Syllabus

For

Bachelor’s in Education
B. Ed. (1 Year)

w.e.f.: session 2015 (August)

[As per Guidelines of National Council of Teacher Education (NCTE)]

School of Education
Central University of Kashmir
## Course structure for One year B.Ed. programme

<table>
<thead>
<tr>
<th>Paper</th>
<th>Title</th>
<th>Internal marks</th>
<th>External marks</th>
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<td><strong>Area A Foundation of Education</strong></td>
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<tr>
<td>A1</td>
<td>Education and Development</td>
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<td>A2</td>
<td>Education: An Evolutionary Perspective</td>
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<td>Contemporary Issue &amp; Concerns in Secondary Education</td>
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<td>Learner and Learning</td>
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<td>B2</td>
<td>Teaching: Approaches and strategies</td>
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<td>Classroom Organisation and Management</td>
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<td>C2</td>
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<td>C3</td>
<td>School Subject: Social Science (History &amp; Civics, Geography, Political Science, Economics)</td>
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Area A: Foundations of Education  
Course A1: Education and Development

COURSE OBJECTIVES

- To understand the relationship between Education and individual and National Development.
- To examine the influences of political and policy decisions on Education and its aims, content and procedures.
- To understand how Education derives its relevance from socio cultural contexts and critically reflect on the influence of education on quality of life
- To analyze the social context of education and its bearing upon school system
- To examine the changing emphases on Education in the context of Globalization, Liberalization and Privatization

COURSE CONTENT

Unit-1: Education for National Development

- National development –meaning, scope and different view points
- Education as a development indicator, and enhancer of development indicators
- Role of education in ensuring sustainable development,
- A review of the initiatives for educational development in India over decades
- The perspective of education for national development in the NCF-2005

Unit-2: Emerging Interface between Political Process & Education

- Education as a key area of public policy- relevance, essentiality
- The National and State Education Policies and their formulation- political decision making process; relationship between constitutional provisions and educational policies- Right to Education
- Implementation of an educational policy- political will and effort, macro level requirements; action plans and programme guidelines as tools for implementation and essentiality of political support; State and Centrally Sponsored Schemes of Education
- Research and feedback for policy analysis and planning
- Financial supplementation: grant-in-aid and developmental grants for implementing educational policy- the role of planning commission
Unit-3: Education and Economic Development

- Education for economic development- its meaning and nature
- Education as development of human resource: Education for Employability – academic concerns in education, Consumer driven educational programmes
- Quality of life as an outcome of education,
- Education as an investment
- Privatization, private initiative, and liberalization in education

Unit-4: Education and Individual Development

- Education for development of individual capabilities, enhancement of quality of life, and proactive participation in the socio-political-economic-cultural context
- Education and Actualization of individual aspirations
- Education for development of responsible citizens
- Education and development of life skills: preparation of individuals for the 21st century

Unit-5: Education and Socio-cultural Context

- Education as an instrument of social change- influence of education on society, family and their practices
- Socio-cultural influences on the aims and organization of education
- Social acceptability of educational policy and practice
- Impingement of cultural history on education
- Emerging trends in societies and their repercussions on education: globalization and internationalization of education

Sessional work

- Analyse writings on analysis of education-development interface and make presentations
- Group discussions, debates and dialogue on the themes
- Presentations on National educational policies
- Preparation of reports on the state and centrally sponsored schemes of education

Core Readings

- Govt. of India (1992). Programme of Action (NPE). Min of HRD.

Suggested Readings
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
Course A2: Education: An Evolutionary Perspective

COURSE OBJECTIVES

- The student teachers will be able to analyze and understand educational concepts, their premises and contexts that are unique to education.
- Understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of Education as a discipline and interdisciplinary in nature
- Inquire into the roles of teacher, school and the community in the changing perspectives of pedagogy
- Appreciate the historical development of education as a system and its evolving structures
- Examine the concerns and issues related to education system
- Understand the importance of systemic reforms in achieving quality education

COURSE CONTENT

Unit -1: Education as an evolving concept

- Meaning of education: ancient to present- education as an organized, institutionalized, formal and state sponsored activity
- Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching, learning, instruction, freedom, autonomy and control in relation to the child and teacher
- Shifts in process of education: Knowledge giving, didactic and constructivist interpretations
- Expansion in modes of education: face-to-face (tutorial, small group, large group) to distant modes of education: oral/aural to digital; individualized and group based

Unit-2: Aims of education

- Aims of Education: Historicity of aims of Education
- Changing aims of Education in the context of globalization
- Sources of Aims of Education: Educational aims as derived from the Constitution of India
- Influence of aims of education on the curriculum and transactional strategies
- Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey, Krishnamurthy, Friere and Illich
Unit-3: Evolving Knowledge base in Education

- Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories.
- Emerging K base in education
- Differences between information, knowledge, belief, and opinion
- Interfaces with cognate disciplines such as physical, natural and social sciences

Unit-4: Learning Environment: the changing scenario

- Changes in Teacher roles, learner participation, knowledge emphasis, learning resources and physical space
- Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment
- Shift in learning environments: Unimodal to multi-mediated, school based to community linked, and real to virtual learning environments. The open-distance learning environment

Unit-5: Systems & structures in school education

- Education as a system: meaning and nature
- Evolution of educational network over the past two centuries (1800s to 21st century): a brief overview of historical development of learning systems that resulted in the present network of schools.
- Differentiation of educational structures: stage wise; stream wise;
- Role of state-centre: need for a national system of education
- Predominant concerns of the education system—co ordination, quality assurance and feasibility
- Systemic reforms in education: meaning and need. Demands from the secondary education system upon achieving universal elementary education

Sessional Work

Student teachers are required to read at least two books listed below and discuss in group the aspects of education evolving as presented in them; critically examine the extent to which the process of differentiation and diversification in education have raised concerns about its quality and relevance in the present changing times. After discussions, students document their understanding in lucid manner as a term paper.

Core Readings


**Suggested Readings**
- Hirst. Paul, Knowledge and curriculum
Course A3: Contemporary Concerns and Issues in Secondary Education

COURSE OBJECTIVES
The student teacher will be able to

- Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it
- Examine the issues and concerns related to universalisation of secondary education
- Analyse the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in schooling
- Realize the importance of Right to Education and the provisions made for realizing it.
- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
- Understand the need and importance of education for peace and the national and international efforts towards it.
- Examine the issues and concerns related to global and local environmental crisis
- Explores the strategies for sensitizing the learners towards environmental conservation
- Understand the Action measures taken for Environmental Conservation and its sustainability at the international level.
- Explore the school curriculum for integrating environmental concerns

COURSE CONTENT

Unit-1: Universalisation of Secondary Education

- Constitutional provisions
- Policies and programmes for realizing the constitutional obligations
- Right to education and its implications for universalisation of secondary education (USE)
- Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of USE
- USE: issues and concerns
- Lessons from implementation of UEE
- Strategies for realization of targets

Unit-2: Equity & Equality in Education

- Meaning of Equality of Educational Opportunities, provision and outcomes; constitutional provisions for ensuring equity
• Nature and forms of inequality including dominant and minor groups, gender
  Inequality in schooling: public-private schools; Rural-urban-tribal schools, and
differential school systems – schools for education of the challenged

Unit-3: Quality in education
• What is ‘quality education’?
• Indicators of quality: related to learning environment, Student Outcomes
• Outcome improvement through: Setting standards for performance; supporting
  inputs known to improve achievement, Adopting flexible strategies for the
  acquisition and use of inputs, and Monitoring performance.
• Enhancement of quality in secondary schools

Unit-4: Peace Education
• Peace as a dynamic Social Reality
• Relevance of Peace: national and international contexts
• Dangers to Social Security: terrorism, war, natural calamities and impact on quality
  of life
• Peace context: conditions for promotion of peace, UNESCO’s concerns on Peace and
• Understanding Role of education in promotion of peace: implications for pedagogy
• Teacher role in promoting peace

Unit-5: Education for Conservation of Environment
• Conservation of environment- an imminent need
• Need for sensitizing learners towards concerns of environmental conservation
• Integration of environmental concerns in curriculum
• Role of teacher in promoting conservation

Sessional Activities
• Presentation on the reports and policies on USE
• Analysis of school curriculum for integrating environmental concerns
• Conduct surveys of various educational contexts (eg. Schools of different kinds) to
  identify various forms of inequality.
• Individual or group projects to visualize feasible school-based strategies for
  contributing to ‘peace’ and ‘environmental conservation’
• One sessional test

Core Readings
• Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT,
  New Delhi.
• NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002

Suggested Readings
- UNESCO’s report on Education for sustainable development.
- Ministry of Law and Justice (2009) Right to Education. Govt of India
- Govt of India (1992) Report of Core group on value orientation to education, Planning commission
Area B: PEDAGOGICAL KNOWLEDGE
Course B1 Learner and Learning

COURSE OBJECTIVES
Upon completion of the course, student teachers will be able to
- Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;
- Develop an understanding of dimensions and stages of human development and developmental tasks
- Understand the range of cognitive capacities among learners
- Reflect on their own implicit understanding of the nature and kinds of learning
- Gain an understanding of different theoretical perspectives on learning
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers

COURSE CONTENT
Unit 1 Nature of the Learner: Child and Adolescent
- Learner as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity, nutrition, child-rearing practices, siblings and peers

Unit 2 Understanding Differences between Learners
- Differences between individual learners: multiple intelligence, learning style, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, locus of control and personality
- Understanding differently abled learners: slow learners and dyslexic learners
- Methods of assessing individual differences: tests, observation, rating scales, self-reports
- Catering to individual differences: grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs

Unit 3 Understanding Learning
- Nature of learning: learning as a process and learning as an outcome
- Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules, attitudes, values and skills
- An exploration of the theoretical positions on each of the above types of learning
- Pedagogic principles for organizing learning: behaviouristic, cognitivistic, and humanistic
A critical analysis of the relevance and applicability of various learning theories for different kinds of learning situations

Unit 4 Factors Influencing Learning
- Biological and hereditary factors influencing learning
- Factors related to the subject matter content and learning material
- Factors related to the method of learning
- Factors influencing remembering and forgetting, conceptual organization and reorganization, scaffolding
- Attention, motivation and readiness as factors influencing scholastic learning
- Role of the teacher and school in addressing various factors influencing learning: a few strategies

Unit 5 Organizing learning: Issues and Concerns
- Individual versus group learning: issues and concerns with respect to organizing learning in a classroom such as study habits, self-learning and learning to learn skills
- Organizing learning in heterogeneous classroom groups – socio economic background, abilities and giftedness, interest
- The issue of media influences on learning – role of parents and teachers
- Paradigms for organizing learning: teacher centric, subject centric and learner centric

Sessional Work
- The following activities are only suggestive. The teacher educator can formulate more activities
- Critical analysis of classroom instruction in the light of the understandings developed in Units 2 & 3
- Any one experiment on learning – division of attention, memory, transfer of learning
- Case study of a learner with behaviour problem/talented child/a LD child/a slow learner/a disadvantaged child
- Study of intelligence of at least 5 school children and relating it with achievement and other background factors

Core Readings
• Jeanne, Ellis Ormrod. *Educational Psychology : Developing Learners*. Fourth Edition

**Suggested Readings**
• Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
• Sarangapani M. Padma(2003.), *Constructing School Knowledge : An Ethnography of learning in an Indian Village*, Sage Publication
Course B2 Teaching: Approaches and Strategies

COURSE OBJECTIVES
On completion of the course the student teacher will be able to

- Demonstrate his/her understanding of the role of a teacher at different phases of instruction
- Write instructional objectives teaching of a topic Demonstrate his/her understanding of different skills and their role in effective teaching
- Use instructional skills effectively

COURSE CONTENT

Unit 1 Understanding Teaching

- Teaching as a planned activity – elements of planning
- Assumptions underlying teaching and their influence on the planning for teaching
- Phases of teaching: pre-active, interactive and post-active.
- Proficiency in teaching: meaning and place of awareness, skills, competencies and commitment
- The general and subject related skills and competencies required in teaching
- Impact of one’s own socialization processes, awareness of one’s own shifting identities as ‘student’, ‘adult’, and ‘student teacher’, and their influences on ‘becoming a teacher’
- Teacher’s professional identity- what does it entail?
- An analysis of teacher roles and functions in the three phases: pre-active phase – visualizing; decision-making on outcomes, preparing and organization; interactive phase - facilitating and managing learning; post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes

Unit 2 Pre-active Phase of Teaching

- An analysis of teacher roles and functions in the pre-active phase – visualizing; decision making on outcomes, preparing and organization
- Visualizing: the learner and learner readiness characteristics, the subject matter content and their interlinkages, the learning resources, approaches/strategies
- Decision-making on outcomes: establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/tasks – instructional time as a variable in learning
- Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – Skills required for learner engagement in the context of the strategy decided,
- Preparing for instruction: identifying and selecting available learning resources or developing required learning resource
• Preparation of a Plan: Unit Plan and Lesson Plan

Unit 3: Interactive Phase of Teaching – Strategies of Teaching
• An analysis of teacher roles and functions in the interactive phase - facilitating and managing learning;
• Expository Strategy as approach to teaching for understanding: Presentation-discussion demonstration, the Advance Organizer Model;
• Inquiry Strategy as approach to teaching thinking skills and construction of knowledge: Concept Attainment/ Concept Formation, Inductive Thinking, Problem Based
• Learning/Project Based Learning;

Unit 4: Interactive Phase of Teaching – Approaches and Skills of Teaching
• Approaches to Organizing Learning - Approaches to Individualized Instruction: Computer Managed Instruction, Programmed Instruction, and Learning Activity Packages;
• Approaches to Small Group and Whole Group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and Seminar
• Instructional Skills: Structuring, Soliciting and Reacting, Verbal and Non verbal, Feedback and Reinforcement, Discourse, Demonstration and Modeling

Unit 5: Post-active Phase of Teaching
• An analysis of teacher roles and functions in the post-active phase: evaluation of pupil learning, evaluation and generating feedback on all three phases of teaching
• Using learner achievement as a feedback for evaluating teacher/ teaching effectiveness:
• Reflection on appropriateness and sufficiency of planning and implementation activities of a teacher
• Reflection and appraisal for professional development in teaching: self-reflection, observation and feedback by peers, analysis of teaching using media, appraisal by students
• Understanding teacher as a professional: expectations and responsibilities of a teacher, teacher as an autonomous functionary and a member of a community of professionals - balancing personal aspirations and professional pressures, developing an ‘identity’ as a teacher.

Seasonal Work
• Study of instructional practices with reference to use of classroom skills
• Classification of instructional objectives of a lesson under domains and levels
• Writing instructional objectives for different content categories
• Identifying skills incorporated in a lesson plan and judging their appropriateness and adequacy
• Practice of skills in a simulated situation

Core Readings
• Buch, M B and Santharam M R (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
• Passi, B K (1976) Becoming better teacher Micro-teaching Approach, Sahitya Mudranalaya, Aahmedabad
• Sharma, R A (1983) Technology of Teaching; International Publishing House, Meerut

Suggested Readings
• Kumar, K L (1996) Educational Technology; New Age International (P) Ltd Publishers, New Delhi
• Singh, L C Microteaching: Theory and Practical, National Psychological Corporation, Agra
Course B3 Classroom Organisation and Management

COURSE OBJECTIVES
To enable students to
- Understand importance of classroom management
- Describe approaches to classroom management
- Understand ways of preventing problems in managing a classroom
- List physical resources and describe how to maintain them
- Explain the role of teachers and the principal in ensuring a vibrant school climate

COURSE CONTENT

Unit 1 Classroom Organisation
- Meaning of classroom organization – purposes. Concept of a smart classroom
- Seating arrangements for various purposes
- Display area and chalk board – other facilities such as OHP and Multimedia in a classroom
- Characteristics of School climate – conducive, learner friendly, inclusive, vibrant,
  Relation between school policy and school climate

Unit 2 Physical Facilities in a School
- Physical resources in a school - physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, and staff rooms, rest rooms, etc.
- Management of physical resources - Cleanliness, appropriate use of each with an intent or schedule
- Streamlining ways of using the facilities: coordination, sharing

Unit 3 School Environment- Teacher Role
- School as an institution with an environment of its own
- Leadership style of the headmaster and its influence on teacher role performance
- Visualize the requirements- procure, maintain and replenish with support of authorities
- Teacher self assessment and accountability – importance of feedback
- Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access, both among teachers and between teachers and students
- Promoting self-esteem among students
- Team work and transparency in functioning among teachers
Unit 4 Classroom Management
- Classroom management – concept, need and approaches
- Roles of students in a classroom – leader, follower and non participant
- Role of a teacher in classroom management – relationship between leadership styles of a teacher and classroom discipline
- Managing behavior problems in a classroom – Preventative, Supportive and Corrective.
- Common mistakes in classroom behavior management. Establishment of routines, rules and procedures
- Punishment and its legal implications – the rights of a child
- Time management in a classroom – allocated time versus engaged time

Unit 5 Mechanisms for coordinated functioning in school
- Planning: annual and long term; annual school calendar
- Day to day schedules- time table, notifications, announcements
- Monitoring for coordinated functioning: allotment, autonomy and accountability (internal and external)
- Staff Meetings: forum for sharing, review and further planning
- Regular, documentation of events and activities
- Approaches to professional development of teachers in a school
- Mechanisms that promote and hinder school-community and teacher-parent relationship

Sessional Work
- Practice of various approaches to classroom management in simulated group work
- Through small group work find out the various school systems in India and their relevance of the varied school systems
- Review the school time-table planning and its effectiveness towards attaining academic expectations laid by National Curriculum Framework
- Preparation of a plan of action to be implemented during the next three years for improving a functioning of school
- Project work on analyzing good and weak points of school management in private, Government, large sized and small sized classroom

Core Readings
- Bagley, Classroom Management, New York: Macmillan
• The effective principal, Allyn & Bacon, London.
• Govt of India (1992), Programme of Action, MHRD, New Delhi.

Suggested Readings
Area C: Pedagogical Content Knowledge
Course C1: School Subject (Languages)
Course C1-01: Teaching of English

COURSE CONTENT

Unit I Position of English Teaching
- The Charter of 1813, Problem of language study, 3-language formula.
- The Position & role of English in India.
- The Objectives of teaching English as a 2nd language at Secondary level.
- Problems in effective teaching of English as a 2nd language.
- Principles of teaching English – Psychological, linguistic & Pedagogical.

Unit II Methods
- Grammar – translation method.
- Structural – Situational method.
- Communicative method.
- Direct method.
- Bilingual approach
- Eclectic approach

Unit III Reading & Writing
- Meaning and Importance of Reading
- Loud/Silent; intensive/extensive reading.
- Skimming/Scanning; Reading defects and their cure.
- Qualities of good handwriting;
- Defects in writing skills and their improvement
- Describing persons, places, objects and events.
- Summarizing and elaborating.

Unit IV Teaching of Prose & Poetry & Evaluation
- Teaching Prose & Lesson planning
- Teaching Poetry & lesson planning
- Concept & Meaning of Evaluation
- Criteria of a good language test
- Error analysis & remedial teaching
- Type of language tests.

Unit V Content
- Determiners, auxiliaries & Models.
- Phrasal Verbs, Adverbs, Prepositions & Connectors
• Tenses & Clauses.
• Active & Passive Voice
• Direct – indirect speech
• Punctuation
• Rhyme & Rhythm
• Simile & Metaphar
• Alliteration & Pun

Core Readings
• R Quirk and S Greenbaum (Longman): A University Grammer of English
• A.J. Thomson and A V Martinet : A Practical English Grammer (O.U.P.)
• Raymond Murphy : Intermediate English Grammer (C.U.P.)
• Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS?OUP)
• Francoise Grellet : Developing Reading Skills (C.U.P.) Francoise Grellet
• Micheal Mc-Carthy, Felicity J’Dell : English Vocabulary in Use (C.U.P.)
• F.L.Billows : The Techniques of Language Teaching (Longman)
• Wilga Rivers : Teaching Foreign Language Skills (University of Chicago Press);
• John Haycraft : Introduction to English Language Teaching (Longman)
• Donn Bryne : Teaching Writing skills (longman)
• W.R.Lee : Language Teaching Games and Contests (O.U.P.)
• John Haycraft : Visual Materials for the Language Teacher (Longman)

Suggested Readings:
• H.G. Widdowson : Teaching writing as Communication (O.U.P.)
• A C Gimson : In introduction to the Pronunciation of English (Edward Arnold)
• J.D.O’Connor : Better English Pronunciation (C.U.P.)
• C J Brumfit : Problems and Principles in English teaching (Pergamon)
• C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);
• Jane Willis : Teaching English through English ( A Course in Class Language and Techniques) (ELBS)
• Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
Course C1-02: Teaching of Urdu

COURSE CONTENT

Unit I: Position of Urdu Teaching
- Origin and development of Urdu language.
- Objectives of teaching Urdu at elementary & secondary levels.
- The quality of a good Urdu teacher.
- Problems of Urdu teaching.

Unit II: Methods
- Translation method
- Direct method
- Play way method
- Structural approach
- Communication approach
- Bi lingual method.

Unit III: Reading & Writing
- Importance, concept & meaning
- Types of reading silent/loud, extensive & intensive, Reading comprehensive reading defects and their cure.
- Teaching of alphabets borrower from Arabic/Persian & Hindi their shapes & no new clutive.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Essay writing

Unit IV Teaching of Prose and Poetry
- Teaching of Prose and Lesson planning
- Teaching of poetry and lesson planning
- Concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching
- Type of language Tests.

Unit V: Content
- A brief history of literature Aligarh movement, programe movement.
- Main school-Dabistans of Lucknow, Delhi.
- Various forms of Urdu literature. (Prose; Dastan, Novel, Afsana, Drama, Inshia).
- Standard sounds of Urdu, Vowels, consonants, Haroor-e-shamsi & Qamari, stress & information, improvement in pronunciation.
Course C1-03: Teaching of Hindi

COURSE CONTENT

Unit I: Position of Hindi Teaching
- Origin and development of Hindi language.
- Objectives of teaching Hindi at elementary & secondary levels.
- Role of Hindi as a link language in India.
- Problems of Hindi Teaching.

Unit II: Methods
- Translation method
- Play way method
- Direct method
- Structural approach

Unit III Reading & Writing
- Concept, Meaning and Importance of Reading
- Types of reading silent/loud, extensive & intensive,
- Reading defects and their cure.
- Quality of good handwriting.
- Defects in writing skills and their improvement.
- Summarizing and elaborating
- Essay writing/Letter writing

Unit IV Teaching of Prose and Poetry
- Teaching of Prose and Lesson planning Prose
- Teaching of Poetry and lesson planning Poetry
- Concept and meaning of evaluation
- Criteria of a good language test
- Error analysis and remedial teaching

Unit V: Content
- Standard sounds of Hindi, Vowels, consonants and correct pronunciation in Hindi.
- Definition & Kinds of Nouns & Adjectives.
- A detailed description of the life & works contribution of Kabir & Tulsi
- Study of the following:
  - Kabir’s Dohe (7th & 9th Grade Texts)
  - Mekadevi’s Murjaya Phool (7th Grade Text)
  - Giloo (Story) – (8th Grade Textbook)
  - Nilakant-(10th Grade Text)
Course C1-04: Teaching of Kashmiri
Course C2: School Subject (Science)
Course C2-01: Teaching and Bio-Science

COURSE CONTENT

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

Unit II Planning for teaching Bio-Science
- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
- Maintance of Aequarium.

Unit III Methods of Teaching
- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

Unit IV Content (Botany)
- Life Processes in Plants.
- Nutrition: Type of nutrition: Autotrophic: Heterotrophic.
- Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
- Growth regulators: Auxins, Gibberelins, abscisic acid.
- Biosphere: Meaning and definition, components of Biosphere.
• Ecosystem: Bio/geo chemical cycles.
• Natural resources, renewable and non renewable resources.

Unit V Content (Zoology)
• Life Process in animals
• Nutrition: Feeding mechanism, Digestion and absorption of food
• Respiration in animals and man
• Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
• Excretion; Structure and functions of kidney. Urine formation.
• Nervous system: Structure of Brain; structure and function of Endocrine system.
• Cell structure, cell organelles, cell division (Mitosis & Meiosis): Ecosystem and Bio-Sphere.
Course C2-02: Teaching of Physical Science

COURSE CONTENT

Unit I
- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & landmark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Physical Science in school curriculum
- Objectives of teaching Physical Science with special reference to the Tara Davi seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II Planning for teaching Physical Science
- Developing year plans, unit plans, lesson plans.
- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised appoints.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III Methods of Teaching
- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

Unit IV Content (Physics)
- Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force-magnitude and direction.
- Heat as energy, temperature, transfer of heat thermal expansion & change of state.
- Newton’s Law, qualitative concept of relativity, universal law of gravitation, Kepler’s.
- Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.
- Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception perception of colour, colour blindness, composition of white light, wavelength and colour of light.

Unit V Content (Chemistry)
- Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- Endothermic and exothermic reactions by performing the activities of dissolution of any NH4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H2SO4 in water and neutralization reaction (exothermic) of aq. NaOh by aq. HCL. Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
- Elementary idea of Electro chemical cell and dry cell
- Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.
Course C2-03: Teaching of Mathematics

COURSE OBJECTIVES
Upon completion of the course the students will have

- Understanding of the characteristics of Mathematical language and its role in Science
- Understanding of the nature of axiomatic method and mathematical proof
- Knowledge about aims and general objectives of teaching secondary school mathematics
- Ability to state specific objectives in behavioural terms with reference to concepts and generalizations
- Ability to teach different kinds of mathematical knowledge consistent with the logic of the subject
- Ability to evaluate learning of concepts and generalizations
- Ability to identify difficulties in learning concepts and generalization and provide suitable remedial instruction
- Understanding of mathematical proof in the context of secondary school mathematics
- Understanding of nature, importance and strategies of problem-solving
- Ability to teach proof of theorem and solution of problem to develop relevant skills
- Ability to evaluate understanding of proof of a theorem and problem-solving skills.
- Understand the characteristics of and strategies for teaching exceptional children in mathematics
- Prepare and evaluate instructional materials in mathematics
- Appreciate the need for continuing education of mathematics teachers.

COURSE CONTENT

Unit I Mathematics – Historical Background
- Nature & Meaning of mathematics
- History of Mathematics
- Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujan.
- Contribution of Euclid, Pythagoras, Rene-descarte.

Unit II Methodology
- Inductive & Deductive
- Analytical & Synthetic
- Heuristic, project and laboratory
- Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.
Unit III Instruction in Mathematics

- Meaning and importance of a lesson plan
- Performa of a lesson plan and its rationality
- Meaning and purpose of a unit-and-unit plan and an yearly plan
- Developing low cost improvised teaching aids relevant to local ethos
- Maintaining and using blackboard, models, charts, TV, films and video tapes and C.D ROMs.

Unit IV Content – I

- Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
- Linear Equation of one and two variables
- Rational Expression & Quadratic equation
- Ratio & Proportion and Factors

Content – II

- Circle & Geometrical Constructions
- Statistics: Mean, Median, Mortality table, cost of living index and price index.
- Sets & surds.

Core Readings


Suggested Readings

- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
• NCERT and State textbooks in Mathematics for Class VIII to X

Periodicals/Journals
• Educational Studies in Mathematics
• International Journal of Science and Mathematics Education
• Journal of Research in Mathematics
• Journal of Mathematics Teacher Education
• Mathematics Education Research Journal
• Mathematics Teaching
• Research in Mathematics Education
• School Science and Mathematics
• Teaching Children Mathematics
• The Mathematics Teacher
Course C3: School Subject (Social Science)
Course C3-01: Teaching of History & Civics

COURSE CONTENT

Unit I Nature and Scope of Social Sciences
- Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.
- 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.
- Study of Regional History and place of Regional History in teaching.
- Instructional objectives of teaching History at secondary level.

Unit II Curriculum in History and Civics
- Place of History and Civics in secondary school curriculum
- Approaches to curriculum organization: chronological concentric, topical correlational, curriculum design.
- 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
- Source method
- Project method
- Dalton plan
- Narration method (Story – telling)
- Role – play method
- 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)
- The First World War: Causes and Consequences
- The world between two Wars: Fascism in Italy and Germany
- Emergence of USA, Soviet Union and Japan
- Nationalist Movement in Asia and Africa
- The Second World War and its consequences: setting up of U.N.O., Emergence of Independent nations.
- The Cold War and Military Blocks, Chinese Revolution, Non Alignment movement.
- India’s struggle for independence: From the revolt of 1857 to Partition. Post independence developments.
Unit V (A) Heritage of India

- The land and people, Art and Architecture
- Indian Constitution: Fundamental Rights and Duties
- Government at the State and Central level.

(B) Regional History

- Awanti Verman & Lalita Datiya
- Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak
- Haba Khatoon & Lala Ded.

Core Readings

- Gunning D: The Teaching of History
- Aggarwal, J.C: Teaching of History
- Kochhar, S.K: Teaching of History
- Chaudhary, K.P: Effective Teaching of History in India
- Johnson, H.: Teaching of History in Elementary and Secondary Schools
- Teaching of History in Secondary School: NCERT, New Delhi
- The curriculum for the ten year school: NCERT, New Delhi
- Handbook of History Teachers: NCERT, New Delhi
- Harlikar: Teaching of Civics in India
- Crary Ryland W: Education for Democratic Citizenship
- Michael J.V.: Social Studies for Children in Democracy
- Brune, H.E.: Teaching of History and Civics
- Tyagi, G.S.C: Nagarik Shastrake Shikshan
- Bhargava, V.S.: World History
- Basham, A.L.: The wonder that was India
- Carr, E.H.: What is History

Suggested Readings

- Collingwood R.G.: The idea of History
- Mare Block: Historian’s craft
- Sarkar, J.N.: India through the Ages
- Mazumdar, Chaudhary and Datta: Advanced History of India
- Novak and Gowin: Learning How to learn
- Hayes, D.A: A Source Book of Interactive Methods for Teaching with Texts
- Jaini Whyld (Ed.): Sexism in Secondary Curriculum,
- Kalia, N.N.: Sexism in Indian Education: the lies we tell our children
- Prescribed text books of History and Civics for IX classes.
Course C3-02: Teaching of Geography

COURSE CONTENT

Unit I Nature and Scope of Social Sciences
- Social Science and Social Studies: Core subjects of social sciences- History, Civics, Geography & Economic, Inter relationship between them.
- Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and its role in international understanding.
- Study of home region and place of local Geography in teaching.
- Instructional objectives of teaching Geography at secondary level.

Unit II Instructional Planning
- Methods : Lecture, Project, Discussion, Assignment, Problems solving, Demonstration, Inductive and Deductive, Regional, Case study methods Field trip, observation, Illustration, questioning techniques.
- Content Analysis, Writing objectives in behavioral terms.
- Preparation of unit plan and lesson plan.

Unit III Evaluation
- Objectives of evaluation in Geography, developing a Blue Print – objective, content, types of item in it.
- Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, Framing different types of questions.
- Construction of achievement test items,
- Continuous evaluation using feedback for improvement of teaching and learning.

Unit IV General Geography of World (Content I)
- Major natural regions of the world.
- 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 & Occupation
- Population – Distribution, growth and density of population.
- Occupation :- Primary occupation – food gathering, animals husbandry and mining, Secondary occupation – industries. Tertiary occupation – trade, transport, communication and services.
• Man’s intervention: needs and efforts to improve the quality of environment.

Core Readings
• Bining and Bining : Teaching of Social Studies in Secondary School
• Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
• UNESCO : Source Book of Teaching Geography
• B C Rai : Methods of Teaching of Economics
• N. Hasen : Teachers Manual in Economics
• S. K. Kochar : The Teaching of Social Studies
• V C Sinha and R. N. : Dubey Economic Development and Planning

Suggested Readings
• H.L. Ahuja : Parambhik Aarthik Siddhant
• Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
• Our Economy- An introduction : NCERT, New Delhi
• General Geography : NCERT, New Delhi
• O. P. Verma : Teaching of Geography
• B.D. Shaida : Teaching of Social Studies (Hindi)
• M. S. Rao. : Teaching of Geography.
Course C3-03: Teaching of Political Science
Course C3-04: Teaching of Economics
AREA D: School Based Experiences
Course D1 Initiatory School Experiences

COURSE OBJECTIVE
This course aims at enabling student teachers to
- Develop conceptual understandings about teaching and learning in school environment
- Validate the theoretical understandings developed through various foundation and pedagogy courses
- Understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
- Mobilise appropriate resources for them.

COURSE CONTENT
Task Set 1 Initiatory Experiences
- Reflections on one’s own School Experiences
- Identifying Nurturants and Deterrents
- Creating a ‘Big Picture’

Task Set 2 Recognise School as an ‘organised’ Endeavour
- Functioning within a ‘structure’ with defined roles and responsibilities
- Internal arrangements for coordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures
- External liaison – with parents, community, authorities.

Task Set 3 School as an ‘Enabling Learning Environment’
- What ‘enables’ learning in schools?
- Nature of school environment;
- Learner perceptions; teacher perceptions; parental/community perceptions
- Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents-school; office-teachers-learners
- Nature of ‘impact’ generated in school

Task Set 4 Classrooms as a Learning Site
Kinds, modalities, learning resources used, student reactions and any relevant related points

Task Set 5
Design Learning Sequences in each of the two school subjects with all the details required; draw upon from the other earlier courses of study Assessment of this course shall be done internally by the teacher education institution concerned
Course D2 Internship in Teaching

COURSE OBJECTIVES
On completion of the course the student teacher will be able to
- Understand the content and pedagogical principles, issues and problems related to teaching
- Acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, working with the community
- Develop proper professional attitudes, values and interests
- Understand the role of a teacher
- Familiarize with the existing educational scenario of the respective states.

COURSE CONTENT

Organization
The internship will be organised for a continuous period of eight weeks in selected cooperating schools of Kashmir Division. Necessary orientation to the cooperating teachers and headmasters will be organised at the Institute.

Activities
- Getting acquainted with various aspects of cooperating schools- The student will teach 20 lessons in each method/subject.
- Participating in school activities and organisation of activities
- Administering of diagnostic tests and identifying of learning difficulties
- Conducting a case study/action research
- Organizing curricular and co-curricular activities

Post-internship Activities
- Follow-up activities (remedial and enrichment activities) to be taken up by the Institute
- Finalization of records and reports related to curricular and co-curricular activities

Evaluation and Scheme of Assessment
Evaluation of performance during pre-internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. The scheme of assessment will be as follows.

Area Marks
1. Teaching Subject I 100 Subject II 100
2. Record of Lesson Observation Subject I 10 (Ten in each method) Subject II 10
3. Achievement test subject I 15 Subject II 15
4. Preparation and presentation *Subject I 15* of teaching aids *Subject II 15*
5. Record of participation in school activities *Subject I 10 Subject II 10*

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**Total 300**
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Area E: Add-On Courses
Course E1: Language Proficiency

COURSE OBJECTIVES
Upon completion of this course, the student teacher will:

- Improve his/her proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’ in
  the language of instruction.
- Develop an interest in reading
- Improve his/her ability to understand instruction

COURSE CONTENT

Unit 1: Engaging with narrative and descriptive accounts
The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities:
- Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- Re-telling the account - in one’s own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one’s life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

Unit 2: Engaging with popular subject-based expository writing
- The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)
- For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities:
- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
• Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
• Explaining the gist of the text/topic to others (in the larger subject group)
• Attending to writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing)
• Writing a review or a summary of the text, with comments and opinions (individual task)

Unit 3: Engaging with journalistic writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Suggested Activities:
• Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
• Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc (guided working in pairs)
• Critical reading for attending to ‘framing’ of the article, point(s) of view presented, possible biases or slants (small group discussion)
• Researching and writing articles on topics of local interest (working to produce a local interest magazine)

Unit 4: Engaging with subject-related reference books

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities:
• Selecting the topic for research and articulating some guiding questions
• Searching and locating relevant reference books (could be from a school library or the Institute library)
• Scanning, skimming and extracting relevant information from the books by making notes
• Collating notes and organizing information under various sub-headings
• Planning a presentation – with display and oral components
• Making presentations to whole subject group, fielding questions
Unit 5: Engaging with educational writing

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

Suggested activities:

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)
Course E2: ICT Skill Development

COURSE OBJECTIVES
On completions of the course, the student will be able to

- Describe a computer system;
- Describe the working of a computer;
- Open the windows operating system;
- Use word processing package;
- Appreciate the use of the word processing package in education;
- Acquire the skill of trouble shooting whenever there are problems in the working of computer.

COURSE CONTENT

Unit I: Computer Fundamentals
- Basic Anatomy of Computer;
- Introduction to Computing; What is computer;
- Characteristics of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence;
- Classification of Computers, Types of Computer;
- Data Representation Within Computer;
- Basic Structure of Computer – Input, Output, Process; Memory – ROM, RAM, CD ROM;
- Configuration of Computer – Selecting a PC

Unit II: Input / Output Devices
- Input Devices – Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner;
- Output Devices – VDU, Printers, Laser, Inkjet;
- Data storage devices – Hard disk, Compact disk, Optical disk, Pen drive and other devices

Unit III: Operating System.
- Operating system – What is Operating system?, Types of Operating system, Relative Merit and Demerits;
- Computer Networks, Distributed Processing;
- Installation of Software, MS
- Windows- Introduction to Windows, Control Panel, File Manager, Accessories Write, Paint brush, Calendar, Card File, MS-Office, Overview.
Unit IV: MS-Word
- Staring MS-Word: Creating a Documents; Opening a Documents; Saving a Documents;
- Editing, Formatting Text, Viewing Documents;
- Formatting Documents – Line spacing, Paragraph spacing, Setting Tab, Indenting Text, Aligning Text;
- Adding Header and Footers;
- Numbering Pages;
- Inserting a Tables; Proofing a Documents – Spell-check, automatic Spell check, Auto Text, Auto Correct;
- Printing a Documents;
- Mail Merge;
- Simple Trouble shooting;
- Use of MS-WORD in Education.

Unit V: Spread Sheet – MS Excel
- Introduction to MS- Excel; Staring MS-Excel, Opening a Worksheet, Saving a Worksheet;
- Spreadsheet operations – Entering Numbers, text, Dates & Time, formulas;
- Editing the Worksheet – Deleting Cells, Rows, Columns; Inserting Cells, Rows, Columns, Printing a Worksheet;
- Formulas and Function – Entering Formulas, Absolute and Relative Reference of a Cell, Mixed Referencing, operating in Formulas, Using Text, Data and Time in a Formula, Array and Named Ranges;
- Preparing a Resume