



UNIVERSITY OF KASHMIR, SRINAGAR

NAAC Accredited Grade A⁺

NOTIFICATION

It is for information of all the concerned that the Academic Council at its meeting held on 20-02-2023 has authorized Prescription of syllabi and courses of study **(given in annexure)** for 1st to 2nd semester of three (3) years integrated B.Ed-M.Ed programme from the academic session 2022 and onwards.


Assistant Registrar
ACADEMIC

No.F(Syllabus-Int.B.Ed-M.Ed)Acad/KU/2023

Dated: 23-03-2023

Copy for information to the:-

1. Dean, Academic Affairs, University of Kashmir, Srinagar;
2. Dean School of Education & Behavioural Sciences, University of Kashmir Srinagar;
3. Head, Department of Education, University of Kashmir Srinagar;
4. Controller of Examinations, University of Kashmir, Srinagar;
5. SS to Vice-Chancellor for information of the Vice-Chancellor;
6. Asstt. Registrar/Controller, Registration/Secrecy/Professional Unit, University of Kashmir, Srinagar;
7. P. A to Registrar for information of the Registrar;
8. File.

General information

The B. Ed - M. Ed, programme is a three year full time professional programme in education, without any option of intermediate exit before completing the 3-years of study. When the program is completed, students will get an integrated B.Ed./M.Ed. degree with a focus on either elementary education (up to class VIII) or secondary and senior secondary education (Vi to XII). The programme corresponds to NCTE norms and standards 2014 and is designed in accordance with NCFTE 2009 recommendations. This integrated course has been developed to prepare professionals with pedagogic expertise in particular disciplinary areas and experience to work as trained teachers,

The programme takes a holistic approach to curriculum design and pedagogy thereby preparing trained educators for different pedagogies, **English, Urdu, Hindi and Kashmiri, languages, Science, Mathematics and Social sciences** and integrates additional coursework leading to specialization in teacher education, ICT, technology and research. The programme has a total of 144 credits including the foundation courses, pedagogical courses, school internship, Practice of teaching, surveys, field trips and a research dissertation. Optional courses enable students to develop specialization in areas of curriculum, material development design, school leadership, gender and education, etc.

Objectives

3- year integrated B. Ed.-M. Ed. programme is a professional programme in the field of Teacher Education, which primarily aims at preparing Teachers for elementary and secondary levels. Besides the programme has potential to produce competent and effective teachers who can provide insight to policymakers, planners, administrators, supervisors, principals and researchers, particularly for elementary and secondary level. The curriculum for B. Ed – M. Ed programme is designed to attain the following objectives:

- Develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of subject.
- Develop understanding and to promote inclusive culture in education.
- Prepare teachers who will work for student freedom and equality and fight for discrimination in the society on the basis of caste, creed, race gender etc.
- Produce teachers who play their roles as facilitators, counsellors and ensure wholistic development of the students.
- Understand the structure of the discipline and create learning experience accordingly.
- Understand the psychology of learner & how they differ in their approach of learning.
- Know the use of different effective modes of classroom communication.
- Develop an understanding of aims & objectives of education in the Indian background.
- Develop an understanding of the close relationship between society & school, school & life.

Learning Outcomes

After the completion of the course, the trained teachers shall develop;

- Competence to teach effectively at the elementary and secondary levels.
- Ability to understand child, his needs, motives, growth pattern, process of learning & development.
- Ability to use effective Teaching/ Learning methods.
- Ability for diagnosing pupil/ learner's progress through the use of proper evaluation techniques.
- Readiness to participate in activities of professional development.
- Develop resourcefulness, so as to make the best use of the situation available.
- Possess a high sense of professional responsibility.
- Organize and manage the class for teaching learning.

Medium of instruction

English is the medium of instruction, and students must write their assignments, reports, and answer scripts in English. However, in language courses, students will be tested and assessed in the selected language.

Duration of Course

The duration of this integrated programme is 3 years. The programme will have six semesters, within duration of three academic years. Students shall be permitted to complete the programme requirements of the 3 years within a maximum period of four years from the date of admission to the programme. Six semesters shall workout in terms of credit hours based on the credit system suggested in the curriculum frame work for the programme developed by NCTE and keeping in the view the stipulated period of internship attachment, community work, research work, other practicum activities and field based trips.

Working Days

The course shall be at least 215 working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study/internship and conduct of examination. The institution shall work for a minimum of 36 hours in a week. The total duration of the programme breaks will be roughly equivalent to 107 weeks of 5 days total up to 640 days. The attendance of the students shall be 80% for taught courses and practicum, and 90% for Field work.

Eligibility Criteria

A postgraduate degree in science/social science/humanities/commerce from a recognized institution with minimum 55% marks or equivalent grade. In addition it is desirable that the candidates have a demonstrated interest in education.

Admission Process

The admission to the course shall be made on the basis of marks scored in relevant entrance test and qualifying examination or any other selection process adapted by the university/ UT administration for similar programmes.

Career Prospects

After completing the course one may appear for tests like NET/ SET/ CTET. After completing this course, students may also go for further advanced courses like M. Phil or Ph.D.



Modes of transaction

Apart from theoretical courses the trainee – teacher is required to be engaged in various kinds of learning experience such as: Lesson-planning, Demonstration, Observation, Seminar presentation, Workshops, Group work, Library work, Projects, Power point presentation, Collaborative presentations, School visits / Actual teaching, School internship, Micro- teaching and Field trips.

Examination

The 3-year integrated degree in the faculty of education shall be conferred on a candidate who has pursued a regular course of study for six semesters of 3 academic years as prescribed. The scheme of examination will be as:

- Six- semesters will be examined during the course.
- Examinations will be of internal / external
- Theory courses as well as practicum will be examined
- Each theory paper will be of 100 marks. Internals will be evaluated, based on the attendance and performance of the candidate.
- Internal examinations include assignments, classroom presentation, participation in student seminars, viva-voce, and written tests etc.
- Each core subject, pedagogical course, and optional subject will have a total score of 100 points, which will be divided into internal and external components representing 20 and 80 marks, respectively. To pass a subject or course, the candidate must receive at least a 40% on both the internal and external examinations. Besides there is internship, practicum, field work and Dissertation and the examination for these components shall also be conducted internally and externally. The weightage of marks to these (**Practicum**) courses will be 40% internal and 60% external. The students must get minimum 40% marks in both internal and external separately to pass the internship, practicum, field work and Dissertation.

Standard of passing

The three- year integrated B. Ed – M. Ed degree in the faculty of Education will be conferred on a candidate who has pursued a Regular course of study for six semesters of three academic years as prescribed in the scheme of examination. The declaration of class shall be on the aggregate of the total marks of six semesters put together.



**PROPOSED 3 YEAR INTEGRATED B. ED - M. ED SYLLABUS FOR THE YEAR
SEMESTER -I**

CORE PAPERS: (SEMESTER-I) 4X4 = 16 CREDITS						
S.N o	Course code	Course title	Credits	internal marks	Externa l marks	Total
1	IBM-CR-22101	Foundations of Education	4	20	80	100
2	IBM-CR-22102	Learning & Development	4	20	80	100
3	IBM-CR-22103	Educational Technology	4	20	80	100
4	IBM-CR-22104	Early Childhood Care and Education	4	20	80	100
PEDAGOGICAL PAPERS: (SEMESTER- I) 1X4= 4 CREDITS						
	Course Code	Course Title	Credits	Int. Marks	Ext. Marks	Total
5	IBM-E-22105	<div>➤ Teaching of English</div> <div>➤ Teaching of Hindi</div> <div>➤ Teaching of Kashmiri</div> <div>➤ Teaching of Urdu</div>	4	20	80	100
			Any one language course to be opted by the candidate.			
PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS						
6	PRACTICUM		4	40	60	100
Internship-I		A. Assessment of ICDS Centers (1 week)				
		B. Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)				
		C. Workshop on any theme related to core or pedagogical courses of 1 st semester (1 week)				
		Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks)				
TOTAL CREDITS		Core Courses : 1+2+3+4= 16 Credits				
		Pedagogical Course: 5= 4 Credits				
		Internship: A+B+C= 4 Credits				
		Total Credits in Semester I: 16+4+4= 24				

CORE PAPERS (SEMESTER-II) 4X4 = 16 CREDITS						
	Course code	Course title	Credits	internal marks	External marks	Total
1	IBM-CR-22201	Development of Education in India	4	20	80	100
2	IBM-CR-22202	Environmental Education	4	20	80	100
3	IBM-CR-22203	Mental Health & Hygiene	4	20	80	100
4	IBM-CR-22204	Inclusive practices in Education	4	20	80	100
PEDAGOGICAL PAPERS (SEMESTER-II) 1X4= 4 CREDITS						
	Course code	Course title	Credits	internal marks	External marks	Total
5	IBM-E-22205	<ul style="list-style-type: none">➤ Teaching of Bio-Science➤ Teaching of Physical Science➤ Teaching of History & Civics➤ Teaching of Geography➤ Teaching of Mathematics.	4	20	80	100
			Any one language course to be opted by the candidate.			
PRACTICUM: (SEMESTER-II) A+B+C= 4 CREDITS						
6	PRACTICUM		4	40	60	100
Internship- II		<p>A. Visit to Special schools/Rehabilitation centers/Drug De- Addiction Centers / Mental hospitals, (Duration 2 Weeks).</p> <p>B. Awareness Campaigns on Environment related Issues, Cleanliness Drive, and Visit to Places of Environmental Significance. (2 Weeks).</p> <p>C. Workshop on any theme related to core or pedagogical courses of 2nd semester. (1 week).</p> <p>Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks).</p>				
TOTAL CREDITS		<p>Core Courses : 1+2+3+4= 16 Credits</p> <p>Pedagogical Course: 5= 4 Credits</p> <p>Internship: A+B+C= 4 Credits</p>				
Total Credits in Semester II: 16+4+4= 24						



Foundations of Education

Course Code: IBM-CR-22101

Semester Ist

Max:80

Min: 32

Unit –I: Philosophy and Education

- i) Philosophy and Education: Concept Nature & Scope
- ii) Aims of Education.
- iii) Relationship between Philosophy and Education.
- iv) Functions of Philosophy.

Unit–II: Indian School of Thoughts (Only Three)

- i) Samkhya
- ii) Yoga
- iii) Vedanta

(With special reference to aims of education of education and practical implications)

Unit-III: Western School of thoughts

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

(Vision derived from western school of thoughts and their educational implication)

Unit-IV: Educational thinkers (Indian)

- i) Rabindranath Tagore
- ii) M.K. Gandhi
- iii) Savitribai Phule
- iv) Jiddu Krishnamurti

(Critical analysis and the implications of their contributions for the contemporary era)



References:

1. An Introduction to Indian Philosophy (2011). Bartley C. J., *Continuum International Publishing Group*, London SEI 7NX & New York, NY 10038.
2. Philosophical foundations of education by A, K Sawheny
3. Modern Philosophies of education by John Seiler Brubacher.
4. Educational Thinkers (2004). Taneja V. R., & Taneja S., *Atlantic Publishers and Distributors*, Delhi.
5. Philosophies of education by Seetharamu A.S., *A P H Publishing Corporation* New Delhi.
6. Four philosophies: Butler.
7. Philosophical foundations of education by J.S. Walia.
8. Introduction to philosophy by J.N. Sinha
- 9.

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Learning & Development

Course Code: IBM-CR-22102

Semester: 1st

Max.Marks:80

Min. Marks:32

Unit-1: Psychology and Educational Psychology

- i) Concept of Education and Psychology
- ii) Nature & Meaning of Educational Psychology
- iii) Functions of Educational Psychology
- iv) Methods of Studying Behavior. Introspection, observation and experimental method

Unit-II: Understanding Learner / Stages of Human development

- i) Physical, Social, Emotional & Cognitive development during Infancy.
- ii) Physical, Social, Emotional & Cognitive development during childhood.
- iii) Physical, Social, Emotional & Cognitive development during Adolescence.
- iv) Guidance & Counselling for adolescents.

Unit-III: Learning and learning theories

- i) Concept of learning and its nature.
- ii) Perspective on learning: Behaviourist, Humanistic and Constructivist
- iii) Factors influencing learning – Personal & Environmental
- iv) Learning theories (Trial and Error, Classic Conditioning, Operant Conditioning)

Unit-IV: Motivation

- i) Motivation – Nature and types of motivation.
- ii) Techniques of enhancing learner's motivation.
- iii) Maslow's Theory of motivation.
- iv) Personal and Environmental Factors of Motivation.



References:

1. Learning and Individual Difference, Robert and Gagni, Charles E. Merrill Publishing Co. Columbus Ohio
2. Theories of Learning, Hilgard, New Delhi, Prentice Hall
3. Theories of Learning, Hilgard, E.R and Bower, G.H, Prentice Hall of India
4. Learning Theory and Personality Dynamics, Mower, O.H, New York; A Ronald
5. Advanced Educational Psychology, R.N Sharma, Atlantic Pub. N.D
6. Educational Psychology, Tara Chand, N.D Anmol Pub.
7. Introductory Psychology, Tony Malion and Ann Birch, McMillion Publishing Company New Delhi Pal gram, Macmillan New YORK
8. Basic Ideas in Educational Psychology, J.s Aggarwal, Shirpa Publications New Delhi
9. Educational Psychology, Berlina and Gage (N.L Gage and David C. Berliner)
10. Advanced Educational Psychology, Chauhan. S, Vikas Publishing House, Pvt. Ltd.

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Educational Technology

Course code: IBM-CR-22103

Semester: 1st

Max.marks:80

Min.marks:32

Unit-I: Understanding Educational Technology

- i) Meaning, nature and objectives
- ii) Approaches to educational technology
 - a. Hardware and software
 - b. Multimedia and mass media
- iii) Forms of educational technology.
 - a. Teaching technology
 - b. Instructional technology
 - c. Behavioural technology
- iv) Major institutions of educational technology in India:
 - a. CIET
 - b. EMRC

Unit-II: Innovations in Teaching

- i) Micro teaching – meaning, steps, phases, merits & de-merits.
- ii) Major skills of micro teaching.
- iii) Simulated teaching – meaning, steps, types, advantages and disadvantages.

Unit-III: Programmed Learning.

- i) Meaning and Characteristics.
- ii) Types of programmed learning.
- iii) Computer Assisted learning.

Unit-IV: Information and Communication Technology.

- i) Meaning, nature and importance of ICT.
- ii) Elements and objectives of communication.
- iii) Types of communication.
- iv) E- Learning, Blended learning, synchronous and asynchronous learning.



References

1. Bhushan, A. & Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication
2. Mehra, V (2004). Educational Technology. Delhi: SS publishers.
3. Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
4. Mangal (2009). Essentials of Educational Technology. Delhi: Anmol Publications.
5. Mehra, V. (2010). A Textbook of Educational Technology. New Delhi: Sanjay Prakashan
6. 8. Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues. New
7. Delhi: Sterling Publishers Pvt. Ltd.
8. Sareen, N. (2006) Information and Communication Technology. Delhi: Anmol Publication.
9. Rosenberg, M.J. (2001): e-learning. New York: McGraw Hill.



Early Childhood Care and Education

Course Code: IBM-CR-22104

Semester: 1st
Max.Marks:80
Min. Marks:32

Unit- I: Concept and Methods

- i) Meaning, concept, aims and objectives of ECCE
- ii) Need and scope of ECCE
- iii) Historical background of ECCE in India
- iv) Observation as a method of child study.

Unit- II: Growth and Development

- i) Physical and social development during adolescence.
- ii) Emotional and Motor-skill Development
- iii) Cognitive and Language Development
- iv) Development of creativity

Unit- III: -Contribution of Educational Thinkers and Reformers towards ECCE

- i) Froebel
- ii) Montessori
- iii) Tarabai Modak

Unit- IV: -Recommendations, Programs and Agencies

- i) Recommendations of NPE 1986
- ii) NEP 2020
- iii) ECCE programs in India with special reference to ICDS and Anganwadi Centres
- iv) Comparative Study of ECCE Programs in India, UK and Finland.



References:

1. Aggarwal, J.C., & Gupta, S. (2007). *Early Childhood Care and Education (1st Ed.)*. NewDelhi: Shipra Publications.
2. Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.
3. Mishra, R.C. (2005). *Early Childhood Education Today*. Prentice Hall Publisher
4. NCERT. (2005). *National Curriculum Framework*. New Delhi.

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Teaching of English

Course Code: IBM-E-22105

Semester:1st

Max. marks: 80

Min.marks: 32

Unit- 1: English Language Teaching in India

- i) The origin, consolidation and present position of English in India
- ii) Principles of teaching English – Psychological, linguistic & Pedagogical
- iii) Problems in Teaching English at the primary and secondary level
- iv) Language acquisition and language learning in Indian Context

Unit- II: Approaches and Methods of Teaching English

- i) Method, Approach, Procedure and GT
- ii) The Behaviourist – Structuralist Paradigm: The Structural Approach and The Audio-Lingual Method
- iii) Communicative Language Teaching and Communicational Teaching
- iv) The Post Method Era

Unit- III: Developing Language Skills: Testing and Evaluation

- i) Reading, Writing, Listening and Speaking: Types and Techniques
- ii) Lesson Planning of Prose, Poetry, Vocabulary and Grammar
- iii) Figures of Speech: Simile, Metaphor, Personification, Rhythm, Rhyme, Alliteration and Pun.
- iv) Evaluating Language Teaching & Learning, testing, its types and qualities

Unit-IV: Grammar and Phonetics

- i) Introduction to Speech Sounds in English: Classification & Description
- ii) Introducing Grammar: Its Relevance in Second Language Context
- iii) Tenses: Present, Past and Future
- iv) Auxiliaries and Modals
- v) Active & Passive Voice, Direct – indirect speech and Punctuation and simple, complex and compound sentences



References:

1. Balasubramanian, T. (1981): *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, Mumbai.
2. Bhandari, C.S. and others (1966): *Teaching of English: A Handbook for Teachers*. OrientLongmans, New Delhi.
3. Bhatia, K.K. (2006): *Teaching and Learning English as a Foreign Language*. KalyaniPublishers, New Delhi.
4. Bindra, R. (2005): *Teaching of English*. Radha Krishan Amanda and Co, Jammu.
5. Bright, J.A. and Mc Gregor, G.P. (1981): *Teaching English as aSecond Language*.Longmans, ELBS.



Teaching of Urdu

Course Code: IBM-E-22105

Semester: 1st

Max. marks:80

Min.Marks:32

Unit-I: Aims, Objectives and methods of Teaching of Urdu language

- i) Origin and development of Urdu language;
- ii) Status of teaching Urdu in the present educational arena of Jammu and Kashmir and measures for its development;
- iii) Objectives of teaching Urdu at elementary and secondary levels;
- iv) Methods of language teaching: Translation, Direct, Structural and Communication approaches;

Unit-II: Acquisition of language skills

- i) Listening: Describe listening, Art of listening, teaching of listening through activities,
- ii) Speaking: Describe speaking, teaching speaking through activities, Pronunciation, Recitation and Punctuation;
- iii) Reading: Describe reading, Reading through different activities-loud, silent, intensive and extensive;
- iv) Writing: Describe writing, Teaching of writing, punctuation qualities of good hand writing, Developing writing skills through classroom activities;

Unit-III: Planning and Evaluation

- i) Teaching of prose and lesson planning;
- ii) Teaching of poetry and lesson planning;
- iii) Purpose and Concept of Evaluation in Urdu;
- iv) Techniques of evaluation, Teacher made test, Examination paper made design, Various types of questions and their use in evaluation;

Unit-IV: Subject Content (History and Development of Urdu Literature)

- i) Fort William College, Aligarh Tehreek, Taraqi Pasand Tehreek, Jadeedyet;
- ii) Main Schools of thought: Dabistan-i-Delhi, Dabistan-i-Lucknow;
- iii) Definition and brief history of Urdu Ghazal, Nazm, Afsana and Novel.



Suggested Readings

Name of Book	Author	Publisher
Urdu Kaisey Likhen	Rasheed Hassan Khan	Maktaba Jamia Limited, Jamia Nager, Delhi
Funn-i-Tadrees-I-Urdu	Aen Aen Aarif	Sheikh Mohammad Usman, Gowkadal, Srinagar
Urdu Tadrees	Farman Fatehpuri	Alwaqar Publications Lahore
Tadrees-i-Urdu	Mohi-Ud-Din Buch	Gulshan Publishers, Lal Chowk Srinagar
Urdu Zaban Ki Tadrees	Moin Ud Din	National Council for Promotion of Urdu Language, Delhi
Tadrees-I-Adab-I-Urdu	Noor Ul Hassan Naqvi	Educational Book House, Aligarh



Teaching of Kashmiri

Course Code: IBM-E-22105

Semester:1st
Max.marks:80
Min. marks:32

Unit I: Introduction to Kashmiri

- i) Kashmiri as a subject in the present linguistic diversity of the country.
- ii) Kashmiri: Linguistic profile, Origin and development.
- iii) Mother tongue: an instrument of cognitive growth, social tolerance, divergent thinking and scholastic achievement at elementary and secondary stages of learning.

Unit- II: Language Skills

- i) Developing Language Skills in Kashmiri: Reading and Writing
- ii) Description of Kashmiri Vowels and Consonants.
- iii) Features of supra-segmental phonemes: Stress, Rhythm and Intonation.

Unit- III: Reading and Writing

- i) Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading vs. Extensive Reading, Teaching Prose and Teaching Poetry.
- ii) Essential Marks of good handwriting in Kashmiri Perso-Arabic Script and free competition, Teaching the Mechanism of Writing, Importance of correction work.

Unit- IV: Grammar

- i) Teaching of Kashmiri Grammar: Phonology, Morphology and Syntax.
- ii) Teaching of Vocabulary: Foreign Influences on Kashmiri Vocabulary: Sanskrit, Persian, Urdu and English.



References

1. Altaf, Shafqat, 2014 , Foreign Influences on Kashmiri Vocabulary : A Cultural Account. Srinagar: Meezan Publishing House (Reprinting 2022)
2. Bhat, R, K. 1987 A Descriptive Study of Kashmiri New Delhi: Amar Prahashan.
3. Grierson , George A. 1911. Standard Manual of the Kashmiri Language, 2 vols. Srinager: Gulshan Publishers (Reprinted 2007)
4. Grierson , George A. 1911.Lingustic survey of India Vol. 8 part ▪ (Specimen'sof Dardic or Pisacha Languages Including Kashmiri). Motilal Banarsidar. (Reprinted 1968)
5. Koul O. N, Wali Kashi, 2004 . Dunwoody press Springfield.
6. Monawar Naji. Shafi Shauq 1978. Kashir Adbuk Tawereek. Department of Kashmiri ,University of Kashmir.
7. Shauq Shafi , 2012, Kaeshruk Grammar , Sringer: Ali Mohmmad & sons.



Teaching of Hindi

Course Code: IBM-E-22105

Semester: Ist

Max. marks:80

Min. marks:32

Unit-I: Position and methods 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.
- v) Translation method
- vi) Play way method
- vii) Direct method
- viii) Structural approach

Unit-II: 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-III: Teaching of Prose and Poetry

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

Unit-IV: Content

- i) Standard sounds of Hindi, Vowels, and consonants correct pronunciation in Hindi.
- ii) Definition & Kinds of Nouns & Adjectives.
- iii) A detailed description of the life & works contribution of Kabir and Tulsi

Suggested Readings

- 1. Kabir's Dohe (7th & 9th Grade Texts)
- 2. Mekadevi's Murjaya Phool (7th Grade Text)
- 3. Giloo (Story) – (8th Grade Textbook)
- 4. Nilakant-(10th Grade Text)



PRACTICUM: (SEMESTER-I) A+B+C= 4 CREDITS

	Credits	internal	external	Total
PRACTICUM	4	40	60	100
Internship-I	<p>A. Assessment of ICDS Centers (1 week)</p> <p>B. Visit to schools for assessment and observation from Foundational to Middle stage. (3 weeks)</p> <p>C. Workshop on any theme related to core or pedagogical courses of 1st semester (1 week)</p> <p>Activity: Pupil teachers would be required to visit the institutions/centers stated in A & B above and learn personal and professional skills through assessment and observation of structural and functional aspects of these institutions (Total Duration: A+B+C= 5 Weeks)</p>			

