

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.

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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)

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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

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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

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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

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

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 महत्त्व।

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

तृतीय इकाई

भाषायी कौशलों का विकास

- Jo.k dk\$ky & vFkZ egRo rFkk mÍ\$; @ Jo.k dk\$ky f"kk.k dh fof/k; kA
- Hkk'k.k dk\$ky & vFkZ egRo rFkk mÍ\$; @ Hkk'k.k dk\$ky f"kk.k dks fof/k; kA
- Okpu dk\$ky & vFkZ egRo rFkk mÍ\$; @ okpu dk\$ky f"kk.k dh fof/k; kA
- ys[ku dk\$ky & vFkZ egRo rFkk mÍ\$; @ Yk[ku dk\$ky f"kk.k dh fof/k; k; rFkk l ys[k dh fo"kskrk, A

चतुर्थ इकाई

हिन्दी शिक्षण के उद्देश्य

- fgUnh f"kk.k ds l ekU; rFkk 0; ogkj ij d mÍ\$; ¼vFkZ rFkk egRo½
- l ekU; rFkk 0; ogkj ij d mÍ\$; ksea vUrj
- fgUnh x |] i | , o fucU/k f"kk.k ds fy, 0; Okgkj ij d mÍ\$; ka ds fy[kus dh fof/k; k; , oa vko"; drkA
- fgUnh v/; ki d ds xqk] drD; rFkk orëku Lo: i A

सत्रीय कार्य

- 1- fofHkUu fgUnh U; wt +p\$y ij l ekpkj l quk rFkk d{kk ea ckyukA
- 2- ys[ku & y?kq dFkk, h i = ys[ku] uk\$VI] dforkA

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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.