



K.C. COLLEGE OF EDUCATION

Recognised & Affiliated to University of Jammu



Information Brochure

AKHNOOR ROAD, MUTHI, JAMMU

Phone : 0191-2502006

K.C. Educational Society



I am pleased to learn that you have chosen KC College of Education for your forthcoming journey of 'Discovery and Development'. I welcome you all to KC College of Education – a platform of qualitative learning.

The college was founded in the year 2001 by my father Late Shri Sudarshan Mahajan – a visionary who believed in leaving behind the legacy of quality education for the people of Jammu and Kashmir. Over the years, the college has grown into an incarnation of his profound vision and has established itself into an institution of repute, mainly in terms of its academic excellence as evidenced by its outstanding results. We can pay our tribute to his great soul by taking a pledge to live up to the values he cherished and the qualities that he symbolized.

Education is a major instrument to transform society. The present society is characterized by knowledge explosion and technological revolution. As such, it requires teachers to play the role of facilitators of knowledge instead of just becoming traditional chalk-n-talk preachers. Teachers today need to be professionally well-equipped to use multi-media channels of communication, integrate morality with modernity and play the significant role of accelerators of national development. We at KC College of Education are committed to meet these challenges.

I am sure you will find the B.Ed. Programme at KC College of Education very much rewarding and useful for your future career. I wish you the very best in your endeavours as educators of the future!

Mr. Raju Choudhary
Chairman
K.C. College of Education

Memorial
to
A
Visionary
Philanthropist



Late Shri Ram Chand Mahajan
(1909-1996)



From the Principal's Desk

It gives me immense pleasure to see that the College is publishing its fresh edition of prospectus/Information Brochure. This Brochure is a reflection of all the activities involved in running the B.Ed Course successfully, besides the statutes governing the course. The College has been a hub of academic & intellectual activities right from its inception. As there has been a paradigm shift in the educational scenario in the last two decades, the need of the hour is to wake up to these challenges and come up to the aspirations of the new generation. Such Information Brochures would definitely be a step towards facilitating the students getting absolute information regarding the different schemes and trends in the said Course.

SANJAY TICKOO
PRINCIPAL
KC College of Education

Hon'ble members of the Managing Committee

1. **Sh. Raju Chowdhary** Convenor
Chairman, K.C. College of Educational Society
2. **Prof. Dharminder Magotra** Member
Director, Colleges Development Council
University of Jammu
Jammu
3. **Dr. Meena Sharma** Member Syndicate
Dean, Faculty of Science
University of Jammu
Jammu
(Vice Chancellor's Nominee)
Member
4. **Prof. J.P. Singh Joorel** Expert in Administration
Dean, Academic affairs
University of Jammu
Jammu
(Vice Chancellor's Nominee)
Member
5. **Dr. Jyoti Parihar** (State Education Department
Principal
Govt. P.G. College of Education
Jammu
Nominee)
Member
6. **Sh. R.M. Zutshi** (Legal Expert)
Advocate
Member
7. **Mr. Ramesh Sharma** Member
Prominent Citizen
8. **Dr. Sanjay Tickoo** Member Secretary
Principal
K.C. College of Education
9. **Ms. Taranjeet Kour** Staff Representative
Senior Lecturer
K.C. College of Education

FACULTY MEMBERS

S.No.	Name of the incumbment	Designation	Qualification
1.	Dr. Sanjay Tickoo	Principal	M.Sc. Maths M.A. Pol. Sc. M .Ed M. Phil Ph.D.
2.	Mrs. Taranjeet Kaur	Asstt. Professor	M.Sc. Chemistry M. Phil M. Ed
3.	Dr. Deepshika Gupta	Asstt. Professor	M.A. Education B.ED. Ph.D.
4.	Mrs. Neeraj Aggarwal	Asstt. Professor	M.A. Education M.Sc. Home Sc. B.Ed.
5.	Mrs. Bindiya Samyal	Asstt. Professor	M.A. History B.Ed. M.Ed. M. Phil
6.	Mrs. Dharampreet Kour	Asstt. Professor	M.A Punjabi, M.A. History, B.Ed. M.Ed.
7.	Dr. Puja Sharma	Asstt. Professor	M.Sc. Environmental Sc. B.Ed. M.Ed. Ph.D.
8.	Mrs. Ruchi Charak	Asstt. Professor	M.A. Sociology B.Ed. M.Ed.
9.	Mrs. Manu Pathania	Asstt. Professor	M.A. Hindi B.Ed. M.Ed.
10.	Mrs. Priya Gupta	Asstt. Professor	M.A. Education, M.A. Hindi B.Ed.
11.	Mrs. Rita Jamwal	Asstt. Professor	M.Com B.Ed. M.Ed.
12.	Mr. Ravi ji Hangloo	Asstt. Professor	M.A. English B.Ed. M.Ed.
13.	Mrs. Vijaya Kumari	Asstt. Professor	M.Sc. Zoology B.Ed. M.Ed.
14.	Dr. Preety Sharma	Asstt. Professor	M.A. Education B.Ed. Ph.D.
15.	Mrs. Neha Badyal	Asstt. Professor	MCA B.Ed.
16.	Mrs. Lajwanti Koul	Asstt. Professor	M.A. Fine Arts M.A. English
17.	Mr. Bharat Bhushan Pandita	Asstt. Professor	M.P. Ed
18.	Mrs. Preeti Sharma	Asstt. Professor	M.A. Music B.Ed.

SUPPORTING STAFF (TECHNICAL) MEMBERS

S. No	Name of the Incumbent	Designation	Qualification
1.	Mr. Vishal Thakur	Librarian	M.Lib
2.	Mr. Ved Parkash	S.O.	Graduate
3.	Mr. Deepak Raina	Computer Incharge	3 Yrs Dip in Elect. Engg. & 1 Yr. Diploma in Computer Applications
4.	Mrs. Neeta	Peon	Middle Pass
5.	Mr. Rakesh	Peon	Matriculate
6.	Mrs. Toshi Devi	Sweeper	Primary
7.	Mr. Bansilal	Chowkidar	Undermatric
8.	Mrs. Jeeto Devi	Sweeper	Primary

K.C. College of Education, Akhnoor Road, Jammu.

K.C. College of Education is located on Akhnoor Road Opposite BSF School Paloura which is about five kilometres from Jewel Chowk. It is housed in an independent building in 8 kanals of land with lush green surroundings and foliage free from dust and pollution and far from the madding crowd, noise and disturbance of the city. The atmosphere is serene and pleasing. It is run by the K.C. Educational Society registered under the Societies Act The college is recognised by the Jammu and Kashmir Government vide letter No. HE/Recog/KC/2001/dated 12. 7. 2002 and affiliated to the University of Jammu.

The Late Shri, Ram Chand Mahajan, a prominent citizen of Jammu, was a man of many parts, great vision and foresight. He had a firm conviction that a private sector is destined to play a very significant role in the development of the society. Social causes were, therefore , very dear to his heart. One of his dreams was to contribute substantially to the society through the medium of Educational Institutions. To give a concrete shape to his father's vision, Shri Sudershan Mahajan embarked upon the project of opening a College of Education where the future builders of the nation would be trained. This cherished hope turned into a reality when the Govt. of Jammu and Kashmir and University of Jammu granted permission to the K.C. Educational Society to start the College with effect from the Academic Session 2001-2002. Thus the College has been named as K.C. College of Education.

The avowed objective of the College is to train dedicated, enlightened and skilful teachers who would in turn serve the society by ensuring the all-around development of young children entrusted to their charge. The country, at the present juncture, requires a large number of teachers with a missionary zeal who would help the society in shaping the bright future of its future citizens keeping in view the lofty ideals and high principles enshrined in our sacred constitution . The College will on its part try to achieve the highest standards of academic excellence envisaged by great thinkers, philosophers and Educationists such as Gandhi, Tagore, Aurobindo, John Dewey and others.

BACHELOR'S DEGREE COURSE IN EDUCATION (B.Ed.)

Rules Regarding Discipline, leave, Absence etc. :

1. During the period of training, a College student is expected to maintain and give proof of a high standard of discipline and sense of responsibility.
2. No student shall be allowed to take part in any anti-national, anti-social and subversive activity which may go against the interest of the institution.
3. A Pupil Teacher shall not accept or retain full-time or part-time job during the training period in this institution.
4. A person so long as he is a student of B.Ed course shall not be permitted to attend any other course of instruction or appear in any other examination of this university or any other university.
5. A student who remains absent from the classes for 15 days without permission is liable to be struck off from the rolls of the college.
6. Any kind of leave to be availed of must be got sanctioned before hand.
7. Smoking in the college is strictly prohibited. Any student found making use of drugs or intoxicants shall be liable to be expelled from the college.
8. Taking part in the college functions/ cultural activities and sports shall be compulsory. Any violation will be viewed seriously.
9. It being a co-educational institution, both the sexes are enjoined upon to exhibit exemplary moral conduct and behaviour. Any deviation will be strictly dealt with.
10. The syllabi, and courses of study, as also the regulations and statutes governing the admission, eligibility, practice of teaching and examination etc., as prescribed by the University of Jammu from time to time for the B.Ed. course shall be strictly binding on all the students of the college.
11. **College Uniform** : All the students admitted into the college shall have to wear the college uniform on specified days, special functions and during the Practice of Teaching. The prescribed uniform is as under :-
Girls : Pink Suit with Pink Dupatta & Black Sweater.
Boys : Grey Trousers, White Shirt & Black Sweater.
12. Any student found indulging in undesirable activities prejudicial to the interests of the college and the Management, shall be removed from the rolls of the college without any prior notice. The punishment will be decided by the Principal whose decision and authority shall be final and binding.
13. **Visitors** : Visitors are not normally allowed to meet the trainees during College hours. However, in case of an emergency, the parents and guardians can see the Principal from 11 A.M. to 1 P.M.
14. Students and Guardians are advised to read these rules carefully. After the Admission, it will be taken for granted that all rules have been read by them. No excuse, whatsoever, will be entertained in this respect later on.

15. The Institution reserves the right to add or delete any rule in the interest and welfare of the institution and students.

Library Rules :

K.C. College of Education has a well furnished Library with books covering a large variety of subjects such as Education in Emerging Indian Society, Psychology of teaching-learning process, School Management and Pedagogics of education, Development of Educational System in India, books on different aspects of education, teaching subjects and subjects of general interest. Important Educational Journals. Magazines and Periodicals are subscribed to by the College. There is also a Reference Section. There is a well furnished reading room which can accommodate 50 students at a time. The students have to observe the following rules:

1. One student can borrow two books at a time for five days. A fine of Rs. 2/- per day per book will be imposed for the late returns of books.
2. Periodicals, journals, encyclopedias and reference books shall not be removed from the library and can be studied only in the Library.
3. The students shall have to produce their identity cards for the issuance of books.
4. The working hours of the Library will be the same as the working hours of the College. The Library and the Reading Room shall remain open during the vacation.
5. All Library books shall have to be returned after the completion of the Academic Session. Every student shall have to produce a "No Demand Certificate" from the librarian to get the Roll No. Slip pertaining to the Final Examination.
6. The student should point out the damage that might already have been caused to the book at the time of issue otherwise he / she will be responsible for the damage.
7. No outsider can enter any section of the library without proper permission.
8. Any student found guilty of damaging, scrapping, tearing or misusing the books shall be penalized according to the report of the Enquiry committee constituted for the disposal of such cases..
9. Any student who does not return the book and reports the loss of the book to the Librarian, shall have to pay double the cost of the book in cash.

Hostel Rules and Regulations :

The College is committed to provide hostel facilities to Female Pupil Teachers only. The accommodation in the hostel being limited, the applications for the allotment of seats should be made as soon as admission in the college has been secured.

1. Every student shall have to stay in the allotted room. No change shall be allowed without the prior permission of the hostel warden.
2. Every hostler will be provided with a bed, almirah, a reading table and a chair.
3. No hostler shall cause any damage to the building or the furniture provided to her. Any damage caused shall have to be made good by the defaulter.
4. No student should leave the hostel without the permission of the warden.

5. No guest or parents are allowed to stay in the hostel.
6. Every hostler shall take care of cleanliness of the room and the hostel premises.
7. All mess charges are to be paid in advance.
8. Unauthorised absence from the hostel may invite heavy fine or even expulsion.
9. On Sundays and other holidays, the students should remain within the hostel premises.
10. All boarders are expected to observe discipline and not to cause any disturbance to the other hostlers.
11. During summer vacation or winter break, every hostler must deposit the keys to the hostel warden.
12. No hostler shall be allowed to indulge in ragging of another hostler. Violation may lead to expulsion from the hostel.

STATUTES & SCHEME FOR THE TWO YEAR B.Ed COURSE

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 / field work (different components) / Reflective Journal.

1.2 Mode of Admission

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

1.3 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 1st, 3rd Semester & in June for 2nd & 4th 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 those candidates who have passed Bachelor Degree and/or Master Degree Examination with 45% aggregate marks for General Category and 40% 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 fulfillment of the conditions laid out for students and completion of syllabus.

- 4.1.** 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.
- 4.2.** 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.

- 4.3.** 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

Enrollment 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.
- 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 Shortage of Attendance & Condoning the shortage

- I. The Principal shall be competent to cancel the admission of the student enrolled in the B.Ed programme, if
 - i) The student teacher remains absent without permission of Principal for a period of one month continuously.
 - ii) The student teacher fails to attend 50% or more of total lectures delivered in the 1st semester after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her.

All these actions if taken need to be vetted by the competent body of the university. In case the student teacher has shortage in required lectures, 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.

5.1 Theory examination.

The Theory comprises of the Core subjects and the Content cum Methodology papers irrespective of the weightage 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.

5.2 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.

6.1B 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) **1 mark**
- ii) **Social Responsibility (social)**-takes the social cause as the personal responsibility be

it the Clean India, Green India, Traffic management, HIV awareness etc. **1 mark**

- 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. **1 mark**
- 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. **1 mark**
- 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 1 mark 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.

6.1C 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 IIInd 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 where the content and pedagogy and parallelism 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) **5 Marks**
 - 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 **(-5 Marks)** 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 given Schedule

In addition to 20 lessons (10 onspot lesson + 8 observation lesson of the peers & 2 Criticism Lessons

- 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 practical work related to theory portion.

- 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 chosen 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 incharge 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

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)

First Semester 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)	2 days		8
	d) Innovative Centre(Pry & Middle schools)	2 days		8
	e) Pry School(Observation of 5 Lessons)	2 days		8
	f) Middle School	2 days		10

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/Do gri/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
INT 2	School Interaction	2	Continued & Combined Internship					50 (30 Internal+20 External)

Second Semester (Jan -June) INT 2

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

THIRD SEMESTER

	Subject/Course Component	Credits	Inst.Hrs /Wk	Marks				Total
				Theory	Practical			
					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 6.1.E					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	Env't Education & Disaster Management	4	4	60	5+5	20	10	100

IIIrd Semester (August -December) INT 3

INT 3	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice	8 Weeks	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							
No.	Subject/Course Component	Credits	Inst. Hour/Wk	Marks			
				Theory	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.I.E				
							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						

Fourth Semester (Jan-June) INT 4

INT 4	Activity	Duration	Credits	Marks
	Internship cum Teaching Practice	8 Weeks	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)

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	10	25 Marks
ii)	Plant and own Tree	Do	15	10	25 Marks
iii)	Psychological testing	4 th Sem	15	10	25 Marks
iv)	Portfolio	Two Years	15	10	25 Marks
	a) Development of the Self as a person		5	3	
	b) Development of self as a Teacher		5	3	
	Development of the Wholistic & Integrated Understanding to handle Different situations.		5	4	
		Total	60	40	100 Marks

8. Credits

The term 'Credit' refers to the weightage 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 scheme given in the Tables.

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	95%
Less than 95 and above 90% = 4	90% to 94.9%
Less than 90% and above 85% = 3	85% to 89.9%
Less than 85% and equal or above to 80% = 2	80% to 84.9%

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. 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.

SEMESTER – I

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 : 3 hrs

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 holistic 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- (e.g. SwachataAbhiyan; 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.

Course No. 102 (Theory) Title : Childhood and adolescence education

Credits 4 Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

Course No. 103 (Theory)

Title : Language Competence and Communication skills

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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: Story-telling, 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 the sources, dictionary, encyclopedia, 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.

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 : 3 hrs

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 i) Decision Making ii) Organisational Compliance iii) Organisational Development iv) PERT.

UNIT-II

Approaches to Educational Management – Principles, Adoptability and Limitation is the Indian Educational set ups - i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model.

UNIT-III

TQM in Educational Organization

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

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

Management of the Human Resources – Interpersonal & Intergroup Relations (Needs & principles) Teacher Taught relationship; Relationship with the Head, Administrator, Concept of TQM in educations and the implications of its for the stakeholders of the Education.

UNIT-IV

Micro planning and the budget

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

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

Sessional Work

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in

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

Note for Paper Setters

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.

Course No. 105 (Theory)

Title : Inclusive Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

SEMESTER – II

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 : 3 hrs

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.

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 : 3 hrs

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.

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

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

Course No. 203 (Theory)

Title : Educational Technology and ICT

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

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.

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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 : 3 hrs

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 teaching English in classrooms.

UNIT-I

Psychology & history of Teaching Learning of English Language :

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

UNIT-II

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

Phonological Structure – Mechanism of speech, Received Pronunciation (Problems And Prospects)

Phonemes – Vowels & Consonants, Diphthongs, stress, Intonation, Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal).

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

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

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

UNIT-III

Devising The Lesson Plans & approaches

Behavioural Objectives: writing behavioural objectives for teaching English, Development of the Skill Objectives, Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language, Concept scaffolding Instruction Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language,

Textbook : meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English. Lesson planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches (simulated Plans).

UNIT-IV

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

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

Reading skills-objectives of teaching reading Mechanics of reading Methods of teaching reading Types of reading, reading aloud & silently, intensive & extensive reading. Types of reading comprehension

– activities to develop testing reading comprehension Writing – its components, objectives of teaching written expression

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

Sessional work

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

Note for Paper Setters

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

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

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

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 : 3 hrs

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, Guru Nanak 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.

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 : 3 hrs

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.

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 कौशलों का विकास करना।
- भावी हिन्दी शिक्षकों को 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 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 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 वर्गीकरण।
- शब्द रचना — शब्द तथा उसके 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।

- okD; jpuk & fgUlh okD; ka dk jpuk fo/kku rFkk okD; ka ds HksA

तृतीय इकाई

भाषायी कौशलों का विकास

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चतुर्थ इकाई

हिन्दी शिक्षण के उद्देश्य

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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.

Methodology of teaching subject - I**Course No. 205****Title: Teaching of Social Science****Credits 4****Total Marks : 100****Maximum Marks Internal : 40****Maximum Marks External : 60****Duration of Exam : 3 hrs****Objectives :****To enable the pupil teachers to :**

- Acquaint themselves with the concept of social science as an integrated/ inter-disciplinary 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 Herbartian 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.

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 : 3 hrs

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.

Methodology of teaching subject - I

Course No. 205

Title: Teaching of Biological Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

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 : 3 hrs****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.

Methodology of teaching subject - I

Course No. 205

Title: Teaching of Commerce

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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, trial 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.

Methodology of teaching subject - I

Course No. 205

Title: Teaching of Health & Physical Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

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.

Methodology of teaching subject - I

Course No. 205

Title: Teaching of Computer Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

Methodology of teaching subject - I

Course No. 205

Title: Teaching of Home Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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 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 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.

Course No. 206

Title: Action Research

Credits 2

Total Marks : 50

Maximum Marks Internal : 30

Maximum Marks External : 20

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.

SEMESTER – III

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

Duration of Exam : 3 hrs

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 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, Restructuring 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.

Methodology of teaching language - II

Course No. 301

Title: Teaching of Punjabi

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

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 : 3 hrs

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 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.

Methodology of teaching language - II

Course No. : 301(Theory)

Title : Teaching in Hindi

Credit : 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam.: 3 Hrs.

बी0 एड0 (समिस्टर – 3)

उद्देश्य –

हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना ।

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

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

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

भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना ।

प्रथम इकाई

पाठ्यक्रम तथा पाठ्य सहगामी क्रियाएं

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

द्वितीय ईकाई

शिक्षण पद्धति एवं सामग्री

- शिक्षण पद्धति — अर्थ तथा भेद । व्याख्यान, प्रश्नोत्तरी, प्रोजेक्ट एवं विचार — विमर्श, आगमन तथा निगमन विधि ।
- शिक्षण सामग्री— अर्थ, महत्त्व तथा भेद
- हिन्दी शिक्षण में चाक बोर्ड, मॉडल, टेलीविजन चाट आडियो टेप, कम्प्यूटर ई—मेल, पी0टी0टी विडियो कान्फरोन्सिंग तथा भाषा प्रयोगशाला का महत्त्व ।

तृतीय ईकाई

पाठ — योजना

- पाठ योजना — अर्थ तथा महत्त्व / ईकाई / मासिक तथा वार्षिक पाठ—योजना का लक्ष्य ।
- कविता, कहानी, निबन्ध व नाटक की पाठ—योजनाओं के सोपान तथा उद्देश्य ।
- हरबर्ट तथा आर० सी० इ० एक० 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 महत्त्व ।
- मूल्यांकन प्रविधियाँ— अर्थ, भेद (निबन्धत्मक तथा वस्तुनिष्ठ), महत्त्व तथा उपयोग / सभी प्रकार के प्रश्नों का अभ्यास ।
- भाषिक कौशलों को जाँचने 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 एफ० एम० स्टेशन का भ्रमण
- वाद—विवाद प्रतियोगिता

I gk; d i t r d l p h] ^f g l n h H k k f' k {k. k} ** ^V o l h Q k L V Z l p j h i f c y d s k u l] i f v ; k y k A
 c j k M + l o z t h r d k s] ^f g l n h v e ; k i u *] d Y ; k . k h i f c y d s k u l] n g y h A
 [k l u k T ; k f r] ^f g l n h f' k {k. k} / k u i r j k ; , 0 M + l u t] n g y h A
 x k s y , 0 d o] ^f g l n h f' k {k. k} g j h ' k i z d k ' k . k e f l n j] v k x j k A
 e d d M + u f j l n] ^f g l n h f' k {k. k} x y u k t + i f c y d s k u l] t k y u / k j A

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.

Methodology of teaching subject-II

Course No. 302

Title : Teaching of Social Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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-a-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.

Methodology of teaching subject - II

Course No. 302 (Theory)

Title: Teaching of Physical Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

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 : 3 hrs

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.

Methodology of teaching subject - II

Course No. 302

Title : Teaching in Commerce

Credits 4

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.

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 : 3 hrs

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.

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 : 3 hrs

Objectives :

To enable the pupil- teachers to :

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

UNIT I

Mathematics and Teaching Aids

Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, Mathematics Laboratory,

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

UNIT II

Evaluation / Assessment Techniques

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

UNIT III

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

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

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

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

UNIT IV

Lesson planning :

Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches.

The topics of Triangle, Criteria for Similarity (theorem of BPT) and Theorem of Pythagoras. Advantages and limitations of these approaches. HCF, LCM.

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.

Course No. 303

Credits 4

Title: Environment Education & Disaster Management

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

SEMESTER – IV

Course No. 401 (Theory)

Title: Teacher Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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).

Course No. 402 (Theory)

Title: Optional Papers (A- History of Education)

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

Course No. 402 (Theory)

Credits 4

Title: Optional Papers (B- Health & Physical Education)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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 of 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.

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 : 3 hrs

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. Difference 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.

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

Note for Paper Setters

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

Internship/field work Unit IV having the components/activities of the internship 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.

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 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 - 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 Power Point - 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.

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

Course No. 402 (Theory)

Credits 4

Title: Optional Papers (G- Curriculum Development)

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

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.

Note : Contact Librarian of the college for Reference Books of all semesters.

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**DON'T 'RAG'
ALSO
DON'T BE A
MUTE WITNESS
TO 'RAGGING'**



**RAGGING
IN ANY FORM IS
PUNISHABLE**

What is Ragging

Any act resulting in :

- Mental/Physical/Sexual abuse
- Verbal abuse
- Incidental behaviour
- Criminal intimidation
- Wrongful restraint
- Financial exploitation/Extortion
- Use of force

A student indulging in ragging can be :

- Expelled from the institution
- Banned from the mess / hostel
- debarred from examination
- Denied admission to any institution
- Prosecuted for criminal action
- Institutions have been asked to file FIR with police against those who RAG/ABET Ragging

EACH OF THE ABOVE IS A CRIMINAL OFFENCE

GO AHEAD, REPORT RAGGING

**JOIN HANDS TO MAKE
K.C. COLLEGE OF EDUCATION
RAGGING FREE**





K.C. COLLEGE OF EDUCATION

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