

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours

(a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers understand:

- (a) the discipline of education in philosophical and sociological perspectives
- (b) the importance and role of education in the progress of Indian society
- (c) the role of education in national development
- (d) the contribution of great Indian and western educators to the field of education
- (e) the means and measures towards the promotion of National Integration and promotion of human rights
- (f) their role in modernization and social change

**COURSE CONTENTS****UNIT –I Weightage: 20%****Marks: 16**

1. Nature, Meaning and Functions of Education. Its objectives in relation to time and place. Distinction between education and :

- a) Instruction b) Training c) Introduction 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) vocationalization d) health (physical, mental and emotional), and
- e) Development of democratic outlook.

**UNIT-II Weightage: 20%****Marks : 16**

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) Concept of knowledge according to Indian Philosophy
- c) 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 reference 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 and 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 Weightage : 20%****Marks : 16**

1. Contribution of the following educational thinkers :

- a) Swami Vivekananda: Man making education.
- b) Sri Aurbindo : Integral education, its basic premises and stages of development
- c) Froebel: The play-way method.

2. Indian Constitution :

- a) Its directive principles
  - b) Its various articles related to education
  - c) Meaning of secularism and social goals
  - 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 (1992)
    - c) Philosophy of celebration of Indian festivals.
    - d) i) Nationalism – Meaning, problems of nationalism and role of education.
    - ii) National character – Meaning, problems and role of education.

**UNIT-IV Weightage: 20%**

**Marks : 16**

- 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 Weightage: 20%**

**Marks : 16**

- 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 privatisation.
- 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.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

Educational contribution of following thinkers

- 1. M.K. Gandhi : Basic tenets of Basic Education
- 2. Montessori : The Didactic Apparatus
- 3. Giggu Bhai : The World of the Child
- 4. Erosion of values and Inculcation of values

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers - 80(b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) acquire knowledge and understanding of different stages of human development and developmental tasks with special reference to adolescents.
- (b) develop understanding of process of learning in the context of various theories of learning
- (c) understand intelligence, motivation and various types of exceptional children
- (d) understand the meaning of personality, its types and assessment for through understanding of the learner
- (e) develop skills of effective teaching learning process and use of psychological tests
- (f) understand the functions of statistics in education and its application in education and psychology

**COURSE CONTENTS**

**UNIT-I Weightage : 20%**

**Marks : 16**

1. Nature and scope of educational psychology, contribution of psychology in the field of education and role of teacher.
2. Human growth and developmental 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 counseling for adolescents (Role of School Teacher).
3. Methods of studying behaviour: meaning, process, merits and demerits of the following :
  - a) Observation,
  - b) Experimental, and
  - c) Clinical

**UNIT-II Weightage : 20%**

**Marks : 16**

**PSYCHOLOGY OF LEARNING**

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

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Intelligence :
  - a) Nature of intelligence, concept of IQ and constancy of I.Q. Terman's classification on the basis of IQ
  - b) Theories of Intelligence: Spearman's Two-factor theory, Thorndike'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. a) 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.

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

**UNIT-IV Weightage : 20%**

**Marks : 16**

1. Personality – Nature and types; development of personality – biological and socio-cultural determines; trait theories of personality (Cattell & Allport), assessment of personality – subjective, objective and projective techniques.

2. Exceptional children:

i) Concept of exceptional children – types, characteristics of each type including children with learning disabilities.

ii) Learner 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 Weightage : 20%**

**Marks : 16**

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. Measure of Variability: Meaning and computations of quartile and standard deviation, merits and demerits of each.

**Internal Assessment 20 Marks**

a) Attendance - 05 Marks

b) Two Tests - 10 Marks

c) One Assignment - 05 Marks

Every student will be required to write one assignment on any of the following topics or any other related topic not included in the concerned paper to be prepared within 10 pages:

i) Defence Mechanism

ii) Individual Differences

iii) Group Dynamics

iv) Mechanism of heredity

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES :**

To enable the pupil-teachers understand:

- (a) the role of teacher and headmaster / principal in the smooth functioning of the school
- (b) school complexes and their functioning
- (c) the steps for the preparation of an institutional plan
- (d) principles of successful teaching and maximums of teaching
- (e) the need and importance of various devices of teaching in the development of teaching-learning process
- (f) the different levels of teaching and organize teaching at these levels.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 16**

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

**UNIT-II Weightage: 20%****Marks : 16**

1. School complex: concept, objectives and programmes for effective implementation.
2. 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
3. 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 Weightage: 20%****Marks : 16**

1. a) Micro –Teaching : Nature, main proposition, phases, steps, different skills, merits and demerits.
- 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:
3. Effective teacher: Meaning, characteristics of an effective teacher, conditions essential for promoting effective teaching.

**UNIT-IV Weightage: 20%****Marks : 16**

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, textbooks, reference books.
  - b) Fixing Devices: Meaning and types (drill, review, recapitulation and repetitive practice).
2. Audio-visual aids : Meaning, objectives, classification, importance, advantages and limitations of :
  - 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 Weightage : 20%**

**Marks : 16**

1. School – Community Relationship : Meaning, significance, factors affecting school-community relationship, techniques of establishing relationship between school and community, 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 and yearly calendar of activities.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
  - b) Two Tests - 10 Marks
  - c) One assignment - 05 Marks
- Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :
- i) School Records and Registers
  - ii) Discipline
  - iii) School Mapping
  - iv) Block Resource Centre
  - v) Educational Management Information System (EMIS).

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers understand:

- (a) understand that development of education is influenced by socio-political forces of the time
- (b) acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations
- (c) understand the contribution of various major committees and commissions on education set up from time to time
- (d) appreciate the developments in Indian education during the post–independence era
- (e) understand the constitutional obligation in relation to education in India.

**COURSE CONTENTS****UNIT-I Weightage: 20%****Marks : 16**

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 limitation of Wood's dispatch.

**UNIT-II Weightage: 20%****Marks : 16**

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

**UNIT-III Weightage : 20%****Marks : 16**

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 Weightage : 20%****Marks : 16**

1. Review of Secondary Education after independence with special reference to :  
Secondary Education Commission Report (1952-53) and its impact on Indian education
2. Recommendations of Indian Education Commission (1964-66) and its impact on Indian education.
3. 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 Weightage : 20%****Marks : 16**

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 Secondary School level, methods of improving environment with special reference to role of education.

**Internal Assessment : 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i) Women Education
- ii) Human Rights and Fundamental Duties
- iii) Features of continuous comprehensive evaluation in State of J&K
- iv) Consumer Education
- v) Drawbacks of Examination system.



Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) obtain a total perspectives of the role of technologies in modern educational practices.
- (b) equip him/her with his /her various technological applications available to him/her for improving instructional practices.
- (c) help him/her to attain skills required for effective instructional management
- (d) be familiar with the techniques of assessing accountability.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 16**

1. Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
2. Hardware technologies : Important accessories and the application – Over Head Projector, Still and Movie Projectors, Audio-Video recording instruments, television , computers.
3. Behavioural Objectives: Meaning, importance, Bloom’s taxonomy of instructional objectives, formulation instructional objectives (Merger).

**UNIT-II Weightage : 20%****Marks : 16**

1. Programmed learning: Meaning, origin, principles of programmed learning.
2. Linear, branching and skip linear programmes. Advantages and limitations of programmed learning steps of the development of programmed instructional material – preparation, writing and evaluation.
3. Computer Assisted Instruction: Concept, instructional uses of computers, advantages and limitation of Computer Assisted Instruction.

**UNIT-III Weightage : 20%****Marks : 16**

1. Communication Process: Concept and process, principles of communication, barriers in communication, classroom communication (verbal and non-verbal).
2. Modification of Teacher Behaviour – Flanders’ Interaction Analysis: Concept, basic assumptions, procedure, advantages and limitations.
3. Team teaching: Meaning, origin, objectives, types, principles, procedure, advantages and limitations.

**UNIT-IV Weightage : 20%****Marks : 16**

1. Action research: Concept, procedure and significance in teacher education.
2. Evaluating institutional performance: Concept, methods used – pupil evaluation, teacher evaluation, evaluation of institutional performance.
3. Methods of teacher evaluation: Use of pupil rating, peer rating, supervisor rating, community rating.

**UNIT-V Weightage : 20%****Marks : 16**

1. Information Technology: Meaning, nature and significance of information technology in teaching-learning process, different media of information technology.
2. Multimedia approach to education. Role of video conferencing, radio conferencing, television, EDUSAT and Internet in teaching-learning process. Their advantages and limitations.
3. Role and composition of Central Institute of Education and Technology, National Open School, State Educational Technology Cells, Indira Gandhi National Open University and their role for the improvement of teaching learning.

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 60 (b) Internal Assessment – 20 (c) Practical - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) To acquaint pupil-teachers with general terminology related to computer.
- (b) To help pupil –teachers to understand the use of computers in education with respect to :
  - i) use of text editor
  - ii) use of graphic package
- (c) To enable the student teacher to appreciate the role of computers in modern society.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 12**

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. CPU, Memory, types of memories, storage devices, Input-output devices.

**UNIT-II Weightage : 20%****Marks : 12**

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 and file related commands, Format, F-disk commands.
3. Introduction to MS Windows, anatomy of windows, files and folders, icons, screen saver.

**UNIT-III Weightage : 20%****Marks : 12**

Word Processing:

1. Introduction to MS-Word, creation and editing of document, bold, italics, underline, type of font, line spacing, margins, paragraphs, cut and 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 to MS-Excel
3. Introduction to Computer Systems:
  - a) DBMS & Database Software
  - b) FoxPro

**UNIT-IV Weightage : 20%****Marks : 12**

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 Weightage : 20%****Marks : 12**

Applications of Computer:

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

## Practicals 20 Marks

1. Know your computer (list configuration, input-output devices).
2. Start Computer, create a programme folder, create a file, save and close file, shutdown computer.
3. Microsoft Windows – word – basic function, typing and editing, formatting text, page design and layout (students are supposed to prepare documents), preparing wallpaper and screen saver in windows.
4. Power Point:
  - i) Presentation of Graphics, introducing power point, creating presentation
  - ii) E-mail, read, compose and send E-mail.

## Internal Assessment: 20 Marks

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

Multimedia approach to education.

- a) Satellite and its impact on education
- b) EDUSAT

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) Impart understanding of the concepts of guidance
- (b) Make the pupil teachers aware about the concept of counseling
- (c) Make the pupil teachers aware with testing and non-testing techniques
- (d) Make the pupil –teachers clear about the kind of guidance service
- (e) Enable the pupil-teachers to understand the procedure of dissemination of occupational information and organisation
- (f) Prepare the pupil-teachers with the understanding of types of counseling and qualities of an effective counseling and qualities of an effective counselor.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 16**

1. Education and Vocational Guidance:

- a) Meaning of guidance, need for guidance and its scope in India, aims of guidance.
- b) Foundations of guidance (Philosophical, Psychological and Socio-cultural).
- c) History of Guidance Movement in India and U.K.

**UNIT-II Weightage : 20%****Marks : 16**

1. Types of guidance (Education, Vocational and Personal).

2. Non-Testing Techniques in Guidance:

- Interview
- Observation
- Case Study
- 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 personality tests, aptitude tests.

**UNIT-III Weightage : 20%****Marks : 16**

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) Counsellor
- d) Parent's role

e) Outline Programme of Guidance Services.

**UNIT-IV Weightage : 20%****Marks : 16**

1. 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 evaluation of information.

2. Data 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 Weightage : 20%**

**Marks : 16**

1. Counseling:

- i) Meaning, purposes, elements of counseling types (directive – non –directive), counseling and psychotherapy.
- ii) Counseling interview: Concept, importance, steps, merits and demerits.
- iii) Qualities of a counsellor, role of counsellor in counseling.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not

included in the concerned paper to be prepared within ten pages:

- i) Organisation of Guidance Services
- ii) Methods of imparting guidance
- iii) Case history

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) Familiarise with the utility of measurement evaluation
- (b) Understand the concept and use of action research
- (c) Familiarise with different kinds of psychological tests
- (d) Prepare to understand the steps for the construction of an achievement test
- (e) Familiarise with the characteristics of good test and type of test i.e. standardized and non-standardised tests
- (f) Give with the concepts and application of statistical techniques.

**COURSE CONTENTS****UNIT-I Weightage: 20%****Marks : 16**

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 to evaluation: Formative and summative evaluation, difference between formative and summative evaluation.

**UNIT-II Weightage : 20%****Marks : 16**

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 Weightage : 20%****Marks : 16**

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 and norm-referenced (traditional) tests.

**UNIT-IV Weightage : 20%****Marks : 16**

1. Types of Tests: Essay type, objective type, their merits and demerits.
2. 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 Weightage : 20%**

**Marks : 16**

1. Measures of Relationship: Concept, uses and computation of co-efficient 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.

3. Testing significance of difference between means for small and large samples (uncorrelated).

**Internal Assessment: 20 Marks**

a) Attendance - 05 Marks

b) Two Tests - 10 Marks

c) One Assignment - 10 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

i) Features of Question Bank and Grading System

ii) Open Book Examinations

iii) Characteristics of Normal Probability Curve.

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

- (a) To give insight to the pupil-teachers to understand the concept of comparative education.
- (b) To familiarize the pupil-teachers with the various problems in Pakistan, Sri Lanka and India.
- (c) To enable the pupil-teachers to understand the different types of educational systems in Pakistan, Sri Lanka and India.

**COURSE CONTENTS****UNIT-I Weightage: 20%****Marks : 16**

1. Meaning and scope of comparative education.
2. Historical development of comparative education.
3. Relationship of comparative education with other subjects. Factors affecting National System of Education.

**UNIT-II Weightage: 20%****Marks : 16**

1. A study of educational problems in India, Pakistan and Sri Lanka in context of:
  - a) Poverty
  - b) Unemployment
  - c) Illiteracy
  - d) Terrorism
  - e) Political Instability
  - f) Population Explosion
2. Language problems in India, Pakistan and Sri Lanka
3. Problems in Education:
  - a) Management and Supervision
  - b) Educational Autonomy
  - c) Examination System
  - d) Student Unrest –m Admission Policy with reference to India, Pakistan and Sri Lanka.

**UNIT-III Weightage: 20%****Marks : 16**

- A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation scheme at
- a) Elementary level
  - b) Secondary level
  - c) Teacher Education

**UNIT-IV Weightage : 20%****Marks : 16**

- A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation for
- a) Undergraduate courses
  - b) Professional courses
  - c) Education for all

**UNIT-V Weightage: 20%****Marks : 16**

- A comparative study of India, Pakistan and Sri Lanka's Educational System in context of organization, curriculum and evaluation of
- a) Vocationalisation of Education
  - b) Non-formal Education (Open University, Open School, Part-time courses etc.)
  - c) Educational Administration



## Internal Assessment: 20 Marks

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 10 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i) Problems of Admission in India
- ii) Autonomy of Universities in India
- iii) Measures for Quality Control in Higher Education in India

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the concept of educational administration
- (b) understand the styles of leadership
- (c) familiarize the teachers with the understanding of educational planning
- (d) understand the structure and ladder of educational administration in J&K State
- (e) understand the organization and role of State and Central organisation
- (f) with the concept and type of supervision

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 16**

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: Centralised and decentralized
  - b) Human relationship approach to administration
3. Role and functions of head masters and teachers: Basic functions of administration – planning, organizing, directing and controlling.

**UNIT-II Weightage : 20%****Marks : 16**

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 Weightage : 20%****Marks : 16**

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 Weightage : 20%****Marks : 16**

1. The organization of Education 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:
  - a) National Council of Educational Research and Training (NCERT)
  - b) University Grants Commission (UGC)
  - c) National Institute of Educational Planning and Administration (NIEPA)
3. Composition and functions of the following:
  - a) District Institute of Education and Training (DIET) and State Institute of Education (SIE)
  - b) Board of Secondary Education in Controlling Schools (CBSE and State Board).
  - c) Problems of Secondary School Administration in Government Schools.

1. Educational Supervision : Meaning and Nature, supervision as service activity, supervision as a process, supervision 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.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i) Styles of Leadership
- ii) National Council of Teacher Education (NCTE)
- iii) National Assessment Accreditation Council NAAC

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment – 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to:

- (a) develop an understanding of the concept of Health Education
- (b) explain the need and importance of Health Education
- (c) describe the relationship between physical fitness and health
- (d) explain the importance of exercise
- (e) acquaint themselves with the methods of prevention of diseases

**COURSE CONTENTS****UNIT-I Weightage: 20%****Marks : 16**

1. Physical Education: Definition and scope of physical education, foundations of physical education, need of physical education in secondary schools, objectives of physical education, concept of physical fitness. A historical review of physical education in India (Post Independence Period).
2. Organisation of physical education programme in secondary schools. Competitions – their role, values and limitations.
3. Team and house system, classification of pupils for instructional and other purposes.

**UNIT-II Weightage: 20%****Marks : 16**

1. Organisation of annual athletic meet including laying out of a double bend tracks with provision of staggers.
2. Rules and Regulations of some major games (cricket, hockey, football, volleyball, basketball, badminton, kabaddi, table-tennis, kho-kho), important events of Athletics (track and field), types of tournaments and fixtures of the championship and league systems.
3. Problems in organizing physical education programme in Indian Schools.

**UNIT-III Weightage : 20%****Marks : 16**

1. Health Education: Concept of Health Education, objectives of health education: physical fitness a sound mind in a sound body, relationship between physical fitness and health, concept of positive health.
2. Health Appraisal: Routine examinations, self-analysis, promoting health and fitness programme for secondary school children: stages of physical development with special reference to adolescent.
3. Balanced diet, food habits, food values, basic procedures of first aids; Dangers of the use of alcohol, nicotine, narcotics and drugs (Health Hazards).

**UNIT-IV Weightage : 20%****Marks : 16**

1. Infectious and contagious diseases and methods of their prevention.
2. Elementary concept of yoga and its importance. Postural defects – and remedial exercises including yoga asans.
3. Physiological deformities – remedial exercises, bio-physical differences in boys and girls and their implications in physical education.

**UNIT-V Weightage : 20%****Marks : 16**

1. Recreational activities for various age groups in schools. Recreation and its role in developing National and International understanding.
2. Play – its meaning and definitions. Themes of play and role of play in education.
3. Evaluation of students performances in physical education programmes.

**Internal Assessment: 20 Marks**

a) Attendance - 05 Marks

b) Two Tests - 10 Marks

c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

i) Sports Authority of India.

ii) Respiratory and circulatory Physiological System.

iii) First Aid in Hammarage, Lacration, dislocation, cuts, wounds, Sprain and Strain.

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES :**

To enable the pupil-teachers to:

- (a) develop awareness about problems related to the human environment.
- (b) develop a perspective in which these problems can be framed and analysed in a scientific manner.
- (c) Communicate to school children and adults the information about different aspects of the human environment and problems related to it.
- (d) develop an appreciation of the fact that a balanced eco system is necessary for the survival of human species.
- (e) develop familiarity with different issues of bio-diversity and sustainable development.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 20**

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 Weightage : 20%****Marks : 20**

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 Weightage : 20%****Marks : 20**

Environmental Awareness:

1. Salient features of environmental awareness through education: programmes of 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 Weightage : 20%****Marks : 20**

Man and Environment:

1. Man as a creator and destroyer, effect of human activities on 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 resources
  - iv) Alternate sources of energy
  - v) Waste management
  - vi) Population and environment

Sustainable Development:

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

Internal Assessment: 20 Marks

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- j) Role of Education in Improving Environment
- ii) Environment Pollutants: Nature and classification
- iii) Gift of Nature (Natural Resources) Problems and Management

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 60 (b) Internal Assessment – 20 (C) Practicals - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the meaning and definition of Home-Science.
- (b) understand the vital relationship between nutrition and health (Home Science)
- (c) know and understand the nutritional needs and deficiencies of individuals
- (d) know the simple facts which influence the health
- (e) appreciate the role of health science in national building
- (f) know the causes and preventive measures of infectious diseases
- (g) know about textile fabrics and care of fabrics
- (h) understand the meaning and definition of growth and development and its related aspects.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 12**

1. The meaning of Home-Science, home science as education for life; role of home-science in the moral and material progress of the nation, home-science.
2. Aims and objectives of home science education at primary schools, secondary schools, qualities of a good home science teacher.
3. Correlation of Home Science with other school subjects.

**UNIT-II Weightage : 20%****Marks : 12**

1. Concept of nutrition, relationship of nutrition to health; growth of the science of nutrition with particular reference to India.
2. Concept of Malnutrition, effects of malnutrition; balanced diet and its importance.
3. Nutritional Deficiencies Diseases  
Causes and symptoms of nutritional deficiencies, methods of prevention and treatment of kwashiorkor, marasmus, vitamin A deficiency, anemia.

**UNIT-III Weightage : 20%****Marks : 12**

1. Textile Fabrics :  
Classification of Textile Fabrics on the basis of their length and composition, manufacturing properties of length and composition, manufacturing properties of cotton, silk, wool, nylon, rayon, polyester and blends.
2. Laundry and care of Fabrics :
  - a) Laundry equipment and detergents; principles of washing and the methods of finishing of cotton, silk, wool and nylon.
3. Stains and spots cleaning : Removal of the staining, tea, fruit juice, paint and curry.

**UNIT-IV Weightage : 20%****Marks : 12**

1. Human Growth and Development:  
Meaning and definition of human growth and development principles and factors influencing growth and development difference between growth and development.
2. Adolescents (13 to 20 years):  
Physical development, social development and mental development, needs, problems and adjustment of adolescent.
3. Problems of adolescents and counseling mechanisms.



1. Infectious Diseases:

Elementary knowledge of common infectious diseases, methods of spread and control of infectious diseases, knowledge of common medicines in use in day to day life.

2. Banking: Home Management:

Transaction with the bank – different types of accounts; different saving schemes, deposit schemes: National Saving Certificate (NSC) and National Saving Scheme (NSS).

3. Home Management – Importance of Planning, Principles of Budget making.

**Practicals Marks : 20**

1. Preparation of balanced diet at low cost.
2. Laundering of different fabrics.
3. Stitching needle work and embroidery.
4. Filling and issues of cheques / making drafts
5. Making of deposits.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Problems of Adolescents
- b) New Trends in Banking
- c) Mental health and Mental Hygiene

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 60 (b) Internal Assessment – 20 (c) Practicals - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the importance of music in human life.
- (b) develop among the students the musical aesthetic sensibility
- (c) have an elementary knowledge of western music
- (d) known the origin, evaluation and playing of a few musical instruments
- (e) know about the life and musical contributions of a few selected musicians.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 12**

1. A history of Indian music. Aims of music as a subject in the school curriculum.
2. Importance of Music in Human life : history of Indian Music, Ancient period, Medieval period and Modern period.
3. Preliminary knowledge of Western Music: Harmony Melody, Staff Notation, Major Tone and Minor Tone.

**UNIT-II Weightage : 20%****Marks : 12**

1. Ancient and Modern Alap System; Time theory of Indian Classical ragas; tans and its kinds.
2. Shruti and Swar Sadhana according to Ancient medieval and Modern Scholars (only shed swas). Knowledge of Swaras , difference of Swaras and Sruti : Division of Swaras in measures of Sruti. Notation for Indian Music.
3. Voice Culture – information about voice and culture and larynx, knowledge of motion and rhythm.

**UNIT-III Weightage : 20%****Marks : 12**

1. Classification of Musical instruments, different styles of playing sitar: origin and playing of tabla, origin and tuning of Tanpora and Sitar.
2. Raga Ragani Padhati, Ragang Padhata and Thatha Raga Padhati.
3. Importance of classical music, suggestion for the popularization of classical music in India. Role of SPIMAC.

**UNIT-IV Weightage : 20%****Marks : 12**

1. Qualities of Music teachers – Gayak, Vadak and Vadyakar.
2. Gayak's Gun and Avagun ; Gharanas of Khyal Gayaki
3. Bio-graphical sketches of the following musicians with their contribution in the field of Music
  - i) Pandit Ravi Shankar
  - ii) Girja Devi
  - iii) Sh. Panna Lal Ghosh
  - iv) Bare Ghulam Ali Khan
  - v) Ustad Amjad Ali Khan

**UNIT-V Weightage : 20%****Marks : 12**

1. Compare and contrast of Talas mentioned below
  - i) Dhamar
  - ii) Ada Choutala
  - iii) Gajjhampa
  - iv) Khaimata
2. Definition and Notation of the following Ragas:
  - a) Sham Kaliyan
  - b) Regeshri
  - c) Bahar
  - d) Lalit

e) Darbari  
Evaluation in Music

### Practical : Indian Music

1. Every candidate should be able to sing a fast khyal or play a realization Gat with Tanas or Alaps or Jhala and Taras in each of the following Ragas :-  
Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Maulkauns, Kaffi.
2. Every candidate should be able to play a slow khyal (Vilambit Bara Khyal) or Masti Khyal Gat in Asawari and Malkauns Rag.
3. The following Talas are required to be practiced in Thah's and Dvigun Laya on Tabla  
a) Teen Tal b) Dadra c) Jhaptal d) Dharva e) Ektal
4. Tuning of the instrument for the instrument player and tuning of the Tanpura for vocal music students.  
Candidates should be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

### Internal Assessment: 20 Marks

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i) Aims and objectives of Music as a subject in school curriculum
- ii) Possibilities of notation in Indian Music
- iii) Essay on aids to teaching of Music

Duration of **MAXIMUM MARKS - 100**

Examination – 3 Hours (a) Theory Papers – 60 (b) Internal Assessment – 20 (c) Practicals – 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the need and importance of work experience in education.
- (b) illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- (c) compare the views of Indian and philosophers on work experience.
- (d) understand the criteria for selecting work experience for school and organizing work experience programmes.

**COURSE CONTENTS****UNIT-I Weightage : 20%****Marks : 12**

1. Concept, need and importance of work experience: objectives of introducing work experience in school curriculum.
2. Views of Indian and Western Philosophers on work experience. Tagore, Gandhi, Freebel and Dewey.
3. Recommendations of Indian education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards work experience.

**UNIT-II Weightage : 20%****Marks : 12**

1. Components of Work Experience: Chalk board – kinds of different chalk board, advantages and limitations of chalk board, technique of chalk boards writing, knowledge of paint and posters.
2. Importance and principles of interior decoration, factors to be considered for selecting furniture and furnishings for a house.
3. Computer Applications: Introduction to Windows, use of windows in learning materials towards work experience, essential modules of MS Office.

**UNIT-III Weightage : 20%****Marks : 12**

1. Art and Soft Work : meaning of work experience specially Art and Soft work (card Board and wood Work); Knowledge of Ostroald Colour Circle; Primary and Secondary Colours; Educational and Psychological importance of colours on one's personality; Aims and importance of Art and soft education in Primary, Upper Primary and High school Stage, teaching of Art (Water, Tempa, Postal, Oil).
2. Method of imparting experience in different areas of work experience by composition, poster, design, collage, landscape, principle of art, child art, paper folding and cutting, cardboard, simple objects, preparation of simple wooden objects (nameplate and pointer).
3. Methods of Teaching of work experience:
  - d) Lecture - Demonstration Method
  - e) Assignment Method
  - c) Excursion Method
  - d) Exhibition Method

**UNIT-IV Weightage : 20%****Marks : 12**

1. Criteria for selecting work experience activities for High School Stage.
2. Organization of work experience programmes.
3. Socially productive useful work (SPUW) Meaning, need and importance of SPUW in Education.

**UNIT-V Weightage : 20%****Marks : 12**

Teaching Aids: Meaning, uses and abuses, classification of teaching aids, materials required for teaching aids: paper, colour, scale, pencil, eraser.

## Practicals 20 Marks

1. Letter writing (in ink or colour) English/ Hindi / Punjabi / Urdu for preparing :
  - i) Flash Cards
  - ii) Pic to graph
  - iii) Mottos
  - iv) Diagrams ( three in each category) concerning two teaching subjects
2. Preparation of four charts/Models (two in each teaching subject) with any suitable material viz., Paper Machine, Card-Board, thermocole, Dry Grass, Match sticks etc.
3. Proper knowledge of colours i.e. Primary, Secondary, Tertiary, Warm and Cool colour etc. a coloured chart is to be prepared by pupil teacher.
4. Black Board writing and sketching in any two subjects.
5. Understanding computer configuration, creating a document in MS Word.
6. Preparation of slides in Power Presentation.

## Internal Assessment: 20 Marks

- a) Attendance - 05 Marks
  - b) Two Tests - 10 Marks
  - c) One Assignment - 05 Marks
- Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :
- i) Place of Art in Education
  - ii) Contribution of Artists viz., Raja Ravi Verma, M.F. Hussain and Sobha Singh
  - iii) Correlation of Art with Language. Maths, History, Craft and Sciences as school subjects.

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment – 20

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- (a) familiarize with elements of English language
- (b) develop linguistic skills
- (c) develop teaching skills in teaching of English
- (d) make effective use of instructional aids in teaching of English
- (e) use different methods of teaching English
- (f) evaluate the performance of their students

**COURSE CONTENTS**

**UNIT-I Weightage : 20%**

**Marks : 16**

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 Weightage : 20%**

**Marks : 16**

1. Behavioural Objectives: Meaning and importance of behavioural objectives, essentials of behavioural objectives, writing behavioural objectives for teaching English – Psychological, linguistic and pedagogical.
2. Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language, Principles and rationale of curriculum development.
3. Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Co-curricular activities:  
Meaning, importance of co-curricular activities for 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 Weightage : 20%**

**Marks : 16**

1. Aims of teaching prose, poetry, drama and composition at various levels.
2. Audio-visuals aids:  
Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts, audio

tapes, video tapes, television, computers and language laboratory. Preparation of low cost 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 Weightage: 20%**

**Marks : 16**

1. Concept, components and preparation of any three micro lessons based on the following skills:

- i) Questioning
- ii) Reinforcement
- iii) Explanation
- iv) Illustration with examples and visuals
- v) 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 Herbartian and RCEM approaches.

3. Evaluation in English in terms of cognitive, affective and psychomotor behavioural developments. Diagnostic testing, error analysis and remedial teaching.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- i) Preparation of Language Dictionary
- ii) General Principles of Language Teaching

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- (a) understand the importance and role of Urdu language in our country.
- (b) understand the aims of teaching of Urdu at elementary and secondary level.
- (c) be familiar with various methods of teaching Urdu.
- (d) understand the concept of curriculum in teaching Urdu, qualities of good textbook and co-curricular activities in teaching Urdu.
- (e) acquaint them with different teaching skills associated with teaching of Urdu.
- (f) learn various techniques and methods of evaluating performance of learners in the subject of Urdu.

**COURSE CONTENTS**

**UNIT-I Weightage : 20%**

**Marks : 16**

- a) Origin of 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, Hasrat Mohani, Shad, Firaq Gorakhpuri).
- b) Origin and development of Urdu Imla, Arrab and punctuation. Contribution of Rasheed Hasan Khan in the development of Urdu Imla.
- c) 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 Weightage : 20%**

**Marks : 16**

1. Curriculum: Meaning, importance and principles of preparing good Urdu. Curriculum at secondary level. Principles and rationale of curriculum development.
2. Text book: Meaning and importance of Urdu textbook, qualities of a good textbook in the subject of Urdu. Qualities of language teacher.
3. Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:
  - i) Literary Club
  - ii) School Magazine
  - iii) Debates
  - iv) Dramatics
  - v) Quiz Programme
  - vi) Mushirah

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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. i) Aims of teaching prose, poetry, drama and composition at various levels.  
ii) Methods of teaching prose, poetry, composition and grammar.



Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment – 20

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- a) understand the importance and role of Punjabi language in our country.
- b) understand the aims of teaching Punjabi at elementary and secondary levels
- c) be familiar with various methods of teaching Punjabi.
- (d) understand the concept of curriculum in teaching Punjabi, qualities of good textbook and co-curricular activities in teaching Punjabi.
- (e) acquaint them with different teaching skills associated with teaching of Punjabi.
- (f) learn various techniques and methods of evaluating performance of learners in the subject of Punjabi.

**COURSE CONTENTS**

**UNIT-I Weightage : 20%**

**Marks : 16**

1. Origin of 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, Varis 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 Weightage : 20%**

**Marks : 16**

1. Curriculum: Meaning, importance and principles of preparing good Punjabi. Curriculum at secondary level. Principles and rationale of curriculum development.
2. Text book: Meaning and importance of Punjabi textbook, qualities of a good textbook in the subject of Punjabi.
3. Co-curricular activities: Meaning, importance of co-curricular activities for teaching Punjabi through :
  - i) Literary Clubs
  - ii) School Magazine
  - iii) Debates
  - iv) Dramatics
  - v) Quiz Programme

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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 Weightage : 20%**

**Marks : 16**

**1. Audio Visuals aids :**

Meaning and importance of audio-visual aids in teaching Punjabi viz Chalk-board, models, charts, audio tapes, video tapes, television, computers and language laboratory.

**2. Development of teaching skills:**

Micro lessons plans for developing skills of :

- 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 macro level, meaning and purpose of unit and monthly plans.

**UNIT-V Weightage : 20%**

**Marks : 16**

**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 in terms of cognitive, affective and psychomotor behavioural developments.**

Diagnostic testing, error analysis and remedial teaching.

**Internal Assessment: 20 Marks**

a) Attendance - 05 Marks

b) Two Tests - 10 Marks

c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

i) Preparation of diagnostic tests.

ii) Contribution of Baba Farid

iii) Importance of folk songs

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES :**

To enable the pupil-teachers to :

- a) understand the importance and role of Hindi language in our country.
- b) understand the aims of teaching Hindi at elementary and secondary levels
- c) be familiar with various methods of teaching Hindi.
- (d) understand the concept of curriculum in teaching Hindi, qualities of good textbook and co-curricular activities in teaching Hindi.
- (e) acquaint them with different teaching skills associated with teaching of Hindi.
- (f) learn various techniques and methods of evaluating performance of learners in the subject of Hindi.

**COURSE CONTENTS**

**UNIT-I Weightage : 20%**

**Marks : 16**

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

**UNIT-II Weightage : 20%**

**Marks : 16**

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 textbook, qualities of a good textbook in the subject of Hindi.
3. Co-curricular activities : Meaning, importance of co-curricular activities for teaching Hindi through :
  - i) Literary Clubs
  - ii) School Magazine
  - iii) Debates
  - iv) Dramatics
  - v) Quiz Programme

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Development of the following linguistic skills:
  - i) Listening
  - ii) Speaking
  - iii) Reading
  - iv) 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. i) Aims of teaching prose, poetry, drama and composition at various levels.  
ii) Methods of teaching prose, poetry, composition and grammar.

**UNIT-IV Weightage : 20%**

**Marks : 16**

1. Audio Visuals aids :  
Meaning and importance of audio-visual aids in teaching Hindi viz Chalk-board, models, charts, audio tapes, video tapes, television, computers and language laboratory.

2. Development of teaching skills :

Concept, components and preparation of any three Micro lessons 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 macro level, meaning and purpose of unit and monthly plans.

**UNIT-V Weightage : 20%**

**Marks : 16**

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 in terms of cognitive, affective and psychomotor behavioural developments.

Diagnostic testing, error analysis and remedial teaching.

**Internal Assessment: 20 Marks**

a) Attendance - 05 Marks

b) Two Tests - 10 Marks

c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

i) Contribution of Kabir and Tulsi Das.

ii) Criteria of a Good Language Test

iii) Kabir's Dohe (7<sup>th</sup> and 9<sup>th</sup> Grade Text)

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment – 20

### COURSE OBJECTIVES :

To enable the pupil-teachers to :

- a) Develop a broad understanding of the principles and procedures used in modern science education.
- b) Develop teaching competence related to general science at the secondary level.
- c) Become effective teachers in order to perform desired roles as a science teacher.
- d) Familiarize with the concept and place of general science in school curriculum.
- e) To understand the concept of behavioural objectives in teaching of general science.
- f) Familiarize with the concept of curriculum, text books and co-curricular activities.
- g) Realize the importance of various tools of evaluation in general science.

### COURSE CONTENTS

#### UNIT-I Weightage : 20%

Marks : 16

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 breaking discoveries and land mark development in science. Eminent world scientist and eminent Indian scientists.
3. Role of school and teacher in teaching of general science. Qualities of a science teacher.

#### UNIT-II Weightage : 20%

Marks : 16

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. Textbooks: Meaning and importance of textbooks in teaching of general science. Qualities of a good textbook of general science. Role of textbooks and encyclopedia in teaching of science.

#### UNIT-III Weightage: 20%

Marks : 16

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
  - c) Science museums
  - d) Aquariums
  - e) Herbariums and virariums
  - f) Science fairs
  - g) School gardening
  - h) Preparation of low-cost teaching aids.
2. Audio-visuals Aids: Meaning, importance and classification of audio-visuals aids viz.,
  - a) Chalk – board
  - b) Models and specimens
  - c) 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 Weightage : 20%**

**Marks : 16**

1. 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) Illustration with examples and visuals
  - e) Stimulus variation
2. Lesson planning: Meaning and importance of lesson plans, unit plans and yearly plans.
3. Steps for preparing lesson plans for teaching Punjabi using Herbartian and RCEM approaches for teaching of general science. Advantages and limitations of these approaches.

**UNIT-V Weightage : 20%**

**Marks : 16**

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

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Photosynthesis
- ii) Atomic Structure
- iii) Water as universal solvent

Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

### COURSE OBJECTIVES :

To enable the pupil-teachers to :

- a) understand and appreciate the uses and significance of mathematics in daily life.
- b) Appreciate the contributions of famous mathematicians in mathematics.
- c) Learn successfully various methods and techniques of teaching mathematics and to use them judiciously.
- d) Know the methods of planning instruction for the classroom
- e) organize curricular activities as per the needs to teach mathematics
- f) understand the process of comprehensive evaluation in mathematics

### COURSE CONTENTS

#### UNIT-I Weightage : 20%

Marks : 16

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, Aryabhata, Leelabathi, Ramanujam, Euclid, Pythagorous, Rene-descarte.
3. Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics.

#### UNIT-II Weightage: 20%

Marks : 16

1. Curriculum: meaning, importance and principles of designing a good curriculum for mathematics, principles and rationale of curriculum development.
2. Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in mathematics.
3. Co-curricular activities: Meaning and importance of co-curricular activities. Procedure for organizing co-curricular activities like quiz programme, skill development in answering puzzles, riddles, magic squares, short cuts mentioned in Vedic mathematics for teaching mathematics.

#### UNIT-III Weightage: 20%

Marks : 16

1. Audio-visual aids: meaning and importance of audio-visual aids in teaching mathematics viz., chalkboard, models, charts, television, video tapes and computers.  
Preparation of low cost teaching aids for teaching mathematics.
2. Methods of teaching mathematics:
  - i) Inductive-Deductive method
  - ii) Analytic-Synthetic method
  - iii) Project method
  - iv) Problem solving method
  - v) Heuristic method
  - vi) Laboratory method
3. Techniques of teaching mathematics:
  - i) Oral work
  - ii) Written work
  - iii) Home Assignment
  - iv) Drill
  - v) Self and supervised study

**UNIT-IV Weightage: 20%**

**Marks : 16**

1. 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) 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 monthly plans.
3. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. Advantages and limitations of these approaches.

**UNIT-V Weightage : 20%**

**Marks : 16**

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.

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Application of computers in teaching of mathematics
- ii) Pedagogical analysis of sets
- iii) Pedagogical analysis of congruency



Duration of MAXIMUM MARKS - 100

Examination – 3 Hours (a) Theory Papers – 80 (b) Internal Assessment - 20

**COURSE OBJECTIVES:**

To enable the pupil-teachers to :

- a) Appreciate the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- b) Develop knowledge about the basic principles governing social studies.
- c) Develop the teaching skill needed for teaching of social studies.
- d) Acquire competency to prepare lesson plans for teaching social studies.
- e) Develop the ability to conceive and organize co-curricular activities for teaching of social studies.
6. Acquire the ability to develop instructional support materials.

**COURSE CONTENTS**

**UNIT-I Weightage: 20%**

**Marks : 16**

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 between them. Objectives and values of teaching social studies in secondary schools.
2. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social studies.
3. Role of school and teacher in teaching of social studies. Qualities of a teacher teaching social studies.

**UNIT-II Weightage: 20%**

**Marks : 16**

1. Curriculum: Meaning, importance and principles of designing a good curriculum for social studies. Approaches to organize social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
2. Textbooks: Meaning and importance of textbooks in teaching of social studies. 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 of organizing cocurricular activities. Role and organization of the following in teaching of social studies.
  - a) Excursion
  - b) Supervised Study
  - c) Dramatisation
  - d) Debates and Quizzes
  - e) Social Studies Clubs
  - f) Visit to museums

**UNIT-III Weightage : 20%**

**Marks : 16**

1. Audio-visuals Aids : Meaning, importance and classification of audio-visuals aids viz.,
  - a) Chalk – board
  - b) Data-line charts
  - c) Models
  - d) Scrap-books
  - e) Globes
  - f) Radio
  - g) Film strips
  - h) Television
  - i) Videos /CDs
  - 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
  - e) Dramatisation
  - f) Socialised Recitation Method
- 3. 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) Illustration with examples and visuals
  - e) Stimulus variation

**UNIT-IV Weightage : 20%**

**Marks : 16**

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

**UNIT-V Weightage : 20%**

**Marks : 16**

- 1. Evaluation: Meaning, need and objectives of evaluation in social studies.
- 2. Formative and summative evaluation, salient features of the two.
- 3. Evaluation techniques: their relative merits and demerits:
  - a) Diagnostic testing
  - b) Oral tests
  - c) Essay type tests
  - d) Objective type tests

**Internal Assessment: 20 Marks**

- a) Attendance - 05 Marks
- b) Two Tests - 10 Marks
- c) One Assignment - 05 Marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- i) Factors affecting Indian society
- ii) History of freedom movement
- iii) Major issues facing Indian economy today