Hostels and the playgrounds.

Management of the Human Resources – Interpersonal & Intergroup Relations (Needs & principles)
Teacher-Taught relationship; Relationship with the Head, Administrator

Concept of TQM in educations and the implications of its for the stakeholders of the Education.

UNIT IV

Micro planning and the budget

Concept of the Micro and Macro planning, Institutional Planning – Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors –Developing and Monitor the Budget of the Educational Institution- Issues and principles of Making the Budget ,Resources & Financing of Education, relationship between the productivity & Efficiency, Concept of Cost analysis.

Sessional Work

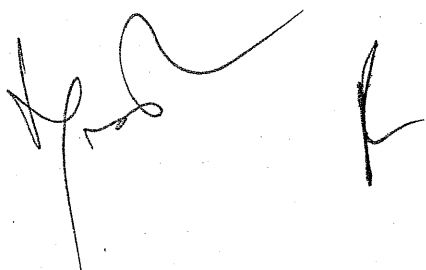
To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources –Books , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To be an active member of the local Finance Audit team and the contribution to it in its management.

Note for Paper Setters

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities







Books recommended

- Kochar ,SK *School Administration and Management* (e book) available on Amamzon.in
- *Economics of Education* by Gara Latchanna & Hussein(2007) –Discovery Publishing House , New Delhi
- *Economics of Education* Baljeet Singh
- T S Sodhi *Education & Economic Development* (2004)–Vani Educational Books, New Delhi
- WICS Model :Sternberg, R., Bonney, C. R., Gabora, L., & Merrifield, M. (2012). WICS: A model for college and university admissions. *Educational Psychologist*, 47(1), 30-41.
- *Approaches to Organization Theory* : Lars Groth
- *Source Materials for Educational Administration: Critiques* Saxe, Richard W.,INSTITUTION Toledo Univ., Ohio. Coll. of Education.PUB Jan 69
- *The Effect of School Closure on Principal Leadership* Grant Lenarduzzi, Gonzaga University, Spokane, Washington, *Journal Of Authentic leadership In Education*, Volume 3, Number 1(2013)

BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to held in the year 2017, 2018 & 2019)

Course no. 105 (Theory)
Credits 4

Title: Inclusive Education
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Course Objectives:

To enable the pupil teachers to-

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit -I

Inclusive education- Meaning, need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing teachers & students for inclusion, and collaboration with families of students with disabilities for inclusion.

Unit- II

Special Education- concept, objectives of special education, need for special education and history of special education

Exceptional children- meaning, types, educational provisions for exceptional children and placement services for special children.

Unit III

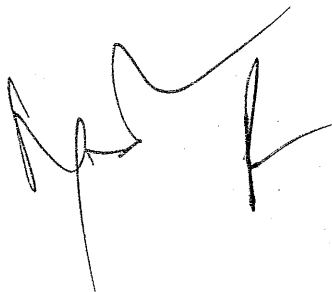
Education of intellectually disabled (mentally retarded) children: meaning, classification, etiology and identification of intellectual retardation. Educational provisions for intellectually disabled children.

Backward children-concept, characteristics, etiology, and identification of backward children. Educational provisions for backward children.

Unit IV

Role of Rehabilitation Council of India and PWD (Persons with Disability Act, 1995).

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion







Sessional work

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child/Juvenile Delinquent

Note for Paper Setters

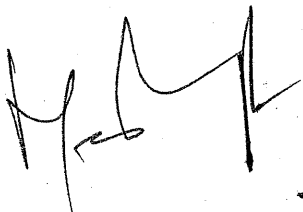
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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

- Ainscow, M., Booth, T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Hallahar, D.P., & Kauffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*, Allyn and Bacon, Massachusetts.
- Kirk, S. A., & Gallagher J. J. (1989) *Education of Exceptional Children*; Houghton Mifflin Co, Boston.
- Werts, Margaret G.(2011). *Fundamentals of Special Education*. P H I Learning Private Ltd, New Delhi.





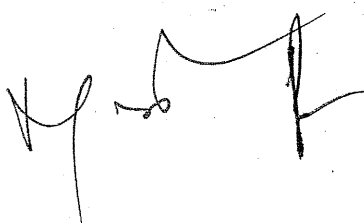


BACHELOR OF EDUCATION (B.Ed)**Semester –I****(For the examination to held in the year 2015, 2016 & 2017)****Course no. INT-I
Credits 2****Title: School Interaction****Total Marks : 50****Maximum Marks Internal : 30****Maximum Marks External : 20**

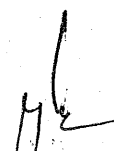
First Semester(August-December) INT 1					
Activity	Duration	Credits	Marks		
<u>Visit Cum observation to</u>	2 Weeks	2	Int	Ext	50
a) Anganwadi (neighbouring centre)	2 Days		5	3	8
b) Nursery School (Observation of 5 Lessons)	2 Days		5	3	8
c) DIET(7 wings)	2days		5	3	8
d) Innovative Centre(Pry & Middle schools)	2 days		5	3	8
e) Pry School(Observation of 5 Lessons)	2days		5	3	8
f) Middle	2 days		5	5	10
			30	20	50

Observation

1. Anganwadi & Nursery Classroom
2. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
3. Understanding life of a Teacher
4. Understanding Physical, Mental, Social & Emotional Needs of a Child
5. Understanding Related Aspects of Curriculum
6. Assessment of Teachers & Learners
7. Preparation for Diverse Learners in Schools
8. Reflection on Teaching Experience
9. Writing Reflective Journals
10. Extended Discussions & Presentations on Different Aspects of Teaching







BACHELOR OF EDUCATION (B.Ed)**Semester –II****(For the examination to held in the year 2018, 2019 & 2020)****Course no. 201 (Theory)****Credits 4****Title: Philosophical And Sociological Bases of Education****Total Marks: 100****Maximum Marks Internal: 40****Maximum Marks External: 60****Duration of Exam : 3hrs****Objectives:****To enable the pupil teachers to:**

- Know and understand the Indian thinkers who contributed in education .
- Know and understand the fundamentals of the western philosophy on education.
- Know and understand the different aspects of social and political set up in context of teacher education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic –pluralistic society.

Unit I

Critical analysis of the Contributions of Mahatma Gandhi: Rabindra Nath Tagore, Aurobindo Ghosh and Swami Vivekananda (Curriculum, Methodology) Implications of the contributions in the contemporary times (affinities and Differences), characteristics of the secular education; classrooms and the Non violence.

Unit II**Fundamentals of Western philosophy**

Concept of Metaphysics, Epistemology and axiology-implications on education. The Socratic Pedagogy; behaviorism and the constructivism. The western schools of education Realism and Pragmatism (Curriculum & Methodology), Implications of the same for the Indian class-rooms (differentiation);

Unit III**Teachers and the Socio political understandings**

Society –Concept and the functions, Role of Education in the society; Different societies –Welfare Democratic State(Role of teachers , importance and the limitation of the role);Secularism in society(Role of teacher, factors affecting the cause of secularism) and the different inequalities in the Indian society(Language ,Demographic & social inequalities - causes, effects, role of the teachers and the remedies for it)Review of the policies and programs after 1986(political and social Implications for the teachers and the classrooms)

Unit IV

Teachers and diversities in Indian Society

National Integration (role of teachers, factors –for & against, Remedies) Concept of Universalism vs Nationalism; Emotional Integration and international understandings and the role of teachers and the teaching; teacher and its role for the cause, remedies for the promotion of understanding in the pluralistic democratic society like India. Education and tolerance. Critical analysis of the 'Learning: The Treasure Within' (Delors' Report)

Sessional work

Detailed Report Writing on any of the prescribed Indian Thinker(proper documentation along critical commentary of the student teacher in Reflective Journal); A critical analysis of outcomes of western philosophy on the Indian teacher, Arranging /enacting the activities in the society regarding the ethos of secularism , democracy; Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended & web resources

- *Philosophy and Education* Mrinal Miri , Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders and Predecessors-* A Raghuramaraju, Oxford, Delhi.
- *Indian & Western Educational philosophy* A P Sharma, UniCorn Books, New Delhi also available through Internet on pay term basis
<http://www.unicornbooks.in/books/book/indian-western-educational-philosophy-prof-a-p-sharma/isbn-9788178062013/zb,,479,a,0,USD,0,a/index.html>
- *Ancient Indian Universities,* Apte DG
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
- *Philosophical & Sociological Basis of Education –V R Taneja*
- *Educational Thought and Practice* Taneja ,VR ; Sterling Publishing House

- *Philosophical & Sociological Foundations of Education* –Rajesh R Sharma
- *Indian Education in Emerging Society*-PC Singh
- *Fundamentals of Indian Philosophy*-R. Puligandla
- *GATS and Hr Education –the need of Regulatory Policies* –NV Verghese –UNESCO,IIEP ,Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf
- *PanchMukhi Shiksha* http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html
- *Ground work of Educational theory*. Ross, James S MacMillan India.
- *Modern Philosophies of Education*, J, S. Brubacher. Tata Mc Graw Hill ,Delhi
- *Introduction to the Philosophy of Education*, -Connor, DJO
- *Sociology: Primary Principles* Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)
- *Sociological Thoughts* Abhram and Morgan – McMillan, New Delhi.
- *A Profile of Indian Education System* :Cheney & Ruzzi (Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. 202 (Theory)
 Credits 4

Title: Teaching, Learning and Evaluation
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:

- Understand the meaning of psychology, child psychology & educational psychology
- Become familiar with the different methods of studying behavior
- Appreciate the role of a teacher in a classroom
- Understand the concept of learning and also behaviouristic and cognitive perspective to learning
- Become aware of importance of inclusive setting in a classroom
- Develop understanding of different methods of learning and learning styles
- Understand the concept of motivation and role of teachers and parents in developing motivation
- Understand dynamics of intelligence

UNIT-I

Concept of Psychology, child psychology & educational psychology.

Methods of studying behaviour:-

- a) Naturalistic & Participant observation.
- b) Experimental method.
- c) Case Study Method.

Motivation-concept, types, role of parents and teachers in extrinsic motivation, theory of achievement motivation. Contribution of Sidney L Pressey.

UNIT-II

Learning- Nature of learning, factors influencing learning (Personal & environmental), Gagne's conditions of learning, Hull's theory

Behaviouristic perspective to learning-concept & contribution to education. Theories of Trial & error, Pavlov's classical conditioning theory & Skinner's operant conditioning theory.

Cognitive perspective to learning-concept & contribution to Education, Theories of Gestalt (Kohler), Bruner and Ausbel.

UNIT-III

Teaching as a profession, need & opportunities for personal growth of a teacher. Multiple responsibilities of teacher in an institutional setting.

Role of teacher in development of personal relationship between teacher and learner, between peer groups & developing self esteem, autonomy & feeling of freedom among learners.

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Education in inclusive setting with inclusion of disabled & marginalized groups. Precision teaching.

UNIT-IV

Intelligence- Meaning & types of intelligence (crystalline & fluid), Theories of intelligence- Spearman's two factor theory, Thurston's group factor theory and Thorndike's multifactor theory .

Meaning of assessment, Need for assessment, assessing learning (creating an assignment, classroom assessment techniques, using concept maps, using concept tests; assessing group work, creating and using rubrics- (paper presentation/projects/ oral presentations).

Meaning of evaluation, basics of evaluation- anecdotal records, checklist, self-evaluation and use of portfolios.

Sessional work:

Case study of a school with inclusive setting/ study of various methods used by teachers for enhancing learning / use of intelligence test to assess intelligence level of students

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Chauhan . S. S. (2001) *Advanced Educational Psychology*. Vikas Publishing House Pvt.Ltd.New Delhi.
- Dash.M. (2006). *Fundamentals of Educational Psychology*. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.
- Mangal. S. K. (2002). *Essentials of educational Psychology*. Prentice Hall of India Pvt.Ltd. New Delhi.
- Solso. Robert. L. (2002). *Cognitive Psychology*. Pearson Ed (Singapore) Pvt. Ltd.Delhi.

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BACHELOR OF EDUCATION (B.Ed)**Semester –II****(For the examination to held in the year 2018, 2019 & 2020)****Course no. 203 (Theory)
Credits 4****Title: Educational Technology and ICT
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs****Objectives:****To enable the pupil teacher to:**

- understand the nature and scope of educational technology and also about the various forms of technology
- know the systems approach in Education and its components
- familiar with the steps involved in the construction of programmed learning
- describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies
- acquaint with different approaches of ICT integration in education

Course contents**Unit I****Introduction to Educational Technology**

Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)

Approaches of educational technology: Hardware and software, Multimedia and Mass media approach

Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

Unit II**Systems Approach in Education**

Systems Approach to Education and its Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies

Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, various steps involved in construction of programmes

Bloom's Taxonomy approach in Educational Technology to integrate teaching – learning process

Unit III**ICT in Education**

Information & Communication Technology: Concept, Need and Scope

Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management

Challenges in Integrating ICT in School Education

Unit-IV

ICT supported teaching- learning strategies

Project Based Learning (PBL)

Co-operative & Collaborative Learning

Computer assisted learning (CAL)& Computer Managed Learning(CML), Teaching Machines

Sessional work:

- Developing Programme Learning Material
- Organise seminar/ debates on ICT supported teaching learning strategies
- Presentation on Systems approach to education
- Prepare a chart on different approaches of educational technology (Multi media and mass media)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended & web resources

- Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
- Chauhan, S.S. (1978). *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
- Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi.
- Mohanty, J. (2007). *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
- Mukhopadhyay, M. (2003). *Educational Technology-Knowledge assessment(IInd edition)*. Shipra publications, New Delhi-110092
- Sharma, R.A. (1997). *Technology of teaching*. Loyal Book Depot, Meerut.

Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management. Vol:1*New Delhi: Kanishka Publishers and Distributors.

- **Web references**

www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf

www2.rgu.ac.uk/celt/pgcerttlt/systems/sys3.htm

www.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of English

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives

To enable the pupil teachers to:

- Know and understand the history & importance of English Language as a second Language
- Know and understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of teaching English in classrooms.

UNIT 1

Psychology & History of Teaching Learning of English Language:

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF (2005); General and Specific Objectives of the teaching of English Language ; Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax, Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students (Reflective Journal).

UNIT II

Aspects of Language: Introduction to the different structures of the English Language;

Phonological Structure –Mechanism of speech, Received Pronunciation (Problems And Prospects) phonemes –Vowels & Consonants, Diphthongs, stress , Intonation , Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

Morphological Structures –Meaning Importance types- free and Bound Affixes, Prefixes and suffixes, Derivational suffixes Verb forms (Modals) , Adjectives and Adverbs (Development ,structuring and practical use)

Syntactic Structures –Meaning & Importance; Basic Structures, Patterns Phrases and Clauses; Types of sentences –Statements (affirmative& Negative) Interrogative (Yes-No & Wh type) Imperative, Exclamatory, Optative Sentences (Development, Structuring and use)

The subject Verb Object arrangement (development, use in the compositions and Prose) Differentiation in the single & compound & Complex structures of Sentence (Development & use)

UNIT III

Devising the Lesson Plans & approaches

Behavioural Objectives: writing behavioural objectives for teaching English, Development of the Skill Objectives, Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language, Concept scaffolding Instruction

Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language.

Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

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 (simulated plans).

UNIT IV

Development of Language skills: Listening: components –barrier in listening, activities to develop listening comprehension

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading, Mechanics of reading, Methods of teaching reading

Types of reading, reading aloud & silently, intensive & extensive reading, Types of reading comprehension –activities to develop testing reading comprehension Writing– its components, objectives of teaching written expression

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting–ways of improving handwriting

Sessional work

Listening to the English News on different Indian Television Channels –Practice & improvement in the speaking-Clarity, structuring and Coherence (practical for Communicative skills in language) Visit to the Radio Stations (AIR, FMs use of Technology in the transmission of language and the Local Television centres (Take One, JK Channel).

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- *Bandari C. S., A Hand-book for Teachers of English, Orient Longmans*
- *French, F. G., Teaching of English Abroad- Part 1, 2 and 3, Delhi ; Oxford University Press*
- *George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press*
- *Gokak, V. K., English in India, Bombay; Asia Publishing House*
- *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.*
- *Kohli, A.L. (2003) Teaching of English, Dhanpat Rai and Sons, Jalandhar.*
- *Singh, M.K. (1998) Teaching of English, International Publishing House, Meerut*

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of Sanskrit

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- know and understand the history & importance of Sanskrit.
- develop awareness of objectives of teaching Sanskrit at the Elementary and Secondary level.
- understand the different aspects of Grammar.
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Sanskrit .
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit
- get acquainted with the various devices of language learning.
- appreciate and reflect on the contribution of contribution of Acharya Mamat, Vishav Nath, Kali Dass

CONTENT

Unit - I

Sanskrit Language, Its dialects, Importance of Sanskrit as a Regional Language, Origin and development of Sanskrit. Objectives and problems of teaching Sanskrit at elementary and secondary level in J&K State.

Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values, Contribution of Acharya Mamat and Vishav Nath in Kavya Shastra.

Sanskrit as a Driving Force for National Integration; Contribution of Kali Das (Abhigyan Shakuntalam) and Acharya Bhasa (Svapna Vasdatta)

Unit - II

Aspects of Language Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Sanskrit (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking – Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading – Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension – Causes of Backwardness in reading

Writing – Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing – Mechanics, causes of poor handwriting-ways to improving hand writing

Unit- IV

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Sanskrit, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Sanskrit - Prose, Poetry, composition and grammar, Role and qualities of Sanskrit Teacher.

Sessional Work

Listening to the different Sanskrit programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sanskrit Shlokas of Bagvad Gita as a factor of promoting Indian Culture.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be

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evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Apte, D. G. and Dongre, P. K.: *Teaching of Sanskrit in Secondary School*, Acharya Book Depot, Baroda, 1980.
- Bokil, V. P. and Parasnik, N. K.: *A New Approach to Sanskrit*, Loka Sangraha Press, Poona.
- Chaturvedi, R. S.: *Sanskrit Shikshan Padhati*.
- Govt. of India: *Report of Sanskrit Commission*.
- Joyce, B. & Weil, M.: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979
- Pal, H.R and Pal, R.: *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi, 2006.
- Pal, H.R.: *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Kali Das (Abhigyan Shakuntalam)
- Achara Bhasa (Svapna Vasdatta)

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of Dogri

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- To develop awareness of objectives of teaching Dogri at the secondary level.
- To understand the significance of communication skills.
- To get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Dogri .
- To develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- To get acquainted with the various aspects of the Dogri and devices of language learning.
- To develop diagnostic and remedial skills in teaching Dogri.

CONTENT

Unit - I

Dogri Language, its dialects, Importance of Dogri as a regional Language, Aims of Teaching Dogri, Origin and development of Dogri Language and its present position. Objectives and problems of teaching Dogri at secondary level in J&K State. Relation of Dogri with other languages. Importance of Dogri language.

Dogri as a keeper of the National Heritage; Dogri for the Appreciation of Moral and Spiritual Values, Contribution of Ram Nath Shastri, DinuBhai Pant, B.P.Sathe.

Dogri as a Driving Force for National Integration; Contribution of K.S. Madhukar, Mohan Lal Sapolia, & Champa Sharma

Unit - II

Aspects of Language

Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects)
 Phonemes-Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice.
 Identification of different local Phonemes in the Dogri to interfere in the language of Dogri (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening: components- barriers in listening, activities to develop listening comprehension Speaking – components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension Writing – its components, objective of teaching written expression Hand writing-characteristics of good hand writing – Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit- IV

Behavioral Objectives

Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Dogri, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Dogri- Prose, Poetry, composition and grammar, Role and qualities of Dogri Teacher.

Sessional Work

Listening to the different Dogri programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Gupta, Veena (2004) *Dogri Vyakran* J&K Academy of Art
Art *Culture and Language*
- Goswami Om *Prof. Ram Nath Shastri* J&K Academy of Art
Samgar Rachnavali, *Culture and Language*
- Udhamपुरी Jitendra (1988) *Dogri Sahitya Da Itihas* J&K Board of School
Education
- Dogra Nutan Desh Bandhu (2011) *Dogri Bhasha te Adas Di* Arunima Prakashan
Itihasak Parchol *Udhampur*
- Gupta Veena (2006) *Sadde Sahitkar* Akhil Parkashan, Jammu
- Manhas Shiv Dev Singh Bhagvat Parsad Sathe Te (2005) *Undian Khaniya* Sahitya Academy New Delhi
- Sharma Champa *Chete Di Rahol* Chetan Parkashan
- Goswami Om *Lohku Sabadkosh* J&K Academy of Art
Culture and Language

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of Punjabi

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Know and understand the history & importance of Punjabi language.
- Develop awareness of objectives of teaching Punjabi at the Elementary and Secondary level.
- Understand the different aspects of Grammar.
- Get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Punjabi .
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.
- Get acquainted with the various devices of language learning.

CONTENT

Unit - I

Punjabi Language, Its dialects, Importance of Punjabi as a Regional Language, Origin and development of Punjabi Language. Objectives and problems of Teaching Punjabi at Elementary and Secondary Level in J&K State.

Punjabi as a keeper of the National Heritage; Punjabi for the Appreciation of Moral and Spiritual Values, Contribution of Baba Farid, GuruNanak Devji, Shah Hussain, Varis Shah, Bulleh Shah

Punjabi as a Driving Force for National Integration; Contribution of Bhai Veer Singh , Amrita Pritam, Mohan Singh and Shiv Kumar Batalavi.

Unit - II

Aspects of Language: Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Punjabi (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking – Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading – Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension – Causes of Backwardness in reading

Writing – Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing – Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit IV

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Punjabi, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Punjabi- Prose, Poetry, composition and grammar, Role and qualities of Punjabi Teacher.

Sessional Work

Listening to the different Punjabi programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

<i>Kochhar, S.K. (1989)</i>	<i>Mat Bhasha Dee Shiksha</i>
<i>Safaya, R.N. (1992)</i>	<i>Punjabi Di Shiksha Vidhi,</i> <i>Dhanpat Rai and Sons, Jalandhar.</i>
<i>Sekhon, Sant Singh(1961)</i>	<i>Punjabi Boli Da Itihas,</i> <i>Bhasha Vibhag, Punjab, Chandigarh.</i>
<i>Singh, G.B. (1981)</i>	<i>Gurmukhi Lipi Da Janam Te Vikas,</i> <i>Punjab University Publication Bureau, Chandigarh</i>
<i>Singh Gurdev (1971)</i>	<i>Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.</i>
<i>Nandra Inder Dev</i>	<i>Punjabi Bhasha Te Sahit Adiapan, Tandon</i> <i>Publication, Ludhiana.</i>

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of Urdu

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- know and understand the history & importance of Urdu language
- develop awareness of objectives of teaching Urdu at the Elementary and Secondary level.
- understand the different aspects of Grammar
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu .
- get acquainted with the various devices of language learning.

CONTENT

Unit - I

Urdu Language, its dialects, Role of Urdu Language in India in Pre-partition and post-partition, Aims of Teaching Urdu, Origin and development of Urdu Language. Objectives and problems of teaching Urdu at secondary level in J&K State. Origin and development of Urdu Language in J&K State. Role of Urdu Language at International level.

Origin and development of Urdu imla, Arab and punctuations, standard sound of Urdu vowels and consonants, organization of sounds and Structure of sentences.

Urdu as a keeper of the National Heritage; Urdu for the Appreciation of Moral and Spiritual Values, Contribution of Mir Dard and Illama Iqbal (Walida Mahroom Ki Yad Main)

Urdu as a Driving Force for National Integration; Contribution of Altaf Hussain Hali & Josh Maleeha Abadi

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Unit - II

Aspects of Language: Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects) Phonemes- Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of different local Phonemes in the Urdu to interfere in the language of Urdu (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening: components- barriers in listening, activities to develop listening comprehension

Speaking – components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits

Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop reading comprehension

Writing – its components, objective of teaching written expression

Hand writing- characteristics of good hand writing – Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit IV

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Urdu, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Urdu- Prose, Poetry, composition and grammar, Role and qualities of Urdu Teacher.

Sessional Work

Listening to the different Urdu programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sufi Songs and Mushaira as a factor of promoting Urdu Culture

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Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- *Hali Altaf Hussain* *Hubbe-e-Watan*
- *Chakbast Brij Narayan* *Faryad-e-Quam*
- *Illama Iqbal* *Walida Mehroom ki Yaad Main*
- *Mehroom Talok Chand Noor* *Jahan Ka Mizar*
- *Khan Rasheed Hassan* *Urdu Saraf-o-Nahav*

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BACHELOR OF EDUCATION (B.Ed)
Semester -II
 (For the examination to held in the year 2018, 2019 & 2020)
Methodology of teaching language-I

Course No. : 204 (Theory)

Title : Teaching in Hindi

Credit : 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam.: 3 Hrs.

हिन्दी शिक्षण

उद्देश्य:-

हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।

भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना।

भावी शिक्षकों में भाषायी कौशल का विकास करना।

भावी हिन्दी शिक्षकों हिन्दी शिक्षण के उद्देश्यों से परिचित कराना।

प्रथम इकाई

हिन्दी भाषा का उद्भव तथा विकास

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- ❖ भाषा – परिभाषा, महत्व तथा विविध रूप (मातृभाषा, राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा, माध्यम भाषा, साहित्यिक भाषा तथा संचार भाषा) । भाषा शिक्षण की सामान्य विशेषताएं एवं महत्व ।
- ❖ हिन्दी भाषा की ऐतिहासिक पृष्ठभूमि (संस्कृत से लेकर अपभ्रंश तक)
- ❖ हिन्दी भाषा की उपभाषाएं एवं बोलियाँ।
- ❖ जम्मू तथा कश्मीर में हिन्दी भाषा के उद्देश्य एवं महत्व।

द्वितीय इकाई

भाषा तत्व

- ❖ ध्वनि – हिन्दी की ध्वनियाँ, मुख विवर में स्थान, तथा प्रयत्न के आधार पर उनका वर्गीकरण स्वर तथा व्यंजन की परिभाषा तथा वर्गीकरण।
- ❖ शब्द रचना – शब्द तथा उनके अर्थ, प्रयोग एवं इतिहास की दृष्टि से भेद। उपसर्ग, प्रत्यय, संधि तथा समास की अवधारणाएं तथा शब्द रचना में उनकी भूमिका / शब्द शक्तियों का भाषा शिक्षण में महत्व ।
- ❖ वाक्य रचना – हिन्दी वाक्यों का रचना विधान तथा वाक्यों के भेद।

तृतीय इकाई

भाषायी कौशलों का विकास

- ❖ श्रवण कौशल – अर्थ, महत्व तथा उद्देश्य / श्रवण कौशल शिक्षण की विधियाँ।
- ❖ भाषण कौशल – अर्थ, महत्व तथा उद्देश्य / भाषण कौशल शिक्षण की विधियाँ।

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- ❖ वाचन कौशल – अर्थ, महत्व तथा उद्देश्य / वाचन कौशल शिक्षण की विधियाँ।
- ❖ लेखन कौशल – अर्थ, महत्व तथा उद्देश्य / लेखन कौशल शिक्षण की विधियाँ।

तथा सुलेख की विशेषताएं

चतुर्थ ईकाई

हिन्दी शिक्षण के उद्देश्य

- ❖ हिन्दी शिक्षण के सामान्य तथा व्यवहारपरक उद्देश्य (अर्थ तथा महत्व)
- ❖ सामान्य तथा व्यवहारपरक उद्देश्यों में अन्तर
- ❖ हिन्दी गद्य, पद्य एवं निबन्ध शिक्षण के लिये व्यवहारपरक उद्देश्यों के लिखने की विधियाँ एवं आवश्यकता।
- ❖ हिन्दी अध्यापक के गुण, कर्तव्य तथा वर्तमान स्वरूप।

सत्रीय कार्य

- 1) विभिन्न हिन्दी न्यूज चैनल पर समाचार सुनना तथा कक्षा में बोलना।
- 2) लेखन – लघु कथाएं, पत्र लेखन, नोटिस, कविता

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

सहायक पुस्तक सूची :-

नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वंटी फास्ट सेचुरी पब्लिकेशन्स, पटियाला।

बराड सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली।

खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए.ड सन्ज, देहली।

गोयल ए.के., "हिन्दी शिक्षण", हरीश प्रकाशण मनिदर, आगरा।

मक्कड नरिन्द, "हिन्दी शिक्षण", गुलनाज पब्लिकेशन्स, जालन्धर।

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Social Science

Credits 4

Total Marks: 100

Maximum Marks Internal: 40

Maximum Marks External: 60

Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:-

- Acquaint themselves with the concept of social science as an integrated/ interdisciplinary area of study.
- Familiarize themselves with the concept of curriculum, text-books and co-curricular activities in social sciences.
- Develop knowledge about the basic principles governing social sciences.
- Prepare a lesson plan. Acquire competency to prepare lesson plans for teaching social sciences.
- Understand some important areas of social sciences.

UNIT-I

Meaning, scope and importance of social sciences in secondary schools. Core subject of social sciences, history, political science, geography, economics, interrelationship between them.

Aims and values of teaching social science in secondary schools.

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social sciences.

UNIT-II

Curriculum:-Meaning, importance and principles of designing a good curriculum for social sciences. Correlation, integration, concentric, spiral unit and chronological approaches in organizing curriculum for social sciences.

Textbooks:- Meaning and importance of textbooks in social sciences. Qualities of a good textbook. Role of library and reference books in teaching of Social Studies.

Co-Curricular activities: Meaning and importance of co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies:-

- Debates and quizzes.
- Excursion.
- Visit to museums.
- Supervised study
- Dramatisation

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UNIT-III

Lesson Planning:- Meaning and importance of a lesson plan. Unit and yearly lesson plans.
Steps for preparing lesson plans through Herbartian and RCEM approach.
Preparing a lesson plan on a topic of social science, remedial teaching.

UNIT -IV

Distribution of resources, environmental degradation and its preservation; disasters and preparedness, interdependence and interaction across space, migration of people, transport and communication, trade and commerce

Sustainable development- economic growth and economic development, indicators of measuring the well being of an economy, Gross Domestic Product, poverty, food security, role and functions of money.

Sessional Work

- Analysis of a unit/chapter in a social science textbook to identify the concept.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- NCERT (2013) *Social science publication division NCERT campus New Delhi.*
- S.K Kochar: *Teaching of social studies*
- J.C. Aggrawal : *Teaching of social studies*

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Physical Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Acquaint themselves with the concept of physical science.
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in physical science.
- Prepare a lesson plan.
- Understand some important areas of physical science.

Unit -I

Origin and development of physical science. History of physical science.

Aims and values of teaching physical science in secondary school

Behavioural objectives, Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of physical science.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for physical science. Concentric, topical and integrated approaches in organising curriculum for physical science.

Textbooks: Meaning importance and role of textbooks in teaching of physical science. Qualities of a good textbook of physical science.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of physical science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of physical science.

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Unit IV

Electric current –potential difference, effects of electric current; flow of heat- conduction, convection and radiation. Force-concept, constant and non-constant forces. Friction- concept, types, advantages and disadvantages, methods of increasing and decreasing friction.

Acid, bases and salts – types, properties and applications in day-to- day life; structure of matter- elements, compounds and their properties, mixtures, atomicity.

Sessional work:

Analysis of a unit / chapter in a physical science text book- to identify the concepts, principles and underlying scientific theories.

Note for Paper Setters

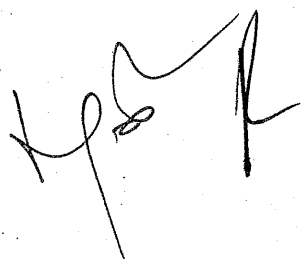
The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

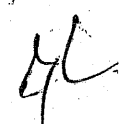
Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Gupta, S.D. & Sharma, D.R. (2002). *Teaching of science*. Malhotra brothers, Jammu.
- Kohli, V.K. (2001). *How to teach science*. Vivek Publishers, Ambala city.
- NCERT. (2013). *Science*. Publication Division. NCERT Campus, New Delhi
- Sharma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co. New Delhi.





BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205
Credits 4

Title: Teaching of Biological Science
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:

- Acquaint themselves with the concept of biological science.
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in biological science
- Prepare a lesson plan.
- Understand some important areas of biological science

Unit -I

Origin and development of biological science. History of biological science.

Aims and values of teaching biological science in secondary school

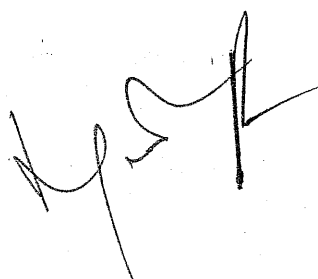
Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of biological science.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for biological science. Concentric, topical and integrated approaches in organising curriculum for biological science.

Textbooks: Meaning importance and role of textbooks in teaching of biological science. Qualities of a good textbook of biological science.

Co-curricular Activities; Meaning, types and importance of co-curricular activities. Steps of organizing co-curricular activities.







Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of biological science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of biological science.

Unit -IV

Plant parts and their functions. Classification, Reproduction in plants- concept of asexual and sexual reproduction. Importance of plants as medicine and as source of food, fodder, fuel and oil.

Animal diversity: Classification, Economic significance of animals.

Cell- the basic unit of life, its generalised structure and function, Difference between plant and animal cell.

Sessional work:

Analysis of a unit / chapter in a biological science text book- to identify the concepts, principles and underlying scientific theories.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Gupta, S.D. & Sharma, D.R.(2002). *Teaching of science*. Malhotra brothers, Jammu.
- Kohli, V.K. (2001). *How to teach science*. Vivek Publishers, Ambala city.
- NCERT. (2013) .*Science*. Publication Division. NCERT Campus, New Delhi
- Sharma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co. New Delhi.

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
 (For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Mathematics

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- study and to develop an understanding of the different aspects of Teaching Mathematics
- study and Understand the objectives of Teaching Mathematics
- study and Understand the Methods and Skills of Teaching Mathematics
- study and Understand the use of Club and the teacher's capacity making facilities in the Teaching of Mathematics

UNIT I

Mathematics – Structure and Knowledge

Meaning, nature and characteristics of mathematics; Processes in mathematics –mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics creative thinking in mathematics. Structure of mathematics – Euclidean geometry -terms (undefined and defined terms), axioms, postulates and theorems; validation process of mathematical statements. Pedagogic content knowledge analysis for - facts, concepts, generalizations and procedures. Knowledge and teaching of Integers , Rational Number, Real Number Polynomials Quadratic Equation and congruency of Triangles.

UNIT II

Objectives and Methods of Mathematics Teaching

Objectives of teaching mathematics-disciplinary, utilitarian, cultural, social and recreational. Anderson's revised Bloom's taxonomy of instructional objectives – specifications; task analysis; Objectives of teaching arithmetic, algebra, geometry. Application of Approaches and models of teaching mathematics – Inductive - deductive approach; Analytic –synthetic approach ; Guided discovery approach; Project method; Concept Attainment Model. Pedagogic content knowledge for the trigonometry and coordinate geometry, Primary Concepts in Geometry Trigonometric Ratios of Complementary Angles, Height and Distance.

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UNIT III

Different Techniques of Teaching Mathematics

Five E model – engage, explore, express, expand, evaluate; Drill and Review
Work in Mathematics; Assignment techniques; Problem solving technique Supervised study technique; Oral work in Mathematics, Application of techniques for Ratio, Proportion (equality of Ratios), Arithmetic Mean; Irrational numbers, Laws of Real Numbers & Integers and its examples'

UNIT IV

Mathematics Club& the role of Teacher

Mathematics Club: Concept Objectives, Importance, Different Activities of the Club in respect of the teaching of Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle. Learning Teaching of Mathematics by co relating it with the science and geography- Area, speed Time, Volume & surface Area.

Mathematics Teacher: Qualities and Competencies – listening, understanding and expression

Sessional work

Proving the criteria of Congruency through paper cutting and pasting; angle sum property of triangle (paper cutting and pasting) and angle some property of quadratic (paper cutting and pasting); Derivation of Quadratic formula; Representation of rational and irrational numbers on number line; Prove volume of cone = $\frac{1}{3}$ rd volume of cylinder and vice versa having same radius and height of both Derivation of the value of following trigonometric angles (30,60,45 & 90); Derivation of identities ($\sin^2 \theta + \cos^2 \theta$).

Note for Paper Setters

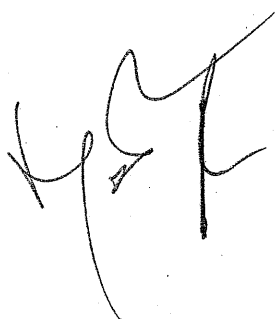
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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- R Aiyanyas , N. Kuppaswami, (1982). *The Teaching of Mathematics in New Education*, Universal Book and Stationary Co. Delhi.
- Butler , C. H. and Wren, F. L., (1951). *Teaching of Secondary School mathematics*: McGraw Hill New York.
- Mangal, S. K. (1987). *Teaching of Mathematics*; Prakash Brothers Education Publishers Pvt.Ltd.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi
- Sidhu, Kulbirsingh (1996). *Teaching of Mathematics*; (Fourth Ed.), Sterling Publishers Pvt.Ltd.
- Aggarwal, S.M. (1999) *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, New Delhi.
- *Text Books (Prescribed) in VIth to IXth Classes (NCERT&JKBOSE)*



BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Commerce

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives :

To enable the pupil teachers to:

- Acquaint themselves with the concept of commerce education
- Familiarize themselves with the concept of curriculum, text books and co-curricular activities in commerce
- Prepare a lesson plan
- Understand some important areas of commerce

Unit -I

Introduction to commerce education. Nature and scope of commerce education.

Aims and values of teaching commerce in secondary school.

Behavioral objectives, Meaning and importance of behavioural objectives, steps for preparing behavioral objectives for teaching of commerce.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for commerce.

Concentric, topical and integrated approaches in organising curriculum for commerce.

Textbooks: Meaning importance and role of textbooks in teaching of commerce. Qualities of a good textbook of commerce.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of commerce.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of commerce.

Unit IV

Difference between book keeping and accountancy.

Journal, subsidiary books, ledgers, trail balance, errors and rectification trading, profit and loss accounts and balance sheets.

Auditing, Interpretation of financial statements – Electronic accounting.

Sessional Work:

To prepare a balance sheet of a financial institution

Note for Paper Setters

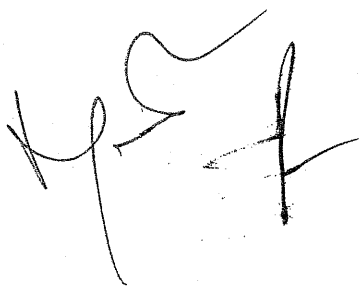
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Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Aggarwal, J.C.(2009). *Teaching of commerce*. Vikas Publishing House Pvt. Ltd.Noida.
- Gupta Rainu .(2009). *Teaching of commerce*. Shipra Publications. New Delhi.
- NCERT. (2013) *Commerce*. Publication Division.NCERT Carnpus, New Delhi
- Singh, Y.K.(2005). *Teaching of commerce*.A P H Publishing, New Delhi.







BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Performing Art

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to

- understand the importance, aims and objectives of teaching of Performing Arts
- develop interest among pupil- teachers for Performing Arts
- provide knowledge of different techniques of teaching of Performing Arts
- acquaint the pupil- teacher with latest teaching skills
- enable pupil- teachers to organize competitions and other related practical activities

Unit – I

A brief history of Indian Music, Aims and Objectives of music as a subject in school curriculum

Knowledge of swaras, division of swaras and measures of shruti. Voice Culture and its importance.
 Folk music: its role and significance in education

Methods of teaching Music, Suggestions for popularization of Indian classical Music, setting up of music room (vocal and instrumental)

Unit – II

Knowledge of different parts of instruments Tanpura/ Sitar/ Tabla.

Notation system of Pt V.N Bhatkande and Pt V.D Pulskar

a) Knowledge of following Talas-ekgun, Dugun of tatra, Rupak, Kehrva, Japtal, Ektal, chartal and Teenta

b) Non detail Ragas (only discription) of following Ragas Malkauns, Bhairav, Bhairavi, Yaman and Bhupali

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Unit – III

Music Lesson Planning:

- (a) Meaning, importance and objectives
- (b) Construction of Lesson plan (General and specific)

Qualities and training of music teacher

Continuous & Comprehensive music Evaluation: Concept, Techniques and weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation, Essay type, short answer type, and objective type

Unit – IV

Audio- visual Aids for teaching Music

Organization of Music Competitions and related practical activities

Innovative Practices for teaching Music

Sessional Work:

Raag and Taal of unit II

Play any two Musical Instruments in Raag of choice

Organize innovative Music competitions in Schools

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.

Bhatkhande, V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Garg Hathras.

Bhatnagar, S. (1988): Sangeet Shikshan Parichaya

Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri

Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma

Kathak Nritya by Sh. Laxmi Narayan Garg

Khanna, Jyoti (1992): Teaching of Music.

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
 (For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Visual Art

Credits 4

Total Marks: 100

Maximum Marks Internal: 40

Maximum Marks External: 60

Duration of Exam: 3hrs

Objectives:

To enable the pupil- teachers to

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting, sculpture.

Unit – I

Define art Indian and Western concept of art (origin and development). Six limbs of Indian art.
 Element of art: Line, Color, Texture, Tone.

Principles of art: Balance, Rhythm, Harmony, Dominance, Perspective.

Place of art in daily life and education. Art room and its requirement.

Unit – II

Aims and objective of teaching Art correlation with the other school subjects.

Method of teaching Art.

- a) Direct observation Method.
- b) Demonstration Method.
- c) Project Method.

Child Art: Meaning, Importance, Stages.

- a) Scribbling stage.
- b) Pre- Schematic stage.
- c) Schematic Stage.
- d) Gang age.
- e) Adolescent Stage

Unit – III

Qualities and effective education of music teacher.

Evaluation: Continues & Comprehensive.

Evaluation: Concept, Techniques and weight age distribution (VI TO VIII, IX TO X). Types of test items for evaluation. Essay type, short answer type, and objective type.

Audio- visual Aids for teaching Music.

Unit – IV

Lesson Planning: Need and importance.

Preparation of composite Lesson plan:

- a) Still Life.
- b) Landscape.
- c) Composition.
- d) Design.
- e) Printmaking.

Sessional Work:

1. Nature Study- 1 Full Sheet.
2. Composition- 1 Full Sheet.
3. Still Life- Half Sheet.
4. Poster- 1 Full Sheet.
5. Design for Rangoli.

Note for Paper Setters

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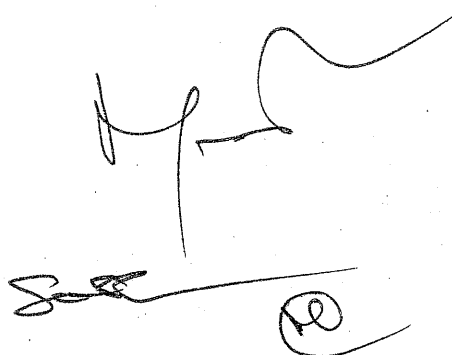
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Books Recommended:

- Abbate F.(1972), *Indian Art*, London: Octopus Books.
- Birdwood, G.C.M. (1988), *Art of India*. Delhi: Rupa & Co.
- Bharti Chetna, *Teaching of Fine Arts*. Ludhiana: Kalyani Publisher.
- Chawla S.S (1986) *Teaching of Fine Arts*, Patiala : publication bureau Punjabi University.



BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Health & Physical Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to:

- Understand various aspects of teaching in health & physical education:
- Develop understanding of Growth and Development.
- Learn and understand the different methods of teaching Health and Physical Education
- Be acquainted with the importance of recreation in Physical education.

UNIT-I

ASPECTS OF TEACHING IN THE HEALTH & PHYSICAL EDUCATION:

Health Education: Its aims, values and principles. Psychological basis of Health Education
 National health Programme, Health Services, Family Welfare Services. Professional
 Qualities.& Qualification of Physical Education Teacher.

UNIT-II

GROWTH & DEVELOPMENT:

Growth & Development, its meaning need and principles. Difference between growth &
 Development, factors effecting growth & Development.

UNIT-III

METHODS OF TEACHING HEALTH & PHYSICAL EDUCATION:

Methods of Teaching: Lecture Method, demonstrative Method, discussion method, project
 method, part method. Whole method and imitation method. Constructive approach to
 teaching Health & Physical Education: personal and technical preparation for Physical
 Education.

UNIT-IV

RECREATION IN PHYSICAL EDUCATION:

Meaning & definitions of recreation, its aim, objective in the Physical education in Modern society types of recreational activities. Nature of recreation in Physical Education.

Sessional Work:

- Prepare a balanced diet chart for a primary school child
- Prepare a health and physical profile of a tenth class student

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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Books Recommended:

- Bucher, C.A (1964) *Foundations of Physical Education*, New York: Mosby & Company.
- Kilander, H.F (1971) *School Health Education*, New York: Mac Millan Company..
- Atwa & Kansal, (2003) *A Text Book of Swasthya Shiksha Agra University: Universal Publisher.*
- Kamlesh, M.L & Sangral, M.S., (1986) *Method in Physical Education Ludhiana: Prakash Brother.*

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Computer Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to

- study and Understand the nature and scope And the history of Computer Science of Computer Science
- develop an understanding of aims and objectives of teaching Computer Science by the use of Content
- develop an understanding of the various methods, approaches and techniques of teaching Computer Science.
- develop the skill to critically analyze the syllabus of secondary school Computer Science curriculum

Unit -I

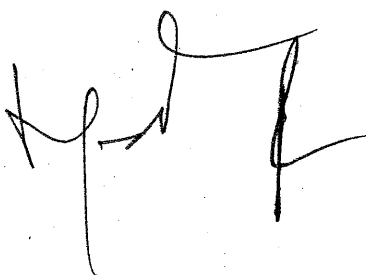
Computer- structure and its working

The structure and the history of the different types of the computers(available and to be shown to the Student & Teachers) Showing and explaining the Central Processing Unit – generation – classification – Hardware - Input & Output Devices, software – definition, types of software computer languages storage devices – primary and secondary; RAM & ROM Introduction to operating system – DOS, Windows- demonstration method and the on hand practical.(practical Orientation to the student teachers by the method of Demonstration)

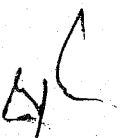
Unit -II

Aims & Objectives of teaching Computer Science

Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science; Scope of Computer Science – Relation with other Sciences and its uses in day to day life. Aims and Objectives of teaching Computer Science at different levels, Bloom's taxonomy of Educational objectives. The application of Bloom's taxonomy in the working of computer.







Unit – III

Instructional Methods:

Lecture cum demonstration, Inductive–deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method – Meaning, Steps, Merits and limitations. Programmed instruction – Meaning, types – linear, branching Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) – Meaning, Steps, merits and limitations. Teaching of DOS commands (internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods.

UNIT IV

Different Techniques used for teaching computer:

Brainstorming, Buzz session, Simulation, symposium, Team teaching – meaning, organization and importance in taking up the teaching of the computer for the MS office package. Discussion on Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.

Sessional work

Unit III & IV constitute the sessional work {Computer Assisted Instruction (CAI) – Meaning, Steps, merits and limitations. Teaching of DOS commands (internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods. Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.}

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Books recommended

- Bharioke, Deepak(2005) *Fundamentals of Information Technology*.
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot
- Stephen, M. A., & Stanley, R. (1985). *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.
- Nelson, Stephen, L. *The Complete Reference Office*, Tata McGraw Hill, Delhi
- Rajaraman, V. *Fundamentals of Computer*.
- Saxena, Sanjay *A first course in computers – Vikas Books*.

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BECHLER OF EDUCATION (B.Ed)
Semester-II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 205

Title: Teaching of Home Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

OBJECTIVES :

To enable the pupil- teachers to:

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

UNIT I

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. Broad aims of Home Science to fulfill national goals of education- better nutrition, conservation of resources, maternal and child health etc

UNIT II

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. areas of study – Human Development, Resource Management, Clothing and Textiles, Foods and Nutrition and Extension Education. Human Development: Human growth and development: principles, stages, milestones and factors affecting, influence of heredity and environment, agencies of human development: family, school, peer, community.

UNIT III

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science.

Curriculum: Meaning, importance and principles of designing a good curriculum of home science.

Critical analysis of existing school curriculum of home science. Home Science Laboratory- Concept and importance, planning of space and equipment for Home Science Laboratory.

Textbooks: Meaning and importance of textbooks in teaching of home science. Qualities of a good

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Textbook of home science. Role of textbooks in teaching of home science. Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration

UNIT IV

Constructivist Approach to Teaching Home Science Methods of Teaching Home Science-- Lecture, Lecture- cum-Demonstration Method, Laboratory Method, Project Method, Problem Solving, Method Field Trip, Role Playing. Teaching Home Science through hands on experiences- types of laboratories and equipment required, Field experiences, project based learning, extra- curricular activities in Home Science. Steps of organizing co-curricular activities. Clothing and Textiles: Fibers and yarns: classification, properties; fabric construction: Steps, weaves, classification of weaves; Clothing requirements of the family, care of clothing

Sessional Work

Observing infants, preschoolers, school aged children's developmental milestones

Note for Paper Setters

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Books recommended

- 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*
- Kapoor, 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*

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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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BECHLER OF EDUCATION (B.Ed)**Semester –II****(For the examination to held in the year 2018, 2019& 2020)****Course no. 206****Credits 2****Title: Action Research****Total Marks : 50****Maximum Marks Internal : 20****Maximum Marks External : 30****Course Objectives:****To enable the pupil- teachers to:**

- Define the concept of research and action research
- Explain the steps of action research.
- Describe in detail the dynamics of action research in educational contexts.
- Demonstrate development and execution of action research project.

COURSE CONTENTS**UNIT-I****Fundamentals of Research**

What is Research?

The Concept of Educational Research, its meaning, characteristics, Nature and Scope
 Areas of education Research, Methods of Research, Sample

Fundamentals of Action Research (Characteristics, uses and Limitations)

- Concept, Need and Importance of Action Research
- Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm

UNIT-II**Dynamics of Action Research in educational contexts**

- The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
- Developing Action Research design

Tools of Action Research (Characteristics, uses and Limitations)

- Observation
- Questionnaire
- Rating Scales
- Interview
- Check List

Practicum/ Sessional**Max. Marks: 10**

Development of Action Research Project in any of the following areas-

- Classroom teaching contexts
- Classroom and school management

Note for Paper Setters

The question will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per questions). spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

Books recommended

- Aggarwal, Y. P. (1998). *Statistical Methods*, New Delhi: Sterling
- Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*, Kurukshetra: Nirmal Publishing
- Best, John W. & Kahn, J. (1995). *Research in Education*, New Delhi: Prentice Hall
- Good, C. V. & Douglas, E. S. (1954). *Methods in Social Research*, New York: McGraw Hill
- Jon N. (1981). *A Teachers' Guide to Action Research*, London: Grant McIntyre Limited
- Koul, L (1998). *Methodology of Educational Research* New Delhi: Vikas Publications
- McMillan, J. H. & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction*, New York: Harper & Collins
- Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon
- Siegel, S. (1986). *Non-parametric Statistic*, New York: McGraw Hill
- Urns, R. B. (1991). *Introduction to Research in Education*, New Delhi: Prentice Hall

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. INT 2

Title: School Interaction

Credits 2

Total Marks : 50

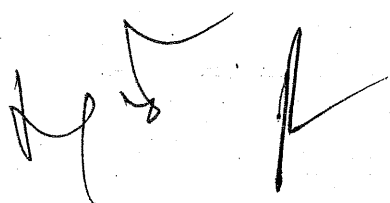
Maximum Marks Internal : 30

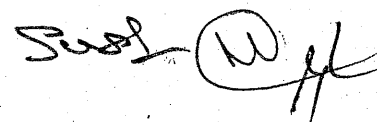
Maximum Marks External : 20

INT 2	Activity	Duration	Credits	Marks50		
	<u>Visit Cum observation to</u>	2 Weeks	2	Int	Ext	50
	a) High schools(Observation of 8 Lessons)	4Days		10	5	15
	b) Hr. Secondary schools Observation of 5 Lessons)	4Days		10	5	15
	c) SIE (7 branches) (Observation of 2 Lessons)	2 days		5	5	10
	d) Innovative Centres	2 days		5	5	10
				30	20	50

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching





BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019 & 2020)

Course no. INT 3

Credits 10

Title: School Interaction

Total Marks : 250

Routine Work : 50

TPI(A) & TPI(B) : 200

Duration : 8 wks

INT3	Activity	Duration	Credits	Marks
	<u>Internship cum Teaching Practice</u>	8 wks	10	250
	a) School Internship (all mentioned activities to be performed as per clause No 5.II)	8 wks	2	50
	b) Teaching Practice (TP1A) 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)	8 wks	4	100(60 Internal+40 external)
	c) Teaching Practice (TP1B) comprises of delivery of 40 lessons on other chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100(60 Internal+40 external)
		8 wks		

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching language -II

Course no. 301

Credits 4

Title: Teaching of English

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives

To enable the pupil teachers to:

- Know and understand the history & importance of Language as a second Language
- know and Understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of of teaching English in classrooms.

UNIT I

Conventional Teaching Aids

Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts; audio tapes, video tapes, television, Preparation of low cost teaching English at various levels. Use of the Literary clubs (language skills), School magazines(writing Skills) and Debates (Speaking & Listening Skill). Enactment of the activities in the classroom .How to teach Parts of Speech (through the use of low teaching aids and the Graphic Organiser)

UNIT II

Technological Interventions in teaching learning of Language

Computer Aided Language Learning; Computer Aided Language Teaching; Use of Multimedia in Teaching English Using WEB 2.0 for enhancing learning of English through Social Networks: Suggestopaedia, Teaching of English in Smart classrooms (development of lessons –Issues) use of Lanaguage Lab in honing skills of Listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes

UNIT III

Development of the Teaching Material

Development of Literacy Appreciation and Vocabulary Enrichment in English by writing short

stories, letters (formal & Informal) critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis (language, content, Relevancy and value) Assessing use of Narration and Voice aspects of grammar in the language (prose /composition)

UNIT IV

Language Assessment

Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE)

English Language Teaching (ELT), Review of Existing Tests, Examination Patterns: Construction of Long essay type/ Short Answer Type and Objective Based Test Items in English on language basis and on the prescribed text books in the Schools and the comparison. Diagnosis of Learning Difficulties and Remedial Measures. Developing the curriculum of teaching of English as a second Language.

Sessional work

Use of educational technology in teaching English study skills –Gathering, Storage and Retrieval- their importance and use in language learning, Language Clubs(Functions ,developing & devising short individualized programs to test and play the skills in Language (piece of writing on great contributors of the society, literature etc; a short characterization, any other innovative devised program) skills through Recording , Re structuring Editing etc, Suggestopaedia. Be a member of Live Mocha & interact.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- **Bandari C. S.**, *A Hand-book for Teachers of English*, Orient Longmans
- **French, F. G.**, *Teaching of English Abroad- Parta1,2 and 3*, Delhi ; Oxford University Press
- **George, H. V.**, *101 Substantial Tables for Students of English-Students book and Teacher's Guide*, Bombay; Oxford University Press
- **Gokak, V. K.**, *English in India*, Bombay; Asia Publishing House
- **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.
- **Kohli, A.L.** (2003)*Teaching of English*, Dhanpat Rai and Sons, Jallandhar.
- **Singh, M.K.** (1998)*Teaching of English*, International Publishing House, Meerut

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching language -II

Course no. 301
Credits 4

Title: Teaching of Sanskrit
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Sanskrit
- get acquainted with the methods of teaching Sanskrit.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- get acquainted with Principles of preparing Curriculum for Sanskrit.
- develop diagnostic and remedial measures through Evaluation in teaching Sanskrit.

CONTENT

Unit I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Sanskrit using Herbartian & RCEM approaches, Advantages and Limitations of these approaches.

Unit-II

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition & Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Sanskrit viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Unit III

Curriculum: Meaning, Importance and Principles of preparing good Sanskrit curriculum at Secondary Level.

Text Books: Meaning and importance of Sanskrit Text Book, Qualities of a good text book in the subject of Sanskrit.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Sanskrit through Literary clubs, debates, Dramatics, Quizzes, School magazines

Unit IV

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of existing tools of Evaluating different skills of Sanskrit Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Sanskrit Language.

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Sanskrit. 2. Preparation of a Lesson Plan for teaching Sanskrit. 3. Preparation of Blue print in Sanskrit for any class. 4. Development of Teacher made Achievement test in Sanskrit for any one class

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Panday, R. S. (2000). : *Sanskrit Shikshan.* , Agra: Vinod Pustak Mandir.
- Sansanwal, D.N. & Singh, P. (1991): *Models of Teaching.* Baroda: Society for Educational Research & Development.
- Sansanwal, D.N. and Tyagi, S.K. (2006): *Multiple Discriminant Type Item.* MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.
- Safaya, R. N.: *Sanskrit Shikshan Vidhi,* Harayana Sahitya Academy, Chandigarh.
- Shastri and Shastri: *Sanskrit Shikshan,* Rajsthan Prakashan, Jaipur.
- Singh, S. D. and Sharma, Shashikala(1999) *Sanskrit Shikshan.* Agra: Radha Prakashan Mandi.
- Weil, M & Joyce, B. (1979). *Information Processing Models of Teaching.* New Jersey:
- Prentice Hall Inc.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching language -II

Course no. 301

Credits 4

Title: Teaching of Punjabi

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Punjabi.
- get acquainted with the methods of teaching Punjabi.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.
- get acquainted with Principles of preparing Curriculum for Punjabi.
- develop diagnostic and remedial measures through Evaluation in-teaching Punjabi.

CONTENT

Unit- I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

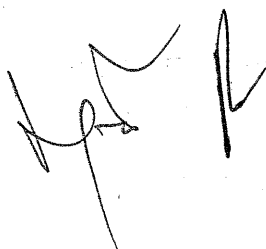
Steps for preparing lesson plans for teaching Punjabi using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit-II

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition & Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Punjabi viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.







Unit -III

Curriculum: Meaning, importance and Principles of preparing good Punjabi curriculum at Secondary Level.

Text Books: Meaning and importance of Punjabi Text Book, Qualities of a good text book in the subject of Punjabi.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Punjabi through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit- IV

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting tools of Evaluating different skills of Punjabi Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Punjabi Language

Diagnosis of Learning difficulties and remedial measures.

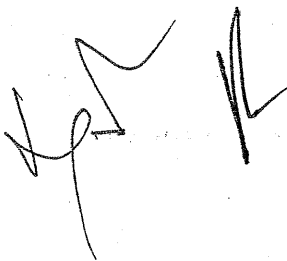
Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Punjabi. 2. Preparation of a Lesson Plan for teaching Punjabi. 3. Preparation of Blue print in Punjabi for any class. 4. Development of Teacher made Achievement test in Punjabi for any one class

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended*Kochhar, S.K. (1989)**Mat Bhasha Dee Shiksha**Safaya, R.N. (1992)**Punjabi Di Shiksha Vidhi,**Dhanpat Rai and Sons, Jalandhar.**Sekhon, Sant Singh(1961)**Punjabi Boli Da Itihas,**Bhasha Vibhag, Punjab, Chandigarh.**Singh, G.B. (1981)**Gurmukhi Lipi Da Janam Te Vikas,**Punjab University Publication Bureau, Chandigarh**Singh Gurdev (1971)**Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.**Nandra Inder Dev**Punjabi Bhasha Te Sahit Adiapan, Tandon**Publication, Ludhiana.*






BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching language -II

Course no. 301
Credits 4

Title: Teaching of Urdu
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External :60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Urdu.
- get acquainted with the methods of teaching Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- get acquainted with Principles of preparing Curriculum for Urdu.
- develop diagnostic and remedial measures through Evaluation in teaching Urdu.

CONTENT

Unit- I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Urdu using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit-II

Meaning and importance of Teaching Aids in Teaching Urdu viz Chalk Boards models; Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Communicative, Discussion method, Mushaira and Inductive and Deductive method.

A brief history of Urdu literature, various forms of Urdu literature dabistans of Lucknow and Delhi.

Unit -III

Curriculum: Meaning, importance and Principles of preparing good Urdu curriculum at Secondary Level.

Text Books: Meaning and importance of Urdu Text Book, Qualities of a good text book in the subject of Urdu.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Urdu through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit- IV

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Urdu Language.

Diagnosis of Learning difficulties and remedial measures.

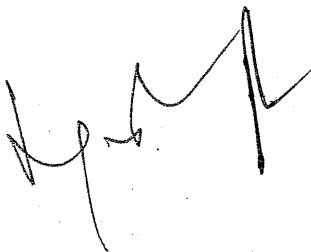
Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Urdu. 2. Preparation of a Lesson Plan for teaching Urdu. 3. Preparation of Blue print in Urdu for any class. 4. Development of Teacher made Achievement test in Urdu for any one class

Note for Paper Setters

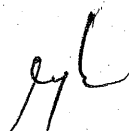
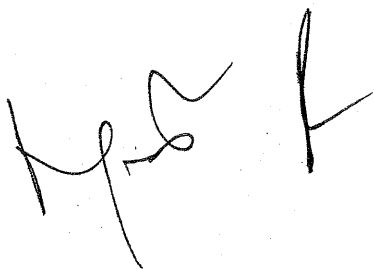
The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities






Books recommended*Khan Rasheed Hasan**Zaban -o- Qawad**Khan Rasheed Hassan**Urdu Imla**Sadiqi Kamaal Ahmed**Aahang-o-Urooz*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
 (For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching language -II

Course no. 301

Credits 4

Title: Teaching of Dogri

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Dogri.
- get acquainted with the methods of teaching Dogri.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- get acquainted with Principles of preparing Curriculum for Dogri.
- develop diagnostic and remedial measures through Evaluation in teaching Dogri.

CONTENT

Unit- I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

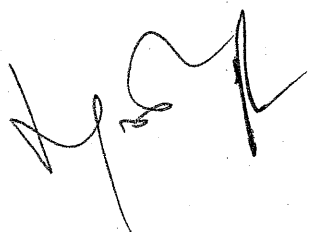
Steps for preparing lesson plans for teaching Dogri using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit-II

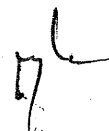
Meaning and importance of Teaching Aids in Teaching Dogri viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Discussion method, and Inductive and Deductive method.







Unit -III

Curriculum: Meaning, importance and Principles of preparing good Dogri curriculum at Secondary Level.

Text Books: Meaning and importance of Dogri Text Book, Qualities of a good text book in the subject of Dogri.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Dogri through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit -IV

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of exiting test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Dogri Language.

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Dogri. 2. Preparation of a Lesson Plan for teaching Dogri. 3. Preparation of Blue print in Dogri for any class. 4. Development of Teacher made Achievement test in Dogri for any one class

Note for Paper Setters

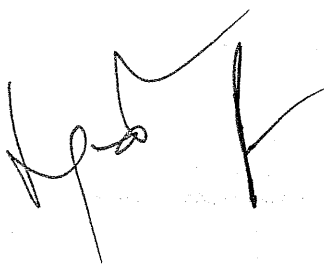
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Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

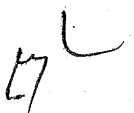
The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

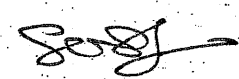
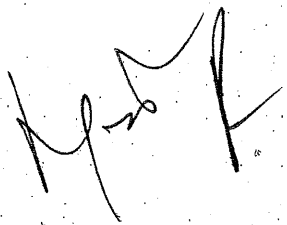
Books recommended

Goswami Om(1985)	Duggar Da Sanskritik Itihas	J&K Academy of Art Culture and Language
Goswami Om (2009)	Hindi-Dogri Dictionary	J&K Academy of Art Culture and Language
Goswami Om	Dogri-Hindi Dictionary	J&K Academy of Art Culture and Language
Shastri Bal Krishan	Dogri Nikas Te Vikas	P.G. Department of Dogri
Singh Gyan	Sada Sahitay	&K Academy of Art Culture and Language







BACHELOR OF EDUCATION (B.Ed)**Semester III****(For the examination to be held in the year 2018, 2019 & 2020)****Methodology of teaching language -II****Course No. : 301(Theory)****Credit : 4****Title : Teaching in Hindi****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam. : 3 Hrs.**हिन्दी शिक्षण

उद्देश्य:-

हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।

भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना।

आधुनिक शिक्षण विधियों के उचित प्रयोग के बारे में भावी शिक्षकों को परिचित करवाना।

हिन्दी शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना।

भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना।

प्रथम इकाई

पाठ्यक्रम तथा पाठ्य सहगामी क्रियाएं

- ❖ पाठ्यक्रम - अर्थ, महत्व एवं आदर्श हिन्दी पाठ्यक्रम निर्माण के सिद्धान्त।
- ❖ पाठ्यपुस्तक - अर्थ तथा महत्व / हिन्दी भाषा की पाठ्यपुस्तक की विशेषताएं।
- ❖ पाठ्यसहगामी क्रियाएं - अर्थ तथा हिन्दी शिक्षण में विद्यालय पत्रिका, नाटक एवं साहित्यिक क्लब का महत्व

द्वितीय ईकाई

शिक्षण पद्धति एवं सामग्री

- ❖ शिक्षण पद्धति - अर्थ तथा भेद। व्याख्यान, प्रश्नोत्तरी, प्रोजेक्ट एवं विचार - विमर्श, आगमन तथा निगमन विधि
- ❖ शिक्षण सामग्री - अर्थ, महत्व तथा भेद

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- ❖ हिन्दी शिक्षण में चाक बोर्ड, मॉडल, टेलीविजन चाट आडियो टेप, कम्प्यूटर ई-मेल, पी.पी.टी., विडियो कॉन्फरोन्सिंग तथा भाषा प्रयोगशाला का महत्व।

तृतीय ईकाई

पाठ-योजना

- ❖ पाठ योजना - अर्थ तथा महत्व / ईकाई / मासिक तथा वार्षिक पाठ-योजना का लक्ष्य।
- ❖ कविता, कहानी, निबन्ध व नाटक की पाठ-योजनाओं के सोपान तथा उद्देश्य।
- ❖ हरबर्ट तथा आर. सी. इ. एम. सपागमों के पदों का हिन्दी शिक्षण में प्रयोग / इन सपागमों के गुण तथा सीमाएं।

चतुर्थ ईकाई

हिन्दी भाषा शिक्षण में मूल्यांकन

- ❖ मूल्यांकन - अर्थ, प्रकार (रचनात्मक, समकलित, मौखिक तथा लिखित) तथा महत्व।
- ❖ मूल्यांकन प्रविधियाँ - अर्थ, भेद (निबन्धत्मक तथा वस्तुनिष्ठ), महत्व तथा उपयोग / सभी प्रकार के प्रश्नों का अभ्यास।
- ❖ भाषिक कौशल को जांचने के मौखिक तथा लिखित प्रश्नों के स्वरूप तथा अभ्यास।
- ❖ भाषा के मूल्यांकन के प्रश्नपत्रों का स्वरूप तथा निर्माण के सिद्धान्त, विषय-वस्तु, अर्थ ग्रहण तथा भाषाभिव्यक्ति कशलता।

सत्रीय कार्य

- ❖ रेडियो स्टेशन तथा एफ. एम. स्टेशन का भ्रमण

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❖ वाद-विवाद प्रतियोगिता

सहायक पुस्तक सूची :-

नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वेंटी फास्ट सेचरी पब्लिकेशन्स, पटियाला।

बराड सर्वजीत कौर, "हिन्दी अध्यापन," कल्याणी पब्लिकेशन्स, देहली।

खन्ना ज्योति, "हिन्दी शिक्षण," धनपत राय ए.ड सन्ज, देहली।

गोयल ए.के., "हिन्दी शिक्षण," हरीश प्रकाशन मनिदर, आगरा।

मकड़ जरिन्द, "हिन्दी शिक्षण," गुलनाज पब्लिकेशन्स, जालन्धर।

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching of Social Science
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:-

- Develop a broad understanding of social science.
- Develop teaching competencies related to social science at secondary level.
- Become effective teachers in order to perform desired role as a social science teacher.
- Familiarize themselves with the type of audio-visual aids and acquire the ability to develop and use them.
- Familiarize themselves with the techniques and methods of teaching required for teaching of social science.
- Evaluate students' performance.

UNIT-I

Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.

Important social and economic issues and concerns of the present day Indian society.

Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

UNIT-II

Audio-visual aids: Meaning, importance, types and use of following A-V aids for teaching of social science:

- Chalkboard
- Atlas
- Maps
- Globe
- Charts
- Models
- Graphs and visuals
- Multimedia
- Internet
- Scrapbooks

Role and organization of the following in the teaching of social science:-

- Field trips
- Social science clubs
- Self study learning activities
- Analysis of news(newspaper, TV, radio)

Techniques of teaching:-

- Lecture method.
- Discussion method.
- Project method.
- Story telling method
- Problem solving method

UNIT-III

Evaluation: Meaning, need and objectives of evaluation in social sciences.

Types of evaluation-formative and summative evaluation and their salient features.

Evaluation tools-their relative merits and demerits.

- Oral test.
- Essay type tests.
- Objective tests.
- Diagnostic testing.

UNIT -IV

Social stratification and social change in India.

Fundamental rights.

Fundamental duties.

Structure and functions of Govt. at different levels- Distt. And local bodies (panchayats and municipalities)

Sessional Work

- Report on a visit to different local govt. bodies in their district to observe actual functioning.

Note for Paper Setters

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Books recommended

- NCERT (2013) *Social science publication division NCERT campus New Delhi.*
- S.K Kochar : *Teaching of social studies*
- J.C .Aggrawal : *Teaching of social studies*

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
 (For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302 (Theory)
Credits 4

Title: Teaching of Physical Science
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Develop a broad understanding of physical science.
- Develop teaching competencies related to physical science at secondary level.
- Become effective teachers in order to perform desired role as a physical science teacher.
- Familiarize themselves with the type of audio visual aids, - techniques and methods of teaching required for teaching of physical science.
- Evaluate students' performance and provide remedial teaching.

Unit I

Concept of physical science, Physical science and society (Physical science for health , and physical science for environment).

Contribution of some eminent scientists (Issac Newton, John Dalton, Eienstein, Bohr and C.V.Raman).

Role of school, Professional qualities and professional growth of a physical science teacher.

Unit II

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of physical science.

Role and organization of the following in teaching of physical science -field trips, science clubs, science museum, science fairs, physical science lab and preparation of low cost teaching aids in teaching of physical science.

Techniques of teaching: lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

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Unit- III

Evaluation: meaning and purpose of evaluation.

Types of evaluation –Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests

Unit IV

Reflection: Reflection of light at curved surfaces, images formed by spherical mirrors.

Refraction: laws of refraction, refractive index, refraction of light through a prism, dispersion and scattering of light.

Metals and non metals: Physical and chemical properties, difference between metals and non-metals, corrosion and prevention of corrosion.

Sessional work

Report on a visit to area of natural calamity/ science museum /science fair

Note for Paper Setters

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

References:

- Gupta ,S.D. & Sharma, D.R.(2002). *Teaching of science*.Malhotra brothers, Jammu.
- Kohli, V.K. (2001). *How to teach science*.Vivek Publishers,Ambala city.
- NCERT. (2013) .*Science. Publication Division*.NCERT Campus,New Delhi
- Sharma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co. New Delhi.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
 (For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching of Biological Science
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Develop a broad understanding of biological science.
- Develop teaching competencies related to biological science at secondary level.
- Become effective teachers in order to perform desired role as a biological science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of biological science.
- Evaluate students performance and provide remedial teaching

Unit I

Concept of biological science. Biological science and society (Biological science for health and biological science for environment).

Contribution of some eminent scientists (Aristotle, Robert Hooke, Gregor Johann Mendel, Charles Darwin and William Kerby).

Role of school. Professional qualities and professional growth of a biological science teacher.

Unit II

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of biological science.

Role and organization of the following in teaching of biological science -field trips, science clubs, science museum, science fairs, biological science lab and preparation of low cost teaching aids in teaching of biological science.

Techniques of teaching: Lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

Unit- III

Evaluation: meaning and purpose of evaluation.

Types of evaluation –Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

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Unit-IV

Tissues: Types and functions of plant and animal tissue.

Organ system: A brief outline of the different organ systems in plants and animals.

Life processes: Basic concept of nutrition, respiration, transportation and excretion in plants and animals

Sessional work:

Report on a visit to a biological park/ herbarium/ museum/ preparation of a scrap book.

Note for Paper Setters

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Books recommended

- Gupta, S.D. & Sharma, D.R. (2002). *Teaching of science*. Malhotra brothers, Jammu.
- Kohli, V.K. (2001). *How to teach science*. Vivek Publishers, Ambala city.
- NCERT. (2013). *Science. Publication Division*. NCERT Campus, New Delhi
- Sharma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co. New Delhi.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302

Title: Teaching of Home Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External :60

Duration of Exam : 3hrs

OBJECTIVES

To enable the student teachers to:

- develop practical skills to organize various activities related to Home Science.
- develop skills and competencies required for preparing teaching aids in teaching of Home Science.
- develop competencies and skill for effective evaluation in Home Science.

UNIT I

Resources in learning Home Science

School based and community based resources-concept and classification.

School based resources-Home Science laboratory; Home science library; Visual aids: charts, posters, boards, models, real objects; Audio aids; Audio Visual aids – Computers web resources. Text books, reference books, hand books; sourcebooks of Home Science. Human resource-Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science. Definition, classification and management of resources; Process of management, optimal management and use of resources, conservation of resources.

UNIT II

Techniques of Teaching Home science

Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration.

Savings-Importance and types of savings. Fundamentals of Interior Decoration-Elements of arts and colours.Consumer Education-Problems of a consumer, Rights and Responsibilities; Definition and functions; classification of foods, Nutrients: importance and sources, concept of balanced diet and malnutrition, prevention of malnutrition; methods of cooking.

UNIT III

Home Science& Extension Activities

Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research. Professional ethics of home science teacher. Extension and communication: Definition and scope; Types, process, barriers of

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communication; community outreach programs; classification and use of audio visual aids. Meal Planning-Factors to be considered in Meal Planning for a family, balanced diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation common methods of food storage.

UNIT IV

Evaluation in Home Science

Continuous and comprehensive evaluation - Formative and Summative evaluation

Construction and use of Achievement tests, diagnostic tests, check lists, rating scales, and rubrics in Home Science. Portfolio assessment and performance assessment. Formative & Summative Evaluation. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans. Meaning, Importance and Essentials of lesson Planning. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitations of these approaches.

Sessional work

Experience in setting up exhibitions with messages related to Nation Goals, Organizing street plays, Developing projects for community welfare; Observing mid day meal program in a nearby school Collection and recording of different textiles and their uses Organizing healthy Tiffin competition, salad making competition

Note for Paper Setters

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Books recommended

- 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*
- Kapoor, 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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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching of Commerce
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60

Objectives

To enable the pupil teachers to:

- Develop a broad understanding of commerce.
- Develop teaching competencies related to commerce at secondary level.
- Become effective teachers in order to perform desired role as commerce teacher
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of commerce
- Evaluate students performance and provide remedial teaching

Unit I

Relevance of commerce to industry and trade.

Business ethics and constraints in imparting commerce education.

Role of school towards commerce education. Professional qualities and professional growth of a commerce teacher.

Unit II

Audio-Visual Aids: Meaning, importance, selection and use of audio- visual aids for teaching of commerce.

Role and organization of the following in teaching of commerce -field trips, commerce clubs, commerce lab and preparation of low cost teaching aids in teaching of commerce

Techniques of teaching: lecture cum demonstration method, project method, problem-solving method, inductive deductive method and market studies.

Unit- III

Evaluation: meaning and purpose of evaluation .

Types of evaluation –Formative and summative evaluation.

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Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

Unit IV

Commercial organization: sole trade, HUF, partnership, companies.

Role of financial institutions: RBI and commercial banks.

Introduction to privatization, liberalization and globalization.WTO.

Sessional work:

Analysis of a unit / chapter in a commerce text book.

Note for Paper Setters

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Books recommended

- Aggarwal, J.C.(2009). *Teaching of commerce*. Vikas Publishing House Pvt. Ltd.Noida.
- Gupta Rainu .(2009). *Teaching of commerce*. Shipra Publications. New Delhi.
- NCERT. (2013) *Commerce*. Publication Division.NCERT Carnpus,New Delhi
- Singh, Y.K.(2005).*Teaching of commerce*.A P H Publishing, New Delhi.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching of Performing Art
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil- teacher to

- understand the importance, aims and objectives of teaching of Performing Arts
- develop the interest among pupil- teacher for teaching of Performing Arts
- provide knowledge of different techniques of teaching of Performing Arts
- acquaint the pupil- teacher with latest teaching skills related with Performing Arts
- enable pupil- teacher to organize competitions and other related practical activities

Unit – I

A brief history of Dance (Kathak)

Method of teaching of Dance, Footsteps, Mudras, Knowledge of Tukdas, Param, Chakradhar etc,

Role of Folk Dance and its objectives

Unit – II

Theatre, Drama & Skit: Historical Background, Concept, importance & objectives

Acting: Concept, importance & objectives

Theatre in Education: History, Role of NSD & NCERT

Unit – III

Dance & Theatre Lesson Planning:

- (a) Meaning, importance and objectives
- (b) Construction of Lesson plan (General and specific)

Audio- visual Aids for teaching Dance & Theatre

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Continuous & Comprehensive Music Evaluation: Concept, Techniques and
Weightage distribution (VI to VIII, IX to X),
Types of test items for evaluation, Essay type, Short answer type, and Objective type

Unit – IV

Forms of Dance & Theatre
Qualities and training of Dance & Theatre teacher
Suggestions to popularize Dance & Theatre, Innovative practices in Dance & Theatre

Sessional Assignment:

1. Folk Dance
2. Classical Dance
3. Presentation: Theatre, Drama & Skit
4. Theatre in Education

Note for Paper Setters

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The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

Books Recommended:

- Awasthi. S.S (1964) *A critique of Hindustan Music and Music Education* Jalandhar.
- Bhatkhande, V.M (1987) : *KRAMIK pustak Mahika Laxmi Narayan Garg Hathras.*
- Bhatnagar, S. (1988): *Sangeet Shikshan Parichaya*
- Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri
- Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma
- Kathak Nritya by Sh. Laxmi Narayan Garg
- Khanna, Jyoti (1992): *Teaching of Music.*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302

Credits 4

Title: Visual Art

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting, sculpture.

UNIT - I

Define Miniature Painting- Mughal, Rajasthani and Pahari, Bengal school of art Raja Ravi Verma and followers. Post independent art in India.

Brief history of modern art movements Romanticism, Realism, Impressionism, Cubism, Expressionism, Surrealism, Abstract art. Experiments in modern sculpture and art between 1960-2000

Elaboration of Rasa. Art as Emotion (Tolstoy's view). Art as INTUITION (Croce's Theory)

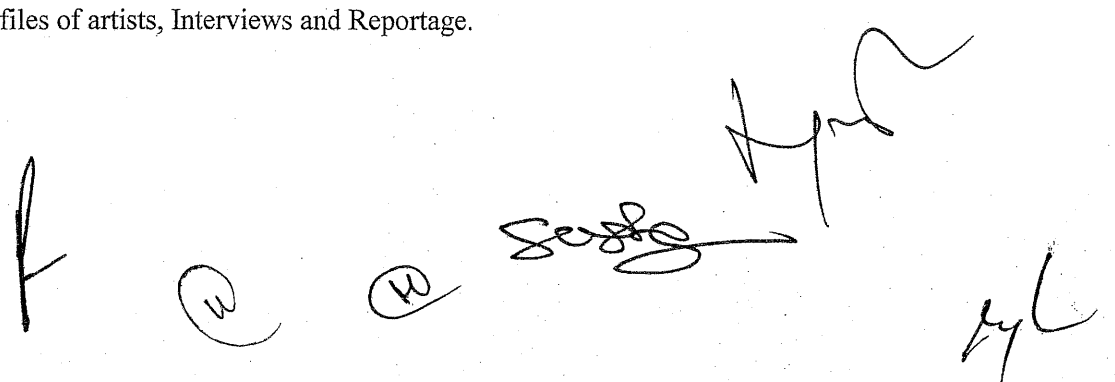
UNIT - II

Curating, organizing, planning art exhibitions where the students will be involved in conceptualization research, writing of write ups display and mounting of exhibitions.

Publication (e.g. creating topics for articles, researching information for producing drafts of articles; exhibition catalogues)

Art & journalism :Art and Print journalism, Art review columns, cultural Heritage notes

Profiles of artists, Interviews and Reportage.



Unit – III

Qualities and effective education of Visual teacher.

Evaluation: Continues & Comprehensive.

Evaluation: Concept, Techniques and weight age distribution (VI TO VIII, IX TO X). Types of test items for evaluation. Essay type, short answer type, and objective type.

Audio- visual Aids for teaching of visual art.

Unit – IV

Lesson planning: need and importance.

Preparation of composite lesson plan:

Use of object, nature, human figures and animals for 2D surface.

Copy from masters painting (Academic and modern) and copy from miniature paintings.

Study of various types of clay.

Creative expressions through any material.

Sessional Work

Landscape from memory: simple composition with common flowers, mountains, birds, animals and human figures in action in any medium – 1 full sheet.

Decoration and design: pictorial composition in water colour/ Acrylic colour / Oil colour.

1. Still life drawing and painting of group of two or three simple objects in any medium.
2. Collage Making.
3. Presentation of art work.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

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BOOKS RECOMMENDED:

- Abbate F.(1972), *Indian Art*, London: Octopus Books.
- Arya Jai, *Kala ka Adhyapam*. Agra: Luxmi Narayan Aggarwal.
- Bird wood, G.C.M. (1988), *Art of India*. Delhi: Rupa & Co.
- Bharti Chetna, *Teaching of Fine Arts*. Ludhiana: Kalyani Publisher.
- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
- Lowenfeld Viktor . *Creative and Mental Growth*
- .Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbrt. *Education through art* [paperback].
- Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-II

Course no. 302

Credits 4

Title: Teaching of Computer Education

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives :

To enable the pupil teachers to:

- study and understand the resources for teaching Computer Science
- study and understand the skills in teaching of the computer skills to the students teachers for programming and Networking.
- study and understand the skill in organizing extended curricular activities in Computer Science
- study and understand the skill in preparing special programs for gifted and slow learners develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

UNIT I

Elements of Computer Working /Programming

Algorithm, flowchart, elements of 'C' programming with simple illustrations. Elements of database and its applications, Introduction to cloud computing, Network of Computers: Network, Types of network, Categories of network. Working Principle – Types -- LAN -- Wi-Fi -- Uses; E-mail -- Meaning & its working. The Project Method and the Demonstration method- the elements, the merits and the demerits. Use of the methods for teaching the Elements of the Computer working.

Unit II

Resources for teaching Computer Science:

Text Books – Qualities of good computer science text book Use of text book role of text book in teaching computer science Criteria for evaluation of computer science text book. Computer Science Library – Meaning, organization and importance. Computer Science Lab – Need for planning the

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computer laboratory special features of computer laboratory. Essential infrastructure – laboratory management & maintenance of records.

Unit III

Use of Different Activities in & Out of Lab:

Computer Science Club-Meaning, Objectives, Organization, activities & importance; Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit- Meaning, Objectives-Organization & Importance; Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement; Professional Competencies of Computer Science Teacher. Netiquettes

Unit IV

Evaluation Techniques in Computer Science

Concept of unit test, construction of unit test, weight ages to the components of unit test, designing three-dimensional chart/blue print, construction of items, format of unit test Question paper, IOTAQB – meaning, development and importance; E-evaluation – meaning and procedure.

Sessional work

Preparation of branched program material consisting of twenty frames in Computer Science; Preparation of mathematics program material consisting of twenty frames in Computer Science; Multimedia presentation (Minimum of 20 slides); Preparation of a Lesson using computer Assisted Instruction (CAI).

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the right and several smaller initials or marks on the left and center.

Books recommended

- Bharioke, Deepak(2005) *Fundamentals of Information Technology*.
- Kochhar, S.K. (1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd
- Goel H.K. (2005). *Teaching of Computer Science*. New Delhi: RL. Lall Book Depot
- Stephen, M. A., & Stanley, R. (1985). *Computer instruction: Methods and development*. NJ: Prentice Hall.
- Comdex DOS for Dummies(1997) Pustak Mahal, Delhi.
- Nelson, Stephen, L. *The Complete Reference Office*, Tata McGraw Hill, Delhi
- Rajaraman, V. *Fundamentals of Computer*.
- Saxena, Sanjay *A first course in computers – Vikas Books*.

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching of Health & Physical Education
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to:

- Understand various aspects of evaluation in health & physical education:
- Develop understanding of Personal Hygiene.
- Learn and understand the different methods of teaching Health and Physical Education
- Be acquainted with the organization of activities in Physical education.

UNIT-I

TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION:

Test Measurement and Evaluation its meaning, importance & principles in Physical education. Purpose of evaluation, continuous and Comprehensive evaluation different types of test and Measurement techniques, used for evaluation in Physical Education.

UNIT-II

HEALTH EDUCATION & PERSONAL HYGIENE:

Health Education, Definition, objective importance & Scope in Health Education, Principles of Health Education, Meaning of Personal Hygiene, Cleanliness in Physical Education.

UNIT-III

TECHNIQUE OF TEACHING IN HEALTH & PHYSICAL EDUCATION:

Traditional sports & Games practiced in the region. Use of Audio-visual Aids-Coaching of Sports activities in schools. Health full school environment. Role & Responsibility of teacher in school Health Programme.

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UNIT-IV

ORGANIZATION AND ADMINISTRATION:

Planning & organization of Physical Education activities, Play Fields, courts, equipment. Gymnasium & Swimming Pool. Planning Sports competitions in Schools, Intramurals and Extramural, Qualities of a good organizer and Administrator in Physical Education for congenial Environment.

Sessional work

Report on Planning of sports competition in school/ college with photographs

Note for Paper Setters

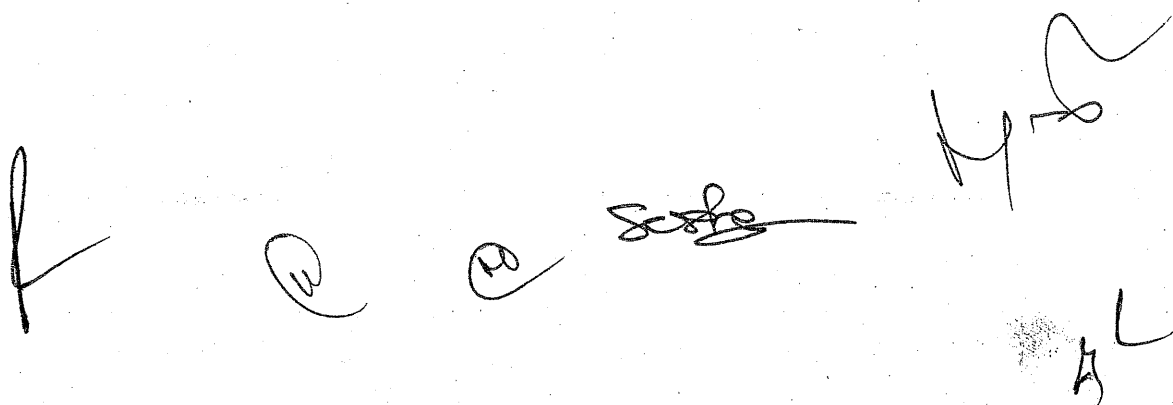
The Question paper consists of 9 questions having Q no-1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

References:

- *Bucher, C.A (1964) Foundation of Physical Education , New York: Mosby & Company.*
- *Kilander, H.F (1971) School Health Education, New York: Mac Millan Company..*
- *Atwa & Kansal, (2003) A Text Book of Swasthya Shiksha Agra University: Universal Publisher.*
- *Kamlesh, M.L & Sangral, M.S., (1986) Method in Phusical Eduaation Ludhaian: Prakash Brother.*



BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-II

Course no. 302

Credits 4

Title: Teaching of Mathematics

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives

To enable the pupil- teachers to:

- study and Understand the different teaching aids in the Teaching of Mathematics
- study and Understand the different techniques for the evaluation of the students of Mathematics
- study and Evaluate the Student's Performance in Mathematics through the use of the scientific tools.

UNIT I

Mathematics and Teaching Aids

Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, Mathematics Laboratory, Audio-visual Aids, etc. Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching. Evaluation of Text books of Mathematics prescribed by the J&K and CBSE Boards on the parameters of the Content and the level of Explanation for the specific class. The statistics- central tendency (Mean, Median & Mode ;Bar Graph and Histogram, frequency polygon).The Use of Computer is to be made in tabulating the data and calculation through the spreadsheet on Computer.

UNIT II

Evaluation / Assessment Techniques

Diagnosis of Learning Difficulties and Remedial Measures; Backwardness in Mathematics- Enrichment Programmes for the Gifted; Different Types of Tests used for evaluation for the different groups in Mathematics; Concept & use Continuous & Comprehensive Evaluation (CCE) in Mathematics, Construction of Objective Based Test Items in Mathematics on a particular topic studied and taught (sem I& II) is to be used for preparing the Objective Type and Essay type test on the real basis.

UNIT III

Construction and use of diagnostic test in mathematics – steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching Portfolio assessment and performance assessment in mathematics

Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.

Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.(for teaching Geometry and the Arithmetic on the innovative basis of the above said topics on 2D,3D Model, GeoBoard)

Prepare a collection of problems in your Mathematics club and published it in as a part of Mathematics Magazine which is to be developed on the Semester Basis.

UNIT IV

Lesson Planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. The topics of Triangle, Criteria for Similarity (theorem of BPT) and Theorem of Pythagoras. Advantages and limitations of these approaches. HCF, LCM

Sessional Work

Length of tangent from the external point is always equal (paper folding or paper cutting); Diagonal of a Parallelogram (11 gm) - Divide the 11 gm in two congruent triangles and in four triangles (paper folding or paper cutting), Midpoint theorem (paper cutting); Double angle theorem of Circle (by using thread); To prove Pythagoras theorem by paper cutting and pasting; Tree diagram of HCF.

Note for Paper Setters

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Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

BOOKS RECOMMENDED:

- Aiyanyas , N. Kuppaswami, (1982). *The Teaching of Mathematics in New Education*, Delhi;
- Universal Book and Stationary Co.
- Butler , C. H. and Wren, F. L., (1951). *Teaching of Secondary School Mathematics*: New York; Mac Grow Hill
- Mangal, S. K. (1987). *Teaching of Mathematics*; Prakash Brothers Education Publishers Pvt. Ltd.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi
- Sidhu, Kulbirsingh (1996). *Teaching of Mathematics*; (Fourth Ed.), Sterling Publishers Pvt.
- Aggarwal, S.M. (1999) *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, New Delhi

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BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2018, 2019& 2020)

Course no. 303
Credits 4

Title: Environmental Education & Disaster Management

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

OBJECTIVES:

To enable the pupil- teachers to:

- understand the need of environmental Education.
- develop a sense of Awareness about the environmental pollution and possible hazards and its causes and remedies.
- know various ways and means to create healthy environment.
- acquire knowledge about disaster management.

Unit-I

Meaning, need and scope of environmental education.

Objectives of environmental education at primary and secondary level.

Types of pollution –sources, effects and control of pollutions

Evolution and Development of environmental education.

Unit-II

Environmental Hazards –causes, effects and its remedies.

Acid rains ozone depletion, impact if deforestation and global warning.

Population and Ecosystem concepts of ecosystem, components of ecosystem- Abiotic and Biotic

Unit-III

Biodiversity, conservation of Genetic diversity.

Learning to live in harmony with nature.

Miscellaneous Environmental issues:

- a) Forest and conservations,
- b) Wild life and its conservation

Unit-IV

Disaster Management: Disaster- Natural and manmade: strategies to tackle disaster: Timed and untimed disasters: Role of teachers in the disaster management: the schools and community participation.

Disaster Management and its outcome on education:

Students and their fallout of disaster on education: how to rebuild the educational program and role of management in overcoming the disaster to the system of education – role of students and teachers collaborations, the community supports.

Sessional Work

- Work on a project related to any issue of environmental preservation and protection.
- Prepare a scrap file on environmental issues.
- Celebration of various days in relation with environment.
- Tree plantation drive

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended

- Aggarwal, J.C. (2007). *Education for values, environment and human rights*. Delhi: Shipra Publications.
- Dani, H.M. (1996). *Environmental Education*. Publication Bureau, Punjab University, Chandigarh.
- Kohli, V.K. and Kohli, V. (2000): *Environmental Pollution and Management*. Vivek Publishers, Ambala.
- Nanda, V.K. (1997): *Environmental Education*, Anmol Publications, New Delhi.
- Reddy, K.P. and Reddy, D.N. (2002): *Environmental Education*. Neelkamal Publications Pvt. Ltd, Hyderabad.
- Sharma, R.C. *Environmental Education*, Metropolitan Book Pvt. Ltd.

- Sungosh, S.M. (2006): *An introduction to Environmental Education*, Akashi Book Depot , Shillong .
- Trivedi, R.N. (1990): *Dimensions of safe environment* , Anmol Publications, New Delhi.

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2019, 2020 & 2021)

Course no. INT 4

Title: School Internship

Credits 10

Total Marks : 250

Routine Work : 50

TPI(A) & TPI(B) : 200

Duration : 8 wks

INT4	Activity	Duration	Credits	Marks
	<u>Internship cum Teaching Practice</u>	8 wks	10	250
	a) School Internship (all mentioned activities to be performed as per clause No 5.II to be	8 wks	2	50
	b) Teaching Practice (TP2A) 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)	8 wks	4	100(60 Internal+40 external)
	c) Teaching Practice (TP2B) comprises of delivery of 40 lessons on other chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100(60 Internal+40 external)

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

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BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2019, 2020 & 2021)****Course no. PR****Credits 4****Title: Project Work****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3hrs**

1. Each one teach one to start from semester 1 and continue till semester 4.
2. To plant and own a tree and take care of it from start of semester 1 and continue till semester 4.
3. To use any psychological test and do its interpretation.
4. Portfolio of Self to start from Semester 1 & continue till semester 4
 - a) Development of self as a person
 - b) Development of self as a teacher
 - c) Development of holistic and integrated understanding of the self to handle different situations

BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2019, 2020 & 2021)

Course no. 401 (Theory)
Credits 4

Title: Teacher Education
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Course Objectives:

To enable the student-teachers to:

- develop an understanding about teacher education
- know about pre-service and in-service teacher training agencies
- know and apply various instructional techniques
- appreciate the process of research in teacher education

Course Contents

UNIT-I

Growth of Teacher Education in India

Teacher Education – Concept, Aims, Need and Scope

Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period

Teacher Education in India after Independence: a) University Education Commission (1948-49), b) Kothari commission (1964-66), c) Chattopadhyaya Committee Report (1983-85) (Recommendations)

UNIT-II

Agencies for teacher Education

Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher

Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET

National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

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UNIT-III

Innovations and Instructional Techniques

Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming

Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education

Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

UNIT-IV

Professionalism and Research in Teacher Education

Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators

Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research

Research in Teacher Education: Nature, scope and trends

Sessional Work

- Prepare a timeline chart of growth of teacher education in India with context to different committees and commissions
- Visit to different agencies for teacher education at local level i.e SIE, DIET etc
- Presentation on different instructional methods in teacher education
- Preparation of report on researches conducted in any one area of teacher education

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended & Web References:

- Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000). *Teacher Education*. Surya publications: Meerut.
- Sharma, S.P. (2009). *Teacher Education, principles, theories and practices*. Kanishka Publishers: New Delhi
- Garg, B.R.(2000). *Issues in Teacher Education*. The Indian Publications: Ambala Cant-133001(India)
- Verma, M.(2006). *Teacher Education*. Murari Lal & Sons: New Delhi-110002
- Singh, L. C. & Sharma, P. C. (1995). *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House
- Singh, R. P. (1990). *Studies in Teacher Education*, New Delhi: Bahri Publication
- Mangla, Sheela (2010). *Teacher Education: Trends & Strategies*, Radha Publishing, 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*, Department of Education, Govt. of India, New Delhi.
- MHRD (1992): *Programme of Action*, Department of Education, Govt. of India, New Delhi.
- Nayar, D.P. (1989). *Towards a National System of Education*, Mital Publishing, New Delhi.
- NCERT (1987): *In service Training Package for Secondary Teachers MHR*, New Delhi.
- NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi.
- Sikula, J. (Ed.) (1985). *Handbook of Research on Teacher Education*, New York, MacMillan Publishing.
- MHRD (1990): *Towards and Enlightened and Humane Society; (Rama Murti Committee Report)*, Department of Education, Govt. of India, New Delhi.
- Singh, L.C. et al.(1990). *Teacher Education in India*, New Delhi, NCERT.
- Singh, T.(1978). *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharati Prakashan.

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www.mu.ac.in/

www.britishcouncil.in/sites/britishcouncil.in2/files/ncfte-2010.pdf

www.oxydiane.net/IMG/pdf/OCSE_DIVERSITA.pdf

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2019, 2020 & 2021)

Course no. 402 (Theory)
Credits 4

Title: Optional Papers (A- History of Education)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives:

To enable the student-teachers to:

- acquire knowledge of ancient, medieval and British system of education in India.
- understand the contribution of major committees and commissions on education.
- appreciate the developments in Indian education during the post-independence era.
- develop an understanding regarding constitutional provisions for education of different sections of society.
- assess the achievements of different programmes for the universalisation of Education initiated in Jammu and Kashmir state.

Course Contents

UNIT-I

Education in India- Pre Independence Period

Education in India during a) Vedic period b) Buddhist period c) Medieval period (salient features, objectives, curriculum, role of teacher and relevance of these systems of education in present context)

Wood's Dispatch (1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India

Wardha Scheme of Education (1937) and Sargent Committee Report (1944): Salient features and its impact on Indian education

UNIT-II

Commissions after Independence in India

University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher

Secondary Education Commission Report (1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher

Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

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UNIT-III

Constitutional Provisions for Education in India

National Policy of Education (1986) and revised National Policy on Education(1992):
 Salient features, objectives, curriculum, methods of teaching and role of teacher
 Education in free India: Constitutional provisions for education of weaker sections
 Recommendations of National Knowledge commission

UNIT-IV

Implementation of various schemes to universalize Education in J&K State

Sarv Shiksha Abhiyan
 Rashtriya Madhyamik Shiksha Abhiyan
 Rashtriya Ucchar Shiksha Abhiyan

Sessional Work

- Preparation of report on schemes of education in pre-colonial and colonial period
- Presentation on the salient features of different commissions in India after independence
- Organise seminar/ debate on constitutional provisions of weaker sections in free India
- Visit to Primary schools, higher secondary schools and Colleges to assess the impact of various state and centrally sponsored schemes of education

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books recommended & Web References:

- Aggarwal, J.C. (2007): *Development of Education system in India*, Shipra Publication, New Delhi
- Sharma, R. N & Sharma, R. K (2004): *History of Education in India*, Atlantic publishers & distributors, New Delhi
- Naik, J.P. & Nurulla, S. (1964): *Development of Education (1800-1947)*, MacMillan and Co., New Delhi
- Chauhan, C.P.S (2004): *Modern Indian Education policies, progress and Problems*, Kanishka publishers & distributors, New Delhi
- Jayapalan, N (2005): *History of Education in India*, Atlantic Publishers & distributors, New Delhi
- Naik, J. P (1997): *The Education Commission and After*, APH publishing corporation, New Delhi
- Shah, G. R (2011): *Towards Quality Education in Jammu & Kashmir*, Gulshan publishers, Srinagar
- Thakur, A.S. & Berwal, S (2008): *Development of Educational system in India*, Shipra Publication, 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.

www.mhrd.gov.in

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
 (For the examination to held in the year 2019, 2020 & 2021)

Course no. 402 (Theory) Title: Optional Papers (B- Health & Physical Education)
Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives

To enable Pupil-teachers to-

- understand the concept, aims and objectives of Health& Physical Education
- analyze various dimensions & determinants of Health& Physical Education
- know the concept and importance of balanced diet
- be familiar with personal hygiene
- describe the role Teachers in the development of Health& Physical Education

Unit-I

Introduction to Health & Physical education

Introduction, Definition and Meaning of health& physical education

Aims and objectives of health and physical education

Factors influencing health and physical education: a) School health programmes,
 b) School health services c) Role of the teacher in School Health programme

Unit-II

Dimensions and Determinants

Dimensions & Determinants of health & physical education

Concept and Importance of balanced diet

Health hazards (use of alcohol, nicotine & drugs) among adolescents & their remedial measures

Unit-III

Personal Hygiene & Communicable Diseases

Personal hygiene: Meaning and importance of personal hygiene

Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS

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Common health problems—Stress, depression and Obesity—Meaning, Causes and preventive measures

Unit-IV

Methods & Role of Teacher

Health & Physical Education: Role of women in health and physical education, social service camps, role of Village health committees, village health insurance scheme.

Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision

Role of teacher in development of health& physical education

Sessional work

- Visit Primary Health Centre and develop a report on school health programmes & services
- Prepare a balanced diet chart for a high school child
- Debate and discussion in a village on health & physical education
- Group discussion on Personal hygiene and communicable disease

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books Recommended & Web References:

- Hedge, (1997). *How to maintain good health*. New Delhi: UBPSD Publishers.
- Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company
- Manjul, J.U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publish
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publications.
- Nash T.N. (2006). *Health and physical education*. Hyderabad: Nilkamal Publishers.

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

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http://applications.emro.who.int/dsaf/EMRPUB_2012_EN_1362.pdf

http://en.wikipedia.org/wiki/Health_education

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2019, 2020 & 2021)

Course no. 402 (Theory) Credits 4	Title: Optional Papers (C- Value & Peace Education) Total Marks : 100 Maximum Marks Internal : 40 Maximum Marks External : 60 Duration of Exam : 3hrs
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Course Objectives:

To enable the pupil teacher to:

- understand the concept of peace education
- explain the need for Peace Education to foster National and International Understanding
- understand the concept, importance and need of human rights
- comprehend the role of the Education in human rights

Course Contents

Unit-I

Introduction to Peace Education

Peace Education: Concept and Need
 Peace contexts: underlying assumptions, processes
 Approaches to Peace Education

Unit-II

Peace Education & Prominent Educationists

Peace Education for National Integration and International Integration
 Peace Education propagated by Gandhi, Aurobindo, Swami Vivekanand
 NCF 2005 Recommendations on Peace Education.

Unit-III

Human Rights & Fundamental Rights

Historical background of Human Rights
 Fundamental Rights as included in Indian constitution
 Human Rights protection in Indian Constitution

Unit-IV

Teaching Methods & Activities

Methods and Activities of Teaching Human Rights

Obstacles of Human Rights Education

National Human Rights Commission (NHRC), State Human Rights Commission (SHRC)

Sessional work

- Development of sensitivity towards National Integration and International Integration through role play
- Group discussions and debates on the propagation of peace by Indian philosophers
- Observation and reporting on violation of human rights in any locality
- Field Surveys by visiting the Agencies of Human Rights and NGOs

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books Recommended & Web References:

- Aggarwal, J.C. (2005). *Education for Values, Environment and Human Rights*. Shipra publications, 115-A, Vikas Marg Delhi-110092
- Pandey, V.C. (2005). *Education, Culture and Human Values*
- Singh, Y.K & Nath, R. (2005). *Value Education*
- Charles, K & V. Arul Selvi. (2012). *Value Education*
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: SAGE Publications
- Jagannath, M. (2000). *Human Rights Education*, New Delhi: Deep and Deep Pub.,
- Paul, R.C. (2000). *Protection of Human Rights*, New Delhi: Commonwealth

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- Manjot, K. (2008). *Teaching of human rights*. New Delhi: APH Publishing Corporation.

<http://www.uk.sagepub.com/books/Book202692>

<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
 (For the examination to held in the year 2019, 2020 & 2021)

Course no. 402 (Theory)
Credits 4

Title: Optional Papers (D- Guidance & Counseling)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course Objectives:

To enable the pupil- teachers to:

- Understand the concept of guidance and counselling.
- Get acquainted with different agencies for guidance.
- Understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- Know about different strategies to maintain mental health of students.

UNIT-I

Fundamentals of Guidance: Concept, Nature, need and importance of guidance. Historical perspective of guidance. Relationship with guidance and education. Types of guidance: Educational, vocational and Personal their meaning, need, objectives & functions. Role of teacher in academic, personal, health, leisure activities. Concept of Individual guidance and group guidance. Agencies for guidance: State Level Agencies, National Level Agencies.

UNIT-II

Meaning, Nature, Objectives and importance of counselling. Different between guidance and counselling. Areas of counselling: Family counselling, Parental counselling, Peer counselling, adolescent counselling and relevance to the Indian situations. Role of teacher and school administrator as counsellor. Characteristics of effective counselling.

UNIT-III

Role of teachers in dealing behavioral problems like aggression, anxiety, depression, truancy, delinquency, bullying, peer-pressure and inferiority complexes and maladjustment among student. Concept of mental health and behavior modification. Concept of mental hygiene. Non-testing techniques: interview, observation, individual inventory.

UNIT-IV

Role of Parents in solving behavioral problems of adolescents. Effective Parents learning programmes, parent-teacher meetings. Parental collaboration in educational guidance. School

guidance: a collaborative effort of school and community. Role of relaxation strategies, Yoga-meditation, music therapies for reducing stress.

Sessional Work:

Arrange parent-teacher meeting for 5 students & make a report.

Prepare individual inventory of students.

Interview school teachers and make a report about their contribution.

As counsellor.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House-activities

Books Recommended

- Crow & Crow: *An introduction to Guidance, basic principles & practices*, Delhi, Surjeet Publications.
- Gibson Mitchell: *Introduction to Counseling & Guidance*, New Delhi PHI Learning.
- J.C Aggarwal: *Education vocational Guidance & Counseling*, Delhi, Doaba House.
- Jones, J.A : *Principles of Guidance*, Bombay, Mc Graw Hill
- John S Koshy : *Guidance and Counseling* New Delhi, Dominant Publishers and distributors.
- Lester D. Crow & Crow: *Introduction to Guidance and Counseling in India* Delhi, Atlantic Publishers.
- Shashi Prabha Sharma: *Career Guidance and Counseling, Principles and techniques*, New Delhi, Kanishka Publishers.
- S.S.Chouhan: *Principles and Techniques of Guidance*, New Delhi, Vikas publication House.

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BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2019, 2020 & 2021)****Course no. 402 (Theory)**
Credits 4**Title: Optional Papers (E- Comparative Education)****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Course Objectives:****To enable the pupil- teachers to:**

- Understand the concept of Comparative Education.
- Get acquainted with different agencies for promotion of Education.
- Understand the role of parents & teachers in education of girls.
- Know about Education in SAARC countries

Unit I

Comparative Education- concept Scope of Comparative Education in Teacher Education; Difference between the Comparative Education and the international education , The role of different Educational agencies in the promotion of the Education like UNESCO, UNICEF, IMF & World Bank.

Unit II**Factors affecting the Education**

Girls Education and the Girls Schools: MDM scheme for the promotion of the education, Parents education & their attitude to education, Accessibility of Education, Teachers for Education, Scholarships

Unit III**Education in SAARC countries**

Socio Economic contexts in the provision of the Public School Education in Pakistan, Nepal & India (Curriculum & Teacher education), Alternate systems of Education in these countries for School Education.

Unit IV

Development of Education in the colonial and Post Colonial India (Teacher Education and the General Education); Development of the Education in China (program & policies) for Teacher Education.

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Sessional Work

Visit to the different types of schools , Understanding and Compiling a report on the socio cultural differences in the different types of the schools; Issues and the problems related to the Girls education in the rural and the Urban settings (interviewing Local Education Committee, Parents and the girl students –understanding the norms and the culture behind the working of the schools ; the Mid Day Meals schools Vs Non beneficiary schools of MDM (understanding the concept of working together in both sets of schools)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books recommended & Web References

- *Comparative Education* Aggarwal & Biswas
- *Comparative Education –Methods & Approaches* –Mark Bray and Adamsons, Springer Ltd.
- *Education for All* SriLanka Status Report. Ministry of Education and Higher Education
(Govt. of SriLanka)Colombo
- Govinda, R. : *India Education Report– A profile of Basic Education– OUP*
- Haq&Haq : *Human Development in South Asia–*
OUPKarachiHumanDevelopment in
- *South Asia2000* : *TheGenderQuestion– Oxford.*
- *Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below* ,Payal Shah :*Intercultural Education*, 2014 Vol. 25, No. 5, 362–376, <http://dx.doi.org/10.1080/14675986.2014.972610>
- *The Impact of Existentialism on China's Democratic Education through Globalization- Intercultural Communication Studies XVII: 1* 2008
- *Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and*
- *English Literatures University of Pennsylvania, Scholarly Commons, Asia-Pacific Education, Language Minorities and Migration (ELMM) Network Working Paper Series*

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- *Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education, Taylor & Francis, London*
- *Comparative Education Chaube And Chaube, Vikas Publishing House, Delhi*
- *Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 101-112*
- *Students History of Education in India Naik JP & Naraullah Macmillan*

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BACHELOR OF EDUCATION (B.Ed)
Semester –IV
(For the examination to held in the year 2019, 2020 & 2021)

Course no. 402 (Theory)
Credits 4

Title: Optional Papers (F- Computer Education)
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60

Objectives:

To enable the pupil- teachers to:

- Study and understand the nature and scope and the history of Computer Education - develop an understanding of aims and objectives of teaching Computer Education by the use of Content
- develop an understanding of the various methods, approaches and techniques of teaching Computer Education.
- develop the skill to critically analyze the syllabus of secondary school Computer education curriculum

UNIT I

Computer: Concept and its working

Computer Concept & History and development -Types & Parts (Hardware, Software, Memory) Procedural aspects : Start - Shut down Method of Computer, Basic Concepts of GUI and CUI ; Uses of Computer and **Explorer** - File, Folder, File-folder Handling commands Window Help System and uses of Help system- window Help system and uses of Help system. Importance and Uses of Computer- For teachers & For Students Application of Computer in Education and other fields.

UNIT II

Different Applications in Computers

Devices of Computer- Input devices & Output devices. Operating System- function. Accessories: Notepad, Word pad, Paint, Media Player and Removable Devices – applications. Concept of Icons, desktop, Task bar: Uses and applications of the same on the system.

UNIT-III

Utility of Computers for Students and Teachers

Windows Operating System- characteristics, Microsoft office use and Utility of Microsoft Word & excel - Basic Concepts- Applications and use(basic features)
 Microsoft PowerPoint- Basic concepts –use

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UNIT IV

Use of Internet in Education

Search Engines & Websites, Laboratory experience of browsing, Opening an e-mail account, Uploading and downloading files, photos, etc. WEB 2.0 –concept

Sessional Work:

Prepare 2 spreadsheets in MS-Excel and a PowerPoint Presentation related to computer education.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books Recommended

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

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BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2019, 2020 & 2021)****Course no. 402 (Theory) Title: Optional Papers (G- Curriculum Development)****Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3hrs****Course objectives:****To enable the student-teachers to:**

- Develop an understanding of the concept of Curriculum Development and Innovations in Curriculum.
- Be familiar with foundations of curriculum and Curriculum Implementation.
- Know about curriculum evaluation.

Course Contents**UNIT-I****Dimensions of Curriculum**

Curriculum: Meaning, Importance and Scope

Categories and Principles of Curriculum Development

Innovations in curriculum

UNIT-II**Foundations of Curriculum**

Philosophical Foundations of Curriculum: Idealism, Pragmatism and Existentialism

Sociological and Psychological Foundations of Curriculum

Models of Curriculum Development: Ralph W. Tyler Model (1949-1975) and Hilda Taba Model (1902-1967)

UNIT-III**Models of Curriculum Implementation**

Curriculum Implementation: concept and Importance

Curriculum Implementation Models i) Overcoming Resistance to Change Model ii) Organisational Development Model

Contribution of Swami Vivekananda, Mahatma Gandhi and Dr. Zakir Hussain towards Curriculum

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UNIT-IV

Curriculum Evaluation

Curriculum Evaluation: Nature and Purpose of Evaluation

Approaches to Curriculum Evaluation: a) Formative and Summative, b) Continuous and Comprehensive Evaluation

Suggestions and recommendation in curriculum development as per NCF 2005

Sessional Work

- Organise seminar/ debate regarding categories and principles of curriculum development
- Presentation on the contribution of Swami Vivekananda and Mahatma Gandhi towards the development of curriculum
- Develop a question paper for upper primary to assess all the aspects of curriculum
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books recommended & Web References:

Aggarwal, J. C. & Gupta, S. (2005). *Curriculum Development 2005: Towards learning without burden and quality of education*, Shipra publications, New Delhi

Bhalla, N. (2007). *Curriculum Development*, Authors press, New Delhi

Rao, V. K. (2005). *Principles of curriculum*, A. P. H publishing corporation, New Delhi-110002

Dash, R. N. (2007). *Curriculum Planning and Development*, Dominant publishers and distributors, New Delhi-110051

Rai, V. K. (2009). *Curriculum Development and Instructional Technology*, Centrum press, New Delhi-110002

Arulsamy, S.(2011).Curriculum Development, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad

Agrawal, D.(2007).Curriculum Developmentconcepts, methods and techniques, Book Enclave, Jaipur (India)

Andrey & Nicholls, H (1978).Developing Curriculum- A Practical Guide. George Allen and Unwin, London

Edward, A. Krug (1960).The Secondary School Curriculum, Happer and Row Publishers, New York

Harold Alberty (1957).Reorganizing the High School Curriculum. MacMillan Company, New York

Harold, B. Alberty & Elsic, J. Alberty (1963).The Curriculum. The MacMillian Company, New York

Goodland, J. (1979). Curriculum Enquiry the study of curriculum practices. New York: McGraw Hill

Hass, G. (1991).Curriculum Planning, A new Approach, Boston: Allyn.Bacon

Hooer, R.(1971). Curriculum: Context, Design and development New York: Longmans

Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin

www.pdx.edu/sites/www.pdx.edu/cae/files/media_assets/Howard.pdf

www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...

www.albany.edu/cdit/

www.ncte-india.org/pub/policy/chp5.htm

www.srtt.org/institutional.../curricular_transaction_gover_schools_ap.pdf

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BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2019, 2020 & 2021)****Course no. 402 (Theory)**
Credits 4**Title: Optional Papers (H- Contemporary India & Education)****Total Marks : 100****Maximum Marks Internal :40****Maximum Marks External : 60****Duration of Exam : 3hrs****Course objectives:**

- To develop understanding of significant trends in contemporary education
- To develop awareness of various organizations and their role in the implementation of policies and programmes.
- To develop understanding of current problems and issues in Indian Education

Unit-I

Basic Concept and Idea of Constitution: Aims, Meaning, Preamble, Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.

Elementary Education: Concept, Need, Objectives, Role of SSA in Strengthening Elementary Education, Right to Education-2009

Inclusive Education: Concept, Need, Importance, purposes of Inclusive Education, Role of Teacher in the Context of Inclusive Education

Unit-II

Secondary Education: Meaning, Importance, Problems and remedial measures of Secondary Education, Role of NCERT, SCERT, CBSE, RMSA-2009.

Higher Education: Meaning, Aims, and Functions, Role of UGC, AIU, AICTE, ICSSR, NUEPA, RUSA.

Unit-III

Kothari Commission, National Policy on Education, Mid-Day Meal Programme, National Knowledge Commission

Unit-IV

Education of Weaker Sections of Society: Problems of Women in developing Countries including India, High rate of population growth, Literacy percentage of Women, Measures for Providing Women Education towards sustainable development.

Mass Media: Communication Process, Programming, Use of Software in Education

Concept of Education Ladder, Meaning and need of new Educational pattern (10+2+3),

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Vocationalisation and diversification of education at +2 stage.

Sessional Work:

Write a project on current issues in the context of Education for Weaker sections of Society

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities.

Books Recommended & Web References:

- *Report of Kothari Education Commission 1964-66*
- *Report of New Policy on Education-1986*
- *Report of Programme of Action-1992*
- *Report of National Knowledge Commission*

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www.ncert.nic.in

www.icssr.org

www.mhrd.gov.in

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