

CLUSTER UNIVERSITY OF JAMMU

SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Core Practices and Teacher Preparation

COURSE CODE : 6CPTTC0201

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

Course Objectives:

- To familiarise the students with the concept of teaching and performance appraisal of teachers.
- Develop and refine the process of the core practices for the prospective teachers in the classrooms situation.
- Learning strategies to assist the learning context of multiple children in the classroom.
- Develop the practices of the approximations which would provide a basis of realistic methods of curriculum.
- Understand the pedagogies of enactment for the curriculum transactions and outcomes on the genuine feedback.

Course Contents:

Unit -I

Concept of Teaching Effectiveness:

- i) Concept of Teaching Effectiveness, Teaching as a profession and performance appraisal of teachers, Need for continuous professional development of teachers.
- ii) Meaning and Importance of Knowledge Domain of Teaching
- iii) Teacher a change from skill based to knowledge and reflective practitioner

Unit -II

Core Practices:

- i) Concept and importance, Development and refinement of core practices
- ii) Relationship of skills and circumstantial problems in the classroom.
- iii) Development of teacher as a self and as a teacher (Portfolio).



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Unit-III

Theory and Practice:

- i) Concept of theory and practice; Disjoint between theory and practice,
- ii) Concept of Pre-service course; Disjoint between pre service course and problems in the classroom,
- iii) Relationship between reflection aspects and clinical aspects of practice.

Unit- IV

Methods of Teaching:

- i) Concept of methods of teaching and difference between foundational courses and method courses.
- ii) High leverage practices and their characteristics
- iii) Transactional approaches for the Foundation Courses (Expository, Participatory and Collaborative).

Unit V

Pedagogy and Enactment:

- i) Meaning and importance of pedagogy of enactment; Steps involved in the pedagogy of enactment.
- ii) Difference in the pedagogy of enactment and reflection.
- iii) Meaning, Organizing and Importance of Reflective Journal.

Sessional Work:

Specializing in the elementary schools (on a group of 2-3 students)

- Developing among the student teachers the practice to develop among the students the routines to work together (who refuses to work together and many other situations- in the discipline and across disciplines).
- Anticipating the responses of the students by identifying the Trouble spots / Road Block Common errors.

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- Developing the repertoire of the same in Reflective Journal for the novices joining the profession to gain insight and the experience out of the two specialization

Specializing in the secondary/hr secondary schools (1-2 students group)

- Developing among the student teachers how to lead the classroom discussions among the students?(dialogue, anticipating responses, sensitive to trouble spots, common errors and road blocks, writing out the expected students responses and teachers expected responses against each)
- Developing among the student teachers how to learn about the students understanding (with respect to cultural differences and other above mentioned difficulties)
- Developing the repertoire of the same in RJ for the novices joining the profession to gain in sight and the experience out of the specialization attained in the core practices.

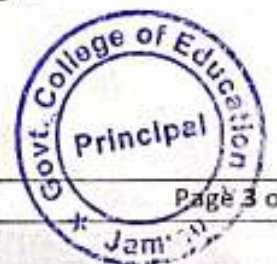
The following techniques besides many others can be used for the sessional work.

- ✓ Use of scaffolding instruction
- ✓ Graphic organiser
- ✓ Research and expert consultation
- ✓ Informal queries with the students
- ✓ Feedback and simulation
- ✓ Approximation of practice

Books recommended and web resources:

1. Ambrose SA and Bransford (2010) how learning works [http://c4ed.lib.kmutt.ac.th/sites/default/files/how learning works-ambrose.pdf](http://c4ed.lib.kmutt.ac.th/sites/default/files/how%20learning%20works-ambrose.pdf)
2. Brent and Felder how learning works available at <http://ww4.ncsu.edu/unity/lockers/users/f/felder/public/columns/ambrose.pdf>
3. Meyer, J.H.F., and Land, R.(2012). Overcoming barriers to Student Understanding: Threshold concepts and Troublesome knowledge . London: Routledge

Note for Paper Setter :-



COURSE CODE : 6CPTTC0201

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Weightage	Section A	Section B	Section C
4Credit Course	16 marks 8 Short type Questions of 2 marks each (Compulsory) (From Whole Syllabus)	20 marks 5 Medium type Questions of 4 marks each (with choice) (One Question from each unit)	24 marks 2 Long Questions of 12 marks each (1 Question each from Unit 2 to Unit 5. Internal choice between Unit 2 & Unit 3, Unit 4 & Unit 5)
2credit course	8 marks 8 Short Questions of 1 marks each (Compulsory) (From Whole Syllabus)	10 marks 5 Medium Questions of 2 marks each (2 Questions from Unit 1&3 Questions from Unit 2 with choice)	12 marks 2 Long Answer Questions of 6 marks each (with choice)



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SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Qualitative Research

COURSE CODE : 6QRETC0202

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

Course Objectives:

- To understand the fundamentals of qualitative research.
- To understand the validity and reliability issues in qualitative research.
- To conduct effective interviews and observations.
- Engage in thematic analysis of documents, transcripts, and notes.
- Discuss the elements of a "good" qualitative study.
- Create an effective presentation of qualitative data.

Course Contents:

Unit-I

Qualitative Research and its Types:

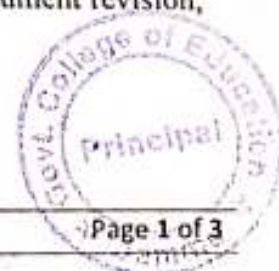
- i) Concept, need, importance and characteristics of Qualitative Research.
- ii) Types of Qualitative Research; Case study, Ethnography.
- iii) Phenomenological study, Grounded Theory, Content analysis.

Unit-II

Data Collection Method in Qualitative Research:

- i) Meaning and purpose of data collection.
- ii) Need and importance of data collection.
- iii) Types of data collection methods: Face to Face Interaction, Focus Group, Document revision, Longitudinal Study.

COURSE CODE : 6QRETC0202



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Unit-III

Observation:

- i) Meaning, purpose and characteristics in observation in Qualitative Research.
- ii) Types of Observation: Participated and Non- Participated Observation.
- iii) Process and basic problems in Qualitative Observation.

Unit-IV

Descriptive Research:

- i) Meaning, characteristics of descriptive research.
- ii) Meaning and types of survey research.
- iii) Developmental, growth studies, trend-studies.

Unit-V

Research Proposal:

- i) Meaning, Nature and importance of Research Proposal.
- ii) Need and characteristics of a research proposal.
- iii) Steps involved in preparing a qualitative research proposal.

Sessional Work:

Prepare a Research Proposal based on Qualitative Research proposal or critically evaluate the two previous research proposal.

Books Recommended:

1. Bogdab, R.C. & Biklen, S K. (2011). *Qualitative Research for Education*, New Delhi: PHI
2. Learning Private Limited, 29.
3. Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikash Publishing House.*

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4. Meltzopff, J (2007). *Critical Thinking about Research*. Washington: American Psychological Association.

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Weightage	Section A	Section B	Section C
4 Credit Course	16 marks 8 Short type Questions of 2 marks each (Compulsory) (From Whole Syllabus)	20 marks 5 Medium type Questions of 4 marks each (with choice) (One Question from each unit)	24 marks 2 Long Questions of 12 marks each (1 Question each from Unit 2 to Unit 5. Internal choice between Unit 2 & Unit 3, Unit 4 & Unit 5)
2 credit course	8 marks 8 Short Questions of 1 mark each (Compulsory) (From Whole Syllabus)	10 marks 5 Medium Questions of 2 marks each (2 Questions from Unit 1 & 3 Questions from Unit 2 with choice)	12 marks 2 Long Answer Questions of 6 marks each (with choice)

COURSE CODE : 6QRETC0202



CLUSTER UNIVERSITY OF JAMMU

SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Comparative Education

COURSE CODE : 6CEDTCO203

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

Course Objectives:

- To understand the concept of Comparative Education and its effect on Teacher Education.
- To understand the different factors affecting the general education system of different countries.
- To understand the pattern of Teacher Education at different levels
- To explore major research findings pertaining to different social and educational issues.
- To understand the impact of various Educational issues of various countries.
- To understand a comparative view of various educational systems of the nations to enrich our own educational system.

Course Contents:

Unit-I

- Comparative Education: Concept, objectives, historical background and scope.
- Scientific paradigms in the Comparative Education; impact of national and international developments on the Comparative Education.
- Teacher Education- A comparative study of the developed and developing countries; the knowledge economies and the role of the teacher education.

Unit-II

- Education and Teacher Education Development in post-colonial India: Impact of socio-historical realities in various policies and programmes, Culture and knowledge .
- Democratic and Political Inequalities in Education: Forms of inequalities and their impact on Indian educational system and ways to eliminate the inequalities
- Post modernism and the Teacher Education in India (problems and prospects).

Unit-III



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- i) Comparative Education Research: Qualitative and Quantitative approach to Comparative Education.
- ii) Modern trends in World Education-National and Global; Units of comparison- policies, Ways of Learning and the Educational Organisation.
- iii) Comparative study on the assessment of Education System of India, UK, USA, USSR:
 - a) Objectives of Education
 - b) Curriculum
 - c) Constitutional provisions for educational system

Unit-IV

- i) Conservation of Environment and Role of Education.
- ii) Education of Differently Abled students-Nature, objectives and programmes.
- iii) Problem of World population, Terrorism-A World problem.

Unit-V

- i) Role of Polity and Non-institutional actors (NGO's, Missionaries and Voluntary Social organisations) in the development of the policies and framework in Teacher Education.
- ii) Teacher Education in Germany, USA and India.
- iii) Lessons India should learn from the teacher Education systems of developed countries to improve its own system.

Sessional Work:

- A case study on the Educational System(primary/ secondary/ higher) of J&K state vis-à-vis India.
- A Comparative study of Higher Education in UK, USA and India.
- Vocationalization of Secondary Education in USA and India (Problems and prospects).
- A comparative study of the Adult Education Systems of Australia ,Brazil and India.

BOOKS RECOMMENDED AND WEB LINKS

1. Arnobe, Robert F.- Comparative Education: The Dialectic of the Global & Local .Pub. Lanham, Mary Land: Rowman & Little Field Publishers, 2013
2. B.N Dash, Development of Education System in India, Dominant Publishers and distributors (2009-10).
3. Chaube and Chaube, Comparative Education Vikas Publishing House, Delhi
4. Dent, HC. Educational System of England, George Allen and Unwin. London. 1981



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5. Govinda, R India Human Resort- A profile of Basic Education-OUP
6. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London. 1961
7. Haq and Haq Human Development in South Asia- OUP Karachi
8. Human Development in South Asia 2000, The Gender Question-Oxford
9. Kubow, Patricia K., Comparative Education: Exploring issues in International context, Pub.- Upper Saddle River, N.J.: Merrill Printice Hall, c2007
10. Literatures University of Pennsylvania, Scholarly Commons, Asia-Pacific Education, Language Minorities and Migration(ELMM) Network Working Paper Series
11. Manjon, Maria: Comparative Education-The Construction of a Field, Hong Kong, Comparative Education Research Centre; (Dordrecht):Springer, 2011
12. Mark Bray and Adamsons, Comparative Education – Methods and Approaches- Springer Ltd (2014).
13. Comparative Education Aggarwal & Biswas Vikas Publishing House ,Delhi
14. Comparative Education ,Sharma RA
15. Comparative Education ,Sharma YK
16. Michael Crossley and Keith Watson, Comparative and International Research in Education, Globisatssion: Context and Difference Publisher: Routledge Falmer(2003).

Web Resources

1. <http://www.jstor.org/stable/1188108>
2. <http://www.educationnuk.org/global/sub/higher-education/>
3. <http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>.
4. Creating intentional spaces for sustainable development in the Indian trans-Himalaya:
5. reconceptualizing globalization from Below ,Payal Shah :Intercultural Education, 2014 Vol. 25,
6. [http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Educator\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Educator(1).pdf).
7. <http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>
9. <http://cmodes.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>
10. http://edb.org.hk/hketc/download/journal/j1/1_1.5.pdf
11. <http://www.jstor.org/stable/1188108>
12. http://www.edu.uwo.ca/faculty_profiles/epels/larsen_marianne/documents/CompEdPostmodernism.pdf
13. <http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>
15. <http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.
17. http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf
18. <https://ala.asn.au/about-us/>



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19. http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_americaand%20thecaribbean
20. <http://www.ademnet.org/postaly2/adca/bisannual>
21. [country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf](http://www.ademnet.org/postaly2/adca/bisannual)
22. <http://www.ademnet.org/postaly2/adca/bisannual>
23. [2006/duc/document/A1_3_%20brazil%20short%20version_en.pdf](http://www.ademnet.org/postaly2/adca/bisannual)
24. <http://www.educationtrb.org/global/sub/higher-education/>
25. http://www.eccts.co.uk/europass/documents/ds_description.pdf.
26. <http://www.ajal.net.au/>
27. <http://hd.apee.org/images/017/003.pdf>
28. <http://www.oecd.org/edu/skills-beyondschool>

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SYLLABUS – SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Teacher Education

COURSE CODE : 6TRET0204

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

Course Objectives:

- To develop an understanding about teacher Education
- To give insight and reflection on the concept of teaching and the status of teaching as a profession.
- To know about Pre Service and In-service teacher training agencies
- To use various methods of teaching for transacting the curriculum in schools.
- To appreciate the process of innovations in teacher education
- To understand the structure/ agencies of teacher education

Course Contents:

UNIT-I

Teacher Education:

- i) Concept, objectives, functions, need and importance.
- ii) Historical development of teacher education in India before Independence
- iii) Teacher Education after Independence NPE 1986, NCFTE 2009: National Curriculum Framework for Teacher Education.

UNIT-II

Teacher Education in India:

- i) Problems of Teacher Education in India, Remedial measures to overcome the problem of Teacher Education.
- ii) In-service education of teacher-Need, Importance, Objectives
- iii) Pre-service education of Teachers-Need, Importance, Objectives.

UNIT-III

Structure and Techniques of Teacher Education:

- i) Structure of Teacher Education-
 - a) Pre Primary Stage and Primary Stage.
 - b) Junior or Middle Stage
 - c) Secondary or Higher Stage.
- ii) Techniques of Teacher Preparation:



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- a) Simulated teaching: Steps, advantages and limitations
- b) Team Teaching: Steps, advantages and limitations
- c) Micro Teaching: Steps, advantages and limitations
- iii) **Professional Ethics-** meaning, need and significance of professional ethical code for teachers.

UNIT-IV

- i) **Techniques for Higher Learning:**
 - a) Seminar
 - b) Conference
 - c) Panel discussion and Workshop
- ii) **Individualized instruction**, supervised study and Role Play.
- iii) **Strategies of Professional Development:** Study groups, book Clubs, research colloquium.

UNIT-V

Managing Agencies of Teacher Education:

- i) **National Level or Central Agencies:** Functions of UGC(University Grant Commission),NCERT(National Council of Educational Research and Training)
- ii) NIEPA (National Institute of Educational Planning and Administration),NCTE (National Council of Teacher Education)
- iii) **State Level Agencies:** Functions of SCERT(State Council Of Educational Research and Training), DIET(District Institute of Education and Training).

SESSIONAL WORK

1. Power Point Presentations on NAAC(National Assessment and Accrediation Council).
2. Visit, Observe and prepare a report on functioning of DIET and SIE.
3. Prepare a previous two year report on academic achievement of any local college of Education.
4. Critical Study of one Teacher Training College.

Books recommended

1. Saxena, N.R., Mishra,B.K, & Mohanty, R.K.(1999-2000). Teacher Education, Surya Publications: Meerut.
2. Sharma, S.P.(2009),Teacher Education, Principles, theories and practices, Kanishka Publishers: New Delhi
3. Garg, B.R.(2000), Issues in Teacher Education. The Indian Publications: Ambala Cont-13300(India).
4. Verma,M(2006),Teacher Education Murari Lal & Sons: New delhi-110002.
5. Singh, L.C.& Sharma, P.C.(1995),Teacher Education and the teacher, new Delhi: Vikas Publicationg House



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SYLLABUS - SEMESTER 2(CDC5) (CORE COURSE)

6. Garg, B.R. (2000) Issues in Teacher Education, The Indian Publications: Ambala Cant-
7. Mangla, Sheela (2010) Teacher Education: Trends & Strategies, Radha Publishing, New Delhi
8. NCERT (1987): In service Training Package for Secondary Teachers MHRD, New Delhi
9. NCTE (1998): Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New
10. Sharma, S.P. (2009) Teacher Education, principles, theories and practices, Kanishka Publishers: New Delhi
11. Singh, L. C.& Sharma, P. C. (1995) Teacher Education and the Teacher, New Delhi: Vikas Publishing House
12. Singh, R. P. (1990) Studies in Teacher Education, New Delhi: Bahri Publication
13. Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing
14. Singh, L.C. et al. (1990) Teacher Education in India, New Delhi, NCERT.
15. Singh, T. (1978) Diffusion of Innovations among Training Colleges of India, Varanasi, BharatBharati Prakashan.
16. Verma, M.(2006) Teacher Education, Murari Lal & Sons: New Delhi-110002

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SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Teaching of Social Science

COURSE CODE : 6SSCDE0206

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

Course Objectives:

- To provide the knowledge to the students about the concepts, aims and objectives and scope relationships regarding Social science.
- To provide the knowledge of types and sources of social science curriculum.
- To provide an insight into NCF2005.
- To familiarize students with the different types of latest technological interventions that can be used for teaching of social science.
- To develop a broad understanding of social science.
- To understand meaning of curriculum and become aware of different types of curriculum.

Course Content:

Unit I

Basics of Social Science:

- i) Concept, nature, aims, objectives and scope of Social Sciences.
- ii) Aims and objectives of teaching social sciences at various stages of education i.e. elementary, secondary, higher secondary level, meaning and steps of writing Behavioural objectives.
- iii) Pedagogical Analysis of the contents in Social Studies.

Unit II

Curriculum Development in Social Science:

- i) Meaning and principles of Curriculum Construction in Social Studies.
- ii) National Curriculum Framework (2005) & (2009) in Social Science.
- iii) Role of Organisations like NCERT, UGC and NCTE in Curriculum development of Social Science.

Unit-III

Methods of Social Science Teaching:

- i) Meaning and characteristics of the methods of teaching of Social Science.

COURSE CODE : 6SSCDE0206



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ii) Advantages of the following methods of Teaching of Social Science:

- a) Lecture method
- b) Discussion method
- c) Story telling method

iii) Explain the Deductive and Inductive methods of Teaching of Social Science.

Unit -IV

Evaluation in Social Science:

- i) Meaning and scope of Evaluation in Social Studies.
- ii) Need and importance of Evaluation Techniques in Social Studies.
- iii) Different tools and Techniques of Evaluation- Formative and Summative Evaluation.

UNIT -V

Content in Social Sciences:

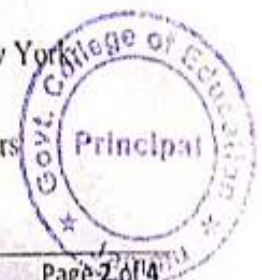
- i) Social Reform Movement in India during 19th Century- Nature and Scope.
- ii) Contribution of Rajaram Mohan Roy and Sir Syed Ahmed.
- iii) Contribution of B.R.Ambedkar in Social Reforms.

Sessional Work: (Any one)

- Contribution of any Social Reformer.
- Heritage visit- Importance, Observations and Evaluation of the visit.

References

- 1) Aggarwal, J.C.: Teaching of Social Studies. New Delhi : Vikas Publishing House Pvt. Ltd.,1982.
- 2) Bining and Bining : Teaching of Social Studies in Secondary Schools. New York : McGraw Hill Book Co., 1972.
- 3) Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- 4) Kochhar, S.K.: The Teaching of Social Studies. New Delhi : Sterling Publishers Pvt. Ltd., 1988.
- 5) Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.1986.
- 6) Marsh, D.A. (Ed.): The Social Sciences. London: Roulledge and Kegan Paul, 1965.
- 7) Malayya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.
- 8) Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York Rinehart and Company.
- 9) Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers



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- 10) Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006
- 11) NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.
- 12) NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- 13) NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- 14) NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
- 15) NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on *Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- 16) NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on *Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- 17) NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- 18) NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
- 19) NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
- 20) Kameshwar A. Hema Pedagogy Of Social Science Paperback – 2017
- 21) Aggarwal R.C. and Bhatnagar Mahesh, Constitutional History of India Delhi 2005
- 22) S.K.Mangal Uma Mangal: Teaching of Social Studies, New Delhi 2011.

Note for Paper Setter :-

The structure of question paper shall have three Sections A, B and C. However, marks allotted to a course will be different. There will be 100 marks for a course with 4 credits and 50 marks for a course with 2 credits. The semester end examination marks for a course shall be 60 for 4 credits and 30 for 2 credits. Similarly the Minor Examinations marks shall be of 40 and 20 for 4 and 2 credit courses respectively. Weightage of questions per section under 4 and 2 credit courses shall be as under:

CLUSTER UNIVERSITY OF JAMMU

SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

Weightage	Section A	Section B	Section C
4 Credit Course	16 marks 8 Short type Questions of 2 marks each (Compulsory) (From Whole Syllabus)	20 marks 5 Medium type Questions of 4 marks each (with choice) (One Question from each unit)	24 marks 2 Long Questions of 12 marks each (1 Question each from Unit 2 to Unit 5. Internal choice between Unit 2 & Unit 3, Unit 4 & Unit 5)
2 credit course	8 marks 8 Short Questions of 1 marks each (Compulsory) (From Whole Syllabus)	10 marks 5 Medium Questions of 2 marks each (2 Questions from Unit 1 & 3 Questions from Unit 2 with choice)	12 marks 2 Long Answer Questions of 6 marks each (with choice)



CLUSTER UNIVERSITY OF JAMMU

SYLLABUS - SEMESTER 2(CBCS)
(CORE COURSE)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: **Internship**

COURSE CODE : 6INPPC0207

CREDITS : 4

DURATION OF EXAMINATION

TOTAL: 100 Marks

MINOR TEST :

MINOR TEST: 40 Marks

MAJOR TEST : 03 Hours

MAJOR TEST: 60 Marks

INTERNSHIP/PRACTICUM

- Plan and deliver 15 lessons in teaching subjects.
- Organization of Literary and Aesthetic activities (Quiz/ Debate/Poster Making/ Rangoli).
- Visit, observe and record one innovative high/ higher secondary school for extended discussions and presentations on different aspects of teaching.
- Reflective Journal with regular feedback.



SEMESTER- IV

CLUSTER UNIVERSITY OF JAMMU

M.Ed. SEMESTER IVth

Course No. 6EDATC401	Credits: 4	Total Marks:100
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Title: Education for differently abled	Duration of Exam: 3hrs.	External:60 Minor Test I :15 Minor Test II :15 Sessional Marks:10
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Course Objectives:

- To know about mainstreaming, integration and inclusive education.
- To understand the global and national commitment towards the education of children with diverse needs.
- To get acquainted with the causes and education and provisions for different categories of differently abled children.
- To promote inclusive practice and the role and responsibilities of all concerned personnel.
- To know about autism and how to identify autism.
- To understand the nature of difficulties encountered by children and to prepare conducive teaching learning environment.
- To realise the importance of inclusive education.
- To understand the National initiatives and policy prospective for children with diverse needs.

Course Content:

Unit I

Education of Gifted & Creative Children:

- i) Education of Gifted Children: Concept, Characteristics, Identification & Educational Provisions.
- ii) Education of Creative Children: Concept, Nature and Characteristics,
- iii) Approaches and methods of teaching creative children- Nurturing creativity.

Unit II

Education of Visually & Hearing Impaired:

- i) Education of Visually Impaired: Characteristics, Types, Causes, Educational Provisions & Role of national Institute for Visually impaired.
- ii) Education of Hearing Impaired: Concept, Characteristics, Types, Etiology, Identification and Assessment, Role of School and Teachers in identification of hearing impaired children,
- iii) Educational Provisions & Role of national Institute for Hearing impaired.

Unit III

Education of Mentally Retarded & Slow Learners:

- i) Education of Mentally Retarded: Concept, Identification, Causes.

- ii) Education of Slow Learners: Concept, Identification & Causes
- iii) Educational Provisions for Mentally Retarded and Slow Learners.

Unit IV

Education of Orthopaedically Handicapped & Learning Disabled:

- i) Education of Orthopaedically Handicapped: Concept, Types, Educational Programme.
- ii) Role of national Institute for Orthopaedically Handicapped.
- iii) Education of Learning Disabled: Concept, Characteristics, Identification & Educational Programme.

Unit V

Children with Autism & Mainstreaming:

- i) Children with Autism: Meaning, Characteristics, Identification & Educational Measures.
- ii) Concept of Mainstreaming, Integration and Inclusive Education, Barriers to inclusive Education, Importance of Inclusive Education.
- iii) Right of Person with Disability Act 2016 (RPWD, 2016).

Sessional Work

The student may undertake anyone of the following activities:

1. Visit to Special school (Observe and prepare report on it)
2. Prepare a case study of differently abled learner.
3. Powerpoint Presentation on Autism.

Books Recommended

1. Ainscow, M., Booth, T (2003): *The index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for students in Inclusive Education
2. Hallahar, D.P., & Kauffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*, Allyn and Bacon, Massachusetts.
3. Kirk, S.A., & Gallagher J.J. (1989) *Education of Exceptional Children*: Houghton Mifflin Co, Boston.
4. Werts, Margaret G. (2011). *Fundamentals of special Education*. PHI Learning Private Ltd, New Delhi.
5. James E Ysseldyke, *Special Education*
6. Kirk, S.A. *Education for Exceptional children*
7. Prem Prakash, *Education for Exceptional children*
8. Dash, M., *Education for Exceptional children*
9. Sharma, R.A, *Fundamentals of special Education*

Note for Paper Setter :-

CLUSTER UNIVERSITY OF JAMMU

M.Ed. SEMESTER IVth

Course No. 6ONDDEO403	Credits: 4	Total Marks:100 marks
Title: Open and Distance Learning	Duration of Exam: 3hrs.	External:60 marks Internal Test 1 :15marks Internal Test 2 :15 marks Sessional Work:10

Course Objectives:

To enable the pupil teachers to-

- Understand the distance and open modes of learning.
- Understand the need and importance of distance and open learning.
- Understand the role of mass media and other technologies in distance and open learning.
- Know various evaluation techniques in distance education.

Unit-I

Philosophical & Historical perspective

- i) Concept, meaning, nature of distance and open learning
- ii) Need, importance, scope, advantages and limitations of distance and open learning
- iii) Correspondence and Open education: Development, objectives and modes

Unit -II

ICT & Distance Education

- i) Design and Development of Self Learning Printed material
- ii) Audio-video technology, satellite based communication system, Mobile Technology
- iii) Role of mass media

Unit-III

Self Learning Material (SLM) in Distance Education

- i) Self learning material: Meaning, Scope, Importance and Characteristics.
- ii) Types of SLM in distance education (print and non print). Course
- iii) Design-need assessment, planning of SLM

Unit-IV

Evaluation Procedure in Distance Education

- i) Meaning, Concept, and Need of evaluation in DE.
- ii) Comprehensive and continuous evaluation in DE.
- iii) Formative and Summative evaluation in DE.

Unit-V

Management and Recommendations in Distance Education

- i) Management of Distance Education
- ii) Learner Support Services
- iii) Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education

Sessional Work: Survey of Distance and open learning Local Institutions/ Centers.

Books Recommended:

- ❖ Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication.
 - ❖ Nandra, L.S. (2010): Distance and open education; century Publication, Patiala.
 - ❖ Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi.
 - ❖ Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi.
 - ❖ Sharma, R.A. (2008). Distance Education International Publishing House, Merrut.
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Note for Paper Setter :-

The structure of question paper shall have three Sections A, B and C. However, marks allotted to a course will be different. There will be 100 marks for a course with 4 credits and 50 marks for a course with 2 credits. The semester end examination marks for a course shall be 60 for 4 credits and 30 for 2 credits. Similarly the Minor Examinations marks shall be of 40 and 20 for 4 and 2 credit courses respectively. Weightage of questions per section under 4 and 2 credit courses shall be as under:

Weightage	Section A	Section B	Section C
4Credit Course	<p>16 marks</p> <p>8 Short type Questions of 2 marks each (Compulsory) (From Whole Syllabus)</p>	<p>20 marks</p> <p>5 Medium type Questions of 4 marks each (with choice) (One Question from each unit)</p>	<p>24 marks</p> <p>2 Long Questions of 12 marks each (1 Question each from Unit 2 to Unit 5. Internal choice between Unit 2 & Unit 3, Unit 4 & Unit 5)</p>
2credit course	<p>8 marks</p> <p>8 Short Questions of 1 marks each (Compulsory) (From Whole Syllabus)</p>	<p>10 marks</p> <p>5 Medium Questions of 2 marks each (2 Questions from Unit 1&3 Questions from Unit 2 with choice)</p>	<p>12 marks</p> <p>2 Long Answer Questions of 6 marks each (with choice)</p>

CLUSTER UNIVERSITY JAMMU

M.Ed. SEMESTER IVth

Course No. 6ADSDE0403	Credits: 4	Total Marks:100 marks
Title: Advanced Statistics in Education	Duration of Exam: 3hrs.	External:60 marks Minor I :15marks Minor II :15 marks Sessional Work:10

Course Objectives:

To enable the pupil teachers to-

- make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
- enable students to interpret educational research and investigation and to examine the scope of application of research.
- knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
- application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
- development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

Unit-I

- i) Measures of Variability: Meaning, Uses, Advantages, Limitations and Computation of Average Deviation & Quartile Deviation
- ii) Measures of Relative Position: Meaning, Uses, Advantages, Limitations and Computation of Percentiles and Percentile Ranks
- iii) Measures of Relationship: Meaning, Uses, Advantages, Limitations and Computation of Biserial and Point Biserial Coefficient Correlation. Difference between the two. Partial Correlation: Concept and Computation of Second order

Unit-II

Normal Distribution Curve: Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in terms of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test item
- iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed

Unit-III

- i) Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.
- ii) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent). Significance of Mean Differences of Two matched groups on Mean and SD.
- iii) Analysis of variance: Concept, Uses, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations.

Unit-IV

- i) Regression Equations: Concept of Regression, Advantages, Limitations & Framing regression Equations (involving two variables).
- ii) Standard Error of Estimate for Prediction: Concept, Advantages, Limitations & Computation of Standard Error of Estimate for Prediction
- iii) Concept of Coefficient of Alienation, Forecasting Efficiency coefficient & Correlation as Coefficient of Determination

Unit-V

- i) Meaning, Uses, Advantages, Limitations & Computations of Sign Test, Median test, Run Test (for Two Independent Sample) and Kolmogorov- Smirnov test (Small and Large Small with equal and unequal N).
- ii) Chi-square Hypothesis Testing: Concept, Uses and Assumptions
- iii) Computation of Chi-Square:
 - Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
 - Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
 - Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
 - Goodness of fit of Normal Distribution of Frequencies.

Sessional Work:

Collect data from 50 students and analyse and interpret it by applying any statistical technique.

Books recommended:

1. Aggarwal, Y.P. (1998). *Statistical Methods*. New Delhi: Sterling.
2. Edward, A.L. (1968). *Experimental designs in psychological research*. New York: Holt, Rinehart and Winston.

3. Ferguson, G.A. (1976). *Statistical analysis in psychology and education*. New York: McGraw Hill.
4. Garrett, H.E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feffer and Simon.
5. Guilford, J.P., and Benjamin, F. (1973). *Fundamental statistics in psychology and education*. New York: Mc Graw hill.
6. Koul, L. (1988), *Methodology of educational research*. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Kurtz, A.K., and Mayo, S.T. (1980). *Statistical methods in education and psychology*. New Delhi: Narola Publishing House.
8. Neuman, W.L. (1977). *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn and Bacon.
9. Siegel, S. (1986). *Non-parametric statistics*. New York: Mc Graw Hill,
10. Van Dalen, D.B. (1962). *Understanding educational research*. New York: McGraw Hill,
11. Glass, Genev & Hopkins, Kenneth D. (1996). *Statistical methods in education and psychology*. A Simon & Schuster Company Needham Heights.
12. Minium, E.W., King B.M. & Bear, Gorden (1995). *Statistical reasoning in psychology & education*. Canada: John Willy & Sons.
13. Best, J.W., and Kahn, J.V., (2003). *Research in education*. New Delhi: Prentice Hall.

Note for Paper Setter :-

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Weightage	Section A	Section B	Section C
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2 credit course	8 marks 8 Short Questions of 1 marks each (Compulsory) (From Whole Syllabus)	10 marks 5 Medium Questions of 2 marks each (2 Questions from Unit 1 & 3 Questions from Unit 2 with choice)	12 marks 2 Long Answer Questions of 6 marks each (with choice)

CLUSTER UNIVERSITY JAMMU

M.Ed. SEMESTER IVth

Course No. 6EVEDE0403	Credits: 4	Total Marks:100 marks
Title: Environmental Education	Duration of Exam: 3hrs.	External:60 marks Minor I :15marks Minor II :15 marks Sessional Work:10

Course Objectives:

- To make students understand about concept, importance and scope of Environmental Education.
- To acquaint students with various Environmental Hazards.
- To acquaint students with components of Environment for developing Curriculum for environmental education.
- To enable the students with methods and strategies of environmental education.
- To give the students awareness about sustainable development and projects under taken to save environment.

Unit-I

Introduction to Environment Education:

- i) Meaning and importance of Environmental Education
- ii) Aims and objectives of Environmental Education, Guiding principles and scope of Environmental Education.
- iii) Challenges to environment, Role of education to face the challenges

Unit-II

Environmental Hazards:

- i) Concept and types of Environmental Hazards
- ii) Need for conservation, prevention and protection of rich environmental heritage.
- iii) Environmental educational programmes for primary, secondary and higher education, Role of teacher to facilitate environmental awareness at various stages.

Unit-III

Curriculum:

- i) Natural system- Earth, Biosphere, Biotic and Abiotic components, Human system-Human being as a part of environment,
- ii) Population and its effect on environmental resources.
- iii) Technological interventions like Industrialization, Fertilizers & Urbanization and their impact on environmental system.

Unit-IV

Methods and Strategies of Environmental Education:

- i) Discussion, Seminar, Workshop and Exhibitions, Role of Media- Print, Films and TV, Internet.
- ii) Documentaries on environmental assets-River, Forest, Mountains, Grassland
- iii) Role of Central and State government in environmental education.

Unit-V

Education for Conservation of Natural Resources and Sustainable Development:

- i) Conservation of Natural Resources: Concept, Need and importance, Ways of conservation of natural resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate and Reshape
- ii) Eco-friendly technology and its use for sustainable development
- iii) Movement to save environment- National Parks, Chipko movement, save Dal Lake, save Hangul, Project Tiger, Narmada Bachao

Sessional Work:

- 1) Planning and conducting an environmental awareness programme in any one school or college.
- 2) Field visit to learn strategies for environmental education.
- 3) Place of environmental education in National curricular Framework (2000) given by NCERT and environmental education curriculum framework for teacher and teacher education (2005) given by NCTE.

Books Recommended

1. Carson, Sean Mc B. Environmental Education- Principles and Practices: Edward Arnold Publishers, 1978.
2. Sexena, A B; Environmental Education, National Psychological Corporation 1986.

3. Sharma, R.C; Environmental Education ,metropolitan Publishers, Delhi.Justin.
4. Sharma, R.A. (2008).Environmental Education Merrut: R. Lall Books Depot.
5. Kumar, A.(2009).A text book of environmental Science, New delhi:APH Publishing Corporation

Note for Paper Setter :-

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Weightage	Section A	Section B	Section C
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CLUSTER UNIVERSITY JAMMU

M.Ed. SEMESTER IVth

Course No. 6PEDTE0403	Credits: 4	Total Marks: 100 marks
Title: Physical Education	Duration of Exam: 3hrs.	External: 60 marks Minor I : 15 marks Minor II : 15 marks Sessional Work: 10

Course Objectives:

- To know about Physical Education education.
- To realize the need and methods of physical activities in schools, integrated schools and role of teachers and community towards development of children.
- To make the learners familiar with the historical development and approaches for Physical Education.
- To help students understand teacher's role and responsibilities to promote Physical Education.
- To develop skills necessary for the healthful living.

Unit-I

Introduction to Physical Education:

- i. Meaning, definition and scope of Physical Education,
- ii. Aims, Objectives and Importance of Physical Education in modern society.
- iii. Relationship of Physical Education with General Education.

Unit-II

Historical Prospects of Physical Education:

- i. Pre-independence development of Physical Education in India.,
- ii. Post – independence development of Physical Education in India.
- iii. Role of IOA, SAI and NSNIS in the development of Physical Education and Sports in India.

Unit-III

Role & Responsibilities of Teacher:

- i. Qualities and qualification of Physical education teacher,
- ii. Teacher's role in development of physical education in-educational institutions.
- iii. Misconceptions regarding Physical Education and their remedial measures.

Unit-IV

Introduction to Physical Fitness:

- i.. Meaning and importance of Physical Fitness,
- ii Components and types of physical fitness
- iii. Principles of Physical Fitness, Factors influencing Physical Fitness.

Unit-V

Concept of Balanced Diet:

- i. Balanced Diet: Meaning and importance.
- ii. Components of balanced diet and their sources.
- iii. Factors affecting balanced diet (psychological, biological, professional, living style, personal habits, social & economic approaches)

Sessional work

- Intramural/Inter class/Inter Semester tournament organization
- Presentation on Balanced Diet and Components
- Conduct seminar on teacher's role in Physical Education
- Field Surveys by visiting international/national sport agencies or stadiums

Books Recommended:

1. Singh, Ajmer. et al., (2017), *Essentials of physical Education*, Kalyani Publications, India.
2. Nathial, MS.(2017), *Concepts of Physical Education*, Friends Publications, India.
3. Kang G.S. Deol N.S. "An introduction to Health and Physical Education 21st century" Patiala (2008).