

AL-NOOR COLLEGE OF EDUCATION  
BANDIPORA KASHMIR

Syllabus for One Year

Session 2010-2011

PAPER I: THEORY & PRINCIPLES OF EDUCATION

**Unit I Education & Philosophy**

- (i) Nature & Meaning of Education
- (ii) Aims of Education-individual and social
- (iii) Nature and meaning of Philosophy
- (iv) Relation between Philosophy & Education
- (v) Significance of Philosophy of Education

**Unit II Major Philosophies of Education**

- (i) Naturalism (ii) Idealism. (iii) Pragmatism (iv) Existentialism

These Educational Philosophies shall be discussed with special reference to: Aims, Curriculum, Role of Teacher & Concept of Discipline.

**Unit III Educational Thinkers & their Contribution in developing Principles of Education.**

- (i) M.K. Gandhi : Basic Education
- (ii) Tagore. : Shanti Niketan
- (iii) Swami Vivekananda : Man making Education
- (iv) John Dewey : learning by doing
- (v) Froebel : The play way method
- (vi) Montessori : The didactic Apparatus.

**Unit IV Education & the social Frame of reference**

- (i) Education and democracy : Basic Principles of democracy  
: Education for Democracy
- (ii) Education & Socialism :  
Meaning, Importance & Role of Education in achieving the goals of Socialism.
- (iii) Education and secularism : Meaning of Secularism  
: Significance of Secularism in a multi-religious society  
: Role of Education in a multi-religious society like India.
- (iv) Education for National & Emotional Integration.

**Unit V Culture & Social Change**

- (i) Concept & Dimensions of Culture (ii) Characteristics of Culture
- (iii) Relationship between Culture & Education with special reference to conservation and creativity roles
- (iv) Concept of social change (v) Factors of social change
- (vi) Role of Education Vis-a- vis social change

PAPER II: PSYCHOLOGY OF LEARNING & DEVELOPMENT

**Unit I Psychology & Educational Psychology**

- (i) Nature & Meaning of Psychology. (ii) Methods & Scope of Psychology.
- (iii) Nature & Meaning of Educational Psychology.
- (iv) Functions of Educational Psychology.

**Unit II Understanding Learner: Stages of Human development**

- (i) Physical, Social, Emotional & Cognitive development patterns.
- (ii) Stage-specific Characteristics of Infancy & Childhood and their developmental tasks
- (iii) Characteristics & Problems of Adolescents.
- (iv) Needs, aspiration, attitudes & self-concept of Adolescents.
- (v) Guidance & Counseling for adolescents.

**Unit III Learning & Motivation**

- (i) Concept of learning & its nature.(ii) Factors influencing learning-personal & Environmental
- (iii) Motivation – Nature & Types: -Techniques of enhancing learner's motivation
- (iv) S-R Theory of Learning (Thorndike)
- (v) Operant Conditioning Theory of Learning (Skinner)
- (vi) Gestalt Theory of Learning (Kohler et al.).

#### **Unit IV Intelligence**

- (i) Nature & Meaning
- (ii) Measurement of intelligence-Concept of I.Q, Verbal, Non-verbal & Performance tests. .  
(One test from each category to be discussed)
- (iii) Two-factor Theory (Spearman) (iv) Multifactor Theory (Thurstone)
- (v) Structure of Intellect (Guilford)

#### **Unit V Personality**

- (i) Meaning & Nature
  - (ii) Development of Personality –biological and socio-culture determinants.
  - (iii) Integration of personality (iv) Trait-theory of personality.(Allport)
  - (vi) Factor-theory of Personality(Cattell)
  - (vii) Psycho-analytical Theory of Personality (Freud)
- Educational Implications of the above mentioned theories.

### **PAPER III: DEVELOPMENT OF EDUCATION SYSTEM IN INDIA**

#### **Unit I A. Education in Ancient & Medieval India**

- (I) Vedic Education (ii) Brahmanic Education (iii) Buddhist Education  
Detailed description of Salient features, Objectives, Curriculum, Methods of Teaching and Role of Teacher of these Systems of Education.
- (iv) Muslim Education-- its Salient features, Objectives, Curriculum. Method of Teaching & Role of Teacher.

#### **Unit II Education in British India:**

Detailed study of the following landmark documents--

- (i) Macaulay's Minutes (1835) (ii) Wood's Despatch (1854).
- (iii) Indian Education Commission (1882)
- (iv) Indian Universities Commission (1902) & Indian Universities Act, (1904)
- (v) Gokhle's Bil1 (1910, 12) (vi) Sadler Commission Report (1917)
- (vii) Govt. of India Act (1935) (viii) Sargent Report (1944)

#### **Unit III Education in Post Independence Era: Detailed study of the following landmark documents**

- (i) University Education Commission (1948-49)
- (ii) Secondary Education Commission (1952-53)
- (iii) Indian Education Commission (1964-66)
- (iv) National Policy on Education (1986)
- (v) Revised National policy (1992)

#### **Unit IV Problems & Issues - I**

- (i) Universalization of Elementary Education (ii) Women's Education
- (iii) Distance Learning (iv) National & emotional integration.

#### **Unit V Problems & Issues-II**

- (i) Medium of Instruction (ii) Education of Weaker Sections
- (iii) Adult Education (iv) Quality Control in Higher Education.

### **PAPER IV: ESSENTIALS OF INSTRUCTIONAL TECHNOLOGY**

#### **Unit I Teaching & its Models**

- (i) Concept of teaching.(ii) Characteristics & Functions of teaching.
  - (iii) Phases of teaching (Jackson) (iv) Principles & Maxims of teaching
  - (v) Concept Attainment Model (J.Burner) (vi) Sybernetic Model (W.Gordon)
- Each Model is to be discussed along the following-----  
Syntax, Social system, Principles of Reaction, Support System, Instructional effect, Application.

#### **Unit II Audio-Visual Aids & Teaching Devices.**

- (i) Meaning & Advantages or A- V-aids (ii) Types of Audio-Visual Aids
- (a) Projected : Film, Film Strips, Overhead Projector, Slides.
- (b) Non-Projected: Graphic, Three-dimensional aids, Display boards, Audio-visual aids.
- (c) Use of Radio, T.V. & Newspaper as teaching aids.

- (iii) Teaching Devices
  - (a) Meaning & Importance
  - (b) Home Assignment, Discussion, Dramatization.
  - (c) Illustration, Lecturing, Narration.
  - (d) Observation, Source Method, Story Telling
  - (e) Study habits & Supervised Study.

**Unit III Techniques of Teacher-Preparation**

- (i) Microteaching: Nature & Meaning, Main propositions, Phases, Steps, Merits & Limitations.
- (ii) Simulated teaching: Nature & Meaning, Mechanism, Role Play & T-group.: Advantages & Limitations.
- (iii) Programmed Learning : Meaning & Characteristics, Principles & Development of Programmed instruction: Types. Merits& Demerits.

**Unit IV Taxonomy of Educational Objectives & lesson Planning.**

- (i) Bloom's Taxonomy of Instructional objectives:
  - : Cognitive, Affective & Psychomotor domains
- (ii) Formulation of Instructional Objectives (Mager's)
- (iii) Meaning & Significance of lesson planning
- (iv) Approaches to Lesson planning.
  - (a) The Herbartian Steps.
  - (b) Gloverian approach.
- (v) Skill lesson & Appreciation lesson.

**Unit V A detailed discussion of the following.**

- (i) Play Way Method (ii) Dalton Plan (iii) Project Method (iv)Heuristic Method

**PAPER V: TEACHING OF ENGLISH**

**Unit 1 Position of English Teaching**

- (i) The Charter of 1813, Problem of language study, 3-language formula.
- (ii) The Position & role of English language in India,
- (iii) The Objectives of teaching English as a 2nd language at Secondary level.
- (iv) Problems in effective teaching of English as a 2nd language.
- (v) Principles of teaching English-Psychological, linguistic & Pedagogical.

**Unit II Methods**

- (i) Grammar- translation method.
- (ii) Structural- Situational method.
- (iii) Communicative method.
- (iv) Direct method.
- (v) Bilingual approach
- (vi) Eclectic approach

**Unit III Reading & Writing**

- (i) Meaning and Importance of Reading
- (ii) Loud/Silent; intensive/extensive reading.
- (iii) Skimming/Scanning; Reading defects and their cure.
- (iv) Qualities of good handwriting;
- (v) Defects in writing skills and their improvement
- (vi) Describing : persons, places, objects and events.
- (vii) Summarizing and elaborating.

**Unit IV Teaching of Prose & Poetry & Evaluation**

- (i) Teaching Prose & Lesson planning
- (ii) Teaching Poetry & Lesson planning
- (iii) Concept & Meaning of Evaluation
- (iv) Criteria of a good language test
- (v) Error analysis & remedial teaching
- (vi) Types of language tests.

**Unit V Content**

- (i) Determiners, Auxiliaries & Models.(ii) Phrasal Verbs, Adverbs, Prepositions & Connectors
- (iii) Tenses & Clauses
- (iv) Active & Passive Voice(v) Direct-indirect speech
- (vi) Punctuation. (vii) Rhyme & Rhythm (viii) Simile & Metaphor (ix) Alliteration & Pun

**PAPER V: TEACHING OF HINDI**

**Unit I Position of Hindi Teaching**

- (i) Origin and development of Hindi language.
- (ii) Objectives of teaching Hindi at elementary & secondary levels.
- (iii) Role of Hindi as a link language in India.
- (iv) Problems of Hindi Teaching.

**Unit II Methods**

- (i) Translation method
- (ii) Play-way method
- (iii) Direct method
- (iv) Structural approach

### **Unit III Reading & Writing,**

- (i) Concept, Meaning and Importance of Reading
- (ii) Types of reading silent/loud, extensive & intensive
- (iii) Reading defects and their cure
- (iv) Quality of good handwriting.
- (v) Defects in writing skills and their improvement
- (vi) summarizing and elaborating
- (vii) Essay writing / Letter writing

### **Unit IV Teaching of Prose and Poetry.**

- (i) Teaching of Prose and Lesson planning (in Prose)
- (ii) Teaching of Poetry and Lesson planning ( in Poetry)
- (iii) Concept and meaning of evaluation
- (iv) Criteria of a good language test
- (v) Error analysis and remedial teaching

### **Unit V Content**

- (i) Standard sounds of Hindi, Vowels, consonants, correct pronunciation in Hindi
- (ii) Definition & Kinds of Nouns & Adjectives.
- (iii) A detailed description of the life & works (contribution) of Kabir & Tulsi
- (iv) Study of the following\_
  - (a) Kabir's Dohe (7<sup>th</sup> & 9<sup>th</sup> Grade Texts)
  - (b) Mehadevi's Murjhaya Phool(7<sup>th</sup> Grade texts).
  - (c) Gillo (Story)- (8<sup>th</sup> Grade Textbook) .
  - (d) Nilakant---(10<sup>th</sup> Grade Text)

## **PAPER VI TEACHING OF HISTORY & CIVICS**

### **Unit I Nature and Scope of Social Sciences**

- (i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter-relationship between them.
- (ii) Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day- to- day life and its role in international understanding.
- (iii) Study of Regional History and Place of Regional History in teaching.
- (iv) Instructional objectives of teaching History at secondary level.

### **Unit II Curriculum in History and Civics**

- (i) Place of History and Civics in secondary school curriculum
- (ii) Approaches to Curriculum organization : chronological, concentric, topical , corelational curriculum designs
- (iii) Teacher and curriculum planning, Hidden curriculum, Evaluation of curriculum, Analysis of text-books, Gender bias in secondary social science curriculum.

### **Unit III Methodology &. Teaching Aids**

- (i) Source method
- (ii) Project method
- (iii) Dalton plan
- (iv) Narration method (Story-telling)
- (v) Role-play method
- (vi) Selecting and using teaching aids: Chalkboard, objects and specimens, Histrionics models, graphs, charts,maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: slide projectors,. Film projector, overhead projector, epidiascope.

### **Unit IV Towards a new world order: (Content I)**

- (i) The First World War: Causes and Consequences
- (ii) The world between two Wars: Fascism in Italy and Germany
- (iii) Emergence of USA, Soviet Union and Japan
- (iv) Nationalist Movement in Asia and Africa
- (v) The Second World War and its consequences: setting up of U.N.O.,Emergence of Independent nations.
- (vi) The Cold War and Military Blocks, Chinese Revolution, Non- Alignment movement.
- (vii) Indian society in the Eighteenth Century
- (viii)Colonization of the country, impact of colonial rule on Indian society, Economy and culture, Social and Religious movements

### **Unit V Heritage of India**

- (i) The land and people, Art and Architecture
- (ii) Development of painting, Language and Literature, Music and Dance.
- (iii) Indian Constitution: Fundamental Rights and Duties
- (iv) Government at the State and Central level.
- (v) India as a Nation: Indian Democracy at work
- (vi) Challenges before the country, India and World Peace
- (vii) Human rights and Education.

## PAPER VII: TEACHING OF BIO-SCIENCE

### **Unit I**

- (i) History & nature of Science
- (ii) Role & importance in daily life
- (iii) Path tracking discoveries & land mark developments in science
- (iv) Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- (v) Importance & place of Bio-Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

### **Unit II Planning for teaching Bio-Science**

- (i) Developing year plans, unit plans, lesson plans.
- (ii) Preparation of lesson plans on the basis of standard Principles
- (iii) Preparation and development of improvised apparatus
- (iv) Preparation, selection & use of teaching aids.
- (v) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
- (vi) Maintenance of Aquarium.

### **Unit III Methods of Teaching**

- (i) Lecture Method
- (ii) Demonstration method
- (iii) Demonstration-cum-discussion method
- (iv) Heuristic method
- (v) Inductive-deductive method
- (vi) Project method

### **Unit IV Content (Botany)**

- (i) Life Processes in Plants.
- (ii) Nutrition: Type of nutrition: Autotrophic: Heterotrophic.
- (iii) Photosynthesis: Process and mechanism, Transport of Material diffusion, Osmosis and Plasmolysis. Absorption of water, process of Transpiration. Mechanism of stomatal opening and closing.
- (iv) Reproduction : Asexual & Sexual Reproduction, Growth and development in plants
- (v) Growth regulators: Auxins, Gibberelins, abscisic acid
- (vi) Biosphere: Meaning and definition, components of Biosphere
- (vii) Ecosystem: Bio/geo chemical cycles
- (viii) Natural resources, renewable and non renewable resources.

### **Unit V Content (Zoology)**

- (i) Life Process in animals
- (ii) Nutrition: Feeding mechanism: Digestion and absorption of food
- (iii) Respiration in animals and man
- (iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation
- (v) Excretion; Structure and function of kidney. Urine formation
- (vi) Nervous system: Structure of Brain; structure and function of Endocrine system.
- (vii) Cell structure, Cell organelles, cell division (Mitosis & meiosis): Ecosystem and Bio-Sphere.

## PAPER VII: TEACHING OF MATHEMATICS

### **Unit I Mathematics -Historical Background**

- (i) Meaning of Mathematics
- (ii) History of Mathematics
- (iii) Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi and Ramanujan
- (iv) Contribution of Euclid, Pythagorus, Rene-descarte

### **Unit II Methodology**

- (i) Inductive & Deductive
- (ii) Analytical & Synthetic
- (iii) Heuristic project and laboratory
- (iv) Various techniques for teaching Mathematics viz: oral, written, drill, assignment; supervised study and programmed learning.

### **Unit III Instruction in Mathematics**

- (i) Meaning and importance of a lesson plan
- (ii) proforma of a lesson plan and its rationality
- (iii) Meaning and purpose of a unit plan and a yearly plan
- (iv) Developing low- cost improvised teaching aids relevant to local ethos

(v) Maintaining and using blackboard. models, charts, TV, films, video tapes and VCR.

**Unit IV Content-I**

- (i) Mensuration: Volume and surface Area of cube, cone, cylinder and sphere
- (ii) Linear Equation of one and two variables
- (iii) Rational Expression & Quadratic equation
- (iv) Ratio & Proportion and Factors

**Unit V Content-II**

- (xiii) Circle & Geometrical Construction
- (xiv) Statistics: Mean, Median, Mortality table, cost of living index and price index
- (xv) Sets & surds

**PAPER VIII: COMPUTER TECHNOLOGY**

**Unit I Introduction**

- (i) Computer & its Characteristics (ii) Classification (iii) Parts of a Computer-H/S
- (iv) Computer Applications

**Unit II - Programming Computer**

- (i) Computer Languages (ii) Software Type (iii) Steps in Programming (iv) Algorithms & Flow Charts

**Unit III Operating System**

- A (i) Types of Operating System -DOD, UNIX, WINDOWS (ii) DOS.Intemal & External Commands

- B (i) Brief introduction of Windows. (ii) Utility & application .of Software.

**Unit IV Introduction to Computer System**

- (i) Basic & its simple programming
- (ii) DBMs & databasic software-D BASE, FoxBASE, Fox-Pro
- (iii) Ms-word (iv) Word Star

**Unit V Computer Application**

- (i) Indoor contest.(ii) Logo (iii) Pascal(iv) Lotus.

**PAPER VIII : GUIDANCE AND COUNSELLING**

**Unit I Guidance**

- (i) Concept, Types: Educational, Vocational, Personal
- (ii) Aims and Basic principles
- (iii) History of Guidance Movement in India & UK

**Unit II Foundations of Guidance**

- (i) Philosophical and Socio-cultural Foundations
- (ii) Psychological Foundation
- (iii) Importance of Intelligence, Personality & other Psychological Tests

**Unit III Guidance Service**

- (i) Information Service -Educational, Occupational, Personal
- (ii) Appraisal Service- Interview, Case study, Commutative Record Card, Observation
- (iii) Placement Service- Educational, vocational.

**Unit IV Organization of Guidance Service**

- (i) Purpose of Organization (ii) Principles of Organization
- (iii) Guidance services at Elementary level (iv) Guidance services at Secondary level

**Unit V Counselling**

- (i) Meaning, Purpose and Steps (ii) Steps involved in counselling (iii) Directive and non-directive theories of counselling
- (iv) Qualities of a counsellor

**PAPER VIII: POPULATION EDUCATION**

**Unit I Population Education**

- (i) Concept & Meaning (ii) Need and Importance (iii) Objectives of Population Education

**Unit II Population dynamics**

- (i) Distribution & density
- (ii) Population composition- Age, Sex, Rural/ Urban.
- (iii) Factors affecting Population growth fertility, mortality & migration (mobility)

**Unity III Population Education in Schools**

- (i) Scope of population education in school

(ii) Methods & approaches; Inquiry approaches, observation, self-study, discussions assignments.

(iii) Use of Mass Media-Newspapers, Radio, TV, & A-V aids

#### **Unit IV Malthusian Theory**

(i) Salient features of the theory (ii) Critical analysis of the theory

(iii) World population trends and its economic, social political & Educational implications

### **Paper VIII: Environmental Education**

#### **Unit I Environmental Education**

i. Meaning scope and importance of Environmental Education.

ii. Objectives of Environmental Education.

iii. Approaches of Environmental Education, role of Environment and natural resources in sustainable development.

#### **Unit II Environmental Hazards.**

i. Causes and effects of environmental hazard, global and local: environmental pollution and its remedies.

ii. Ozone layer depletion-environmental threat, acid rain, pillar melting, rise of sea level and their implications.

#### **Unit III Environmental awareness**

i. Salient features of Environmental awareness through education: programmes of Environmental education for secondary school children.

ii. Programmes of environmental education for attitude changes among the children.

#### **Unit IV Man and Environmental.**

i. Man as a creator and destroyer, effect of human activities on Environment, values and ethics related to Environment.

ii. Biodiversity: conservation of genetic diversity. An important environmental priority: learning to live in harmony with nature.

#### **Unit V Sustainable Development:**

i. Sustainable development, Environmental education for development conservation of soil, water, forests, wild life, movement to save environment, eco friendly technology.

ii. National parks, sanctuaries and Zoos, plan and projects of Environmental protection like Save Dal, Save Hangul, Save Tiger project and Chipko movement.

## Teaching of Geography

- Unit I     **Nature and scope of Social Sciences.**
- i. Social science and social studies: core subjects of social sciences—History, civics, Geography and economic, inter-relation between them.
  - ii. Structure and scope of geography, geography as a basic discipline, its importance in day to day life and its role in international understanding.
  - iii. Study of home region and place of local geography in teaching.
  - iv. Instructional objectives of teaching geography at secondary level.
- Unit II     **Instructional Planning.**
- i. Methods: Lecture, project, discussion assignment, problems solving, demonstration, inductive and deductive, regional, case study methods field trip, observation, illustration, questioning techniques.
  - ii. Content analysis, writing objectives in behavioural terms.
  - iii. Preparation of unit plan and lesson plan .
- Unit III    **Evaluation.**
- i. Objectives of evaluation in geography, developing a Blue Print-objective, content, types of item in it.
  - ii. Essay type, short answer type and objective questions in Social sciences, their advantages and limitations, framing different types of questions.
  - iii. Construction of achievement test items.
  - iv. Continuous evaluation using feedback for improvement of teaching and learning.
- Unit IV.    **General geography of world.**
- i. Natural environment: the atmosphere----factors determining external and internal processes. The Hydrosphere----relief of the ocean floor. The Biosphere----inter-relationship between man and atmosphere, lithosphere and hydrosphere.
  - ii. Major natural regions of the world.
  - iii. Resources and their classification: renewable and non-renewable, potential and developed resources. Distribution and utilization of resources—land, soil, forest, fisheries power resources and their conservation.
- Unit V     **Population and Occupation.**
- i. Population-Distribution, growth and density of population.
  - ii. Occupation: Primary occupation---food gathering, animal's husbandry and mining, secondary occupation---industries, tertiary occupation---trade, transport, communication and services.
  - iii. Man's intervention: needs and efforts to improve the quality of environment.



## PAPER V ; Teaching of Urdu.

### **Unit I      Position of Urdu teaching.**

1. Origin and development of Urdu language.
2. Objectives of teaching Urdu at elementary and secondary levels.
3. The quality of a good Urdu teacher.
4. Problems of Urdu teaching.

### **Unit II      Methods;**

1. Translation method.
2. Direct method.
3. play way method
4. Structural approach.
5. Communication approach.
6. bilingual method

### **Unit III      Reading and writing.**

1. Importance, concept and meaning.
2. Types of reading, silent or loud, extensive and intensive reading comprehensive reading defects and their cure.
3. Elementary knowledge of Urdu scripts----- Khate Naskh, Khate nastaliq, Khate Shikast,
4. Teaching of alphabet borrower from Arabic or Persian and Hindi, and their shapes and no new clutive.
5. Quality of good hand writing.
6. Defects in writing skills and their improvement.
7. Essay writing.

### **UNIT IV      Teaching of prose and poetry.**

1. Teaching of prose and lesson planning.
2. Teaching of poetry and lesson planning.
3. Concept of meaning and evaluation.
4. Criteria of a good language test.
5. Error analysis and remedial teaching.
6. Type of language tests.

### **UNIT V      Content.**

1. A brief history of literature Aligarh movement, Program movement.
2. Main school: Dabistans of Lucknow, Delhi.
3. various forms of urdu literature ( Prose, Dastan, Novel, Afsana, drama, inshia)
4. Standard science of Urdu vowels, consonants, Haroofi-e-shamsi and Qamari, stress and information, improvement if pronunciation.