

# **Galaxy College of Education**

## **SYLLABUS FOR B.ED.**

### **CORE PAPERS**

**PAPER –I : EDUCATION IN EMERGING INDIAN SOCIETY  
( EIES)**

**PAPER –II : PSYCHOLOGY OF TEACHING LEARNING  
PROCESS ( PTLP)**

**PAPER –III : SCHOOL MANAGEMENT AND PEDAGOGICS  
OF EDUCATION (SMPE)**

**PAPER-IV : DEVELOPMENT OF EDUCATION SYSTEM IN  
INDIA (DESI)**

### **PAPER- V OPTIONAL PAPERS**

**(Any one of the following specialization)**

**A) INFORMATION AND COMMUNICATION  
TECHNOLOGY (IACT)**

**B) GUIDANCE AND COUNSELLING ( GACO)**

**C) EDUCATIONAL MEASUREMENT AND EVALUATION  
(EMAE)**

**D) EDUCATIONAL ADMINISTRATION (EDAD)**

**E) ENVIRONMENTAL EDUCATION (ENED)**

**PAPER VI/VII**

# **METHODOLOGY OF TEACHING ANY TWO SCHOOL SUBJECTS FROM THE FOLLOWING GROUPS:-**

**GROUP-I TEACHING OF ENGLISH/HINDI/URDU/ PUNJABI**

**GROUP-II TEACHING OF SOCIAL STUDIES**

**GROUP-III TEACHING OF GENERAL SCIENCE**

**GROUP-IV TEACHING OF MATHEMATICS**

## **PAPER-I EDUCATION IN EMERGING INDIAN SOCIETY**

### **UNIT-1**

1. Nature, Meaning and Functions of Education, Its objectives in relation to time and place. Distinction between education and :
  - (a) Instruction
  - (b) Training
  - (c) Indoctrination
  - (d) Literacy.
2. Agencies of Education: Meaning, Importance and role of each of the following agencies :

Formal agencies	:	School and State
Informal agencies	:	Home, community, Peer-groups, Mass Media
Non-formal agencies	:	Continuing Education, National Literacy Mission.
3. Aims of Education in Contemporary Indian Society :  
Education for :
  - (a) Values
  - (b) modernization
  - (c) vocationization
  - (d) health (physical, mental and emotional), and
  - (e) development of democratic outlook.

### **UNIT-II**

1. Philosophy and Education : Significance of studying philosophy in understanding educational practices and problems, Indian philosophy of education :
  - (a) Salient features of Indian philosophy
  - (b) Concepts of knowledge according to Indian philosophy
  - (c) Concepts of reality and values according to Indian philosophy
  - (d) Indian thought and its contribution to educational practices.
2. Major philosophical systems, their salient features and their impact on education with reference to aims, curriculum, methods of teaching and role of teacher : .
  - (a) Idealism with references to Plato, Socrates and Advaita philosophy.
  - (b) Naturalism with reference to the views of Rousseau and Rabindera Nath Tagore.
  - (c) Pragmatism with reference to John Dewey's "Instrumentalism an Experimentalism."

3. Salient features of the following philosophical systems and their impact on education with reference to aims, curriculum methods of teaching and role of teachers :
  - (a) Realism with reference to Aristotle and Jainism.
  - (b) Humanism-historical and scientific and Buddhism.

#### **UNIT-III**

1. Contribution of the following educational thinkers :
  - (a) Swami Vivekananda : Integral education, its basic premises and stages of development.
  - (b) Sri Aurobinodo : Integral education, its basic premises and stages of development.
  - (c) Forebel: They play-way method.
2. Indian Constitution:
  - (a) Its Directive principles
  - (b) Its various articles related to education
  - (c) Meaning of secularism and social goal
  - (d) Democracy and socialistic pattern of society.
3. National and emotional Integration :
  - (a) Meaning, barriers and role of education in the promotion of national and emotional integration-
  - (b) Recommendations of :
    - (i) Indian Education Commission (1964-66)
    - (ii) Education Policy (1986)/programme of Action (1962).
  - (c) Philosophy of celebration . Indian festivals.
  - (d) Nationalism- Meaning problems of nationalism and role of education.
    - (i) National character-Meaning, problems and role of education.

#### **UNIT-IV**

1. Sociological basis of education :
  - (a) Concept of sociology and sociology of education.
  - (b) Relationship between individual to individual, and
  - (c) Individual to society in terms of norms given by the existing social order.
2. Education as liberal and utilitarian, education as a means of National Welfare through the immediate welfare of the society, and education for human resource development.
3. Social change: meaning, factors viz., caste, ethnicity, clan, language, religion, regional and sectional imbalances and role of education.

#### **UNIT-V**

1. Structure and concerns of Modern Indian Society :
  - (a) Structure of Indian Society: class, caste, religion, ethnicity and language.
  - (b) Concerns of Indian Society :
    - (i) democracy, social justice and equality, human rights, secularism ;
    - (ii) gender equality, social cohesion, population explosion;
    - (iii) environmental degradation, globalization and privatization,
2. Culture: Meaning, salient features of Indian culture, cultural heritage and role of education, contribution of different religions towards human upliftment and philosophy of celebration of different festivals.
3. New social order:
  - (i) Meaning, eradication of illiteracy, objectives of National Adult Education Programme (NAEP).
  - (ii) Educating socially, culturally and economically deprived members of the Indian society.

- (iii) Means and measures taken for equality of opportunities in terms of castes, tribes disabled, gender, minorities and poverty.

## **PAPER-II**

### **EDUCATION PSYCHOLOGY OF TEACHING LEARNING PROCESS**

#### **UNIT-I**

1. Nature and scope of educational psychology, contribution of psychology in the field of education and role of teacher.
2. Human growth and development. Meaning, principles, difference between growth and development; role of heredity and environment in human development; stages of human development; physical, social, emotional and intellectual development during adolescents, guiding and counselling for adolescents (Role of School and Teacher).
3. Methods of studying behaviour : meaning, process, merits and demerits of the following :
  - (a) observation,
  - (b) experimental, and
  - (c) clinical.

#### **UNIT-II**

##### **Psychological of Learning :**

1. (i) Learning: Nature of learning, factors influencing learning (personal and environmental). Domains of learning (Cognitive, Affective and Psychomotor).
  - (ii) Theories of learning with educational implications :
    - (a) Learning by Trial and Error
    - (b) Classical conditioning
    - (c) Insight theory
    - (d) Operant conditioning
2. Motivation: Meaning of motivation, types of motivation, techniques 'of enhancing learner's motivation, role of motivation in teaching- learning process, factors, influencing motivation.
2. Memory and forgetting: Nature of memory, types of memory, methods of memorizing causes of forgetting and improvement of memory.

#### **UNIT-III**

##### **1. Intelligence:**

- (a) Nature of intelligence, Concept of I.Q. and constancy of I.Q. Terman's classification on the basis of I.Q.
- (b) Theories of Intelligence: Spearman's Two-factor theory, Thurstone's Multifactor theory and Thurston's Group Factor theory. Educational Implications of each theory.
- (c) Measurement of intelligence : Verbal, non-verbal and performance tests.
2. Creativity: Concept of creativity, difference between creativity and intelligence methods of developing creativity (Brain-storming, group discussion, play-way, problem solving and quiz), Role of teacher in promoting creativity.
3. (i) Adjustment: Meaning of Adjustment, characteristics of a well adjusted person maladjustment, causes and detection of maladjustment; frustration and conflicts role of teachers in the process of adjustment.

- (ii) Mental Hygiene: Concept, functions, factors affecting mental health, factors causing dissatisfaction among teacher and characteristics of mentally healthy teacher.

#### **UNIT-IV**

1. Personality-Nature and types; development of personality-biological and socio-cultur: I determines; trait theories of personality (Cattell & Allport), assessment of personality-subjective, objective and projective techniques.
2. Exceptional **children** :
  - (a) Concept of exception children-types, characteristics of each type including children with learning disabilities.
  - (b) Leamer centered techniques for teaching exceptional children.
3. (a) Delinquency: Meaning, symptoms, causes and remedial measures.
  - (b) Emotionally disturbed children, concept, etiology and educational provisions.

#### **UNIT-V**

1. Statistics: Meaning use of statistics in education, concept of continuous and discrete series, tabulation of raw scores into frequency distribution.
2. Measures of central tendency : Concept and calculation of Mean, Median and Mode Merits and demerits of mean, median and mode.
3. Measures of Variability : Meaning and computations of quartile and standard deviation, merits and demerits of each.

### **PAPER -III**

## **SCHOOL MANAGEMENT AND PEDAGOGICS OF EDUCATION**

#### **UNIT-I**

1. (a) Meaning, scope and objectives of school management.
2. (b) Meaning a:ld scope of pedagogies of education.
3. Role of head of the science (headmaster/principal) and teachers as elements of school management.
4. School Plant :
  - (a) Concept
  - (b) Library
  - (c) Laboratory
  - (d) Hostel
  - (e) Playground.

#### **UNIT-II**

1. School complex: concept, objectives and programmes for effective implementation.
1. Institutional Planning: concept, objectives, characteristics and steps for the preparation of an effective institutional plan, role of head of the institution in planning, decision-making and execution (approaches), delegation of powers.
1. School records: concept, objectives, salient features, types, including cumulative records, data entry of records in computer related to admission, profile of students, unit plan/term, preparation of a format for and terminal records.

#### **UNIT-III**

1. (a) Micro-Teaching: Nature, main proposition, phases, steps, different skills, merits and demerits.
2. (b) Principles of successful teaching and maxims of teaching.

2. Professional ethics for teachers : Meaning, need and significance of professional ethical code for teachers, ethical oath for teachers- obligation towards : students, Parents, community, profession and higher authorities.
4. Effective teacher : Meaning, Characteristics of an effective teacher, conditions essential for promoting effective teaching.

#### **UNIT-IV**

1. Devices of teaching : Meaning, importance, types of devices of teaching:
  - (a) Teaching devices: Meaning oral communication: Exposition, narration, description, explanation. Illustration, questioning, chalk-board, home-work, text-books, reference books.
  - (b) Fixing devices: Meaning and types (drill, review, recapitulation and repetitive practice).
2. Audio-visual Aids : Meaning, objectives, classification, recapitulation and repetitive practice).
  - (a) Audio aids: Radio, tape-recorder.
  - (b) Visual aids : Over-head projector, slide projector, maps, charts models, flash cards, display boards and diagrams.
  - (c) Audio-visual aids: films with sound tracks television.
  - (d) Preparation of Unit, daily, yearly lesson plans.
3. Lesson Planning :
  - (a) Meaning, importance, principles of planning, criteria of an effective lesson plan.
  - (b) Types of lessons : Knowledge, skill and appreciation lessons, significance and steps of each lesson.
  - (c) Approaches to lesson planning : Herbartian and RCEM approaches.
  - (d) Preparation of unit/yearly/lesson plan.

#### **UNIT-V**

- I. School-Community Relationship: Meaning, significance, factors affecting school-community relationship, techniques of organization of Village Education Committees (VECs) and role of Panchayats.
2. Methods of teaching : Meaning, importance, procedure, advantages and limitations of:
  - (a) Inductive-Deductive Method.
  - (b) Analytical-synthetic method.
  - (c) Project method.
  - (d) Problem solving method.
3. (a) Accountability in school education: Meaning, methods used for assessing accountability, use of professional norms and ethics.
  - (b) Time Management: Time table, its importance and types, time schedules for various activities of school, weekly, monthly yearly calendar of activities.

### **PAPER-IV**

#### **DEVELOPMENT OF EDUCATIONAL SVSTEM IN INDIA**

1. Education in India during.
  - (a) Vedic period
  - (b) Buddhist period
  - (c) Medieval period
 Detailed description of salient features, objectives, curriculum, methods of teaching, role of teacher of these systems of education.
2. (a) Charter Act of 1813.

- (b) Macaulay's minutes and Bentinck's resolution of 1835.
- (c) Adam's Report (1838) and its recommendations.
- 3. Wood' Dispatch of 1854 : Recommendations, importance and limitations of Wood) dispatch.

### **UNIT-II**

- 1. Hunter Commission (1882) : Recommendations of Hunter Commission of 1882 its influence on the subsequent development of education in India.
- 1. Lord Curzon' s Educational Policy: Growth of national consciousness, National educational movement.
- 1. Essential features of Sadler Commission (1917-19) and its impact on Indian education.

### **UNIT-III**

- 1. Wardha Scheme of Education (1937) : Salient features, recommendations and its impact on Indian education.
- 2. Sargent Committee Report (1944) on Basic and Secondary Education.
- 3. University Education Committee (1948-49) : Salient features, recommendations and its impact on Indian education.

### **UNIT-IV**

- 1. Review of Secondary Education after independence with special reference to :
- 2. Secondary Education Commission Report (1952-53) and its impact on Indian education.
- 3. Recommendations of Indian Education Commission (1964-66) and its impact on Indian education.
- 4. National Policy of Education (1986) : Salient features and critical appraisal of National Policy of Education (1986). Recommendations of the revised National Policy on Education (1992).

### **UNIT-V**

- 1. Distance Education: Concept, Growth, Features, Methods of imparting Distance Education through Open University and Correspondence Courses (Features, Procedure and Problems).
- 2. Vocationalisation of secondary education: Its need and implications. Problems of vocationalisation of secondary education in India. .
- 3. (a) Teacher education at secondary level: pre-service and in-service in J & K State.  
(b) Universalisation of elementary education : Concept and problems of universalisation of elementary education in India, present programmes of UEE and critical appraisal of Sarv Shiksha Abhiyan with special reference to J & K State.  
(c) Environmental Education: Concept, need, objectives at Seceondary School level, methods of improving environment with special reference to role of education.

## **PAPER-V (A)**

### **COMMUNICATION.AND INFORMATION TECHNOLOGY**

#### **UNIT-I**

##### **Introduction**

- 1. Information Technology : Concept, approaches, taxonomy of information system, information technology and computers.

2. History of computers, types, generation of digital computers, characteristics and applications. Benefits and limitations of computers.
3. CIU. Memory, types of memories, storage devices, Input-Output devices.

## UNIT-II

### Operating System

1. Functions of operating system, types, single user and multi-user, operating system-CUI and GUI.
2. Disk Operating System (DOS), internal & external commands. Directory & file related commands, Format, F-disk commands.-
3. Introduction to MS Windows, anatomy of windows, files and folders, icons, screen saver and settings.

## UNIT-III

1. Introduction to MS Word, Creation and editing of document, bold, italics, underline, type of font, line spacing, margins, paragraphs, cut, paste, copy and paste, basic editing tips, printing, page set up, find, find replace, spell and grammar, creation of tables, table properties, clip art mail merge.
2. Introduction of MS-Excel
3. Introduction of Computer System
  - a) DBMS and Databasic software
  - b) Foxpro

## UNIT IV

### Network & Internet

1. Definition of Network, LAN and their uses.
2. Internet, evolution and services.
3. www. Search engine, utility of internet for teacher trainees.

## UNIT-V

### Applications of Computer

1. Concept and significance of Computer Managed Learning (CML) and Computer Assisted Learning (CAL).
2. Concept to CD Magazines and E-books, their advantages and limitations.
3. Use of Computers in teaching and evaluation, multi-media approach to teaching-learning process.

## PAPER-V (B) GUIDANCE AND COUNSELLING

1. **Education and Vocational Guidance:**
  - (a) Meaning of guidance, need for guidance and its scope in dia, aims of guidance.
  - (b) Foundations of Guidance (Philosophical, Psychological and Socio-Cultural).
  - (c) History of Guidance, Movement in India and UK.

## UNIT-II

- 1, Types of guidance (Education, Vocational and Personal).
- 2, Non- Testing Techniques in Guidance :
  - Interview

- Observation
  - Commulative Record
  - Socio-metric techniques.
3. Testing Techniques in Guidance:
- (i) Role of testing techniques in Guidance :
  - (ii) Use of psychological tests, appraisal of intelligence and per- sonality tests, aptitude tests.

### **UNIT-III**

1. Guidance Services :  
Purpose, principles of organization, guidance services at elementary and secondary levels.
2. Guidance Services:
  - (a) Individual Inventory Service.
  - (b) Placement Service.
  - (c) Follow-up Service.
3. Roles of the following in the Guidance Services :
  - (a) Head of the Institution
  - (b) Teacher
  - (c) Counselor
  - (d) Parent's role
  - (e) Outline Programme of Guidance Services.

### **UNIT-IV**

- Career information : Meaning of career and career information components of career information. Need, importance and objectives to study career information at different school levels, sources of career information, methods of collection, classification, filling up and devaluation of information.
2. Date gathering techniques :
    - Job analysis
    - Survey method.
  3. Occupational information, meaning and importance, information about education and job opportunities and personal and social information. Disseminations of information through
    - (i) Career talks
    - (ii) Exhibition
    - (iii) Class talks
    - (iv) Career Resource Centre (Importance and organization).

### **UNIT-V**

1. Counselling :
  - (i) Meaning, purpose, elements of counselling types (directive- non-directive counselling and psychotherapy).
  - (ii) Counselling interview: Concept, importance, steps, merits and demerits.
  - (iii) Qualities of a counsellor, role of counsellor in counselling.

## **EDUCATIONAL MEASUREMENT AND EVALUATION**

1. Concept of measurement and evaluation in education, difference between measurement and evaluation, scales of measurement (nominal, ordinal, interval and ratio scales).
2. Teaching-learning process and evaluation, need and importance of evaluation, characteristics of good evaluation.
3. Approaches of evaluation: Formative and summative evaluation, difference between formative and summative evaluation.

## **UNIT-II**

1. Action Research : Concept of action research, importance of action research, steps of conducting action research, limitations of action research.
2. Techniques of Evaluation:
  - (a) Psychological tests (intelligence, personality and aptitude tests)
  - (b) Rating scales
  - (c) Questionnaire
  - (d) Interview
  - (e) Observation.
3. Characteristics of a good test :
  - (a) Validity (b) Reliability (c) Norms (d) Usability.

## **UNIT-III**

1. Achievement test: Meaning of achievement, steps in the construction and standardization of an achievement test.
  - (a) Writing of item
  - (b) Item analysis
  - (c) Reliability
  - (d) Validity
  - (e) Norms.
2. Knowledge of standard tests, teacher-made tests and diagnostic tests, difference between the three tests, uses and limitations of standardized, teacher-made and diagnostic tests.
3. Criterion-referenced tests :

Meaning, steps in the construction of criterion-referenced tests, difference between criterion-referenced and norm-referenced (traditional) tests.

## **UNIT-IV**

1. Types of Tests : Essay type, objectives type, their merits and demerits.
1. Measure of Relative position : Uses, limitations and computations of:
  - (a) Percentile
  - (b) Percentile Rank
  - (c) Standard Scores.
3. Normal distribution curve-characteristics and application of normal distribution curve :
  - (a) Determination of standard scores from raw scores.
  - (b) Determination of percent of cases and number of cases falling above, below and between and given scores from the mean.

## **UNIT-V**

1. Measures of Relationship : Concept, uses and computation of coefficient of correlation using Pearson's Product Movement Method (ungrouped data) and Spearman's Rank Difference Method.
2. Hypothesis Testing: Meaning of null hypothesis, level of confidence, degree of freedom.
1. Testing significance of difference between means for small and large samples (uncorrelated).

## **PAPER-V(C)**

### **EDUCATION ADMINISTRATION**

1. Nature, objectives and scope of educational administration, concept of educational management, human beings as inputs, process and products.
2. Different patterns of educational administration.
  - (a) Administration: Centralized and decentralized.
  - (b) Human relationship approach to administration.
3. Role and functions of head masters and teacher: Basic functions of administration- planning organizing, direction and controlling.

## **UNIT-II**

1. Leadership in educational administration : Meaning and nature of leadership, Theories of Leadership and Assessment of Leadership.
2. Educational planning: Meaning and Nature, Approaches to Educational Planning and perspective planning.
3. Communication in educational administration: Role of communication in school management and administration, methods of communication. Barriers of communication in educational administration and overcoming these communication barriers.

## **UNIT-III**

1. Structure and Development of Education in the State of J & K. The existing educational ladder, control of school education in the state a critical analysis.
2. Inspection Agencies and their problems with special reference to the expanding system of education in the State of Jammu and Kashmir.  
Defects in existing educational administration and supervision in the state of J&K.
3. Functions of the state government in relation to secondary and higher secondary schools.

## **UNIT-IV**

1. The organization of Educational in India.  
Relation between the Centre and State in the field of educational administration. Roles of Central Advisory Board of Education (CABE) towards National System of Education.
2. Composition and functions of the following:
  - (i) National Council of Educational research and Training (NCERT).
  - (ii) University Grants Commission (UGC).
  - (iii) National Institute of Educational Planning and Administration (NIEPA).
3. Composition and functions of the following :
  - (i) District Institute of Education and Training (DIET) and State Institute of Education (SIE).
  - (ii) Board of Secondary Education in Controlling Schools (CBSE and State Board).

(iii) Problems of Secondary School Administration in Government Schools.

### **UNIT-V**

1. Educational Supervision: Meaning and nature, supervision as service activity, supervision as a process, supervisions as functions, supervision as educational leadership, functions of supervision, planning and organizing, supervisory programmes, types of supervision. Drawbacks in present supervision.
2. Problems of Financing Education in India-resources and expenditure of education.
3. Monitoring and evaluation in terms of modern management techniques-case stud manpower surveys.

## **PAPER-V (D) ENVIRONMENTAL EDUCATION**

### **UNIT-I**

Environmental Education :

1. Concept, scope and importance of Environmental Education.
2. Objectives of Environmental Education at secondary school level.
3. Approaches of Environmental Education, Role of Environmental and Natural resources in sustainable development.

### **UNIT-II**

Environmental Hazards :

1. Causes and effects of environmental hazards, global and local environmental pollution (Soil pollution, water pollution, air pollution noise pollution) and its remedies.
2. Green house effect-an impending catastrophe.
3. Ozone layer depletion-environmental threat, acid rain, pillar melting rise of sea level and their implications.

### **UNIT-III**

Environmental Awareness :

1. Salient features of environmental awareness through education programmes environmental education for secondary school children.
2. Programmes of environmental education for attitude changes among the children.
3. Curriculum development in environmental education.

### **UNIT-IV**

Man and Environment :

1. Man as a creator and destroyer, effect of human activities environment, values and ethics related to environment.
2. Biodiversity: Conservation of genetic diversity. An important environmental priority, Learning to live in harmony with nature.
3. Miscellaneous Environmental Issues :
  - i) Forests and their conservation
  - ii) Wildlife and its conservation
  - iii) Conservation of energy resource
  - iv) Alternate source of energy
  - v) Waste management
  - vi) Population and environment.

## UNIT-V

Sustainable Development :

1. Sustainable development, environmental education for development conservation soil, water, forests, wild life, movement to save environment, eco-friendly technology.
2. National Parks, sanctuaries and Zoos, plan and projects of environmental protection life Save Dal, Save Hangul, Save Tiger Project and Chipko movement.
3. Projects in Environmental Education in India and Abroad.

## PAPER-VI/VII (A) TEACHING OF ENGLISH

### UNIT -I

1. The position and role of English in India. The charter of 1813, problem of language study and 3-language formula.
2. Objectives of teaching English as a second language at secondary level.
3. Problem in effective teaching of English in our Country. Principles of teaching English- Psychological, linguistic and pedagogical.

### UNIT-II

1. Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural. objectives for teaching English-Prose, poetry and composition.
2. Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language, principles and rationale of curriculum development,
3. Text-book: Meaning and importance of text-book for teaching English. Qualities of a good text-book in the subject of English.

### UNIT-III

1. Co-curricular activities :  
Meaning, importance of co-curricular activities of teaching English through:
  - (a) Literary clubs
  - (b) School magazines
  - (c) Debates
  - d) Quiz programmes.
2. Development of the following teaching skills :
  - (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing.
3. Reading and Writing:  
Concept, meaning and importance of reading, Types of reading : intensive, extensive, loud and silent reading for pronunciation, clear comprehensive fluency and thinking. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.

### UNIT-IV

1. Aims of teaching prose, poetry, dramas and composition at various levels.
2. Audio-visual aids :

Meaning and importance of audio visual aids in teaching English viz. Chalk-board. models, charts, audio-tapes, video tapes, television, computers and language laboratory. Preparation of low cost teaching aids for teaching English at various levels.

3. Methods of teaching English-prose, poetry, grammar & composition with special reference to:
  - (a) Difference between an 'approach' and 'method', Meaning of structure and pattern, principle of selection and gradation of structure, presentation and practice of structure.
  - (b) Direct Method of Teaching
  - (c) Grammar-cum-translation method.

### **UNIT-V**

1. Concept, components and preparation of any three micro-lesions based on the following skills :
  - (a) Questioning
  - (b) Reinforcement
  - (c) Explanation
  - (d) Illustration with examples and visuals
  - (e) Stimulus variation.
2. 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 Herbanian and RCEM approaches.
3. Evaluation in English in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

## **PAPER-VI/VII (A) TEACHING OF HINDI**

1. Origin and development of Hindi language. Objectives of teaching Hindi at elementary and secondary levels.
1. Role of Hindi as a link and national language. Problems of Hindi teaching. Contributions of : Tulsidas, Surdas, Bhartendu Harish Chandra, Ramdhari Singh Dinkar, Sumitra Nandan Pant, Mahadevi Verma.
2. Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Hindi-Prose, poetry and composition.

### **UNIT-II**

1. Curriculum: Meaning, importance and principles of preparing good Hindi curriculum at secondary level. Principles and rationale of curriculum development.
2. Text-book: Meaning and Importance of Hindi text-book. Qualities of a good text-books in the subject of Hindi.
3. Co-curricular activities : Meaning, importance of co-curricular activities for teaching Hindi through:
  - (a) Literary clubs
  - (b) School magazines
  - (c) Debates
  - (d) Dramatics
  - (e) Quiz programmes.

## UNIT-II

1. Development of the following linguistic skills :
  - (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing.
2. Reading and Writing:  
Concept meaning and importance of reading, Types of reading : Silent /low, extensive and intensive, defects in writing skills and their improvement elaboration and Summarisation, , essay and letter writing.
3. Aims of teaching prose, Poetry, drama and composition at various levels.
  - (b) Methods of teaching prose, poetry, composition and grammar.

## UNIT-IV

1. Audio-Visual aids : Meaning and importance of audio-visual aids in teaching Hindi viz., chalk-board, models, charts, television, audio- tapes, video-tapes, computers and language laboratory.
2. Development of teaching skills:  
Concept, components and preparation of any three Micro lesson plans for developing skills
  - (a) Questioning
  - (b) Reinforcement
  - (c) Explanation
  - (d) Illustration with examples and visuals
  - (e) Stimulus variation.
3. Lesson planning: Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and monthly plans.

## UNIT-V

1. Steps for preparing lesson plans for teaching Hindi using Herbartian and RCEM approaches. Advantages and limitations of these approaches.
2. Preparation of lesson plans for teaching prose and poetry at the secondary level.
3. Evaluation in Hindi teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

# PAPER-VI/VII (A) TEACHING OF URDU

## UNIT-I

1. Origin and development of Urdu language, origin and development of Urdu in J & K State and its present position, Its nomenclature and different views regarding its origin and development expressed by various authors. (Mir Aman, Ragab Ali Beg Saroer, Rattan Nath Sarshar, Mir Ghalib, Hasarat Mohani, Shad, Firq Gorakhpuri).
2. Origin and development of Urdu Imla, Arrab and punctuation.  
Contribution of Rasheed Hasan Khan in the development of Urdu Imla.
3. Behavioural objectives : Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching Urdu-prose, poetry

and composition. Mother tongue-aims of teaching mother-tongue at primary and secondary level.

## UNIT-II

1. Curriculum : Meaning, importance and principles of preparing good Urdu curriculum at secondary level. Principle and rationale of curriculum development.
2. Text-Book: Meaning and importance of Urdu text-book, qualities of a good text-book in the subject of Urdu. Qualities of language teacher.
3. Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through.
  - (a) Literary club
  - (b) School Magazine
  - (c) Debates
  - (d) Dramatics
  - (e) Quiz Programme
  - (f) Musharrah

## UNIT-III

1. Development of the following linguistic skills :
  - (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing.
2. Reading & Writing ; :  
Concept, meaning and importance of reading  
Type of reading : Silent / low, extensive and intensive  
Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
3. (a) Aims of teaching prose, poetry, drama and compositions at various levels.  
(b) Methods of teaching prose, poetry, composition and grammar.

## UNIT-IV

1. Audio-Visual Aids :  
Meaning and importance of audio-visual aids in teaching Urdu viz. chalk-board, models, charts, television, audio-tapes, video-tapes, computers and language laboratory.
2. Development of teaching skills :  
Concept, components and preparation of any three Micro lesson plans for developing skills of
  - (a) Questioning
  - (b) Reinforcement
  - (c) Explanation
  - (d) Illustration with examples and visuals
  - (e) Stimulus various.
3. Lesson planning : Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and yearly plans.

## UNIT-V

1. Steps for preparing lesson plans for teaching Urdu using Herbartian and RCM approaches. Advantages and limitations of these approaches in assignment.
2. Preparation of lesson plans for teaching prose and poetry at the secondary level.
3. Evaluation in Urdu teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

## **PAPER VI/VII (A)**

### **TEACHING OF PUNJABI**

#### **UNIT-I**

1. Origin and development of Punjabi language and its dialects. Importance of Punjabi as a regional language. Aims of teaching Punjabi at elementary and secondary levels.
2. Problems of teaching Punjabi at secondary school level. Contributions of Baba Farid, Guru Nanak Dev, Shah Hussain, Varies Shah, Bulleh Shah, Bhai Veer Singh. Amrita Pritam, Mohan Singh, Shiv Kumar Batalavi.
3. Behavioural objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives, heriting behavioural objectives for teaching Punjabi-Prose, poetry and composition.

#### **UNIT-II**

1. Curriculum: Meaning, importance and principles of preparation good Punjabi curriculum at secondary level. Principles and rationale of curriculum development.
1. Text-book: Meaning and importance of Punjabi text-book, Qualities of a good text-book in the subject of Punjabi.
1. Co-curricular activities: Meaning importance of co-curricular activities for teaching Punjabi through :
  - (a) Literary clubs
  - (b) School magazines
  - (c) Debates
  - (d) Dramatics
  - (e) Quiz Programmes.

#### **UNIT-III**

1. Development of the following linguistic skills
  - (a) Listening
  - (b) Speaking
  - (c) Reading
  - (d) Writing
2. Reading and Writing:  
Concept, meaning and importance of reading. Types of reading :  
Silent/low extensive and intensive, defects in writing skills and their improvement, elaboration and summarization essay and letter writing.
3. (a) Aims of teaching prose, poetry. Drama and composition at various levels.

- (b) Methods of teaching prose, poetry composition and grammar.

#### **UNIT-IV**

1. Audio-Visual aids :  
Meaning and importance of audio-visual aids in teaching Punjabi viz., Chalk-models, charts, television, audio-tapes, video-tapes, computers and language laboratory.
2. Development of teaching skills:  
Micro lesson plans for developing skills of :
  - (i) Questioning
  - (ii) Reinforcement
  - (iii) Explanation
  - (iv) Illustration with examples and visuals
  - (v) Stimulus variation.
3. Lesson planning : Meaning and importance of lesson plans at the macro level, meaning and purpose of unit and monthly plans.

#### **UNIT-V**

1. Steps for preparing lesson plans for teaching Punjabi using Herbartian and RCEM approaches, Advantages and limitations of these approaches.
2. Preparation of Lesson plans for teaching prose and poetry at the secondary level.
3. Evaluation in Punjabi teaching in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing error analysis and remedial teaching.

### **PAPER VI/VII (B)**

## **TEACHING OF SOCIAL STUDIES**

#### **UNIT-I**

1. Meaning, scope and importance of social studies in secondary schools, Social sciences and social studies : Core subjects of Social sciences : history civics, geography, economics : interrelationship studies in secondary schools.
2. Behavioural objectives : Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social studies.
1. Role of school and teacher in teaching of social studies. Qualities of a teacher teaching social studies.

#### **UNIT-II**

1. Curriculum: Meaning importance and principles of designing a good curriculum for social studies. Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
2. Text-books: Meaning and importance of text-books in the teaching of social studies, Qualities of a good text-books. Role of library and reference books in teaching of social studies.
3. Co-curricular Activities : Meaning and importance Co-curricular activities. Steps for organizing Co-curricular activities. Role and organization of the following in teaching of social studies.
  - (a) Excursion
  - (b) Supervised study
  - (c) Dramatisation
  - (d) Debated and Quizzes

- (e) Social studies clubs
- (j) Visit to museums.

### **UNIT-III**

1. Audio-visual aids: Meaning, importance and classification of audio- visual aids viz.,
  - (a) Chalk-board
  - (b) Date-line charts
  - (c) Models
  - (d) Globes
  - (e) Scrap-books
  - (j) Films strips
  - (g) Radio
  - (h) Television
  - (i) Videos/CD's
  - (j) OHP
  - (k) Field trips
  - (l) Computer.
2. Methods of teaching social studies:
  - (a) Lecture method
  - (b) Lecture-cum-discussion method
  - (c) Project method
  - (d) Story telling method
  - (d) Dramatisation
  - (j) Socialised Recitation method.
3. Development of teaching skills: Concept, components and preparation of any three Micro-teaching lesson plans for developing the skill of :
  - (a) Stimulus Variation
  - (b) Questioning
  - (c) Reinforcement
  - (d) Explanation
  - (e) Illustration with examples and visuals.

### **UNIT-IV**

1. Lesson planning : Meaning and Importance of a lesson plan unit and yearly plans
2. Steps for preparing lesson plans for teaching of social studies using herbartian
3. RCEM approach. Advantages. and limitations, remedial teaching.

### **UNIT-V**

1. Evaluation: Meaning, need and objectives of evaluation in social studies.
2. Formative and techniques: their Relative Merits and Demerits
  - (a) Oral tests
  - (b) Essay-type tests
  - (c) Objective-type tests
  - (d) Diagnosing testing

## **PAPER-VI/VII**

# TEACHING OF GENERAL SCIENCE

## UNIT-I

1. Concept of Science and General Science: Need and place of general science in school curriculum, objectives of teaching general science at secondary stage with special reference to Tara Devi Seminar, Kothari Commission and Ishwar Bhai Committee. Impact of Science on society. Globalisation and science.
2. Path tracking discoveries and land mark development in science. Eminent world scientists and eminent Indian scientists.
3. Role of school and teacher in teaching of general science. Qualities of a science teacher.

## UNIT-II

1. Behavioural objectives : Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of general science.
2. Curriculum: Meaning importance and principles of designing a good curriculum for general science. Concentric, topical and integrated approaches in organizing curriculum for general science.
3. Text-books : Meaning and importance of text books in teaching of general science. Qualities of a good text-book of general science. Role of text-books and encyclopedia in teaching of science.

## UNIT-III

1. Co-curricular Activities : Meaning and importance of Co-curricular activities. Steps of organizing Co-curricular activities. Role and organization of the following in teaching of general science
  - (a) Field trips
  - (b) Science clubs
  - (e) Science museums
  - (d) Aquariums
  - (e) Herbariums and virariums
  - (f) Science fairs
  - (g) School gardening
  - (h) Preparation of low-cost teaching aids.
2. Audio-visual Aids : Meaning, importance and classification of audio-visual aids viz. |
  - (a) Chalk-board
  - (b) Models and specimens
  - (e) Scrap-books
  - (d) Radio
  - (e) Films
  - (f) Television
  - (g) OHP and Computers.
3. Methods of teaching general science :
  - (a) Lecture Method
  - (b) Lecture-cum-demonstration Method
  - (c) Project Method
  - (d) . Problem-Solving Method
  - (e) Inductive-Deductive Method
  - (f) Heuristic Method.

## UNIT-IV

- I. Development of Teaching skills : Concept, Components and preparation of any Micro-teaching lesson plans for developing the skill of :-
  - (a) Questioning
  - (b) Reinforcement
  - (c) Explanation
  - (d) Stimulus variation
  - (e) Illustration with examples and visuals.
2. Lesson of planning : Meaning and importance of a lesson plan, plans and yearly plans.
3. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching for general science. Advantages and of these approaches.

### **UNIT-V**

1. Evaluation : Meaning, need and objectives of evaluation in general science.
2. Formative and summative evaluation. Salient features of the two.
3. Evaluation tools:
  - (a) Diagnostic testing and remedial teaching
  - (b) Oral tests
  - (c) Quizzes
  - (d) Essay type tests
  - (e) Objective type tests.

## **PAPER VI/VII (B) TEACHING OF MATHEMATICS**

### **UNIT-I**

1. Meaning and history of mathematics, assumptions, postulates, axioms, value of mathematics-Practical, social, moral, artistic, aesthetic and intellectual, place of mathematics in school curriculum, relationship of mathematics with other subjects.
2. Contributions of famous mathematicians : Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujam, Euclid, Pythagorous, Rene- descarte.
3. Behavioural objectives : Meaning and importance of behavioural objectives, writing instructional objectives for teaching or mathematics.

### **UNIT-II**

1. Curriculum: Meaning, importance and principles of designing a good curriculum for mathematics. Principles and rationale of curriculum development.
2. Text-books: Meaning and importance of text-books in mathematics, qualities of a good text-book in mathematics.
3. Co-curricular activities : Meaning and importance of co-curricular activities, Procedure for organizing co-curricular activities like quiz programmes, skill development in answering puzzles, riddles magic squares, short cuts mentioned in Vedic Mathematics for teaching mathematics.

### **UNIT-III**

1. Audio-visual aids: Meaning and importance of audio-visual aids in teaching mathematics viz. chalk-board, models, charts, television, video-tapes and computers. Preparation of low cost teaching aids for teaching mathematics.
2. Methods of teaching mathematics :
  - (a) Inductive-Deductive method
  - (b) Analytic-Synthetic method

- (c) Project method
  - (d) Problem solving method
  - (e) Heuristic method
  - (f) Laboratory method.
3. Techniques of teaching mathematics
- (a) Oral work
  - (b) Written work
  - (c) Home assignment
  - (d) Drill
  - (e) Self and supervised study.

#### **UNIT-IV**

1. Development of teaching skills :
  2. Concept, components of preparing of any three Micro lesson plans for developing skills of :
    - (a) Questioning
    - (b) Reinforcement
    - (c) Explanation
    - (d) Illustration with examples and visuals
    - (e) Stimulus variation.
- Lesson planning : Meaning and importance of lesson plans at the . macro level, meaning and purpose of unit and monthly plans.
- Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches : Advantages and limitations of these approaches.

#### **UNIT-V**

1. Evaluation: Meaning of comprehensive and continuous evaluation.
2. Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.
3. Evaluation tools: Meaning, need and use of diagnostic testing and remedial teaching.