

UNIVERSITY OF JAMMU, JAMMU
(NAAC ACCREDITED 'A+' GRADE UNIVERSITY)

NOTIFICATION
(18/Aug/Adp/51)

In partial modification to this office notification No. F. Acd. /II/17/6117-35 dated 06.07.2017, it is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Competent Authority, is pleased to authorize the following replacement in the syllabi of 3rd semester and 4th Semester of B.Ed from the session 2018-19 :-

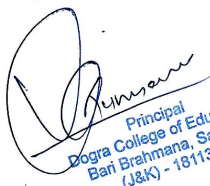
Course no. INT 3 (School Interaction) and Course No. INT 4 (School Internship) shall have 50 (30+10+8+2) lessons instead of 60 lessons (40+10+8+2) for each teaching subject. The same will be delivered by the pupil teachers in 3rd Semester and 4th Semester respectively.

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/18/ 8516-8565
Dated: 7-8-18.

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs/ Dean Research Studies
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All Principals of affiliated B.Ed. Colleges
7. All members of the Board of Studies
8. C.A to the Controller of Examinations
9. I/c Director, Computer Centre, University of Jammu
10. Asst. Registrar (Conf. /Exams. B.Ed./ Inf./Pub.)
11. Incharge, University Website for necessary action please.


Principal
Dogra College of Education
Bani Brahmna, Samba
(J&K) - 181133


Assistant Registrar (Academic)

85
06/08/18



UNIVERSITY OF JAMMU

CORRIGENDUM

Please read:-

The change in the Syllabi for B.Ed Course is less than 25%

Instead of

25%

as already notified vide Notification No. F. Acd./II/17/6117-35 dated 06.07.2017

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/17/9663 - 9722
Dated: 12-9-17

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs/ Dean Research Studies
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. C.A to the Controller of Examinations
8. I/c Director, Computer Centre, University of Jammu
9. Asst. Registrar (Conf. /Exams. ~~Prof~~/ Inf./Pub.)
10. Incharge, University Website for necessary action please.
11. S.O (Confidential)

Assistant Registrar (Academic) 11/9/17
8/9/17 9/9/17 10/8/17



UNIVERSITY OF JAMMU

NOTIFICATION
(17/Sept./Gen./30)

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 following Course Structure of B.Ed Programme. The Course Structure shall have two components as under:-

- a) Theory (1550 marks)
b) Practical (700 marks)

Semester - wise distribution of theory and practical component:

Table with 5 columns: Semester, Theory, Marks, Practical, Marks. It details the distribution of theory and practical components across four semesters, including course numbers and marks for various components like Routine Work, Teaching Practice TPI(A/B), and Project Work.

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/17/9952-10031
Dated: 14-9-17

Copy for information and necessary action to:

- 1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs/ Dean Research Studies
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. All Principal of the affiliated B.Ed Colleges
8. C.A to the Controller of Examinations
9. I/c Director, Computer Centre, University of Jammu
10. Asst. Registrar (Conf. /Exams. Prof./ Inf./Pub.)
11. Incharge, University Website for necessary action please.
12. S.O (Confidential)

Signature and date 14/9/17
Assistant Registrar (Academic)

Handwritten initials and dates: 13/9/17, 13/9/17, 12/9/17



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 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)

Handwritten initials and date: 06/07/17

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 ó 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 Maktabs, 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.

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 I

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.

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>

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 I □

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 □ork:

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:

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 & □eb 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.APH 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

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 in the Indian Educational set ups

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

UNIT III

Time in Educational Organization

Concept of Resources- Human & Material; Management of time ó Importance of Time schedule for the teacher, Preparation of the daily, Weekly and Monthly diaries ó 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 ó 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 I □

Micro plannin □ and the bud □ et

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

School mapping Need & Factors ó 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 □ ork

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services orgained by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources ó 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

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

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. 10□(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- 1I

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 I□

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

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:

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 : 100
Maximum Marks Internal : 30
Maximum Marks External : 20

First Semester(August-December) INT 1					
Activity	Duration	Credits	Marks		
Visit Cum observation to	2 weeks	2	Int	Ext	100
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 ópluralistic 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 óConcept and the functions, Role of Education in the society; Different societies óWelfare 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 I □

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 □ork

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 & □eb 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>

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: Teachin□, Learnin□ 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.

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

UNIT-I

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 PvtLtd.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.

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

Bloomø Taxonomy approach in Educational Technology to integrate teaching ó 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-I

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:1New Delhi: Kanishka Publishers and Distributors.

□ **eb 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

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

Methodology of teaching of English-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 ó Mechanism of speech, Received Pronunciation (Problems And Prospects) phonemes ó 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 ó 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 óMeaning & Importance; Basic Structures, Patterns Phrases and Clauses; Types of sentences óStatements (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

Devisin□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 I□

Development of Lan□ua□e skills: Listening: components óbarrier in listening, activities to develop listening comprehension

Speaking ócomponents-objectives-barriers to speaking óneed for correct pronunciation ó 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 óactivities to develop testing reading comprehension Writingó its components, objectives of teaching written expression

Hand writing ócharacteristics of good hand writing óMechanics, causes for poor handwritingóways of improving handwriting

Sessional □ork

Listening to the English News on different Indian Television Channels óPractice & 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- 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, Jalandhar.

Singh, M.K. (1998)Teaching of English, International Publishing House, Meerut

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

Methodology of teaching of Sanskrit-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 ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

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

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

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

Unit- I □

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 □ ork

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

Prepare a Project Report on Sanskrit Shalokas 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 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)*

**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 ó 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 ó its components, objective of teaching written expression Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit- I

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 ó 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

<i>Gupta, Veena (2004) Art</i>	<i>Dogri Vyakran</i>	<i>J&K Academy of Culture and Language</i>
<i>Goswami Om</i>	<i>Prof. Ram Nath Shastri Samgar Rachnavali,</i>	<i>J&K Academy of Art Culture and Language</i>
<i>Udhampuri Jitendra (1988)</i>	<i>Dogri Sahitya Da Itihas</i>	<i>J&K Board of School <u>Education</u></i>
<i>Dogra Nutan Desh Bandhu (2011)</i>	<i>Dogri Bhasha te Adas Di Itihasak Parchol</i>	<i>Arunima Prakashan Udhampur</i>
<i>Gupta Veena (2006)</i>	<i>Sadde Sahitkar</i>	<i>Akhil Parkashan, Jammu</i>
<i>Manhas Shiv Dev Singh Bhagvat Parsad Sathe Te (2005)</i>	<i>Undian Khaniya</i>	<i>Sahitya Academy New Delhi</i>
<i>Sharma Champa</i>	<i>Chete Di Rahol</i>	<i>Chetan Parkashan</i>
<i>Goswami Om</i>	<i>Lohku Sabadkosh</i>	<i>J&K Academy of Art Culture and Language</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 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 ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

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

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

Hand writing- characteristics of good hand writing ó 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 ó 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

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 –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching Urdu-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

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 ó 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 ó its components, objective of teaching written expression

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

Unit I

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 ó 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

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

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

Course No. : 204
Credit : 4

Title : Teaching in Hindi
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam.: 3 Hrs.

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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.

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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 –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodoloꝑy of teachinꝑsubject-I

Course no. 20

Title: Teachinꝑof 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

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 □ ork

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. 20

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.

Unit I □

Electric current ó 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 ó types, properties and applications in day-to- day life; structure of matter- elements, compounds and their properties, mixtures, atomicity.

Sessional □ork:

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)**

Methodoloꝑy of teachinꝑ subject-I

**Course no. 20ꝑ
Credits 4**

**Title: Teachinꝑ of Bioloꝑical 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 -I□

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 □ork:

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.

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. 20

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 ó 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 ó 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 ó specifications; task analysis; Objectives of teaching arithmetic, algebra, geometry. Application of Approaches and models of teaching mathematics ó Inductive - deductive approach; Analytic ó 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.

UNIT III

Different Techniques of Teaching Mathematics

Five E model ó 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 I

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 ó 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

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

*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 NewYork.*

*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.*

Rai and Sons, New Delhi.

Aggarwal, S.M. (1999)Teaching of Modern Mathematics, Dhanpat

(NCERT&JKBOSE)

Text Books (Prescribed) in VIth to IXth Classes

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. 20□

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 I□

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 ó Electronic accounting.

Sessional □ ork:

To prepare a balance sheet of a financial institution

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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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. 20

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

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 – I□

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.

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:

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

Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Grag 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 –II
(For the examination to held in the year 2018, 2019& 2020)**

Methodology of teaching subject-I

Course no. 20□

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 – I □

Lesson Planning: Need and importance.

Preparation of composite Lesson plan:

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

Sessional □ ork:

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

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:

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.

Dr. P. K. (2000) Teaching of Fine Arts, Patiala Publication Bureau, Punjab 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. 20□

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.

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:

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 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. 20

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 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 ó generation ó classification ó Hardware - Input & Output Devices, software ó definition, types of software computer languages storage devices ó primary and secondary; RAM & ROM Introduction to operating system ó 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 ó Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science; Scope of Computer Science ó 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 ó deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method ó Meaning, Steps, Merits and limitations. Programmed instruction ó Meaning, types ó linear, branching Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) ó 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 I

Different Techniques used for teaching computer:

Brainstorming, Buzz session, Simulation, symposium, Team teaching ó 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) ó 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.}

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

- 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
- Ra*
- jaraman, V. Fundamentals of Computer.*
Saxena, Sanjay A first course in computers – Vikas
Books.

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. 20

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 ó 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 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

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

- *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*
- *Regum, Armeeda(2002) Modern Teaching of Home Science, Anmol Publications, New Delhi*

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 : 40
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 : 100

Maximum Marks Internal : 30

Maximum Marks External : 20

IN T 2	Activity	Duration	Credits	Marks 100		
				Int	Ext	Total
	<u>Visit Cum observation to</u>	2 weeks	2			100
	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 choosen 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 04

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: Suggestopedia, Teaching of English in Smart classrooms (development of lessons & Issues) use of Language 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 I □

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 óGathering, 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 □ or 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- 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

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 0

Title: Teaching of Sanskrit
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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 I

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.

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 0

Title: Teaching of Punjabi

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

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 existing 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 03

Title: Teaching of Urdu
Total Marks : 100
Maximum Marks Internal : 00
Maximum Marks External : 00
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 existing 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 04

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 existing 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

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

BACHELOR OF EDUCATION (B.Ed)

Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

Course No. : 301(Theory)

Credit : 0

Title : Teaching in Hindi

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

Duration of Exam.: 3 Hrs.

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Hkkoh fBkdka ea fglNh Hkó fBk.k dh dpyrkvk dk fodkl djukA

vk/kfud fBk.k fof/k; ka ds mfpr Á; kx ds ckjs ea Hkkoh fBkdka dks ifjpr
djokukA

fglNh fBk.k ea I gk; d I kexh ds fueZk vkj Á; kx dh ; kX; rk dk fodkl djukA

Hkkoh fBkdka ea eY; ka du {kerk dk fodkl djukA

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- ❖ eW; kdu & vFk] Ádkj ¼j pukRed] l edfyr] ekf[kd rFkk fyf[kr½ rFkk egRoA
- ❖ eW; kdu Áfof/k; kj & vFk] Hkn ¼fucU/kRed rFkk oLrfuÓ] egRo rFkk mi ; ksx@ l Hkh Ádkj ds ÁDka dk vH; kl A
- ❖ HkkfÓ] dkDyks dks tkpus ds ekf[kd rFkk fyf[kr ÁDka ds Lo: lk rFkk vH; kl A
- ❖ HkkÓ ds eW; kdu ds ÁDi =ka dk Lo: lk rFkk fuekZk ds fl) kUr] foÓ&oLrd] vFkz xg.k rFkk HkkÓHkO; fDr dDyrk A

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- ❖ okn&fockn Áfr; kfxrk

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uk; d l gD **fgUnh HkkÓ fD[k.k]**Voà/h OkLVZ l pgh i fcydDl] i fv; kykA

cjkm+ l oZhr dks] **fgUnh v/; ki u**] dY; k.kh i fcydDl] ngyhA

[kUuk T; kfr] **fgUnh fD[k.k**] /kui r jk; , -M+ l Ut} ngyhA

Xkks y , ñdñ] **fgUnh fD[k.k**] gjhD ÁdkDk efunj] vkxjkA

eDdM+ ufjUn] **fgUnh fD[k.k**] xyukt+ i fcydDl } tkyU/kjA

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

**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 : 00

Maximum Marks External : 00

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 –I

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

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

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 –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject II

Course no. 302 (Theory)

Credits 0

Title: Teaching of Physical Science

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

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

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 I

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

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:

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 –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject II

Course no. 302
Credits 0

Title: Teaching of Biological Science
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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 of Formative and summative evaluation.

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

Unit I

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

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 –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology o□teaching sub□ectII

Course no. 302

Title: Teaching o□Home Science

Credits □

Total Marks : 100

Maximum Marks Internal : □0

Maximum Marks External : □0

Duration o□Exam : 3hrs

OB□ECTI□ES

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 ó 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

Techni□ues o□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

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 I □

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 □ or 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

- *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*

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 0

Title: Teaching of Commerce
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0

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 óFormative and summative evaluation.

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

Unit I

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 or 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

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 –III
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject II

Course no. 302
Credits 0

Title: Teaching of Performing Art
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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

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 – I □

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 □or 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:

- *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 04

Title: Visual Art

Total Marks : 100

Maximum Marks Internal : 00

Maximum Marks External : 100

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 – I

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 ó 1 full sheet.

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

- ☒. Still life drawing and painting of group of two or three simple objects in any medium.
- ☒. Collage Making.
- ☒. 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

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.

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 0

Title: Teaching of Computer Education

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

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 of Types of LAN of Wi-Fi of Uses; E-mail of 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 of 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 of Meaning, organization and importance. Computer Science Lab of Need for planning the

computer laboratory special features of computer laboratory. Essential infrastructure ó 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 I

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 ó meaning, development and importance; E-evaluation ó 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.

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

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

Ra

jaraman, V. Fundamentals of Computer.

Saxena, Sanjay A first course in computers – Vikas

Books.

**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 04**

**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.

UNIT I

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 Physical 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 04

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 ó 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 I□

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 (ll gm) - Divide the ll 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 □or 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:

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

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

Course no. 303
Credits 0

Title: Environmental Education & Disaster Management
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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 of deforestation and global warming.

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 I

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 ó 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 or 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

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.

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

Course no. INT

Title: School Internship

Credits 10

Total Marks : 250

Routine Work : 50

TPI(A) & TPI(B) : 200

Duration : 8 wks

INT	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

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

Course no. PR
Credits 0

Title: Project Work
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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 –I
(For the examination to held in the year 2019, 2020 & 2021)

Course no. 01 (Theory)
Credits 0

Title: Teacher Education
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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 ó 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) SIEMAT c) DIET

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

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.

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 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.*

www.ncte-india.org/

www.mu.ac.in/

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

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

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

Course no. 02 (Theory)
Credits 0

Title: Optional Papers (A History of Education)
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
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

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 universalise Education in & 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

www.ncert.nic.in

www.jandkplanning.com

www.mhrd.gov.in

www.teindia.nic.in

www.teindia.nic.in

www.ncert.nic.in

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

Unit I

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

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

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

BACHELOR OF EDUCATION (B.Ed)

Semester –I

(For the examination to held in the year 2019, 2020 & 2021)

Course no. 02 (Theory) Title: Optional Papers (Civild & Peace Education)

Credits 2

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

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 I □

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 □ or 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

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>

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

Course no. 02 (Theory)
Credits 0

Title: Optional Papers (D Guidance & Counseling)

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

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.

BACHELOR OF EDUCATION (B.Ed)

Semester –I

(For the examination to held in the year 2019, 2020 & 2021)

Course no. 02 (Theory)

Credits 0

Title: Optional Papers (E Comparative Education)

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

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

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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.

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 óunderstanding 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.

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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

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
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

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

Course no. 02 (Theory)
Credits 0

Title: Optional Papers (F Computer Education)
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0

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's function. Accessories: Notepad, Word pad, Paint, Media Player and Removable Devices's 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's use

UNIT I

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

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

BACHELOR OF EDUCATION (B.Ed)

Semester –I

(For the examination to held in the year 2019, 2020 & 2021)

Course no. 02 (Theory) Title: Optional Papers (Curriculum Development)
Credits 2 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

UNIT I

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

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

Course no. 02 (Theory) Title: Optional Papers (H Contemporary India & Education)
Credits 0 **Total Marks : 100**
Maximum Marks Internal : 0
Maximum Marks External : 0
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),

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

www.ugc.ac.in

www.ncert.nic.in

www.icsr.org

www.mhrd.gov.in

STATUTES & SCHEME FOR THE TWO YEAR B.ED COURSE 2015

1.Course

The course for the Degree of Bachelor of Education shall extend over a period of two academic years, having four semesters. This course is designed variously under theory lectures / Methodology lessons /school internship or field work (different components) / Reflective Journal

1.2 Mode of Admission

The admission to B.Ed course(two years) shall be made on Entrance Test/Merit basis.

1.3 Intake Capacity

There shall be the intake of a basic unit of 50 students with a maximum of two units per year. The Unit intake capacity for B.Ed (two year) will be 100 candidates for 1st semester.

1.4 Time of Admission

Admission to the said course shall start on July 1 and shall be completed by July 31 every year.

1.5 Semesters & Vacations

The terms and vacations for the course shall be as under :-

First semester - August 01 to December 24 (Including Exam Days)

Inter Semester Break -Dec 25 to 5th Jan. (next Year)

Second Semester - January 06 to June 15(Including Exam Days)

Inter Semester Break-June 16 to July 31

IIIrd Semester- August 01 to Dec 24th of the academic year

Winter break - December 25 to January 5

IV Semester- Jan 06 to June 16 of the academic year

1.6 Theory & Practice Duration

A total of 200 working hours are to be academically fulfilled with 36 hrs class per week.

A total of 20 weeks internship cum teaching Practice is to be achieved (spread over two years) having 4 weeks in the First year of the program and 16 weeks in the second year. The 4 weeks internship is to be in two semesters having 2 weeks internship in each semester of the first year whereas the 16 weeks is to be spread over third and Fourth semester of the 2nd Year of the B.Ed program.

The Semester examination for the two year Degree of Bachelor of Education shall be held in December for Ist,3rd Semester & in June for IInd & IVth semester at Jammu and other places as may be fixed by the Vice-Chancellor.

2. Eligibility

Admission to B.Ed. course in Colleges of Education, other than the Govt College of Education, in and off site campuses of the University of Jammu shall be open to such candidates who have passed Bachelor Degree and/or Master Degree Examination with 50% aggregate marks for General Category and 45% marks for the reserved categories of SC/ST and Others(as per the rules of the state govt.) in the Faculties of Arts, Science, Social Sciences, Commerce or Faculty of Music and Fine Arts, conducted by the University of Jammu or an examination of any other University recognized as equivalent thereto or Bachelor's Degree examination of 4-year duration in a recognised University. The admission can be granted :-

- a. Provided that a candidate who has been placed under reappear category in one course/paper of an examination, other than the qualifying examination, or was scheduled to appear in the examination (other than the qualifying examination) either as a regular or private candidate before the commencement of class work of B.Ed. course but could not do so on account of delay in the conduct of said examination, for reasons beyond his control, shall be eligible to appear in the examination, even though he/she has been duly admitted to B.Ed. course.
- b. Any person in employment or self-employment or engaged in a business or profession is not eligible for admission to B.Ed. course in Non- Government colleges.
Such a person may, however, be considered for admission, provided-
 - (i) he/she produces a certificate from his/her employer that the employer has no objection to his/her employee pursuing whole time B.Ed course and that the employee is on authorised leave for the purpose;
 - (ii) in the case of self-employed-person or a person engaged in business or a profession, the person concerned gives an undertaking in writing that he/she will devote his/her whole time for studies as a student during the period he/she remains on roll of the College for the course and shall not engage in any business or profession or avocation during this period or engage in any other activity which is likely to interfere with his/her studies in the college.

3. Medium of instruction and examination

English shall be the medium of instruction and examination in all papers except in Modern Indian Languages, where the medium of instruction and examination shall be the language concerned.

4. Eligibility for Examinations

At the end of every semester, Semester/term end examination would be held by the University as per the academic calendar schedule. All the candidates who have fulfilled the conditions of attendance, internals as well as internship cum Teaching Practice , shall be allowed to take examination. A person, so long as he/she is a student of B.Ed course, shall not be eligible to attend any other course of instruction or appear in any other examination of the University

The concerned Principal of the College/Institution shall issue a certificate in the regard of the fulfilment of the conditions laid out for students and completion of syllabus.

1. There shall be an examination called the semester examination at the end of each semester in the prescribed courses for students having undergone a regular course of study college of Education or in and the off site campuses . Examinations in the 1st and 3rd semester courses will be held ordinarily in the December and examination in the 2nd and 4th semester courses will be held ordinarily in the June every year or on such dates as may be approved by the Vice-Chancellor.
2. A semester examination for the B.Ed Degree Programme shall be open to the following categories of persons:
 - (A) A regular student i.e. a person who has undergone a regular course of study in an affiliating college of education or in and the off site campuses for the period specified for that course of study by having been on the rolls of the College immediately preceding the examination and has his/her name submitted to the Controller of Examinations by the Principal where he has pursued the course for the examination and has fulfilled the following conditions to be certified by the principal concerned:
 - i/ he/she has been a person of good conduct;
 - ii/ he/she has attended not less than 80% of the lectures delivered including seminars, tutorials etc., in each course offered by him in that semester;
 - iii/ In the case of a internship , he/she has attended not less than 90% of the internship(attendance)
 - iv/ he/she has paid the prescribed fees.
 - (B) Ex-students i.e. persons who after having undergone a regular course of study and having completed all conditions of eligibility for appearance in a course or courses in a semester examination including minimum attendance requirement and having secured D grade in sessional work and having either failed to pass the semester examination in that course(s) or been unable to appear in the examination in that course(s) will be eligible to appear as a private candidate in a examination by submitting his/ her application on the prescribed form along with prescribed fees to reach the controller of examination within the dates fixed for this purpose.
The said candidate has to complete the Course with the all components(theory papers as well as the Internship) in maximum of the 3 years of the enrolment in the course. However , university guidelines for PG Semester System shall be applicable to the B.Ed candidates as well for the awarding of the internals in proportionate to the mark obtained in the theory examination for the reappear or private candidates.
3. The exact date for the external examination as well as the evaluation of theory as well as for the Internship shall be notified by the Controller of Examinations in consultation with the Principals of the Colleges.
The examination shall be open to any person who –
 - i/ has been on the rolls of an affiliated (permanent /temporary) college for every semester;
 - ii/ has passed the Bachelor’s Degree Examination In any Faculty of this University as recognized or an examination of any other University recognised as equivalent there to.
 - iii/ produces the following certificate signed by the Principal of the College he/ she
 - a/ has a good conduct and character;
 - b/ of having completed 80 % of attendance in each subject in theory and 90% for school internship in each semester .
 - c/ having completed school internship as per the norms laid down for the same ;

4.4 Admission in the next Semester

Admission in the II, III and IV Semester courses in B.Ed Two year semester program in operation shall be made on the prescribed forms to be filled up by every student seeking continuation of admission to the next semester.

- i) Admission for the II & IV semesters shall be completed by the Principal concerned within 15 days from the date of termination of the I/III semester examination. However, admission in the 3rd Semester of B.Ed shall be subject to having passed at least 50% of the courses of the Ist Semester, appearance in at least in the two courses of the IInd Semester and having secured minimum of D grade in the Internals and must have completed the Internship of the Ist & IInd Semesters.
- ii) Provided that a late fee as per the notification issued from time to time shall be paid by each student seeking admission after the last prescribed date, up to 3 days maximum delay and thereafter no admission for continued enrolment shall be made.

Notwithstanding anything contained above the Vice-Chancellor shall be competent to alter the above schedule of continued enrolment.

4.5 Cancellation /Shortage of Attendance & Condoning the shortage

I. The Principal, shall be competent to cancel the admission of a student enrolled in B.Ed program in the college affiliated with the University of Jammu, if ;

- i) The student teacher / trainee/ intern remains absent without the permission of the Principal for a period of 1month continuously ; or
- ii) The student teacher fails to attend the 50% or more of the total lectures delivered in the Ist semester after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her
- iii) All these actions if taken, need to be vetted by the Competent Body of the University.

In case if the student teacher/ trainee/ intern has a some shortage than the required needed lectures for the eligibility, the Principal in consultation of Managing Committee, may condone shortages of a student in attendance in a semester for special reasons, to be recorded in writing, up to 6 % of the lectures delivered. But the internship part is to be done by the student, for which no condoning is effective. The internship is compulsory.

A student, whose deficiency in lectures in a course is not condoned by the principal in consultation of Managing Committee or is not condonable, shall not be eligible to appear in the semester examination in the B.Ed course.

II. On Duty

A student who participates in games, cultural and other co-curricular activities, as defined below, with the prior approval of the Principal in consultation of Managing committee concerned. Such student/students for the purpose of condoning deficiency in attendances incurred by him/her on account of the participation in the inter university /interstate/regional Meet/National Meet, be treated as present on all the working days during the days of his/her absence on such account for a period not exceeding 08 working days in a semester for the theory papers but not for the internship:-

- 1/ State representation in International/All India Competitions organised by agencies which are recognised by the Board of Sports and Youth Welfare / any other co-curricular meet.

- 2/ Participation in Inter-University Competitions held under the auspices of a University or any other recognised institution as a member of the University team;
- 3/ Participation in Inter-Collegiate Competitions organised by the University as a member of the teams of participating institutions;
- 4/ Participation in the N.C.C., N.S.S. and National Integration Samitis activities as a member of the recognised institutions;
- 5/ Participation in the Coaching Camps/Rehearsals prior to participation as a member of State or University team in the National/All India/Inter-University Competitions; and
- 6/ Participation in the Mountaineering/Hiking/ Trekking/Skiing/Rock climbing or other such activities organised under the auspices of the State Government/University as a member of the Institution affiliated/recognised by the University.

Notwithstanding anything contained in these Statutes, the Syndicate shall have the power to exclude any candidate from appearing in any examination if it is satisfied after issuing a show-cause notice to the candidate and holding an inquiry, that such a candidate is not a fit person to be admitted there to.

5. EXAMINATIONS :

The Examination is a continuous process and the formative and summative techniques would be used to complete the process of examinations. The Semester End or the term end examination would be held in the following components

- a. **Theory Papers**
- b. **Teaching Practice cum Internship.**

5.I Theory examination.

The Theory comprises of the Core subjects and the Content cum Methodology papers irrespective of the weight age of the credits for it. The theory examination will be held as per the University Date-sheet at the designated centers and students need to write the examination as per rules and regulations of the University. The Unit-IV in all the theory subjects deal with the sessional work which is to be a part of internship. The Sessional work shall constitute the content for theory examination as well as for the internship. But for the theory examination, the entire sessional work is also to figure for the written theoretical examination. Candidates will require a minimal of 40% marks for passing the theory examination.

5.II Internship cum Teaching Practice Examination

It is continuous assessment of the student teacher performance in the classroom and outside the classrooms. In the school internship, 4 weeks are to be devoted to school based related activities and 16 weeks are to be devoted to practice teaching and the other activities of the school like all the routine work of the full teacher. The trainees are expected to work as full time teachers during this period. The internship taken up in schools would be fully recorded in the form of Reflective Journal (RJ). The Reflective Journal is to be a compendium of all the activities of the student

teacher which he/she would perform/enact in the classroom in the practicing school/on a field trip/performing any community service etc.

In case of the non sufficient time in completing the internship , the internship activities including the teaching practice may be taken up in the Inter semester break. RJ is to be properly recorded and preserved by the student teacher.

All the activities performed need to be authenticated by the Principal and the Teacher In charge of the Group/ individual student. All the activities performed during the Internship program from Semester 1 to Semester IV would be documented in the Reflective Journal. The Activities which can't be documented in writing must be photographed through timed videography (CD/DVD evidence to be appended).On the proper completion and its authentication by the concerned College Faculty, the External Examiners cum Observers would undertake the external evaluation of the students submitted by the University for the award of the Grades. All the activities performed under internship need to be evaluated and awarded with marks which would be converted into Grades as per the formula charted out at 16. Besides, other activities of the internship, the following activities are must & can't be excluded from the schedule of the activities to be performed for Internship by the concerned Academic Coordination Committee (ACC) of the College.

The following activities besides to other activities are must in the component of the Internship.

- i. Differential Function of the school system.
- ii. System of Managing the classrooms by another teacher(if the teacher is on leave).
- iii. System of Managing Internal & External Evaluation.
- iv. System of maintain School records and Registers (in physical form or in the computer).
- v. System of Managing curriculum activities.

6. SCHEME OF EVALUATION

6.1A Theory External Evaluation

The evaluation of the student teachers would be done continuously throughout stay in the college. The theory papers would be evaluated out of 60 marks through external evaluators as per the guidelines and value points set forth.

6.1 B. Internal Assessment

Internal assessment marks are 40. The 5 marks are to be awarded for the attendance percentage which student teacher has earned in proportion to the number of the classes attended for each subject. The attendance record is to be maintained on daily basis and the Academic Coordination Committee should observe its objectivity as well as malpractices be notified.

The other 5 marks are to objectively awarded on the basis of the observations which a teacher educator would do for each student as per procedure. The following activities are to be basis other than many other activities which ACC may authorize the college , to conduct for awarding 5 marks to the student teachers:

- i) **Peer Leadership (Behavioural):** Taking up the challenges of leading others (leading in discussion in classroom, making others to join in the group talk etc, peer reformist) **1mark**
- ii) **Social Responsibility (social)-**takes the social cause as the personal responsibility be it the Clean India, Green India, Traffic management , HIV awareness etc. **1mark**
- iii) **Technology use in teaching learning-** makes use of the technological intervention in teaching learning process rather the conventional methods of banking on the books which is helpful in the curriculum transaction. **1mark**
- iv) **Environment Friendly-** protects the trees and encourages others to do so; involves in the clean water and air campaigns which benefits the society at large.. **1mark**
- v) **Co curricular Contributor-** Member of the different In house academic activities like member of the Editorial team; a poet /singer/painter/dancer etc./any other such activity which may be helpful in conduct of the teaching in the classroom.

Besides to it, 20 marks are meant for the Internals. The internals includes test/ tests and the Tutorial/ seminar/ on spot questions etc. It is based upon 1mark answer , which is to be written as a very short answer. The test activity can be held twice in one semester with 5 marks each. The teacher educator will maintain the feedback exhibiting the performance. There is chance to improve upon the score.

The other 10 marks will constitute the activity of semester/tutorial/ on spot question etc. activity (involving student teachers application of knowledge and learning of the curriculum). Both of the activities are to be constructed objectively and should be in accordance of the syllabus in hand. The record properly documented is to be shown to each student by the college, if asked, by the ACC for the Inspection purposes or by the student teacher. The proper justification of its value points is to be done very clearly.

6.I.C Internship cum Teaching Practice

- a. Internship cum teaching Practice at the end of every semester , is to be evaluated on the value points. At the end of the IVth semester, the internship of all the four semesters is to be reflected through Reflective Journal. The Unit-IV in all the subjects for the theory deal with the sessional work which also constitutes internship.
- b. The subjects offered by the students at the graduation and post graduation levels will form the basis for the selection of both teaching subject course at B,Ed level.
- c. The teaching Practice will take place in two semesters (3rd & 4th) for the two subjects selected by the student teacher in the IInd Semester. The teacher In charge / teacher Educator would observe the lesson on the Five point scale (**Very Satisfactory, Satisfactory, Average, Needs Amendments, Re-teaching**)

“Very Satisfactory” is such a delivery of lesson which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are innovative and naturalized adopted to the needs of teaching .

“Satisfactory ” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are cost effective and are suited to the needs of teaching.

The “Average” delivery of lesson means which has the complete unison of content and pedagogy as per the plan drawn out and the teaching aids are not required but are used / enforced upon (out of place) in context of teaching.

“Needs Amendments” is such a delivery of lesson where the content and pedagogy match is missing.

The “Re-Teaching” delivery of lesson is to happen when the teaching of the content is wrong/ the pedagogy applied is not as per the requirement of the content. The student teacher’s style of teaching lacks confidence in handling the content , methodology as well as the class.

- d. The awarding of 60 teaching Practice component (40 lessons in each subject +20 lessons (10 On spot lessons +8 Observations lessons of the peers+ 2 criticism lessons) is to be done out of 60 marks (internal) out of 100 marks allotted for each subject whereas the 40 Marks are to be awarded by the external Examiners through the ACC after deliberations and Viva Voce.
- e. The External Examiners appointed by the Hon’ble Vice Chancellor is to award 40 marks on the basis of :
- i. Interviewing the student teacher on the basis of the Pedagogy undertaken. **5 Marks**
 - ii. The effectiveness of the technology used.
(RJ reflections in this context are to be properly documented) **5Marks**
 - iii. Any Innovation done while teaching for the learning among the students
(Transaction Ease) .(authenticated in RJ by the respective teacher) **10 marks**
 - iv. Any report of misbehavior / use of corporal punishment during teaching **(-5Marks)** would be deducted.
 - v. Use of Cost effective /waste material products used as aids / home made aids (minimum 20 aids) **10 marks.**
 - vi. Social Behaviour and responsibility (to share the resources, helpfulness, courteousness to the students). **5 marks**

6.1D A candidate for the degree of Bachelor of Education (B. Ed.) must have:

- a. completed two Semesters (the First Semester and the Second Semester) for the school Internship as given in the syllabus and must have requisite the attendance as per the statutes to go for the next year internship.
- b. In no case the candidate is exempted of / relaxation in the Internship. All the candidates pursuing B.Ed program, hereby to be known as “Student Teacher/ Trainees” /Interns of the B.Ed.
- c. completed a course of Internship extending over four Semesters to the satisfaction of the Principal of the College in which the candidate is studying

6.1 E The Internship will be observed as per the following Schedule

First Semester(August-December) INT 1				
INT1	Activity	Duration	Credits	Marks
	Visit Cum observation to	2 Weeks	2	50
	a) Aganwadi (neighbouring centre)	2 Days		8
	b) Nursery School (Observation of 5 Lessons)	2 Days		8
	c) DIET(7 wings)	2days		8
	d) Innovative Centre(Pry & Middle schools)	2 days		8
	e) Pry School(Observation of 5 Lessons)	2days		8
	f) Middle School	2 days		10

Second Semester(Jan-June) INT 2				
INT 2	Activity	Duration	Credits	Marks50
	Visit Cum observation to	2 Weeks	2	50
	a) High schools(Observation of 8 Lessons)	4Days		15
	b) Hr.Secondary schools Observation of 5 Lessons)	4Days		15
	c) SIE(7 branches) (Observation of 2 Lessons)	2 days		10
	d) Innovative Centres	2 days		10

IIIrd Semester (August -December) INT 3				
INT3	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice	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 choosen 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)

Fourth Semester (Jan-June) INT 4				
INT4	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice	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 choosen 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)

- I. Observe 30 directed lessons (15 in first semester and 15 in second semesters) as per the schedule to be given by other candidates/ peers and demonstration lessons by the teachers of the institution for honing the self-skills in teaching. Before embarking upon the teaching the students in the real classrooms, the trainee must have attended the demonstration and discussion lessons. He /She should have attended lectures and guidance for the discussion of theory courses, and Completed internship components .
- II. Teaching practice (a component of School Internship) of not less than 80 lessons (40 in first and 40 in the second subject and 20 lessons (10 on spot lesson + 8 observations lesson and 2 criticism lesson on each of the choosen subject) taken up for the pedagogical mastery on the content basis in the IInd Semester to be distributed over Standards VI to IX of the recognized elementary / secondary/ higher secondary schools in the 3rd Semester of the curriculum.
- III. On spot lessons are the delivery of lessons which are not to be pre planned by the student teachers but are to be delivered as and when asked to be delivered by the concerned teacher In charge of the Internship. It is to be planned on spot at a short notice.The On spot Lessons are to be delivered by the trainees after having a sufficient on hands experience of teaching in the real classroom situations. The Teacher In charge is to be reasonably satisfied of the performance of the trainee before inducting the trainee for on spot lesson delivery.
- IV. The teacher In charge shall document the change reflected in the trainee on the attainment of the pedagogical skill from the time of the initiation into the classroom to on spot delivery of the lesson.
- V. The Teacher In charge is /are to ensure the veracity of the content to be delivered as well as the optimal performance of the trainee.
- VI. Likewise in the Fourth Semester ,the trainee would deliver teaching practice(A component in the school Internship) 40 lessons for the two subjects each and 20 lessons (10 on spot lesson + 8 observations + 2 criticism lessons) is to be delivered separately in each of the two subjects selected) for Standards VI to IX of the recognized elementary / secondary/ higher secondary schools. The trainee would showcase all the practical work(all components of the school Internship) through the Reflective Journal as suggested above.
- VII. The Teacher In-charge would profusely document in the RJ the evidence and the quantity of change in the teaching style and the methods used, as witnessed in every trainee under his / her mentor ship since the last two sessions (since 3rd semester to 4th semester).

The examination for the degree of B. Ed. shall consist of division of marks, credit and allotment of time to each component of syllabus as shown in Table No.1

Table No I Scheme for two years B.Ed. Programme

FIRST SEMESTER								
Course No.	Subject/Course Component	Credits	Inst.Hrs /Wk	Marks				
				Theory	Practical			Total
					Tr.	Int	Ext Examiner	
101	Education in Indian Perspective	4	4	60	5+5	20	10	100
102	Childhood and Adolescence Education	4	4	60	5+5	20	10	100
103	Language Competence and Communication Skills	4	4	60	5+5	20	10	100
104	Educational Planning and Management	4	4	60	5+5	20	10	100
105	Inclusive Education	4	4	60	5+5	20	10	100
INT1	School Internship	2	Continued & Combined Internship					50(30 Internal +20 Ext)

SECOND SEMESTER								
Course No.	Subject/Course Component	Credits	Inst.Hrs/ Wk	Marks				
				Theory	Practical			Total
					Tr.	Int	Ext Examiner	
201	Philosophical and Sociological Bases of Education	4	4	60	5+5	20	10	100
202	Teaching, Learning and Evaluation	4	4	60	5+5	20	10	100
203	Educational Technology and ICT	4	4	30	5+5	20	10	100
204	Methodology of Teaching Language-I English/Hindi/Punjabi/Urdu/Dogri/Sanskrit	4	4	60	5+5	20	10	100
205	Methodology of Teaching subject-I S.St./Physical Science/Biological Science/Home Science/Commerce/Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths.	4	4	60	5+5	20	10	100
206	Action Research	2	2	50	2.5+2.5	10	10	50
INT2	School Interaction	2	Continued & Combined Internship					50(30 Internal+20 External)

THIRD SEMESTER								
B.EdNo.	Subject/Course Component	Credits	Inst. Hour/Wk	Marks				Total
				Theory	Pract			
					Tr	Int	Ext Exam	
INT3	School Internship	10 (2 credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects.	Continued & Combined Internship as shown in 6.IE					250=50 Routine work+ 100 (TP1)+100 (TP2) Marks
301	Methodology of Teaching Language -II English/Hindi/Punjabi/Urdu/Dogri/Sanskrit	4	4	60	5+5	20	10	100
302	Methodology of Teaching subject-II S.St./Physical Science/Biological Science/Home Science/Commerce/Performing Art/Visual Art/Computer Education/Health & Physical Education/Maths.	4	4	60	5+5	20	10	100
303	Envt Education & Disaster Management	4	4	60	5+5	20	10	100

FOURTH SEMESTER								
No.	Subject/Course Component	Credits	Inst. Hour/Wk	Marks				Total
				Theo	Pract			
					Tr	Int	Obs	
INT4	School Internship	10 (2 credits for Routine work in school as a Teacher & 4 credits each for the Teaching Practice in two subjects.	Continued& Combined Internship as shown in 6.IE					250=50 Routine work+ 100 (TP1)+100 (TP2)Marks
PR	Project Work	4						100
401	Teacher Education	4						100
402	Optional Papers (any one)	4						100
	A. History of Education B. Health and Physical Education C. Value & Peace Education D. Guidance and Counselling E. Comparative Education F. Computer Education G. Curriculum Development H. Contemporary India & Education							

7. Project Work

The project work to be undertaken by each trainee under the directions of the teacher educator and the student teachers are to complete the following components

No	Activity	Completion Period	Internal Marks	External Marks	Marks
i)	Each one teach one	Two Years	15	15	25 Marks
ii)	Plant and own Tree	Do	15	15	25 Marks
iii)	Psychological testing	4 th Sem	15	15	25 Marks
iv)	Portfolio	Two Years	15	15	25 Marks
	a) Development of the Self as a person		5	5	
	b) Development of self as a Teacher		5	5	
	Development of the Wholistic & Integrated Understanding to handle Different situations.		5	5	
			Total		100 Marks

8. Credits

The term 'Credit' refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. For the Foundational Courses and teaching courses, four hours theory course per week is given four credits and two hours theory course per week is given two credits. The total minimum credits, required for completing a B.Ed. programme is 90 credits. The details of credits for individual components and individual courses are given in the schema given above in the table No I.

9. External Examiners

The Vice Chancellor by the powers vested in him would appoint Two External Examiners for the Semester end evaluation of the components (Internship/Project work/Teaching Practice /Internal Assessment) undertaken in the Semester as well as to be the members of ACC.

Duties & Responsibilities of the External Examiner:

- I. Should have an teaching experience of more than 10 years(for Professor/Associate Professor) and Asstt.Professor (as per the prescribed rules).
- II. Should have either B.Ed /M.Ed / MA(Education)as a basic qualification .
- III. Should have worked / been working either in an autonomous Institute or an affiliating institute of Education to JU
- IV. Would undertake a review of the activities taken up in the Reflective Journal of every student teacher before awarding for the said semester.
- V. Would Interact with the faculty as well as the student teacher to understand the mechanism behind the award allotment by the internal team.
- VI. The awarding scheme should reflect objectivity rather arbitrariness.

VII. The student teachers are to be shown the grades awarded and students teachers are to be satisfied for it.

9. Attendance

Every student teacher has to have 200 working days in the entire course work spread in four semesters. The percentage of attendance earned by the student teacher will be awarded in set procedure which as follows:

Above 95% and above = 5

Less than 95 and above 90% = 4

Less than 90% and above 85% = 3

Less than 85% and equal or above to 80% = 2

10. External Examination / Observation

The entire internship done in a semester is to be evaluated through a committee of senior faculty of college mediated by the two External Examiners from the University / college/ other University. The External Examiners are to be the person of the discipline of education and has a minimum of 10 years experience of teaching in B.Ed / M.Ed / MA(Education).The college faculty should have a minimum of 4 years of teaching experience in the college. The focus is to award the student objectively and as per the value points. The External examiners will be paid TA/DA and the remuneration as per the University rules.

11. Experimental School

Every College of Education must have an attached school which would serve the needs of the student teachers pursuing degree in B.Ed.

12. Practicing Schools

Every College of Education must have minimum 15 identified practicing schools. The list of these schools should be submitted to office of Convener /Dean Faculty of Education. The student teachers should have practice teaching of 20 weeks in these identified schools.

13. Qualifications of Faculty and Staff

13.1 Principal: The Principal should possess the following qualification to be eligible for Principal of College of Education.

Essential Qualification

- i) M.Ed /M.A.(Education) & B.Ed degree with minimum of 55% marks.
- ii) Ph.D in Education.
- iii) 10 years of teaching experience at similar College of Education with above qualification.

The NET/SET along with above qualifications constitute desirable qualification.

13.II FACULTY

For Core Subjects:

The following qualifications are essential to be the faculty of core subject.

- i) M.Ed /M.A.(Education)&B.Ed degree with a minimum of 55% marks
- ii) Ph.D in Education

NET/SET along with the above mentioned qualification constitutes the desirable qualification.

13. III. For Teaching subjects (Pedagogy Subjects) :

The following qualifications are essential to be the faculty for teaching content and Methodology.

- i) A Master degree in the concerned/related discipline/subject with a minimum of 55% marks.
- ii) B.Ed as a qualification along with the (i) qualification

NET/SET/M.Ed constitutes a desirable qualification in addition to above mentioned (i) & (ii) as mentioned above.

Besides to above, the College should have one faculty of each :

Fine Arts	01
Performing Arts	01
Health & Physical Education	01

For an intake of two basic units of 50 students each, that is total strength of 200, there shall be 16 full time faculty members. The distribution of faculty across different curricular areas shall be as under

Principal	01
Faculty of Core subjects	04
Faculty of Pedagogy subjects	08
(Math, Science, Social Science & language)	
Lecturer of Health & Physical Education	01
Lecturer of Performing Art	01
(Music/Dance/Theater)	
Lecture of Fine Arts	01

Note : (i) The faculty positions listed under different subject categories may teach course (s) in the Teacher Education programme across curricular areas specified, and can cater to both foundation and pedagogy course (s). If the student' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilized for teaching in flexible manner so as to optimise academic expertise available.

There shall not be more than 25 student teachers/ trainees per teacher for a school subject for the Methods Courses and other practical components /Courses /activities of the program to facilitate participatory teaching learning.

IV. ADMINISTRATIVE STAFF

(a)	Librarian (B.Lib with 55%)	01
(b)	Lab. Assistant (with 55% marks)	01
(c)	Office-cum-Account Assistant	01
(d)	Office Assistant-cum-Computer Operator	01
(e)	Store-keeper	01
(f)	Technical Assistant	01
(g)	Lab. Attendants/Helpers/Support Staff	02

Qualifications

As prescribed by State Government as per the rules.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared.

14. Academic Coordination Committee (ACC)

This committee will facilitate the local coordination & consultation of the academic arrangements at the college level as well as the optimal utilization of the Monetary and the physical resources for the promoting the cause of education among the stakeholders . The committee will be of three years tenure and after every three years the committee needs to be reconstituted.

14.A Members : The committee will have Four members in it namely-

- i) One nominated member Professor or Associate Professor (external Examiner/Observer) of the University/ from a college of Education / College having the 10 years expertise in the discipline of Teacher education/Education (it will be on Semester / term end basis).
- ii) Two senior faculty(One Principal & other faculty not less than 4 years stay) in the college of education.
- iii) One Assistant Professor to be nominated (either from the Govt. college or Dept of Education, Jammu University or any such faculty from an affiliating institution of Jammu University.

14.B Duties and Responsibilities :

- I. The Committee should meet twice or on need bases in an semester to take note of the resources and the smooth functioning of the college.
- II. The minutes are to be recorded and the academic arrangements in the college should go accordingly.
- III. The External Examiner / Observer and Assistant Professor are must in any evaluation of the Internals/Internship / Teaching Practice / project work as part of the examination. The Hon'ble Vice Chancellor will nominate these members on the Semester basis.
- IV. The Committee will deliberate upon the academic arrangement at least once at the beginning of the semester.

- V. The committee will have two local faculty from the college out of which Principal will act as the member secretary.
- VI. The nominated members of the University shall ensure complete transparency as well as fairness in awarding the grades to the student teachers of B.Ed.
- VII. The Committee shall act free of any biases and prejudices in awarding the Grades or taking any policy decision.
- VIII. The committee will strictly follow the guidelines as set forth for implementing the policies and program of the B.Ed.

15. FACILITIES TO BE PROVIDED IN COLLEGE

I. The Institution must have the following infrastructure (each item to include facilitation for PWD):

- i) One classroom for every 50 students
- ii) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq.ft)
- iii) Library-cum-reading room.
- iv) ICT Resource Centre
- v) Curriculum Laboratory
- vi) Art and Craft Resource Centre
- vii) Health and Physical Education Resource Centre (including yoga education)
- viii) Principal's Office
- ix) Staff Room
- x) Administrative Office
- xi) Visitor's Room
- xii) Separate Common Room for male and female students
- xiii) Seminar Room
- xiv) Canteen
- xv) Separate Toilet facility for male and female students, for staff, and for PWD
- xvi) Parking Space
- xvii) Store Rooms (two)
- xviii) Multipurpose Playfield
- xix) Open space for Additional Accommodation
- xx) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan town/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- xxi) Safeguard against fire hazard be provided in all parts of the building.
- xxii) The institution campus, buildings, furniture etc. should be barrier free.
- xxiii) Hostel for male and female students separately, and some residential quarters are desirable.
- xxiv) **Library-cum-Reading Room**
There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias,

year books, electronic publications (CD-ROMs), online resources, and minimum five referred journals on education, and subscription to five other in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facilities and computer with internet facilities for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than there multiple copies of each title.

- xxv) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- xxvi) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.
- xxvii) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- xxviii) Games and sports equipments for common indoor and outdoor games should be available.
- xxix) Simple musical instruments such as harmonium, table, Manjra and other indigenous instruments.

16. Conferment of the B.Ed. Degree :

- (i) A candidate shall be eligible for the conferment of the Degree of B.Ed. only if he/she has earned the required credits for the programme prescribed.

The successful candidates shall be classified as under:-

	Greater or Equal to % of Marks (>=)	Less than % of Marks(<)	Grade Awarded
1	80	-	A+
2.	75	80	A
3.	68	75	B+
4.	60	68	B
5.	50	60	C
6	40	50	D
7.	36	40	E
8.	20	36	F

Those who gain A+ -D Grades are considered successful whereas the below D(i.e. E) is to be considered fail or Dropped for the Different Components

- i) Core /Foundational Courses
- ii) Methods Cum Content Courses
- iii) Internship & Projects

The final results shall be displayed in Grades as approved by the Competent Body on the pattern of Masters Degree program.

- I. A candidate, who passes, in theory but not successful in Internship examination will be a not successful candidate to earn the Degree as the candidate is to be successful in all the three components(Core/ Foundation Courses , Teaching Courses and the Internship) simultaneously irrespective of the minimum of Grades earned.
- II. A candidate, who is successful in Internship examination but not successful in Theory Part (Foundational courses and the teaching courses) of the examination, shall be required to take the examination again in theory to earn the minimum grades to be earned to be declared eligible for award of B.Ed Degree.
- III. Students pursuing the said course shall be permitted to complete the program within a maximum period of three years from the date of the admission to the program.
- IV. In no case the Internship could be exempted fully or partially. It is to be done as suggested.
- V. The syllabi and courses of study shall be prescribed by the Academic Council. The resource material (Text Books/ Reference books /Articles) used by the students to write the assignments/ examinations are to be Plagiarism free and should be of the quality material fulfilling the research ethics.

As soon as possible after the termination of the examination, the Controller of Examinations shall publish a list of the candidates indicating against each his/her result. Each successful candidate shall be awarded a degree stating the Grade.

17. A candidate, who has already passed the examination for the degree of Bachelor of Education, may appear privately in anyone of the subjects mentioned in papers of 'Teaching of the subject' not already taken by him/her for this examination. The examination fee payable by such a candidate shall be one half of the total fee prescribed for the Bachelor of Education examination.
18. Every college of Education would sent in advance an Academic Calendar at the commencement of the session along with the list of the Schools to be engaged for the Internship. The group In charges as well as the student are to be informed accordingly in advance for the Internship venue and the roles and responsibilities.

The senior faculty is an asset of the Institution and a such should be retained, unless compulsive due to reasons beyond the intervention, for the good mentorship as well as for the internal academic coordination arrangement.

19. **Managing Committee:**

The Institution /college will have a Managing Committee on its own .The committee shall comprise representatives of the Management , One nominated member of the University(an educationist), a teacher Educator , preferably from the Senior Faculty of the Department of Education and a senior member of the staff including the Principal.

20. **DEFINITIONS :**

- I. Bachelor Degree” means Bachelor’s Degree in the faculties of Arts, Science, Social Sciences or Commerce (under 10+2+3 pattern) of the University of Jammu or Bachelor’s Degree in the Faculty of Music & Fine arts of the University of Jammu or a Degree of any other university recognised as equivalent thereto or Bachelor’s Degree of 4-year duration in the Faculty of Agriculture of a recognised University or any of the such faculty which is included or would likely be included by the University Act.
- II. Qualifying Examination” means Bachelor’s Degree Examination (on the basis of which the candidate becomes eligible for admission to B.Ed. course in) in the faculties of Arts, Science, Social Sciences, Commerce or Music and Fine Arts of the University of Jammu or any other examination recognised as equivalent thereto or, Bachelor’s Degree of 4-year duration in the Faculty of Agriculture and other Faculties approved by the University of Jammu.
- III. Merit means percentage of marks obtained by the candidate in the qualifying examination(Bachelor Degree).
- IV. Open Merit Category means consideration under Non-Reserved Category on the basis of inter-se merit.
- V. The University means the University of Jammu.
- VI. Incomplete Form means the Application Form which is wrongly filled in, gives incomplete/wrong/false information, has not been attested by the prescribed authority, is not accompanied by the requisite late fee in full (if applicable) or is deficient in respect of one or more requisite certificate(s)/documents(s)
- VII. Late Receipt means the Application Form not received in the University even by post during working hours on or before the last date notified for the purpose.
- VIII. College means a Colleges of Education affiliated to the University for imparting instruction in the B.Ed. course.
- IX. Authority to attest the Application Form and Photograph” is either the Principal of the Institution from where the candidate passed the qualifying examination or where he is studying at present or by a gazetted officer or as per the University guidelines.

- X. Candidate means the person seeking admission to B.Ed. course.
- XI. Internship is an integral component, of the B.Ed Course, which comprises of different activities like Teaching of Practice etc. as reflected in the details above.
- XII. Reflective Journal is a compendium of all evidences of the activities performed by the trainee during the B.Ed course completion. The documents is to be authenticated by the student, teacher, teacher incharge and the Principal.
- XIII. During the course, the candidates pursuing B.Ed program is a trainee/ Student teacher/Intern .

BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to held in the year 2015, 2016 & 2017)

Course no. 101 (Theory)
Credits 4

Title: Education in Indian Perspective
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:

Right to the equality; Rights against the Exploitation ; Girls Rights and the respect to the gender (Constitutional provisions); The prohibition of the Child labour(Constitutional provisions); RTE (2009). 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 the Teaching , Difference between the Bhartiya Shiksha and the Western Education.

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 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; Decolonisation 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 Asharams 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 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 encompassing different components . The details of the Internals are given in the syllabus.

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>

BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to held in the year 2015, 2016 & 2017)

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 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

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 Mc Graw 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 2015, 2016 & 2017)

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

- 1) Language: Concept, Importance and Linguistic principles
- 2) Language and Society: Language and Gender; Language and Identity; Language and Power
- 3) 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

- 1) Constitutional provisions and policies of language education (Articles 343-351,350A)
- 2) Kothari Commission (1964-66) with special reference to language Education
- 3) National Curriculum Framework-2005 with special reference to language education

Unit-III

Language Teaching

- 1) Different Process of Language learning as per constructivism
 - a) John Dewey
 - b) John Piaget
- 2) Methods of Language Learning
 - a) Direct Method
 - b) Bilingual Method
 - c) Textbook Method
 - d) Grammar Translation Method
 - e) Inductive and Deductive Method
- 3) Structural and Situational approaches to Language learning: Merits and Demerits

Unit IV

Communication skills

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

- 2) 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
- 3) 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- 3 hours
- 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:

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

- *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.APH 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

BACHELOR OF EDUCATION (B.Ed)
Semester –I
(For the examination to held in the year 2015, 2016 & 2017)

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 skillful in organizing various human Resource Management Program 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 in 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 education 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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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

- *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 2015, 2016 & 2017)

Course no. 105 (Theory)	Title: Inclusive Education	Credits 4
	Total Marks : 100	
	Maximum Marks Internal : 40	
Maximum Marks External : 60	Exam : 3hrs	Duration of

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 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

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:

- *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	50
g) Aganwadi (neighbouring centre)	2 Days		8
h) Nursery School (Observation of 5 Lessons)	2 Days		8
i) DIET(7 wings)	2days		8
j) Innovative Centre(Pry & Middle schools)	2 days		8
k) Pry School(Observation of 5 Lessons)	2days		8
l) Middle School	2 days		10

Observation

1. Aganwari & Nursery Classroom
2. Educational Resource Centre 3 Departments
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 & Presentations on Different Aspects of Teaching

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2016, 2017 & 2018)

Course no. 201 (Theory) Title: Philosophical And Sociological Bases of 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:

- 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 Contribution of Mahatma Gandhi: Rabindra Nath Tagore ,Aurobindo Ghosh and Swami Vivekanand (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

Conceptual 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](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>*

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017 & 2018)

Course no. 202 (Theory)

Title: Teaching, Learning and Evaluation

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 understand the concept of psychology and its branches.
- To understand the concept of child psychology and its importance.
- To understand the concept of educational psychology and its importance.
- To understand the concept of motivation and its types.
- To understand the concept of learning and its types.
- To understand the concept of intelligence and its types.
- To understand the concept of assessment and its types.
- To understand the concept of teaching and its types.

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.

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 Ausubel.

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.

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, Thurstone'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 PvtLtd.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.

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017 & 2018)

**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

- 1) Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)
- 2) Approaches of educational technology: Hardware and software, Multimedia and Mass media approach
- 3) Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

Unit II

Systems Approach in Education

- 1) Systems Approach to Education and its Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies
- 2) Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes
- 3) Bloom's Taxonomy approach in Educational Technology to integrate teaching – learning process

Unit III

ICT in Education

- 1) Information & Communication Technology: Concept, Need and Scope
- 2) 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
- 3) Challenges in Integrating ICT in School Education

Unit-IV

ICT supported teaching- learning strategies

- 1) Project Based Learning (PBL)
- 2) Co-operative & Collaborative Learning

3) Computer assisted learning (CAL)& Computer Managed Learning(CML)

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.

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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:1New Delhi: Kanishka Publishers and Distributors.*
- **Web references**
www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf
www2.rgu.ac.uk/celt/pgcertlt/systems/sys3.htm
www.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017 & 2018)

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 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 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 Affixs , 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 (Developmnt & 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

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017 & 2018)

Methodology of teaching language-I

Course no. 204

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:

- 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 Achara Bhasa (Svapna Vasdatta)

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 Achara 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 Shalokas 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 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*)

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2016, 2017 & 2018)

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 comprehensionSpeaking – components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habitsReading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehensionWriting – its components, objective of teaching written expressionHand 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

- *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*

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017 & 2018)

Methodology of teaching language-I

Course no. 204

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:

- 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 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

- | | |
|---------------------------------|--|
| <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 2016, 2017 & 2018)

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

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 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 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

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

- *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*

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2016, 2017 & 2018)
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

- ❖ 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।

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

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2016, 2017 & 2018)

Methodology of teaching subject-I

Course no. 205
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:-

- 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

1. Meaning ,scope and importance of social sciences in secondary schools. Core subject of social sciences, history, political science, geography, economics, interrelationship between them.
2. Aims and values of teaching social science in secondary schools.
3. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social sciences.

UNIT-II

1. 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.
2. 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.
3. 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

UNIT-III

1. Lesson Planning:- Meaning and importance of a lesson plan. Unit and yearly lesson plans.
2. Steps for preparing lesson plans through Herbartain and RCEM approach.
3. 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 2016, 2017 & 2018)

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.

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 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 ,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 2016, 2017 & 2018)

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.

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 ,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 2016, 2017 & 2018)

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.

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

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

- *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 2016, 2017 & 2018)

Methodology of teaching subject-I

Course no. 205

Credits 4

Title: Teaching of Commerce

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

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

- *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 2016, 2017 & 2018)

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

1. Knowledge of different parts of instruments Tanpura/ Sitar/ Tabla.
2. Notation system of Pt V.N Bhatkande and Pt V.D Pulskar
3. 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

Unit – III

1. Music Lesson Planning:
 - (a) Meaning, importance and objectives
 - (b) Construction of Lesson plan (General and specific)
2. Qualities and training of music teacher
3. 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

1. Audio- visual Aids for teaching Music

2. Organization of Music Competitions and related practical activities
3. Innovative Practices for teaching Music

Sessional Work:

1. Raag and Taal of unit II
2. Play any two Musical Instruments in Raag of choice
3. 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.

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:

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 –II

(For the examination to held in the year 2016, 2017& 2018)

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

1. Aims and objective of teaching Art correlation with the other school subjects.
2. Method of teaching Art.
 - a) Direct observation Method.
 - b) Demonstration Method.
 - c) Project Method.
3. Child Art: Meaning , Importance, Stages.
 - a) Scribbling stage.
 - b) Pre- Schematic stage.
 - c) Schematic Stage.
 - d) Gang age.
 - e) Adolescent Stage

Unit – III

1. Qualities and effective education of music teacher.
2. 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.
3. Audio- visual Aids for teaching Music.

Unit – IV

1. Lesson Planning: Need and importance.
2. Preparation of composite Lesson plan:
 - a) Still Life.
 - b) Landscape.
 - c) Composition.
 - d) Design.

Objectives:**To enable the pupil- teachers to:**

- Under stand 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.

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.

nternship/field work Unit IV having the components/activities of the internship are to be 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:

- *Bucher, C.A (1964) Foundatiohjn of Physical Education , New Yark: Mosby & Company.*
- *Kilander, H.F (1971) School Health Education , New Yark: 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 –II

(For the examination to held in the year 2016, 2017 & 2018)

Methodology of teaching subject-I

Course no. 205

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 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. }

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

- *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.*

BECHLER OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2016, 2017 & 2018)

Methodology of teaching subject-I

Course no. 205
Credits 4

Title: Teaching of Home Science
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 textbooks 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

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

- *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, Faizmeeda(2002) Modern Teaching of Home Science, Anmol Publications, New Delhi*

BECHLER OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2016, 2017& 2018)

Course no. 206

2

Title: Action Research

Total Marks : 50

Maximum Marks Internal : 30

Maximum Marks External : 20

Credits

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

1) 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

2) 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

3) 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

4) 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 question 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 question) 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. & Schumarcher, 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 2016, 2017 & 2018)**

Course no. INT 2
Credits 2

Title: School Interaction**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	50
	c) High schools(Observation of 8 Lessons)	4Days		15
	d) Hr.Secondary schools Observation of 5 Lessons)	4Days		15

	e) SIE(7 branches) (Observation of 2 Lessons)	2 days		10
	f) Innovative Centres	2 days		10

Observation

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

BACHELOR OF EDUCATION (B.Ed)

Semester –III

(For the examination to held in the year 2016, 2017 & 2018)

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
	d) Teaching Practice (TPIA) comprises of delivery of 40 lessons	8 wks	4	100(60 Internal+40

	on one chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)			external)
	e) Teaching Practice (TP1B) comprises of delivery of 40 lessons on other choosen 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. Educational Resource Centre (3Branches of SIE)
4. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
5. Understanding life of a Teacher
6. Understanding Physical, Mental, Social & Emotional Needs of a Child
7. Understanding Related Aspects of Curriculum
8. Assessment of Teachers & Learners
9. Preparation for Diverse Learners in Schools
10. Reflection on Teaching Experience
11. Writing Reflective Journals
12. Extended Discussions on Different Aspects of Teaching

BACHELOR OF EDUCATION (B.Ed)

Semester –III

(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching language -II

Course no. 301

Title: Teaching of English

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

**Maximum Marks External : 60
of Exam : 3hrs**

Duration

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 like Live Mocha, Suggestopaedia,;Teaching of English in Smart classrooms (development of lessons –Issues) use of Language 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 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- 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. (2003Teaching of English, Dhanpat Rai and Sons, Jallandhar.*
- *Singh, M.K. (1998)Teaching of English, International Publishing House, Meerut*

**BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)**

Methodology of teaching language -II

Course no. 301

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:

- 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 exiting 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 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

- *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.*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

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 existing 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 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

<i>Kochhar, S.K. (1989)</i>	<i>Mat Bhasha Dee Shiksha</i>
<i>Safaya, R.N. (1992)</i>	<i>Punjabi Di Shiksha Vidhi, Dhanpat Rai and Sons, Jalandhar.</i>
<i>Sekhon, Sant Singh(1961)</i>	<i>Punjabi Boli Da Itihas, Bhasha Vibhag, Punjab, Chandigarh.</i>
<i>Singh, G.B. (1981)</i>	<i>Gurmukhi Lipi Da Janam Te Vikas, 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 Publication, Ludhiana.</i>

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching language -II

Course no. 301

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:

- 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 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

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 2016, 2017& 2018)

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

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

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

BECHELOR OF EDUCATION (B.Ed)**Semester III****(For the examination to be held in the year 2015, 2016 & 2017)****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 इकाई

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

- ❖ हिन्दी शिक्षण में चाक बोर्ड, मॉडल, टेलीविजन चाट आडियो टेप, कम्प्यूटर ई-मेल, पी.पी.टी., विडियो कान्फरोन्सिंग 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. उपागमों के पदों का हिन्दी शिक्षण में प्रयोग/ इन उपागमों 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 कौशलो 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 कुशलता ।

सत्रीय कार्य

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

❖ वाद-विवाद प्रतियोगिता

सहायक पुस्तक सूची :-

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

बराड़ 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।

मक्कड़ नरिन्द, "हिन्दी शिक्षण", गुलनाज़ 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

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

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

1. Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.
2. Important social and economic issues and concerns of the present day Indian society.
3. Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

UNIT-II

1. 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
2. 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)
3. Techniques of teaching:-
 - Lecture method.
 - Discussion method.
 - Project method.
 - Story telling method
 - Problem solving method

UNIT-III

1. Evaluation: Meaning, need and objectives of evaluation in social sciences.
2. Types of evaluation-formative and summative evaluation and their salient features.
3. Evaluation tools-their relative merits and demerits.
 - Oral test.
 - Essay type tests.
 - Objective tests.
 - Diagnostic testing.

UNIT –IV

1. Social stratification and social change in India.
2. Fundamental rights.

3. Fundamental duties.
4. 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

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 –III
(For the examination to held in the year 2016, 2017& 2018)

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

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

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

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.*

BACHELOR OF EDUCATION (B.Ed)

Semester –III

(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching subject-II

Course no. 302

Title: Teaching of Biological 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 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.

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

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 ,S.D. & Sharma, D.R.(2002). Teaching of science.Malhotra brothers, Jammu.*

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 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

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

- *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*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching subject-II

Course no. 302
Credits 4

Title: Teaching in 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.

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

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

- *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 –III
(For the examination to held in the year 2016, 2017& 2018)

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

4. Theater, Drama & Skit: Historical Background, Concept, importance & objectives
5. Acting :Concept, importance & objectives
6. Theater in Education: History, Role of NSD & NCERT

Unit – III

4. Dance & Theatre Lesson Planning:
 - (c) Meaning, importance and objectives
 - (d) Construction of Lesson plan (General and specific)
5. Audio- visual Aids for teaching Dance & Theatre
6. 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

1. Forms of Dance & Theatre
2. Qualities and training of Dance & Theatre teacher
3. 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

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:

- *Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.*
- *Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Grag 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 2016, 2017& 2018)

Methodology of teaching subject-II

Course no. 302

Title: 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

1. Define Miniature Painting- Mughal, Rajasthani and Pahari, Bengal school of art Raja Ravi Verma and followers. Post independent art in India.
2. Brief history of modern art movements Romanticism, Realism, Impressionism, Cubism, Expressionism, Surrealism, Abstract art. Experiments in modern sculpture and art between 1960-2000
3. Elaboration of Rasa. Art as Emotion (Tolstoy's view). Art as INTUTION (Croce's Theory)

UNIT - II

1. Curating, organizing, planning art exhibitions where the students will be involved in conceptualization research, writing of write ups display and mounting of exhibitions.
2. Publication (e.g. creating topics for articles, researching information for producing drafts of articles; exhibition catalogues)
3. Art & journalism :Art and Print journalism, Art review columns, cultural Heritage notes Profiles of artists, Interviews and Reportage.

Unit – III

1. Qualities and effective education of Visual teacher.
2. 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.
3. Audio- visual Aids for teaching of visual art.

Unit – IV

- 1 .Lesson planning: need and importance.
- 2 Preparation of composite lesson plan:
 - a. Use of object, nature, human figures and animals for 2D surface.
 - b. Copy from masters painting (Academic and modern) and copy from miniature paintings.
 - c. Study of various types of clay.
 - d. Creative expressions through any material.

Sessional Assignments

- ☒☒ 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.
- ☒☒ Still life drawing and painting of group of two or three simple objects in any medium.
- ☒☒ Collage Making.
- ☒☒ 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 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:

- *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.*

**BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017 & 2018)**

Methodology of teaching subject-II

Course no. 302 **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 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 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.

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

- *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.*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching subject-II

Course no. 302

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:

- Under stand 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.

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 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

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 Physical Eduaation Ludhaian: Prakash Brother.*

BACHELOR OF EDUCATION (B.Ed)
Semester –III
(For the examination to held in the year 2016, 2017& 2018)

Methodology of teaching subject-II

Course no. 302

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 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 Arithmetics 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

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:

- *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*

BACHELOR OF EDUCATION (B.Ed)

Semester –III

(For the examination to held in the year 2016, 2017& 2018)

Course no. 303
Credits 4

Title: Environment 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

1. Meaning, need and scope of environmental education.
2. Objectives of environmental education at primary and secondary level.
3. Types of pollution –sources, effects and control of pollutions
4. Evolution and Development of environmental education.

Unit-II

1. Environmental Hazards –causes , effects and its remedies.
2. Acid rains ozone depletion, impact of deforestation and global warming.
3. Population and Ecosystem concepts of ecosystem, components of ecosystem- Abiotic and Biotic

Unit-III

1. Biodiversity, conservation of Genetic diversity.
2. Learning to live in harmony with nature.
3. Miscellaneous Environmental issues:
 - a) Forest and conservations,
 - b) Wild life and its conservation

Unit-IV

Disaster Management : Disaster- Natural and man made: 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.

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. (2007): Education for values ,environment and human rights, Shipra publications, Delhi.*
- *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.*

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. INT 4
Credits 10

Title: School Internship
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
	d) 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)
	e) 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. Educational Resource Centre (Remaining 4Branches of SIE)
4. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
5. Understanding life of a Teacher
6. Understanding Physical, Mental, Social & Emotional Needs of a Child
7. Understanding Related Aspects of Curriculum
8. Assessment of Teachers & Learners
9. Preparation for Diverse Learners in Schools
10. Reflection on Teaching Experience
11. Writing Reflective Journals
12. Extended Discussions on Different Aspects of Teaching

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. PR

Credits 4

Title: Project Work

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60
Duration of Exam : 3hrs

1. 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
2. Workshop to address aspects of development of the inner self and professional identity of a teacher
 - a) To develop sensibilities, dispositions and skills to facilitate personal growth of pupil teachers
 - b) To develop social-relational sensitivity
 - c) To develop effective communication skills
3. Sharing to document personal narratives, biographies, stories, group interactions and film reviews of different children and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation.
4. Each one teach one
5. Plantation drive
6. Reflective Journals with regular feedback
7. The methodology will include games, theatre activities, discussions, nature walk, simulation exercises, collective art, adventure/field visits.

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 401 (Theory)

Title: Teacher Education

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 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**

1. Teacher Education – Concept, Aims, Need and Scope
2. Teacher Education in India with Special Reference: a) Ancient period b) Medieval period c) British period
3. 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**

1. Problems concerning Teacher Education in India and suggestions to overcome them at different levels a) Primary b) Secondary c) Higher
2. Agencies for In-service and Pre-service Teacher Education and Training: a) NCERT b) SIE'S c) DIET
3. National Council of Teacher Education (NCTE) and National Institute of Open Schooling (NIOS): current issues & shortcomings in teacher education

UNIT-III**Innovations and Instructional Techniques**

1. Instructional Methods in Teacher Education: Lecture method, Group discussion and Brain storming
2. Innovations in Teacher Education: Constructivist and Reflective Teacher Education, e-Teacher Education
3. Student Teaching/ Practice Teaching: Objectives, structures, organisation and Evaluation

UNIT-IV**Professionalism and Research in Teacher Education**

1. Professionalism in teacher education, Professional Ethics and Professional Code of Ethics for Teacher Educators
2. Programmes for professional growth of Teachers: Orientation cum Refresher courses and Action research
3. Research in Teacher Education: Nature, scope and trends

Sessional Assignment

- 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.

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

words per question) spread over the entire syllabus. (Total question to be attempted, will be five)

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

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

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

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

1. 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)
2. Wood's Dispatch(1854) and Hunter Commission (1882): Recommendations and its influence on the subsequent development of education in India
3. 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

1. University Education Commission (1948-49): Salient features, objectives, curriculum, methods of teaching, role of teacher
2. Secondary Education Commission Report(1952-53): Salient features, objectives, curriculum, methods of teaching, role of teacher
3. Indian Education Commission (1964-66): Salient features, objectives, curriculum, methods of teaching, role of teacher

UNIT-III

Constitutional Provisions for Education in India

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

UNIT-IV

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

1. Sarv Shiksha Abhiyan
2. Rashtriya Madhyamik Shiksha Abhiyan

3. Rashtriya Ucchar Shiksha Abhiyan

Sessional Assignment

- 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 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 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 Murthi Committee Report, Govt. of India, New Delhi.*

www.mhrd.gov.in

www.ncert.nic.in

www.jandkplanning.com

www.mhrd.gov.in

www.teindia.nic.in

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www.ncert.nic.in

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

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

- 1) Introduction, Definition and Meaning of health& physical education
- 2) Aims and objectives of health and physical education
- 3) 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

- 1) Dimensions & Determinants of health & physical education
- 2) Concept and Importance of balanced diet
- 3) Health hazards (use of alcohol, nicotine & drugs) among adolescents & their remedial measures

Unit-III

Personal Hygiene & Communicable Diseases

- 1) Personal hygiene: Meaning and importance of personal hygiene
- 1) Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS
- 2) Common health problems–Stress, depression and Obesity-Meaning, Causes and preventive measures

Unit-IV

Methods & Role of Teacher

- 1) Health& Physical education: Role of women in health and physical education, social service camps, role of Village health committees, village health insurance scheme.
- 2) Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision
- 3) 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 primary school and 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 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 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 Publication book*
- *Market.*
- *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

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

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

BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 402 (Theory) Title: Optional Papers (C- Value & Peace Education) Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3hrs****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**

- 1) Peace Education: Concept and Need
- 2) Peace contexts: underlying assumptions, processes
- 3) Approaches to Peace Education

Unit-II

Peace education & Prominent educationists

- 1) Peace Education for National Integration and International Integration
- 2) Peace Education propagated by Gandhi, Aurbindo, Swami Vivekanand
- 3) NCF 2005 recommendations on Peace Education.

Unit-III

Human Rights & Fundamental Rights

- 1) Historical background of Human Rights
- 2) Fundamental Rights as included in Indian constitution
- 3) Human Rights protection in Indian Constitution

Unit-IV

Teaching Methods & Activities

- 1) Methods and Activities of Teaching Human Rights
- 2) Obstacles of Human Rights Education
- 3) 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 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 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*
- 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>

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory)

Title: Optional Papers (D- Guidance & Counseling)

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:

- To enable the students to understand the concept of guidance and counselling.
- To acquaint students about different agencies for guidance.
- To understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- To 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 counseling. Different between guidance and counseling. Areas of counseling: Family counseling, Parental counseling, Peer counseling, adolescent counseling and relevance to the Indian situations. Role of teacher and school administrator as counselor. Characteristics of effective counseling.

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 councillor.

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

- *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.*

BACHELOR OF EDUCATION (B.Ed)**Semester –IV****(For the examination to held in the year 2017, 2018 & 2019)****Course no. 402 (Theory) Title: Optional Papers (E- Comparative Education) Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Course****Objectives:****To enable the pupil- teachers to:**

- enable the students to understand the concept of Comparative Education.
- acquaint students about 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.

Sessional Work

Visit to the different schools , Understanding and Compiling a report on the socio cultural;l 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 Eduaction Commiittee, 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 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 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 Edu Education (Govt. of SriLanka)Colombo*

- Govinda, R. : *India Education Report– A profile of Basic Education– OUP*
- Haq&Haq : *Human Development in South Asia– OUP Karachi Human Development in*
- *South Asia 2000* : *The Gender Question– Oxford.*
- *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
- *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*

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

Course no. 402 (Theory) Title: Optional Papers (F- Computer Education) Credits 4
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 ;User of Computer and Explorer - File , Folder, File-folder Handling commandsWindow Help System and uses of Help system-window Help system and uses of Help system. Importance and Uses of Computer- For teachers &For StudentsApplication of Computer- In Education - In 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

UNIT IV

Use of Internet in Education

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

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

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

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

1. Curriculum: Meaning, Importance and Scope
2. Categories and Principles of Curriculum Development
3. Innovations in curriculum

UNIT-II

Foundations of Curriculum

1. Philosophical Foundations of Curriculum: Idealism, Pragmatism and Existentialism
2. Sociological and Psychological Foundations of Curriculum
3. Models of Curriculum Development: Ralph W. Tyler Model(1949-1975) and Hilda Taba Model(1902-1967)

UNIT-III

Models of Curriculum Implementation

1. Curriculum Implementation: concept and Importance
2. Curriculum Implementation Models i) Overcoming Resistance to Change Model ii) Organisational Development Model
3. Contribution of Swami Vivekananda, Mahatma Gandhi and Dr. Zakir Hussain towards Curriculum

UNIT-IV

Curriculum Evaluation

1. Curriculum Evaluation: Nature and Purpose of Evaluation
2. Approaches to Curriculum Evaluation: a) Formative and Summative, b) Continuous and Comprehensive Evaluation
3. Suggestions and recommendation in curriculum development as per NCF 2005

Sessional Assignment

- 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.

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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:

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, Authorspress, 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 Development concepts, 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

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www.albany.edu/cdit/

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

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

BACHELOR OF EDUCATION (B.Ed)

Semester –IV

(For the examination to held in the year 2017, 2018 & 2019)

Course no. 402 (Theory) Title: Optional Papers (H- Contemporary India & Education) Credits 4

Total Marks : 100

Maximum Marks Internal :40

Maximum Marks External : 60

Duration of Exam : 3hrs

Course objectives:

- To develop understanding of significant trends in 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, Progammig, Use of Software in Education

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

Vocationalisation and diversification of education at +2 stage.

Sessional: 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.

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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:

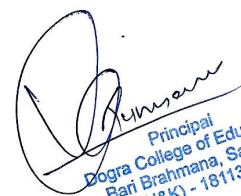
- *Report of Kothari Education Commission 1964-66*
- *Report of New Policy on Education-1986*
- *Report of Programme of Action-1992*
- *Report of National Knowledge Commission*

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