

# FACULTY OF EDUCATION

## SYLLABUS

### FOR

**B.Ed. M.Ed. (3 Years Integrated Degree Programme)**

**(SEMESTER: I–II)**

**Examinations: 2018–19**



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# GURU NANAK DEV UNIVERSITY

## AMRITSAR

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**SEMESTER-I**

Sr. No.	Paper No.	Paper Code	Course Title	Credits		Marks
				Teaching	Practical	
1.	I	P-I	Contemporary India and Education	4		100
2.	II	P-II	Understanding the learner	4	1	100
3.	III	P-III	Learning and Teaching	4	1	100
4.	IV	P-IV	Language across the curriculum	2		50
5.	V	PS- I(A)	Pedagogy of School subject- I (PS-I) Part- A( As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
	xviii. Pedagogy of Fine Art					
6.	VI	PS-II(A)	Pedagogy of School subject- II (PS-I) Part- A( As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
	xviii. Pedagogy of Fine Art					
7.	VII	EPC-I	Drama and Art in Education	1	2	50
8.	VIII	EPC-II	Developing ICT skills and Integration	1	2	50
9.	IX	I-1	School Internship- Orientation to school systems		2	50
<b>Total</b>				<b>18</b>	<b>8</b>	<b>600</b>

Note- Project on **Each One Teach One and Tree Plantation** will to be initiated in Semester I and the report for the same has to be submitted in Semester VI

**SEMESTER-II**

Sr. No.	Paper No.	Paper Code	Course Title	Credits		Marks		
				Teaching	Practical			
1.	I	P-V	Assessment for Learning	4	1	100		
2.	II	P-VI	Introduction to Research Methodology	4		100		
3.	III	P-VII	Integrating ICT in Teaching Learning	2	1	50		
4.	IV	P-VIII	Fundamentals of Teacher Education	2	1	50		
5.	V	PS-I(B)	Pedagogy of School subject- I (PS-I) Part- B( As selected in the first semester)	2		50		
			i. Pedagogy of Punjabi					
			ii. Pedagogy of Hindi					
			iii. Pedagogy of English					
			iv. Pedagogy of Social Science					
			v. Pedagogy of History					
			vi. Pedagogy of Geography					
			vii. Pedagogy of Political Science					
			viii. Pedagogy of Economics					
			ix. Pedagogy of Commerce					
			x. Pedagogy of Mathematics					
			xi. Pedagogy of Computer Science					
			xii. Pedagogy of Science					
			xiii. Pedagogy of Physical Science					
			xiv. Pedagogy of Life Science					
			xv. Pedagogy of Home Science					
			xvi. Pedagogy of Physical Education					
			xvii. Pedagogy of Music					
			xviii. Pedagogy of Fine Art					
6.	VI	PS-II(B)	Pedagogy of School subject- I (PS-II) Part- B( As selected in the first semester)	2		50		
			i. Pedagogy of Punjabi					
			ii. Pedagogy of Hindi					
			iii. Pedagogy of English					
			iv. Pedagogy of Social Science					
			v. Pedagogy of History					
			vi. Pedagogy of Geography					
			vii. Pedagogy of Political Science					
			viii. Pedagogy of Economics					
			ix. Pedagogy of Commerce					
			x. Pedagogy of Mathematics					

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			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
7.	VII	P-IX	Inclusive Education	2		50
8.	VIII	P-X	Optional Course (Opt any One) (i) Vocational and Work Education (ii) Health and Physical Education (iii) Environment Education (iv) Peace and Value Education (v) Guidance and Counselling	2	1	50
9.	IX	EPC III	Reading and Reflecting on texts	1	2	50
10.	X	I- II	Field Engagement with Perspective Papers		2	50
			<b>Total</b>	<b>21</b>	<b>8</b>	<b>600</b>

**SEMESTER-I****PAPER-I****P-I****CONTEMPORARY INDIA AND EDUCATION****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Note:** The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

**COURSE OBJECTIVES:-**

**After completing the course, the students will be able to:-**

- Understand the concept of Diversity as it exists in Contemporary Indian society
- Gain Insight into Educational Opportunities
- Understand the classroom ethos
- Develop understanding of classroom in social context
- Understand constitutional provisions
- Develop understanding of educational structure in contemporary india
- Develop understanding of policy frameworks for public education
- Understand issues of contemporary Indian society
- Gain Insight into Universalisation of Education

**SECTION-A****DIVERSITY: PERSPECTIVES IN EDUCATION**

- a) Meaning of Diversity, Inequality and Marginalization (Economic, Social, Religious, Language) in Society and their Implications for Education
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes
- c) Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds and role of teachers in managing diversity.

**SECTION-B****THE CONSTITUTIONAL CONTEXT**

- a) Education as a means of social justice in the Indian Constitution.
- b) Constitutional Provisions– Preamble, Fundamental rights and duties, directive, principles of state policy and constitutional values in the context of education.
- c) Educational Structure in Contemporary India and related Bodies NCERT, UGC, NCTE, NAAC, SCERT, DIET's ( Status , structure and functions)

**SECTION–C****POLICY FRAMEWORK**

- a) Education Commissions & Recommendations: University Education Commission (1948-49); Secondary Education Commission (1952-53); Indian Education Commission (1964-66)
- b) National Policy on Education 1986 with Programme of Action 1992
- c) NCF 2005 and NCFTE 2009.

**SECTION–D****ISSUES AND CONCERNS IN UNIVERSALIZATION OF EDUCATION**

- a) Universal Elementary Education (Mid day meal , SSA & RTE)
- b) Universal Secondary Education: Expansion, Equity and Excellence; Role of RMSA.
- c) Higher Education: Quality concerns (RUSA)

**SESSIONAL WORK**

**Performance in unit tests and house examination: 10 Marks**

**Attendance: 05 Marks**

**Assignments on the following (any two): 15 Marks**

- Visit a school to observe mid-day meal programme and its implementation (Prepare a Report)
- Conduct an awareness programme for Child's Rights in the community and present a report.
- Critical analysis of NCF 2005 and NCFTE 2009.

**REFERENCES:**

1. **Anand, C.L. et al (1983).** *The teacher and education in emerging Indian society.* New Delhi: NCERT
2. **Sharma, R.A. (2013).** *Philosophical and Sociological Foundation of Education.* Meerut: Lal Book Depot
3. **Pandey, R. (2014-15).** *Teacher in Emerging Indian Society.* Allahabad: AlokPrakashan.
4. **Pathak, P.D. & Tyagi, G.S.D. (1994).** *Principle of Education.* Agra: Vinod PustakMandir.
5. **G.O.I. (1966)** *Report of education commission : Education and national development,* New Delhi: Ministry of Educaiton
6. **G.O.I. (1986)** *National policy of education.* New Delhi: MHRD
7. **G.O.I. (1992)** *National policy of education,(As modified in 1992)* New Delhi: MHRD
8. **G.O.I. (2009)** *The right of children to free and compulsory education Act 2009*
9. **G.O.I. (2011)** *SarvaShikshaAbhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009*
10. **Naik, J.P. and Narullah, S. (1974).** *A students' history of education in India (1800-1973)* Macmillan
11. **NCERT (2005).** *National curriculum framework for school education.* New Delhi : NCERT
12. **NCERT (2006).** *Position paper – National focus group on gender issues in education,* New Delhi : NCERT
13. **Saxena, N.R.S. (2010).** *Principles of education.* Meerut: International Publishing House.

**SEMESTER-I****PAPER-II****P - II****UNDERSTANDING THE LEARNER****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Note:** The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Understand the nature of learner
- Describe the stages of growth and development.
- Understand the theoretical perspective of learning and the process of transfer of learning
- Understand the importance of individual differences in normal classroom
- Explain the different learning styles.
- Understand the nature of Learning Diversity.
- Understand the Management of learning and classroom behaviour

**SECTION-A****UNDERSTANDING THE DEVELOPMENT OF LEARNER**

- a) Stages of growth and development with special reference to Adolescents and their characteristics – physical, cognitive, social, emotional, moral.
- b) Erickson's Theory of Psycho- Social development, Kohlberg's moral development theory, Piaget's theory of cognitive development.
- c) Developmental tasks of adolescents and their educational implications.

**SECTION-B****UNDERSTANDING INDIVIDUAL DIFFERENCES**

- a) Understanding individual differences based on cognitive, conative and affective domain, Implications for learning.
- b) Understanding learners with varying needs; gifted, creative, learning disabled, slow learners, physically disadvantaged, socially disadvantaged
- c) Socio- emotional climate in classroom with special reference to gender, differently abled and marginalised group along with their educational implications.

**SECTION–C****MULTICULTURISM AND LEARNING**

- a) Diversity due to multiculturalism, strategies to handle multiculturalism, Role of teacher in multi cultural classroom.
- b) Learning Styles: Meaning, concept and types; Implications for classroom learning
- c) Intelligence: Nature of Intelligence, theories of intelligence, with special reference to two factor and multiple factor theory, Guilford's Structure of Intellect, Modern concept of Intelligence by Howard Gardner.

**SECTION–D****MANAGEMENT OF LEARNING AND CLASSROOM BEHAVIOR**

- a) Social aspects of behaviour- group dynamics, Motivation, suggestion, sympathy, imitation, group conformity, group rivalry
- b) Dealing with behavioural problems- Inattentive learners, disruptive behaviour, aggression, positive behaviour support (PBS)
- c) Dealing with adjustment problems, defence mechanisms, conflicts, stress management, frustration, self concept( superiority or inferiority)

**SESSIONAL WORK**

**Performance in unit tests and house examination: 10 Marks**

**Attendance: 05 Marks**

**Assignments on the following (any two): 15 Marks**

- Report based on observation of children in their natural setting with respect to piaget's theory of cognitive development.
- Case study of a gifted/ creative/learning disabled/ slow learner
- Presentation on issues of marginalization with special reference to gender inequality.

**REFERENCES:**

1. **Aggarwal, J.C. (2009).** *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. **Berk, L.E. (2000)** .*Childhood to Adolescence*. London: Mc.Graw Hill Company
3. **Berk, L.E. (2007)** .*Development through the life span*. New Delhi.Pearson.
4. **Bhatia, K.K. (2008).** *Bases of Educational Psychology*. Ludhiana: Kalyani Publishers.
5. **Chauhan, S.S. (2002).***Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
6. **Collins R (1979).** *The Credential Society: A Historical Sociology of Education and Stratification*. New York: Academic Press.



7. **Dash, B.N. (2004).***Theories of Education & Education in the Emerging Indian Society.* New Delhi: Dominant Publishers and Distributors.
8. **Gupta, D. (1991).** *Social Stratification.* New Delhi: Oxford University Press.
9. **Kendau, F.E.** Diversity in classroom. USA: Teacher's couege press.
10. **Mangal, S.K. (2002).** *Advanced Educational Psychology.* New Delhi: Prentice Hall of India.
11. **Sharma, K.L. (1999).** *Social Inequality in India: Profiles of Caste, Class and Social Mobility.* Jaipur: Rawat Publications
12. **Lucas, G.S., &Douglas A. B. (2014).***Teaching Psychology: A Step-By-Step Guide.* New York: Psychology Press.
13. **Vavru, M (2014).** Diversity &Education.USA: Teacheiscouege Press.
14. **Woolfolk, A. (2012).***Educational Psychology, 12/E.* New Delhi.: Pearson publisher.

**PAPER–III**  
**P - III**  
**LEARNING AND TEACHING**

**Time: 3 Hrs.**

**Total Marks: 100**

**Theory: 70**

**Sessional Work: 30**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Note:** The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

**COURSE OBJECTIVES:-**

**After completing the course, the students will be able to:-**

- Understand the concept of learning
- Comprehend the theories of learning
- Understand various aspects of teaching
- Recognize the relationship between teaching and learning
- Analyze the complex process of teaching
- Acquaint themselves with different approaches of teaching that support learning
- Realize the significance of the context in which the teaching learning process occurs
- Gain insight into various models of teaching

**SECTION–A**

**THEORETICAL PERSPECTIVE ON LEARNING**

- a) Learning – Concept, principles and factors affecting learning
- b) Theories of Learning : Pavlov’s classical conditioning, Skinner’s operant conditioning, Thorndike’s connectionism theory and Kohler and Koffka’s leaning by insight theory (Relavance in learning, Role of Teacher and Role of Learner)
- c) Transfer of Learning; Theories, types and educational implications.

**SECTION–B**

**ASPECTS OF TEACHING**

- a) Teaching : Concept, Functions and Variables
- b) Maxims, Principles and devices of teaching.
- c) Levels and Phases of Teaching

**SECTION–C**

**TEACHING LEARNING PROCESS**

- a) Teaching -learning process- Nature and its implications, Relationship between Teaching and Learning
- b) Approaches to teaching- learning; Behaviourist’s, Cognivist’s and Constructivist’s approach
- c) Pedagogy and Andragogy – Concept and implications for teaching and learning

**SECTION-D****MODELS OF TEACHING**

- a) Models of teaching – Concept, Features, Families and implications for classroom learning.
  - i) Advance Organizer Model
  - ii) Inquiry Training Model
  - iii) Inductive thinking Model
- b) Team Teaching- Concept, and implications for the teaching
- c) Flander’s interaction analysis: Concept, procedure and implications.

**SESSIONAL WORK**

**Performance in unit tests and house examination: 10 Marks**

**Attendance: 05 Marks**

**Assignments on the following (any two): 15 Marks**

1. Construct and develop a concept map or a mind map on any unit or topic from the course on the basis of Bloom’s Taxonomy
2. Experiment on (any 2)
  - a) Learning,
  - b) Attention or
  - c) Fatigue.
3. Develop an Annual Plan and Unit Plan (one school subject).
4. Plan and implementation of one lesson using any model of Teaching.

**REFERENCES:-**

1. **Bhushan, A. & Ahuja, M. (1992).** *Educational Technology*. Meerut: Vikas Publication
2. **Dandekar, W.N. & Makhija, S. (2002).** *Psychological Foundations of Education*. New Delhi: MacMilan India Ltd.
3. **Siddiqui, M. H. (2008).** *Educational Psychology*. New Delhi: APH Publishing Corporation.
4. **Chaube, S.P. (2003).** *Developmental Psychology*. New Delhi: Neelkamal Publications.
5. **Mangal S.K. (2005).** *Advanced Educational Psychology*. New Delhi: Prentice-Hall of India.
6. **Mangal, S.K. & Mangal, Uma (2010).** *Learner, Learning and Cognition*. Ludhiana: Tondon Publications.
7. **Mehra, V (2004).** *Educational Technology*. Delhi: SS publishers
8. **Sharma, P. (2005).** *Educational Psychology*. New Delhi: A.P.H. Publishing Corporation.
9. **Sharma, R.A. (2005).** *Educational Technology*. Meerut: Modern Publishers.
10. **Welton, J. (2010).** *The Psychology of Education*. Delhi: Surjeet Publications.
11. **Kundu, C.L. & Tutoo, D.N. (1998).** *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
12. **Borich, G. (1996).** *Effective Teaching Methods*. New Jersey: Prentice-Hall.
13. **Sindhu, I.S. (2013).** *Educational Psychology*. Noida: Dorling Kindersley (India) Pvt. Ltd.
14. **Joyce, B., Well, M. & Calhoun, E. (2011).** *Models of Teaching*. New Delhi: PHI Learning Pvt. Ltd.
15. **Wragg, E.C. (1974).** *Teaching Teaching*. London: David and Charles.

**SEMESTER-I****PAPER-IV****P - IV****LANGUAGE ACROSS THE CURRICULUM****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Understand the concept of classroom transaction
- Familiarize with various constitutional provisions and language policy
- Understand discussion and questioning as tools of learning.
- Explain the Concept of Listening, Speaking, Reading and Writing and its significance
- Explain the nature and types of questioning

**SECTION-A****LANGUAGE AND ITS ISSUES**

- a) Multilingualism in Classroom – Role of Home Language and School Language in classroom instructions.
- b) Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351,350 A)

**SECTION-B**

Language issues in Kothari Commission (1964 – 66), NPE - 1986, POA – 1992, NCF – 2005

**SECTION-C****DEVELOPMENT OF LANGUAGE**

- a) Language Development (Listening, Speaking, Reading and Writing) in content area: Social Sciences, Sciences, Mathematics and Languages.

**SECTION-D**

- a) Deficit, Discontinuity and schema theories.
- b) Classroom discourse and its nature, Discussion and Questioning as tool for learning.

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following (any two): 08 marks**

- Writing of one article from the content areas viz. a viz. social studies, science, math keeping in view language enrichment development (Listening, Speaking, Reading and Writing)
- Review of the at least one article from the content areas –Literature, Social Sciences, science, Mathematics.
- Analyzing structure of the article, identifying subheadings, keywords, sequencing of ideas, use of concrete details, illustration, and statistical representation.
- Preparation of a plan to use multilingualism as a strategy in the classroom.
- Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

**REFERENCES:**

1. **Bhattacharya, I. (2009).** *An approach to communication skills*. New Delhi: Pearson.
2. **Bhatia, J. & Sheikh (2006).** *Professional communication skills*. New Delhi: S. Chand publication.
3. **Kumar, S., & Lata, P. (2012).** *Communication Skills*. New Delhi: Oxford University Press.
4. **Mishra, P. & Koehler, M.J. 2006.** “*Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*”. *Teachers College Record*, Vol. 108, No. 6, pp. 1017-1054.
5. **Prasad, P. (2012).** *The Functional Aspects of Communicational Skills*. New Delhi: Katson Books.
6. **Rizvi, A, M. (2005).** *Effective Technical Communication*. New Delhi: Tata McGraw Hills Education Pvt. Ltd.
7. **Sarmah. S., & Mishra, B. (2009).** *Communication Skills for Engineers & Scientists*. New Delhi: PHI Learning Pvt ltd.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF PUNJABI  
PS I and II (A) Option (i)****ਪੰਜਾਬੀ ਅਧਿਐਨ****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**ਉਦੇਸ਼**

1. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।
2. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਪੜ੍ਹਾਉਣ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
4. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੇ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।
5. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
6. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

**ਇਕਾਈ-1**

1. ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਪ੍ਰਕਿਰਤੀ, ਸਮਾਜਕ ਸਰੋਕਾਰ, ਇਤਿਹਾਸਿਕ ਪਰਿਪੇਖ।  
ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਅਤੇ ਅਧਿਆਪਨ- ਪਹਿਲੀ ਅਤੇ ਦੂਸਰੀ ਭਾਸ਼ਾ ਦੀ ਤੌਰ ਤੇ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਧਾਰਨਾ - ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਤੇ ਸੂਤਰ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ - ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (ਤਰਤੀਬ, ਅੱਖਰ ਕ੍ਰਮ ਦੀ ਵਰਣਮਾਲਾ, ਖਾਕਾ, ਸਵਰ ਵਾਹਕ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

**ਇਕਾਈ-2**

1. ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ - ਉਚਾਰਨ ਅੰਗ, ਉਚਾਰਨ ਸਥਾਨ ਤੇ ਵਿਧੀਆਂ, ਸਵਰ, ਵਿਅੰਜਨ ਅਤੇ ਸੁਰ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਵਿਸ਼ਵੀਕਰਨ ਦੇ ਪ੍ਰਸੰਗ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਥਿਤੀ - ਪੰਜਾਬੀ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਵਾਂ, ਪਛਾਣ ਚਿੰਨ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
3. ਅੰਤਰਰਾਸ਼ਟਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਅਤੇ ਪੰਜਾਬੀ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ

**ਇਕਾਈ-3**

1. ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ - ਉਮਰ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਲਿੰਗ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਕਿੱਤਾ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਖੇਤਰੀ ਜਾਂ ਇਲਾਕਾਈ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ। (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਦਾਰਸ਼ਨਿਕ, ਮਨੋਵਿਗਿਆਨਿਕ ਤੇ ਸਮਾਜਕ ਆਧਾਰ।

**ਇਕਾਈ-4**

1.
  - (ੳ) ਸੁਣਨ ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
  - (ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉੱਚੀਪਾਠ।
3. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

**ਸੈਸ਼ਨਲ ਵਰਕ:-**

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਪੰਜਾਬੀ ਦੀਆਂ ਵੱਖ ਵੱਖ ਉੱਪ-ਭਾਸ਼ਾਵਾਂ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ ਅਤੇ ਭਿੰਨਤਾਵਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਕੂਲਾਂ ਵਿੱਚ ਵਰਤਮਾਨ ਸਥਿਤੀ ਸੰਬੰਧੀ ਸਰਵੇਖਣ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ**

- |  |                                |                                  |
|--|--------------------------------|----------------------------------|
| 1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ                          | ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ           | ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼                   |
| 2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/<br>ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ         | ਕਲਿਆਣੀ ਪਬਲੀਕੇਸ਼ਨਜ਼               |
| 3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ                          | ਪੰਜਾਬੀ ਅਧਿਆਪਨ                  | ਸੂਰੀਆ ਪਬਲੀਕੇਸ਼ਨਜ਼                |
| 4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ                        | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ         | ਰਵੀ ਪਬਲੀਸ਼ਰਜ਼                    |
| 5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ                          | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ       | ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)     |
| 6. ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ                        | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ            | ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼                  |
| 7. Wright, T. (1988):                      | Roles of Teachers and Learners | Oxford University Press, Oxford. |
| 8. Tickoo, M.L. (2005)                     | Teaching and Learning English  | Orient Longman, New Delhi.       |

## SEMESTER-I

**PAPER: V and VI**  
**PEDAGOGY OF HINDI**  
**PS I and II (A) Option: (ii)**

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**Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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1. छात्र अध्यापकों में मौखिक व लिखित भाषा को समझने की योग्यता में वृद्धि करना ।
2. छात्र अध्यापकों में भाषा को शुद्ध एवं व्याकरण के नियमों के अनुसार लिखने की योग्यता विकसित करना ।
3. छात्र अध्यापकों में सौन्दर्यानुभूति को विकसित करना ।
4. छात्र अध्यापकों में सृजनात्मक प्रवृत्तियों को विकसित करना ।
5. छात्र अध्यापकों की भाषा और साहित्य के प्रति रूचि विकसित करना ।
6. साहित्य के माध्यम से विद्यार्थियों में सद्वृत्तियों का विकास करना ।
7. हिन्दी भाषा के माध्यम से अन्य विषयों को समझने, ग्रहण करने तथा अभिव्यक्त करने की योग्यता विकसित करना ।

## b\dkb&amp;1

1. भाषा, अर्थ, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध ।
2. भाषा शिक्षण में सामान्य सिद्धान्त एवं सूत्र, शिक्षण को प्रभावशाली बनाने में इनकी भूमिका ।

## b\dkb&amp;2

3. हिन्दी भाषा : मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व ।
4. भाषायों की स्थिति : संविधान की धारा (343, 351, 350), कोठारी शिक्षा कमीशन रिपोर्ट (1964-66), राष्ट्रीय शिक्षा नीति – 1986, पी. ओ. ए. – 1992, राष्ट्रीय पाठ्य चर्चा – 2005 ।

## b\dkb&amp;3

5. हिन्दी भाषा : स्वतन्त्रता से पहले और बाद का स्वरूप, हिन्दी भाषा शिक्षण व अधिगम के समय शिक्षक-शिक्षार्थी के सामने आने वाली चुनौतियां ।
6. हिन्दी शिक्षक – आवश्यकता, महत्व व वर्तमान स्थिति ।

## b\dkb&amp;4

7. भाषा और माध्यम भाषा में अन्तर, भाषा की शिक्षक – शिक्षार्थी सम्बन्ध में भूमिका ।
8. देवनागरी लिपि ' उद्भव, विकास व विशेषताएँ ।



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Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. हिन्दी का राष्ट्र भाषा के रूप में वर्तमान स्थिति एवं उसकी आलोचनात्मक मूल्यांकन सम्बन्धी लिखित रिपोर्ट तैयार करना।
2. हिन्दी भाषा के विकास सम्बन्धी संविधान में सम्मिलित धाराओं का मुल्यांकन करें।

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- नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेशन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए० के० "हिन्दी शिक्षण" हरीश प्रकाशण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

**PAPER: V and VI**  
**PEDAGOGY OF ENGLISH**  
**PS I and II (A) Option: iii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After the completion of the course students will be able to:

- To develop understanding of the significance of English as a subject in the present context.
- To analyze the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition
- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

**SECTION–A**

**English as a subject in the present context**

- a) Importance of English in a multilingual society, Role of English as an international Language, Factors affecting Language Learning Physiological, Psychological and Social
- b) Aims and objectives of teaching English, Linguistic and general principles of teaching and learning English language.

**SECTION–B**

**Developing Language Skills: Listening and Speaking**

- a) Features of Connected Speech: Stress, Rhythm and Intonation.
- b) Description of Vowels and Consonant Sounds.

**SECTION–C**

**Reading and Writing:**

- a) Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading, Teaching Prose and Teaching poetry.
- b) Essential Marks of good handwriting Controlled and Free Composition, Teaching the Mechanics of Writing, Importance of Correction Work.

**SECTION–D**

- a) **Teaching of Grammar:** Place of Grammar Types and Methods of Teaching Grammar
- b) **Teaching of Vocabulary:** Expansion of Vocabulary, Selection and Gradation of Vocabulary.

**SESSIONAL WORK**

<b>Performance in Unit Tests and House Examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

- 1) Prepare a chart of phonetic symbols along with examples.
- 2) Presentation of any two activities in the classroom from the following:
  - (a) Declamation
  - (b) Extempore
  - (c) Role playing
  - (d) Dramatization

**REFERENCES:**

1. **Balasubramaniam, 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*. Orient Longmans, New Delhi.
3. **Bhatia, K.K. (2006)**, *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005)**, *Teaching of English*. Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P.(1981)**, *Teaching English as a Second Language*. Longmans, ELBS.
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7. **Doff, A. (1998)**, *Teach English: A Training Course for Teachers*. The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963)**, *Teaching English as an International Language*. OUP, London.
9. **Gokak, V.K. (1963)**, *English In India, Its Present and Future*. Asia Publishing House,
10. **Hornby, A.S. (1962)**, *The Teaching of Structural Words and Sentence Patterns*. OUP, London.
11. **Kohli, A.L. (1999)**, *Techniques of Teaching English*. Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007)**, *Techniques of Teaching English*. 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994)**, *Suggestions for the Teaching of Reading In India*. OUP, London.
14. **Palmer, H.E. (1980)**, *Grammar of Spoken English*. Heffer, Cambridge.
15. **Ryburn, W.M. (1963)**, *Teaching of English In India*. OUP, Mumbai.
16. **Thompson, M.S. and Wyatt, H. G. (1995)**, *Teaching of English in India*. OUP, Mumbai.
17. **Tickoo, M.L. (2005)**, *Teaching and Learning English*. Orient Longman, New Delhi.
18. **Wright, T. (1988)**, *Roles of Teachers and Learners*. Oxford University Press, Oxford.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF SOCIAL SCIENCE  
PS I and II (A) Option: iv****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Understand the nature of social sciences.
- Know about the historical background of Social Science.
- Correlate Social science with other school subjects.
- Differentiate social science with other school subjects
- Differentiate various approaches of Teaching of social sciences
- Know utilization of different current affairs in teaching of social sciences.

**SECTION-A**

1. (a) Historical Background of Social Science, meaning, nature and scope of social science.  
(b) Difference between Social Studies and Social Science
2. (a) Need of teaching of Social Science in the school curriculum for the holistic development of the students.

**SECTION-B**

1. Values of teaching Social Science.
2. Correlation of Social Science with Math, Sciences, Languages and Arts.

**SECTION-C**

1. Aims and objectives of Social Science at different stages:-  
- Middle stage  
- Secondary stage
2. Pedagogical Approaches – Interdisciplinary approach, experiential approach, co-operative learning, constructivist approach to learning.

**SECTION-D**

1. Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.
2. Social Science Room: importance and equipments.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Maintenance of scrap book showing the major political and social developments in present context.
2. Organizing and evaluating discussion/ debate/ seminar on present day problems in social context.

**REFERENCES:**

1. **Aggarwal, J.C. (2003)**, *Teaching of Social Studies*. Vikas Publishers, New Delhi
2. **Binning and Binning (1952)**, *Teaching of Social Studies in Secondary Schools*. McGraw Hill.
3. **Dash, B.N. (2005)**, *Content – cum – Methods of Teaching of Social Studies*. Kalyani Publishers, New Delhi.
4. **Dhanija, Neelam (1993)**, *Multi Media Approaches in Teaching Social Studies*. Harman Publishing House, New Delhi.
5. **Kochhar, S.K. (1983)**, *Teaching of Social Studies*. Sterling Publishers, New Delhi.
6. **Kohli, A.S.(1996)**, *Teaching of Social Studies*. Anmol Publishers, New Delhi.
7. **Mehta, D.D. (2004)**, *Teaching of Social Studies*. Tandon Publishers, Ludhiana.
8. **Mofatt, M.R. (1955)**, *Social Studies Instruction*. Prentice Hall, New York.
9. **Shaida, B.D. (1962)**, *Teaching of Social Studies*. Panjab Kitab Ghar, Jalandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005)**, *Teaching of Social Studies*. Arya Book Depot, New Delhi.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF HISTORY  
PS I and II (A) Option: v****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After the completion of the course, students will be able to:

- Understand the importance of history.
- Develop an understanding of aims and objectives of teaching history.
- Construct and analyze critically the curriculum and textbooks of teaching history at secondary stage.
- Provide knowledge of different methods of teaching history to student teachers.
- Acquaint student teachers with different audio-visual aids and latest information technology.
- Make the student teachers aware about the role of history in developing National integration and International understanding.
- Acquaint student teachers with different techniques of evaluation.

**SECTION-A**

1. a) Meaning, nature, importance and scope of history with special reference to modern concept of History.
- b) Historical background of History
2. Need of teaching of history in the school curriculum for the holistic development of the Students

**SECTION-B**

1. Correlation of history with geography, economics, mathematics science, languages.
2. Cultivation of time and space sense.

**SECTION-C**

1. Aims and pedagogical approaches for teaching of history at different stages
  - Middle stage
  - Secondary stage
  - Senior secondary stage
2. Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative learning, field survey, constructivist approach.

**SECTION-D**

1. Current Affairs: Meaning, Importance and Utilizing current events in teaching history.
2. Role of history in developing National and International understanding.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Visit to a local historical place and write a report of the same along with reasons of becoming it a historical place.
2. Trace out the historical background of any current issue (e.g. Kashmir issue, Dominance of Congress as National level party) in the form of report writing along with relevant pictures.

**REFERENCES:**

1. **Arora, K.L.** *Teaching of History.*
2. **Bhallia, C.L. (1963),** *Audio Visual Aids in Education.* Atma Ram and Sons, Delhi.
3. **Burton, W.H. and Green, C. W. (1962),** *Principles of Teaching History.*
4. **Chakrabarti, S.K. (1967),** *Audio Visual Education in India.* Das Gupta and Company, Calcutta.
5. **Dobbsen, D.P,** *A Handbook for History Teacher.*
6. **Ghate, V.D. (1956),** *Teaching of History.*
7. **Gunnin, Dennis:** *The teaching of History.*
8. **Hil, C.P. (1953),** *Suggestions for Teaching of History.* Paris Unesco, Paris.
9. **Iaurwerys, I.A. (1954),** *History Text Book and International Understanding.*
10. **Johnson, Henry (1950),** *Teaching of History in Elementary and Secondary School.*
11. **Kochhar, S.K. (1977),** *Teaching of History.*
12. **R.E.De, Kieffer and Cochran, Leeln (1966),** *Manual of Audio Visual Techniques.*
13. **Shaida, B.D. and Singh, Sahib:** *Teaching of History*

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF GEOGRAPHY  
PS I and II (A) Option: vi****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After the completion of course students will be able to:

- Understand the nature and concept of geography.
- Understand the role and importance of geography in schools.
- Understand aim and objectives of geography.
- Get acquainted with different methods of teaching geography.
- Prepare and use different teaching aids
- Get acquainted with the latest concepts and techniques of evaluation.
- Make the student teachers aware about the role of geography in developing scientific attitude.
- Acquaint student teachers with different Audio- Visual aid and latest information technology.

**SECTION-A**

1. Meaning, Nature and scope of Geography, latest trends in Geography.
2. Historical background of Geography.

**SECTION-B**

1. Need of Geography in the schools curricula for the holistic development of the students, importance of local and Regional Geography
2. Correlation of Geography with other subjects (Mathematics, Social Sciences, Science, Languages, Arts)

**SECTION-C**

1. Aims & objectives of teaching of geography at different stages: Middle stage, Secondary stage, Senior secondary stage
2. Current Affairs: Meaning, importance and utilizing current events in teaching of geography.

**SECTION-D**

1. Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative Learning, map reading (latitudes, longitudes, line of Cancer, line of Capricorn, Equator, GMT)



**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. A Simple Survey of Local Place: Its physical and natural resources (Soil, Climate, Vegetation) and writing the report of the same.
2. Survey of a place from a local geographical area to trace out the reasons of changes in that in present condition (e.g. decrease in level of ground water)

**REFERENCES:**

1. **Aggarwal, D.O.C.(2000)**, *Modern Method Teaching of Geography*, Sarup and Sons Publishers, New Delhi.
2. **Arora, K.L (1989)**, *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. **Graves, Norman, J:** *Geography in Education* Heinomamnn, Landon.
4. **Macnee, E.A-(1951)**, *The Teaching of Geography*, Cambridge University press.
5. **R.P Singh (2004)**, *Teaching of Geography*. R. Hall Book Depot, Meerut.
6. **Rao, M. S (1999)**, *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Dehli.
7. **Singh, Yogesh K (2004)**, *Teaching of Geography (Hindi)* APH Publishers, Delhi.
8. **Verma, O.P (1987)**, *Teaching of Geography*.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF POLITICAL SCIENCE  
PS I and II (A) Option: vii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of course the students will be able to:

- Understand the meaning of Political Science.
- Know the history of political sciences.
- Correlate the political science with other school subjects.
- Understand the different approaches of teaching of political sciences.
- Familiar with current affairs in political sciences.

**SECTION-A**

1. Meaning, Nature and scope of Political Science.
2. Historical background of political science.

**SECTION-B**

1. Need of teaching political science in the schools curricula for the holistic development of the students.
2. Correlation of political science with other subjects (social sciences, sciences and languages)

**SECTION-C**

1. Aims & objectives of teaching of political science at different stages: Secondary & Senior Secondary stage.
2. Current Affairs: Meaning, importance and utilizing current events in teaching of Political Science.

**SECTION-D**

1. Pedagogical Approaches: Interdisciplinary Approach, Experiential Learning, Co-operative Learning, jurisprudential approach.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Visit to local Political organization and Mock Presentation for the same.
  - Election Procedure
  - Functioning of the organization
2. Enlisting and reporting of current events in context of political development of last three months.

**REFERENCES:**

1. **Aggarwal, J .C.** *Teaching of Political Science and Civics.*
2. **Bhatia, K.K.:** **Narang, C.L. and Sidhu, H.S.,** *Teaching of Social Studies.*
3. **Kochhar, S.K.:** *Teaching of History.asa*
4. **Shaida, B.D. and Shaida, A.K. (2005),** *Teaching of Social Studies.* Arya Book Depot, New Delhi.
5. **Shiels.,** *View Points in Civics Education.*
6. **Singh, R.L,** *Teaching of History and Civics.*
7. **Whill, E.M.** *Teaching of Modern Civics.*

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF ECONOMICS  
PS I and II (A) Option: viii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of course the students will be able to:

- To provide understanding of growing concept, principles and theories of economics.
- To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
- To acquaint them with various economic problems which our country is facing.
- To provide knowledge of different methods of teaching.
- To provide knowledge of different teaching aids.
- To develop interest in teaching of economics.

**SECTION-A**

1. Meaning, nature and scope of Economics.
2. Historical background of Economics.

**SECTION-B**

1. Need of teaching Economics in the school curriculum for holistic development of the students
2. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science, Geography and Science.

**SECTION-C**

1. Aims and objectives of teaching of Economics at different stages:-
  - (i) Secondary Stage
  - (ii) Senior Secondary Stage
2. Current affairs- meaning, scope, utilizing current affairs in teaching economics.

**SECTION-D**

Pedagogical Approaches: Interdisciplinary Approach, Experiential Approach, Co-operative Learning.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Write up on a current economic issue.
2. Write detail on various Co-curricular activities in school related to teaching of economics which can be organized.

**REFERENCES:**

1. **Dhillon, Satinder and Chopra, Kiran (2002)**, *Teaching of Economics*. Kalyani Publications, Ludhiana.
2. **Kanwar, B.S. (1970)**, *Teaching of Economics*. Prakash Brothers, Ludhiana.
3. **Siddiqui, M.H. (2005)**, *Teaching of Economics*. Ashish Publishing House, New Delhi.
4. **Sidhu, H.S. (2005)**, *Teaching of Economics*. Tandon Publications, Ludhiana.
5. **Yadav, Amita (2005)**, *Teaching of Economics*. Anmol Publications, New Delhi.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF COMMERCE  
PS I and II (A) Option: ix****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of course the students will be able to:

- Understand the nature and concept of commerce.
- 1. Acquaint the pupil-teachers with various methods and techniques of teaching commerce
- 2. Develop the understanding of pupil-teachers concerning curriculum organization
- 3. To make the pupil teacher aware about the role of commerce in developing professional outlook.
- 4. Develop proper understanding of nationalism and internationalism.

**SECTION-A**

1. Meaning, Nature and scope of Commerce
2. Historical background of Commerce.

**SECTION-B**

1. Need of teaching of Commerce in the school curriculum for the holistic development of the students.
2. Correlation of commerce with other school subject: Maths, Language, Economics, management information system and public administration

**SECTION-C**

1. Aims and objectives of teaching of Commerce at Senior Secondary stage.
2. Current affairs:- Meaning, importance and utilizing current events in Teaching of Commerce.

**SECTION-D**

Pedagogical approaches:- Interdisciplinary approach, Experiential approach and co-operation learning.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Visit to any two places (Banks, insurance house, warehouse, companies) and write a report with reference to its importance in present day context.
2. Survey of local commercial area and writing a report of factors leading to development of that area.

**REFERENCES:**

1. **Aggarwal, J.C. (2003)**, *Teaching of Commerce*, Vikas Publication, New Delhi.
2. **Rao, Seema. (2005)**, *Teaching of Commerce*, Anmol Publication, New Delhi.
3. **Dema and Brinkman**, *Guidance in Business Education South*. Western Publishing Company, New York.
4. **Tonne, Lopham and Freeman**, *Methods of teaching business subject*. MC Graw Hill, New York.
5. **Venkatesh, Warlu K. and Boshia Johni ad Digumarti, S.K. and Rao, Bhaskara**: *Methods of Teaching of Commerce*.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF MATHEMATICS  
PS I and II (A) Option: x****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of course the students will be able to:

- Understand the nature of mathematics.
- Appreciate the contributions of famous mathematicians in mathematics.
- Understand the aims and objectives of teaching of mathematics
- Understand the value of mathematics' and relationship of mathematics with other school subjects
- Understand learning theories and their applications in mathematics education.
- Improve their competencies in secondary level mathematics.

**SECTION-A****The Nature of Mathematics and its relation to disciplinary knowledge**

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism,
2. Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)

**SECTION-B**

1. Scope and significance of mathematics in present day curriculum.
2. Integration of Mathematics with other subjects (Physical Science, Economics, Bio Sciences, Fine Arts).

**SECTION-C**

1. Aims of Teaching of Mathematics.
2. Objectives of Teaching Mathematics at the different stages of school (Middle Level- 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, Secondary Level -9<sup>th</sup>, 10<sup>th</sup> Senior Secondary Level -+1, +2) w.r.t. Bloom's Taxonomy of educational objectives.

**SECTION-D**

1. Values of teaching Mathematics.
2. Management of math in small group and in large group based on behaviorism, cognitivism and constructivism learning theories.



**SESSIONAL WORK**

**Performance in unit tests and house examination** **05 Marks**

**Attendance** **02 Marks**

**Assignments on the following** **08 Marks**

1. Report on mathematics club/mathematics' fair
2. Contribution of Indian mathematicians (Bhaskaracharya, Aryabhata, Ramanujanand) and history of symbol.

**References:**

1. **Boyer, Carl B., (1969),** *A History of Mathematics*; Wiley, New York.
2. *Content cum Methodology of Teaching Mathematics* for B.Ed; **NCERT** New Delhi.
3. **Davis David R., (1960),** *Teaching of Mathematics* Addison Wesley Publications.
4. **Ediger Mariow (2004),** *Teaching Math Successfully*, Discovery Publication.
5. **Gupta H.N. and Shankaran (1984),** *Content cum Methodology of Teaching Mathematics*, NCERT New Delhi.
6. **James Anice (2005),** *Teaching of Mathematics*, Neelkamal Publication.
7. **Johan R.E. et.al, (1961),** *Modern Algebra*; First Course, Addison-Wesley Publishing Company INC. USA.
8. **Kapur S.K. (2005),** *Learn and Teach Vedic Mathematics*. Lotus Publication.
9. **Kulshreshtha,** *Teaching of Mathematics*, R. Lal and Sons.
10. **Kumar Sudhir,** *Teaching of Mathematics*, Anmol Publications, New Delhi, India.
11. **Mangal, S.K.** *A text book on Teaching of Mathematics*, Prakash Bros., Ludhiana, India.
12. **Prabhakaran K.S.,** *Concept attainment model of Mathematics teaching*; Discovery Publications.
13. **Schwartz James E. (1994),** *Essentials of classroom teaching elementary math*; Allyn & Bacon Publication.
14. **Skempt, Richard R.,** *The Psychology of Learning Mathematics*, Penguin.
15. **Sri Bharati Krishna Tirathji Maharaj,** *Vedic Mathematics*; B.D. Moti Lal Publishers.
16. **Sumner W.L.,** *Teaching of arithmetic & elementary math*; Oxford publications
17. **Tyagi, S.K.(2004),** *Teaching of Arithmetic*; Commonwealth Publications.
18. **Vigilante Nicholas (1969),** *Mathematics in elementary math*; Oxford Publications.
19. **Wilder, R.L.** *Evolution of Mathematical concepts*; Transworld Publishers Ltd.

**SEMESTER-I**

**PAPER: V and VI**  
**PEDAGOGY OF COMPUTER SCIENCE**  
**PS I and II (A) Option: xi**

**Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:-

- Understand the concept of Computer Science.
- Understand the values of learning computer.
- Correlate Computer science with other school subject
- Equip them with knowledge to set up and maintain a Computer laboratory.
- Acquire knowledge on latest trends in Information Technology.
- Differentiate different types of computer devices.

**SECTION-A**

1. Concept of Computer Science, Scope of Computer Science with special reference to Education,
2. Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.

**SECTION-B**

1. Relationship of Computer Science with other school subjects with reference to subject specific use of Word Processors, Spreadsheets, Presentation, Graphics, Movie Softwares, Timelines, Mind Mapping, Google Maps, Lexicons and web. 2.0 tools.
2. Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

**SECTION-C**

1. Planning of Computer Laboratory-Design, Organization.
2. Hardware and Software. Maintenance of Computer Laboratory.

**SECTION-D**

1. Hardware, Software, Text Editor, Spreadsheet, Presentation, Database Software Applications Following topics are to be referred from (PSEB/CBSE) secondary school curriculum
2. Introduction to Networking, Internet, Creation of Webpage, Introduction to C++

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Preparation of result sheet of secondary class.
2. Preparation of form in MS- word (by using radio button, check button, text box, smart art)

**REFERENCES:**

1. **Aggarwal, V.B.**, *Computer Science for Class XII*.
2. **Bala Guruswamy**, *C++ Computers*. Dayal, Dean, Gottfried, D. (1966):
3. *Computer Science for Class XI and XII*,
4. *Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section*. McGraw Hill Publication, New York.
5. **Grover, P.S. (1983)**, *Computer Programming in BASIC*. Allied Publishers, New Delhi.
6. **Hunt, R. and Shelley, J. (1988)**, *Computers and Common Sense*. PHI Publications, Delhi

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF SCIENCE  
PS I and II (A) Option: xii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives: After completion of the course students will be able to**

- Develop an understanding of pedagogical analysis of various concepts in Science.
- Develop an understanding of global perspectives in Science teaching.
- Develop an understanding of the approaches and methods of teaching Science.
- Acquire the knowledge of aims, values & objectives of teaching Science.
- Apply learning experiences and educational aids to teaching biology in the classroom
- Acquire the knowledge of science laboratory
- Acquire mastery over the development and use of evaluation tools in Science

**SECTION-A**

- (a) Meaning, nature and scope of Science.
- (b) Impact of Science on our modern living and globalization,

**SECTION – B**

1. Correlation of Science with other school subjects, Importance of Science in school context and in holistic development of child.
2. Aims of teaching Science at Middle, Secondary and higher secondary levels, Values of teaching Science, General and specific objectives of teaching Science

**SECTION-C**

1. Path tracking discoveries & land mark developments in science, Development of Science in India (Scientific Institutions - The International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), Centre for Cellular & Molecular Biology (**CCMB**), Indian council of agricultural research (ICAR), National institute of nutrition (NIN), National Academy of Agricultural Research Management (NAARM), *Central Research Institute for Dryland Agriculture (CRIDA)*)

**SECTION-D**

1. Constructivist Approach to Science Teaching- Brainstorming, Quiz, Seminar, Discussion.
2. Planning of Science laboratories & Mobile laboratories, Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original science stories/ articles/ features/ plays/ Interview report useful for teaching of Science
- 4) Planning an out of class activity to use local resources to teach Science

**REFERENCES:**

1. **Aggarwal D.D (2001):** *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. **Bhaskara Rao, D (2000):** *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. **Bloom, Benjamin, S., Ed.(1958):** *Taxonomy of Educational Objectives*, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. **Chikara, M.S. and S.Sarma(1985):** *Teaching of Biology*, Prakash brothers, Ludhiana
5. **Clark Julia V (1996):** *Redirecting Science Education*, Corwin Press inc., California.
6. **Ediger, Marlow and D.B. Rao (2000):** *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. **Krathwohl, David R., Ed. (1964):** *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David Mckay, New York.
8. **Mohan,. Radha (2004):** *Innovative Science Teaching*, Prentice Hall of India, New Delhi
9. **New Unesco Source Book for Science Teaching (1978):** Oxford & IBH, New Delhi.
10. **Sharma, R.C. & Shukla C.S. (2002):** *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. **Sood, K.J. (1989):** *New Directions in Science Teaching*, Kohli Publishers, Chandigarh
12. **Vaidya, N (1996):** *Science Teaching for the 21st Century*. Deep & Deep Publications, New Delhi.
13. **Gupta S.K. (1983):** *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF PHYSICAL SCIENCE  
PS I and II (A) Option: xiii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:-

- To develop an understanding of pedagogical analysis of various concepts in Physical Science.
- To develop an understanding of global perspectives in Physical Science teaching.
- To develop an understanding of the approaches and methods of teaching Physical Science.
- Acquire the knowledge of aims, values & objectives of teaching Physical Science.
- Apply learning experiences and educational aids to teaching of Physical Science in the classroom.
- Acquire the knowledge of Physical Science Laboratory.
- Acquire mastery over the development and use of evaluation tools in Physical Science.

**SECTION-A**

1. Meaning, nature and scope of Physical Science.
2. Impact of Physics and chemistry on our modern living and globalization, Correlation of Physical Science with other school subjects, Importance of Physical Sciences in school context, in holistic development of child.

**SECTION-B**

1. Path tracking discoveries & land mark developments in physical science, development of physical science in India (Scientific Institutions - Indian Institute of Astrophysics, Indian Institute of Chemical Technology, National Institute of Electronics & Information Technology, National Institute of Science Education and Research)

**SECTION-C**

1. Aims of teaching Physical Science at Middle, Secondary and higher secondary levels, Values of teaching Physical Science, General and specific objectives of teaching of Physical science.
2. Approaches to Physical Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building.

**SECTION–D**

1. Planning of Physical Science laboratories & Mobile laboratories,
2. Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original Physical Science stories/ articles/ features/ plays/ Interview report useful for teaching of Physical Science
- 4) Planning an out of class activity to use local resources to teach Physical Science

**REFERENCES:-**

1. **Das, R.C. (1989):** *Science Teaching in Schools*. Sterling Publishers. New Delhi. Kohli,
2. **V.K. (1998):** *How to Teach Science*. Vivek Publishers, Ambala.
3. **Kumar, Amit (2002):** *Teaching of Physical Sciences*. Anmol Publications, New Delhi. Mangal,S.K.(1997): *Teaching of Science*, Arya Book Depot, New Delhi.
4. **Mohan, Radha (2002):** *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.
5. **Sharma, R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.
6. **Vaidyas, Narendra (1996):** *Science of Teaching for 21 st Century*. Deep and Deep Publishers, New Delhi

**SEMESTER-I**

**PAPER: V and VI**  
**PEDAGOGY OF LIFE SCIENCE**  
**PS I and II (A) Option: xiv**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- Understand the nature of life science
- Understand the disciplinary knowledge of life science
- Understand some basic aims and objectives in life science
- Understand the pedagogical approaches to Teaching life sciences.
- Correlate life sciences with other school subjects.

**SECTION-A**

1. Meaning, Nature, Scope, Significance of Life Science.
2. Correlation of Life Sciences with physical sciences, social sciences and other disciplines like languages, fine arts, mathematics.

**SECTION-B**

1. Role of life science in holistic development of learner, its relevance in context to current scenario of society and towards development of society.
2. General aims and specific aims of teaching life science at middle, secondary and senior secondary stages.

**SECTION-C**

1. General aims and specific aims of teaching life science at middle, secondary and senior secondary stages.
2. Contextualizing learning situations through –
  - I. Field trips
  - II. Science fairs and exhibition
  - III. Botanical gardens
  - IV. Museum
  - V. Aquarium and vivarium
  - VI. Biological clubs
  - VII. Herbarium



**SECTION-D**

1. Constructivist Approach to Teaching of life science.
2. Learning through CAI, inquiry base learning, project based learning, resource based learning, learning through lateral and creative thinking.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following (any two from the following)</b>	<b>08 Marks</b>

1. Preparation of herbarium file (20 specimens) along with their taxonomy.
2. Preparation of Posters/articles/PPT related to environment.
3. Visit to botanical garden in your area.

**REFERENCES:**

1. **Bhandula, N. Chadha, Sharma, P. C. (1989)**, *Teaching of Science*. Parkash Brothers, Ludhiana.
2. **David, F. Millar and Glenn, W. Blaypes.**, *Methods and Materials for Teaching the Biological Sciences*.
3. **Gupta V.K. (1994)**, *Life Science Education Today*. Arun Publishing House, Chandigarh.
4. **Kohli, V.K. (2006)**: *How to Teach Science*. Vivek Publishers, Ambala.
5. **Rai, B.C.:** *Method: Teaching of Science*
6. **Sharma and Walia, G.S.:** *Teaching of Life Science*.
7. **Sharma.R.C. (1998)**: *Modern Science Teaching*. Dhanpat Rai Publishers, New Delhi.
8. **Sood, J.K. (1987)**: *Teaching of Life Science*. A Book of methods. Kohli Publishers, Chandigarh.
9. **Venkataish, S. (2002)**: *Science Education in 21st century*. Anmol Publications, New Delhi.
10. **Yadav, K.:** *Teaching of life science*. Anmol Publications. New Delhi.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF HOME SCIENCE  
PS I and II (A) Option: xv****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science.
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

**SECTION-A**

1. Meaning and scope of Home science.
2. Importance of home science teaching and its place in school curriculum.

**SECTION-B**

1. Aims of teaching Home science.
2. General Principles of teaching Home science.

**SECTION-C**

1. Maxims of teaching as applied to the teaching of Home science.
2. Co-relation of Home science with other school subjects.

**SECTION-D**

1. Method for Teaching Home Science: Demonstration Method, Laboratory Method and project work.
2. Use of teaching aids in Home Science and Criteria of Selection for Home Science Textbook.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Organizing co-curricular activities related to Home science (cooking without flame) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one fresh flower arrangements

**Books Recommended:**

1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi:** *Fundamentals of Teaching Home Sciences.*
3. **Chanderkant:** *Teaching of Home Science.*
4. Dr. Parrninder Kaur: Teaching of Home Science
5. Ritu Kapoor: Teaching of Home Science
6. G.P Sherry: Greh Vigyan Shikshan
7. Seema Yadav: Teaching of Home Science

**SEMESTER-I****PAPER: V and VI****PEDAGOGY OF PHYSICAL EDUCATION****PS I and II (A) Option: xvi****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
- Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- Develop awareness regarding first aid.

**SECTION-A**

1. Physical Education: Meaning, nature and scope of teaching of Physical Education.
2. Relationship of Physical Education with general education, psychology and health education.

**SECTION-B**

1. Aims and objectives of teaching Physical Education in school curriculum
2. Need and importance of Physical Education room and equipments.

**SECTION-C**

1. First Aid – Meaning, need and principles,
2. Warming up and cooling down

**SECTION-D**

1. Physical Fitness: Components of physical fitness
2. Motivation: Meaning, importance and types

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Organizing sports activity in a school.
2. To motivate students to participate in sports activities by using different methods and write a case study report of the same.

**REFERENCES:**

1. **Charles, A. Bucher (1979):** *Foundations of Physical Education. 8th ed. The C.V. Mosby Company, St. Louis.*
2. **Fox, Edward L. (1984):** *Sports Physiology. CBS College Publications,*
3. **Haskell, W. (1982):** *Nutrition and Athletic Performance. Bull Publishing, Halt.*
4. **Kamlesh, M. L. (1983):** *Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.*
5. **Kamlesh, M. L. (1988):** *Physical Education Facts and Foundations. P.B. Publications Pvt. Ltd, Faridabad.*
6. **Kaur, Manjit and Sharma, R. C:** *An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.*
7. *Singh, Hardyal Science of Sports Training. DVS Publications, New Delhi.*
8. **Singh, Ajmer and Others (2003):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
9. **Singh, Ajmer and Others (2004):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
10. **Thomas, J.P.** *Organizations of Physical Education. Gnanodaya Press, Madras.*
11. **Trinarayan and Hariharan. (1986):** *Method in Physical Education. South India Press, Karaikudi*
12. **Voltmeter, F.V. and Esslinger, A. E. (1964):** *The Organization and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.*
13. **Willmore, J.H. Costall:** *Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL*

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF MUSIC  
PS I and II (A) Option: xvii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
- To develop interest among pupil-teachers for Music.
- To provide the knowledge of different methods and techniques of teaching of music.
- To acquaint the pupil-teachers with latest teaching skills.
- To enable pupil-teachers to organize competitions and other practical activities.

**SECTION-A**

1. Aims and objectives of Teaching of Music.
2. Knowledge of Swaras, division of Swaras and measures of Shruti.

**SECTION-B**

1. Suggestions for the popularization of Indian Classical Music.
2. Methods of teaching Music.

**SECTION-C**

1. Folk Music: Its role and significance in Education.
2. Voice-Culture and its importance.

**SECTION-D**

1. Qualities and effective education of music teacher.
2. Knowledge of different parts of instruments. (Tanpura/ Sitar/ Tabla)

**SESSIONAL WORK**

**Performance in unit tests and house examination** **05 Marks**

**Attendance** **02 Marks**

**Assignments on the following** **08 Marks**

1. To prepare students to act as accompanist.
2. Maintenance of scrap book on Eminent musicians of the country along with their brief life sketch.

**REFERENCES:**

- 1) **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education.* Jalandhar.
- 2) **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
- 3) **Bhatnagar, S. (1988):** *Teaching of Music.* Monika Prakashan, Shimla.
- 4) **Kalekar, Saryu (1968):** Sangeet Shikshan Parichaya. Khanna,
- 5) **Jyoti (1992):** *Teaching of Music.* Madan Panna Lal. Teaching of Music. Jalandhar.
- 6) **Shah, Shobhna (1986):** Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
- 7) **Sangeet Visharad.** *Sangeet Karyalaya,* Hathras.

**SEMESTER-I****PAPER: V and VI  
PEDAGOGY OF FINE ART  
PS I and II (A) Option: xviii****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting.

**SECTION-A**

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone.
2. Place of Art in daily life and Education.

**SECTION-B**

1. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
2. Aims and objectives of teaching Art.

**SECTION-C**

1. Correlation of Art with other school subjects
2. Principles of curriculum constructions at different levels.

**SECTION-D**

1. Art room and its requirements.
2. Field trips and excursions, importance of art exhibitions and competitions among children



**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

**Practical Work:**

1. Nature study -1 Full sheet
2. Composition- 1 Full sheet
3. Still Life- Half sheet

**REFERENCES:**

- 1) **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.
- 2) **Bharti Chetna**, *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana
- 3) **Chawla, S.S. (1986)**: *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
- 4) **Dhawan**, "Appreciation and Fundamentals and History of Art, Tip Top Trading company Ludhiana.
- 5) **Jaswani, K.K. ()**: *Art in Education*, Atma Ram and sons, Delhi.
- 6) **Jaswani, K.K. ()**: *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
- 7) **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.
- 8) **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

**SEMESTER-I****PAPER-VII****EPC I****DRAMA AND ART IN EDUCATION****Time: 1.30 hrs****Total Marks: 50****Internal marks: 25****External marks: 25****Course Objectives:** After Completion of Course the Students will be able to:

- Develop imagination and sense of appreciation of art and interest in art.
- Develop aesthetic sense.
- Prepare effective teaching aids.
- Have basic knowledge about colour scheme.
- To use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- Train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education.

**SECTION-A**

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival
4. Writing and Sketching practice on the black board with respect to teaching subjects
5. Alphabets in English, Gurmukhi and Hindi
6. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
7. Preparation of 2 Flash cards according to their teaching subjects.

**SECTION-B**

1. Orientation to different forms of music with either a film screening or lecture demonstration by an artist.
2. Various forms of music and a brief history of one or two forms.
3. Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, folk of any one region.
4.
  - (a) Recognition of differences among people; caste, class, religion, age, community, occupation, lifestyle etc. and how these influence action, decision and relationship of people.
  - (b) Basic concept of acting, advertisement, basic theatre, costume, directing, lighting, make up, set design, sound etc.

**Evaluation scheme****a) Internal****Attendance****05 Marks****Assignments on the following**

- Script writing of any skit, play, mimicry.
- Stage setting, makeup of theatre items, costume design.

**20 Marks****b) External****25 Marks**

1. Evaluation on the basis of work done in Unit – 1 and II
2. Viva Voce will be done by the external.

**Note:**

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

**REFERENCES:-**

1. **K. Dhawan:** *Dhawan's Art Book*. B-IX 1076 Dhawan Building, Ludhiana.
2. **Black Board Writing and Work Experience.** Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. **Dr. Kapuria:** *Stick and Sketch*. Khanna Printers, Phagwara Gate, Jalandhar.
4. **Thames and Hudson:** *How to Paint and Draw*. 30 Bloomsbury Street, London. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.
5. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education*. Jalandhar.
6. **Bhatkhande, V. M. (1987):** *KRAMIK* Pustak Mahika Laxmi Narayan Garg, Hathras.
7. **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
8. **Kalekar, Saryu (1968):** *Sangeet Shikshan Parichaya* .
9. **Khanna, Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
10. **Shah, Shobhna (1986):** *Sangeet Shikshan Pranali*. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986): *Sangeet Visharad*. Sangeet Karyalaya, Hathras

**SEMESTER-I****PAPER-VIII****EPC – II****DEVELOPING ICT SKILLS AND INTEGRATION****Time: 1.30 hrs****Total Marks: 50**  
**Internal marks: 25**  
**External Marks: 25****COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Understand the scope of ICT and its applications in teaching learning.
- Comprehend the electronic systems and apply them in education
- Make the students familiar with new trends, techniques in education for achieving the goals of effective teaching and learning.
- Get acquainted with emerging trends in ICT
- Understand the integration of ICT with teaching learning process.

**SECTION-A****INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

- a) ICT-Concept, Objectives and Role in Teaching Learning Context.
- b) Functional knowledge of operating computers: Word Processors, Powerpoint and Excel.
- c) Emergence of new information technologies (E-learning, Mobile learning, Audio-Video Conferencing, Web based learning) and their utility in improving teaching learning process.

**SECTION-B****INTEGRATION OF ICT AND TEACHING-LEARNING PROCESS**

- a) Application of available digital resources (softwares/CD's/Ppt's) for subject learning interaction and operation of available equipments.
- b) ICT usage in social networking: Concept, tools and advantages.
- c) Process of preparing digital lesson plans.

**Evaluation scheme****a) Internal****Attendance** **05 Marks****Assignments on the following** **20 Marks****(Any two of the following)**

1. Preparation of five power point presentation slides.
2. Developing five project based lesson plan on a PC.
3. Developing a e-blog for sharing academic information, concerns, opinions etc and preparation of practical file.

**b) External****Conduct of practical examination and viva voce by the external** **25 marks****Note:-**

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

**REFERENCES:-**

1. **Alexey, S. (2015).** *Information and Communication Technologies in Schools: A Handbook for Teachers.* UNESCO
2. **Bhushan, A. & Ahuja, M. (1992).** *Educational Technology.* Meerut: Vikas Publication.
3. **Das, R.C. (1993).** *Educational Technology: A Basic Text.* New Delhi: Sterling Publishers.
4. **Gakhar, S.C. (2008).** *Educational Technologies.* Panipat: N.M. Publication.
5. **Kumar, K.L. (2008).** *Educational Technology.* New Delhi :New Age International Pvt. Ltd. Publishers.
6. **Mangal(2009)..***Essentials of Educational Technology.* Delhi:Anmol Publications.
7. **Mehra, V. (2010).** *A Textbook of Educational Technology.* New Delhi:Sanjay Prakashan
8. **Mukhopadhyay, M. (1990).** *Educational Technology – Challenging Issues.* New Delhi: Sterling Publishers Pvt. Ltd.
9. **Sareen, N.(2006)** *Information and Communication Technology.* Delhi:Anmol Publication.
10. **Rosenberg, M.J. (2001):**.e-learning. New York: Mc.Graw Hill.

**SEMESTER-I****PAPER-X****I -1****SCHOOL INTERNSHIP- ORIENTATION TO SCHOOL SYSTEMS****Duration: 2 weeks****Total Marks: 50****Sessional: 50**

Students will visit two schools in both rural and urban settings where they will observe the following:-

- (a) Admission Policy
- (b) Infrastructure Facilities
- (c) Evaluation Policy of the School
- (d) Regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers.
- (e) Roles and responsibilities of different school staff.

**Note:-**

1. Both government and private schools at elementary and secondary level should be observed.
2. Student will maintain a reflective journal and submit the same for evaluation.
3. A proper documentation along with pictures and data (if possible) should be submitted.

**Note:-**

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.



**SEMESTER-II  
PAPER-I  
P-V  
ASSESSMENT FOR LEARNING**

**Time: 3 Hrs.**

**Total Marks: 100  
Theory: 70  
Sessional Work: 30**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Note:** The paper setter may set each question in 2/4parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

**Course Objectives:-**

After Completion of Course the Students will be able to:

- Gain a critical understanding of issues in assessment and evaluation.
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
- Familiarize with interpreting scores and providing feedback

**SECTION–A****OVERVIEW OF ASSESSMENT**

- a) Assessment: Concept, nature and characteristics of assessment and difference with related terms (measurement, examination and evaluation), Distinction between “Assessment of learning” and ‘Assessment for learning’.
- b) **Types of Assessment:** Diagnostic, Formative and summative, criterion and norm referenced test
- c) Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

**SECTION–B****ASSESSMENT OF LEARNING**

- a) Domains of learning: cognitive, affective and performance.
- b) Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- c) Assessment of scholastic and allied aspects in learning outcomes: (i) Construction of various test items (ii) Blue print of a question paper

**SECTION – C****TOOLS OF ASSESSMENT**

- a) Assessment of affective learning: Attitude, values, interests and procedures for their assessment.
- b) Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.
- c) Developing maintaining and reporting a comprehensive learner profile

**SECTION-D****INTERPRETING SCORES**

- a) Conversion of raw scores into standard scores, z, T and stanine scores
- b) Percentile and percentile ranks
- c) Feedback as an essential component for assessment, Types of feedback

**SESSIONAL WORK**

**Performance in unit tests and house examination: 10 Marks**

**Attendance: 05 Marks**

**Assignments on the following (any two): 15 Marks**

- Preparation of Cumulative Record Card (CRC) for CCE
- Conversion of raw scores into grade point average/ Stanine score, Z score, T- score
- Preparation of achievement test/diagnostic test

**REFERENCES:-**

1. **Aggarwal, J.C. (2009).** *Essentials Of Educational Technology*. New Delhi: Vikas Publishing House.Pvt. Ltd.
2. **Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000).** *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
3. **Burke, K. (2005).** *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
4. **Burke, K., Fogarty, R., & Belgrad, S (2002).** *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
5. **Carr, J.F., & Harris, D.E. (2001).** *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

6. **Danielson, C. (2002).** *Enhancing student achievement: A framework for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.
7. **Gentile, J.R. & Lalley, J.P. (2003).** *Standards and mastery learning: Aligning teaching and assessment so all children can learn.* Thousand Oaks, CA: Corwin.
8. **Guskey, T.R., & Bailey, J.M. (2001).** *Developing grading and reporting systems for student learning.* Thousand Oaks, CA. Corwin.
9. **Natrajan V.and Kulshreshta, SP (1983).** *Assessing non-Scholastic Aspects-Learners Behaviour,* New Dlehi: Association of Indian Universities.
10. **Linn, L.R.(2008).** *Measurement and Assessment in Teaching.* New Delhi :Pearson publisher.

**SEMESTER-II****PAPER: II****P-VI****INTRODUCTION TO RESEARCH METHODOLOGY****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Note:** The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

**COURSE OBJECTIVES:-**

**After completing the course, the students will be able to:-**

- Understand the concept of the educational research.
- Review the literature for research purpose
- Identify sampling techniques and Formulate hypothesis
- Select appropriate Sampling Methods.
- Represent data graphically.
- Compute descriptive statistics
- Develop research tools and test

**SECTION-A****EDUCATIONAL RESEARCH**

- a) Meaning and scope of educational research. Types of research: Fundamental, Applied and Action.
- b) Meaning, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- c) Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.

**SECTION-B****HYPOTHESES AND SAMPLING**

- a) (1) Variables: Meaning, Concept and Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator).Hypotheses: Concept of Hypothesis, Sources of Hypothesis, Types of Hypothesis (Research, Directional, Non-directional, Null),Formulating Hypothesis, Characteristics of a good hypothesis.
- (2) Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research;

- b) Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- c) Techniques of Sampling. Probability Sampling (Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling, Matched Pair Sampling, Multistage Sampling, Multiphase Sampling) and Non- Probability Sampling (Convenience Sampling, Quota Sampling, Expert Sampling, Snowball Sampling)

### **SECTION–C**

#### **DEVELOPMENT OF TEST AND TOOLS**

- a) Preparation of Tools: Validity, Reliability (Meaning, types, and factors affecting reliability), Item Analysis (Discrimination Index, Difficulty Index), Standardisation of a tool.
- b) Tools and techniques:
  - i) Psychological test / Achievement test (Rating Scale, Questionnaire, Attitude and Aptitude test, Inventory, Checklist and Schedules.
  - ii) Observation, Interview (Structured, Unstructured, Focus Group and Internet-based), Projective
- c) Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

### **SECTION–D**

#### **STATISTICS**

- a) Data Types: Nominal, Ordinal, Interval and Ratio; Data Levels: Individual and Group; Graphical Representation of Data (Histogram, Polygon, O-Give, Pie, Bargraph.
- b) Description and Comparison of Groups: Measures of Central Tendencies and Variability, Assumptions, Uses and Interpretation.
- c) Correlation – Concept, types and uses; Computation of rank difference correlation and product Moment Method

#### **SESSIONAL WORK**

**Performance in unit tests and house examination: 10 Marks**

**Attendance: 05 Marks**

**Assignments on the following (any two): 15 Marks**

Students will create a research agenda/proposal with a focus on a topic and problem of interest in education.

Reviewing a research paper or an M.Ed. Dissertation.

Preparation of graphic designs of data obtained by any previous research study.

**REFERENCES:-**

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**SEMESTER-II****PAPER-III****P-VII****INTEGRATING ICT IN TEACHING LEARNING****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Describe the instructional design
- Explain the various approaches of instructional designing
- Understand the concept, need and importance of ICT and its application in education
- Understand ICT based teaching-learning strategies & resources.
- Create awareness about appropriate use of ICT.

**SECTION-A****INSTRUCTIONAL DESIGN**

- a) Instructional Planning with respect to cognitive , conative and affective domains

**SECTION-B**

- b) Approaches of instructional designing  
c) Evaluation in teaching learning

**SECTION-C****ICT IN TEACHING LEARNING**

- a) ICT in Teaching Learning: Concept, Need, Importance and Application of ICT in Education (Teaching – Learning, Research, Publication , Administration, Evaluation)

**SECTION-D**

- a) Challenges and barriers to integration of ICT in Indian Schools  
b) Digital Resources and Digital Platform as means for integrating ICT in education, Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism



**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

1. Visit a school to observe ICT integration in teaching learning ( Report to be prepared)
2. Preparation of lesson plans (Two in each pedagogy) with respect to the three domains.

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19. **Sodhi, G.S. &Dutt,;** *Educational Technology.* Chandigarh: Sumir Publishers.
20. **Sunil (1993), Mehra, V. (2004):** *Educational Technology.* New Delhi: S.S. Publishers.

**SEMESTER-II****PAPER-IV****P-VII****FUNDAMENTALS OF TEACHER EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- Understand the Different Teacher Education Programmes and their Utility.
- Explain the System and Structure of Teacher Education in India.
- Understand the Problems of Teacher Education in India.

**SECTION – A****TEACHER EDUCATION– AN OVERVIEW**

- a) Teacher Education: Concept Aims, scope and problems.

**SECTION–B**

Development of Teacher Education in pre and post independence period with special reference to commissions and committees.

Comparative study of teacher education: UK, USA and India

**SECTION–C****TEACHER EDUCATION - SYSTEM AND STRUCTURE**

- a) Types of Teacher Education: Pre-Service and In-Service Teacher Education (Concept, modes, Relevance , issues, innovations)

**SECTION–D**

- a) Structure of Teacher Education at Elementary and Secondary level (Pre and post 2014 NCTE regulations)
- b) Agencies of teacher education: District Level- (BRC, CRC and DIET's), State Level- (SCERT and University Department of Education), National Level-( UGC, NCTE, NCERT)

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

- Critical overview of Teacher Education and commissions on teacher education in Independent India
- Prepare a list of teacher competencies by analysing teacher education curriculum

**REFERENCES:-**

1. **Beck, C. & Clark K. (2006).***Innovations in Teacher Education: A Social Constructivist Approach.* Ney York: State University of York.
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**SEMESTER-II**  
**PAPER: V AND VI**  
**PEDAGOGY OF PUNJABI**  
**PS I and II (B) Option-i**

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

**Time: 1.30 Hrs.**

**Total Marks: 50**

**Theory: 35**

**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਉਦੇਸ਼:-

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪਾਠਕ੍ਰਮ ਵਿਚ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।
2. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਤੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
3. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਲਈ ਮੁਲਾਂਕਣ ਕਰਨ ਦੇ ਕਾਬਿਲ ਬਨਾਉਣਾ।
4. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਸਹਾਇਕ ਸ੍ਰੋਤਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਕਾਬਿਲ ਬਨਾਉਣਾ।

**ਇਕਾਈ-1**

1.
  - (ੳ) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮਾਂ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ( ਵਿਸ਼ਿਸ਼ਟ ਸਾਹਿਤ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਇਕਾਂਗੀ, ਨਿਬੰਧ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
  - (ਲੋਕ ਸਾਹਿਤ ਰੂਪ - ਸੁਹਾਗ, ਘੋੜੀਆਂ, ਸਿੱਠਣੀ, ਢੋਲਾ, ਟੱਪਾ, ਬੋਲੀ, ਮਾਹੀਆ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
  - (ਅ) ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ
  - (ੲ) ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ
2. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ - ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ।

**ਇਕਾਈ-2**

1. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ।
2. ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ - ਸਭਿਆਚਾਰ ਦੀ ਜਾਣ ਪਛਾਣ, ਮਹੱਤਵ ਅਤੇ ਪਛਾਣ ਚਿੰਨ੍ਹ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

**ਇਕਾਈ-3**

1. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ, ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ, ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ  
ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।

**ਇਕਾਈ-4**

1. ਮਾਤਭਾਸ਼ਾ ਪਾਠਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪਜਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੂਚਨਾ।

**ਸੈਸ਼ਨਲ ਵਰਕ:-**

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਨਾਨਕ ਸਿੰਘ ਦੇ ਨਾਵਲ “ਪਵਿੱਤਰ ਪਾਪੀ” ਅਤੇ ਗੁਰਦਿਆਲ ਸਿੰਘ ਦੇ ਨਾਵਲ “ਮੜੀ ਦਾ ਦੀਵਾ” - ਥਮਿਕ ਅਧਿਐਨ, ਪਾਤਰ ਉਸਾਰੀ, ਅਤੇ ਕਲਾ ਪੱਖ।
2. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (ਸੰਪਾਦਿਤ) ਪੁਸਤਕ - ਕਾਵਿ ਕੀਰਤੀ:- ਪੜਾਉਣ ਦੀ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, ਬੱਚੇ ਦਾ ਆਧਾਰ ਤੇ ਆ ਕੇ ਪੜਾਉਣਾ

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-**

- |  |                                |                                  |
|--|--------------------------------|----------------------------------|
| 1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ                          | ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ           | ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼                   |
| 2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/<br>ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ         | ਕਲਿਆਣੀ ਪਬਲਿਕੇਸ਼ਨਜ਼               |
| 3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ                          | ਪੰਜਾਬੀ ਅਧਿਆਪਨ                  | ਸੂਰੀਆ ਪਬਲਿਕੇਸ਼ਨਜ਼                |
| 4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ                        | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ         | ਰਵੀ ਪਬਲਿਸ਼ਰਜ਼                    |
| 5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ                          | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ       | ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)     |
| 6. ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ                        | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ            | ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼                  |
| 7. Wright, T. (1988):                      | Roles of Teachers and Learners | Oxford University Press, Oxford. |
| 8. Tickoo, M.L. (2005)                     | Teaching and Learning English  | Orient Longman, New Delhi.       |

**SEMESTER-II**  
**PAPER: V AND VI**  
**PEDAGOGY OF HINDI**  
**PS I and II (B) Option-ii**

fglUnh f' k{k.k

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

bdkb&1

1- Hkk"kk; h dks ky%

- क. बोलचाल कौशल – अर्थ, महत्व, उद्देश्य, क्रियाएं  
ख. लेखन कौशल – अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां

2- fglUnh f' k{k.k%

- क. गद्य शिक्षण दृ गद्य का अर्थ, उद्देश्य, सोपान विधियां  
ख. पद्य शिक्षण दृ पद्य का अर्थ, उद्देश्य, सोपान, विधियां

bdkb&2

1. 0; kdj .k f' k{k.k% व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां  
2. ukVd f' k{k.k% अर्थ, उद्देश्य, महत्व, विधियां

bdkb&3

1. ikB; iqr d , oa iqr dky; % अर्थ, उपयोगिता, विद्यार्थियों की रुचि विकसित करने के उपाय।  
2. eW; kdu% अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

bdkb&4

1. n" ; J0; I k/ku% अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां  
2. पाठ-योजना – अर्थ, महत्व, उद्देश्य  
सूक्ष्म शिक्षण कौशल – अर्थ एवं पाठ योजनाएं

। \$kuy dk; %

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. हिन्दी साहित्य के विकास में कोई दो महान लेखककार एवं कहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रियों के योगदान पर रिपोर्ट तैयार करें।

। gk; d i qrd । ph%

- नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेशन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए० के० "हिन्दी शिक्षण" हरीश प्रकाशण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जा

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF ENGLISH**  
**PS I and II (B) Option-iii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After Completion of Course the Students will be able to:

- To introduce student teachers to some important methodologies & techniques of teaching English.
- To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English
- To enable the students to evaluate student's performance in English
- To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- To develop understanding of the significance of professional preparedness of English teachers.

**SECTION-A**

1. Methods of Teaching English: Grammar Translation Method, Bilingual method and Direct Method. The Structural Approach, application of structural approach in the classroom.
2. Situational Teaching and Communicative Language Teaching. Constructivist Approach to Teaching of English.

**SECTION-B**

1. Continuous and Comprehensive Evaluation (CCE): Concept, technique and weight- age distribution. Development of Language test.
2. Educational significance and practical use of teaching aids in English. Essential Qualities of teaching aids with special reference to OHP, LCD Projector and Computer.

**SECTION-C**

1. Lesson Planning: Need & Importance. Preparation of Macro lesson
  - i) Prose
  - ii) Poetry
  - iii) Grammar
2. Composition
  - ✓ Notice Writing
  - ✓ Letter Writing
  - ✓ Paragraph
  - ✓ Story Writing



**SECTION-D**

1. Micro Lesson
  - Skill of B.B Writing.
  - Skill of Stimulus variation.
  - Skill of questioning.
  - Skill in illustrating with examples
2. Language Laboratory – its set up, uses and limitations. Language games.

**SESSIONAL WORK****Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

- Develop a blue print of language test balancing all the skills i.e listening, speaking, reading & writing.
- Prepare five lesson plans based on ICT and Teaching Models

**REFERENCES:**

1. **Balasubramaniam, 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.* Orient Longmans, New Delhi.
3. **Bhatia, K.K. (2006):** *Teaching and Learning English as a Foreign Language.* Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005):** *Teaching of English.* Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981):** *Teaching English as a Second Language.* Longmans, ELBS.
6. **Carroll, B.J. (1972):** *Systems and Structures of English.* Oxford University Press, London.
7. **Doff, A. (1998).** **Teach English: A Training Course for Teachers.** The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963):** *Teaching English as an International Language.* OUP, London.
9. **Gokak, V.K. (1963):** *English In India, Its Present and Future.* Asia Publishing House,
10. **Hornby, A.S. (1962):** *The Teaching of Structural Words and Sentence Patterns.* OUP, London.
11. **Kohli, A.L. (1999):** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007):** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994):** *Suggestions for the Teaching of Reading In India.* OUP, London.
14. **Palmer, H.E. (1980):** *Grammar of Spoken English.* Heffer, Cambridge.
15. **Ryburn, W.M. (1963):** *Teaching of English In India.* OUP, Mumbai.
16. **Thompson, M.S. and Wyatt, H. G. (1995):** *Teaching of English in India.* OUP, Mumbai.
17. **Tickoo, M.L. (2005):** *Teaching and Learning English.* Orient Longman, New Delhi.
18. **Wright, T. (1988):** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

**SEMESTER–II**  
**PAPER: V and VI**  
**PEDAGOGY OF SOCIAL SCIENCE**  
**PS I and II (B) Option-iv**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After Completion of Course the Students will be able to:

- Differentiate different types of approaches of social science.
- Understand the concept of evaluation.
- Understand different types of test.
- Know how to plan lesson.
- Understand different types of micro teaching skills

**SECTION–A**

1. Methods of Teaching Social Science: Meaning, Characteristics of good teaching method for Social Science. Lecture Method, Project Method,
2. Socialized recitation method (Seminar, debate, Panel discussion, workshop, symposium and dramatization), Storytelling method (With special reference to behaviorism, cognitive & constructivism learning theories).

**SECTION–B**

1. Evaluation: Concept, Need and importance. CCE: Concept, techniques & weight age distribution (VI to VIII, IX to X).
2. Types of Test: Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.

**SECTION–C**

1. Lesson planning- Meaning, Characteristics and steps of construction of composite lesson plan.
2. Specific topics for composite lesson plan:
  - Demand and supply
  - Revenue and cost
  - Green revolution
  - Democracy
  - Organs of government
  - Indian constitution
  - Structure of Atmosphere
  - Face of Earth
  - Natural Vegetation and wild life
  - The Mughal Empire

- Monumental Architecture
- Revolution of 1857
- Indian freedom movement
- Environment
- Natural Disasters

#### SECTION-D

1. Teaching Micro skills with special reference to five skills-
  - Skill of Introducing the topic
  - Skill of questioning
  - Skill of Explanation
  - Skill of Stimulus variation
  - Skill of Blackboard Writing
2. Integration of projected and non projected teaching aids with lesson planning

#### SESSIONAL WORK

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Quiz Question Bank ( Including Questions for preliminary round and main round)
2. Preparation of blue print with question paper and evaluation key.

#### REFERENCE BOOK:

1. **Aggarwal, J.C. (2003):** *Teaching of Social Studies*. Vikas Publishers, New Delhi.
2. **Binning and Binning (1952):** *Teaching of Social Studies in Secondary Schools*. McGraw Hill.
3. **Dash, B.N. (2005):** *Content – cum – Methods of Teaching of Social Studies*. Kalyani Publishers, New Delhi.
4. **Dhanija, Neelam (1993):** *Multi Media Approaches in Teaching Social Studies*. Harman Publishing House, New Delhi.
5. **Kochhar, S.K. (1983):** *Teaching of Social Studies*. Sterling Publishers, New Delhi.
6. **Kohli, A.S. (1996):** *Teaching of Social Studies*. Anmol Publishers, New Delhi.
7. **Mehta, D.D. (2004):** *Teaching of Social Studies*. Tandon Publishers, Ludhiana.
8. **Mofatt, M.R. (1955):** *Social Studies Instruction*. Prentice Hall, New York.
9. **Shaida, B.D. (1962):** *Teaching of Social Studies*. Panjab Kitab Ghar, Jalandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005):** *Teaching of Social Studies*. Arya Book Depot, New Delhi.

**SEMESTER-II****PAPER: V and VI  
PEDAGOGY OF HISTORY  
PS I and II (B) Option-v****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

1. Differentiate different types of methods of teaching history.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

**SECTION-A**

1. Methods meaning, characteristics of good teaching method for History.
2. Lecture method, Project method, Storytelling method, Seminar, Dramatization Method, Source method (with special reference to behaviorism, cognitive, constructivism learning theories)

**SECTION-B**

1. (a) Devices of teaching History: Narration, Illustration, Description.  
(b) CCE: concept, techniques and weight age distribution from classes (VI to VIII, IX and X)
2. Teaching micro skill with special reference to five skills- skills of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of blackboard writing.

**SECTION-C**

1. Evaluation: Need and Importance
2. Types of Test: Essay type, Short Answer Type, Objective Type along with Merits and Demerits.

**SECTION-D**

1. Lesson planning – meaning, characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topic for composite lesson plan:

- The Mughal Empire.
- Monumental Architecture.
- Revolution of 1857.
- Indian Freedom movement.
- Harappa civilization

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

- 1) Preparation of Time line on development of historical events( pre independence and post independence)
- 2) Writing a report on the major historical revolutions and their contribution in historical development.

**REFERENCES:**

1. **Arora, K.L.** *Teaching of History.*
2. **Bhallia, C.L. (1963):** *Audio Visual Aids in Education.* Atma Ram and Sons, Delhi.
3. **Burton, W.H. and Green, C. W. (1962):** *Principles of Teaching History.*
4. **Chakrabarti, S.K. (1967):** *Audio Visual Education in India.* Das Gupta and Company, Calcutta.
5. **Dobbsen, D.P.** *A Handbook for History Teacher.*
6. **Ghate, V.D. (1956):** *Teaching of History.*
7. **Gunnin, Dennis:** *The teaching of History.*
8. **Hil, C.P. (1953):** *Suggestions for Teaching of History.* Paris UNESCO, Paris.
9. **Iaurwerys, I.A. (1954):** *History Text Book and International Understanding.*
10. **Johnson, Henry (1950):** *Teaching of History in Elementary and Secondary School.*
11. **Kochhar, S.K. (1977):** *Teaching of History.*
12. **R.E.De, Kieffer and Cochran, Leeln (1966):** *Manual of Audio Visual Techniques.*
13. **Shaida, B.D. and Singh, Sahib:** *Teaching of History*

**SEMESTER–II****PAPER: V and VI  
PEDAGOGY OF GEOGRAPHY  
PS I and II (B) Option-vi****Time: 1.30 Hrs.****Total Marks: 50  
Theory: 35  
Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Differentiate different types of methods of teaching history.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills

**SECTION–A**

1. Methods: Meaning, Characteristics of good teaching method for Geography
2. Various methods of Teaching of Geography
  - Project Method.
  - Observation Method.
  - Discussion Method.
  - Field Study Method.
  - Regional Method.
  - Laboratory Method
 (With special reference to behaviorism, cognitive & constructivism learning theories)

**SECTION–B**

1. Evaluation: Concept, Need and Importance.
2. CCE – Concept, Characteristics and Weight Age Distribution (XI to XII)

**SECTION–C**

1. Types of test: Essay Type Test, Short Answer Type Tests, and Objective Type Tests along with merits.
2. Teaching Micro skills with special reference to five skills.
  - Skill of introducing the lesson
  - Skill of probing questions
  - Skill of Explanation
  - Skill of stimulus variation
  - Skill of Black Board Writing

**SECTION-D**

1. Lesson Planning: Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan:
  - Spheres of Environment.
  - Structure of atmosphere.
  - Winds/tides/clouds.
  - Internal/External Structure of Earth.
  - Types of Soil.
  - Rotation of Earth.
  - Types of Rainfall.
  - Layers of Earth.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Collection of different types of maps (at least 10) alongwith their characteristics.
2. Preparation of low cost working model on any topic along with its description on file.

**References:**

1. **Aggarwal, D.O.C. (2000).** *Modern method Teaching of Geography*, Sarup and Sons publishers, New Delhi
2. **Arora, K.L (1989):** *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. **Graves, Norman, J:** *Geography in Education* Heinomamnn, London.
4. **Macnee, E.A-(1951) :** *The Teaching of Geography*, Cambridge University press
5. **R.P Singh (2004):** *Teaching of Geography* R. hall Book Depot, Meerut
6. **Rao, M. S (1999):** *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Delhi.
7. **Singh, Yogesh K (2004):** *Teaching of Geography (Hindi )* APH Publishers, Delhi
8. **Verma, O.P (1987) :** *Teaching of Geography*

**SEMESTER–II****PAPER: V and VI****Course Title: PEDAGOGY OF POLITICAL SCIENCE  
PS I and II (B) Option-vii****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Differentiate different types of methods of teaching Political Science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

**SECTION–A**

1. Meaning and Characteristics of good teaching method for teaching of Political Science.
2. Lecture method, Discussion method, Project method, Seminar, Debate, Discussions, Workshop, Dramatization and Mock Parliament (With special reference to behaviorism, cognitive & Constructivism learning theories)

**SECTION – B**

1. Evaluation: Concept, Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (IX to X; XI to XII)

**SECTION–C**

1. Types of test: Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.
2. (a) Micro Teaching: Concept and Importance.  
(b) Various Micro teaching skills:
  - Skill of introducing the lesson
  - Skill of probing questions
  - Skill of Explanation
  - Skill of stimulus variation
  - Skill of Black Board Writing



**SECTION-D**

1. Lesson Planning: Meaning, Characteristics and Steps of Construction of Composite Lesson Plan.
2. Integration of projected and non projected teaching aid with lesson planning Specific topics for composite lesson plans are:
  - Indian Constitution
  - Fundamental Rights
  - Democracy
  - Government and its types
  - Organs of Government
  - Parliament : Structure, role and characteristics
  - State Government

**SESSIONAL WORK****Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

1. Report writing on the political leaders national / international and their ideological contribution to the society.
2. Organizing and evaluating debate/seminar/ discussion on any political Issue in present context.

**References:**

1. **Aggarwal, J.C.** *Teaching of Political Science and Civics.*
2. **Bhatia, K.K.:** *Narang, C.L. and Sidhu, H.S.:* Teaching of Social Studies.
3. **Kochhar, S.K.:** *Teaching of History.*
4. **Shaida, B.D. and Shaida, A.K. (2005):** *Teaching of Social Studies.* Arya Book Depot, New Delhi.
5. **Shiels:** *View Points in Civics Education.*
6. **Singh, R.L:** *Teaching of History and Civics.*
7. **Whill, E.M.** *Teaching of Modern Civics.*

**SEMESTER–II**  
**PAPER: V and VI**  
**PEDAGOGY OF ECONOMICS**  
**PS I and II (B) Option-viii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

1. Differentiate different types of methods of teaching Economics.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

**SECTION–A**

1. **Methods:** Meaning, Characteristics of Good Teaching Method for Economics.
2. Various methods of Teaching of Economics: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive method (With special reference to behaviorism, cognitive & constructivism learning theories)

**SECTION–B**

1. Devices and Techniques: Assignments, Seminars, Symposium, Supervised Study, Excursions.
2. Evaluation: Concept, Need and Importance. CCE: Concept, techniques & weight -age distribution (VI to VIII, IX, to X).

**SECTION–C**

1. Types of Test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits and demerits.
2. Teaching Micro skills with special reference to five skills.
  - Skill of introducing the lesson
  - Skill of probing questions
  - Skill of Explanation

**SECTION-D**

1. Lesson Planning: Meaning, Characteristics and Steps of Construction of Composite Lesson Plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan
  - Demand and supply
  - Revenue and cost
  - Importance of Agriculture
  - Functions of Money
  - Functions of Banking
  - Circular flow of income
  - Law of diminishing marginal utility

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

- Project work on any two economic resource contributing to economics development.  
 (1) Bank                    (2) Dams                    (3) Company                    (4) Agriculture sector.

**REFERENCES:**

1. **Dhillon, Satinder and Chopra, Kiran (2002):** *Teaching of Economics*. Kalyani Publications, Ludhiana.
2. **Kanwar, B.S. (1970):** *Teaching of Economics*. Prakash Brothers, Ludhiana.
3. **Siddiqui, M.H. (2005):** *Teaching of Economics*. Ashish Publishing House, New Delhi.
4. **Sidhu, H.S. (2005):** *Teaching of Economics*. Tandon Publications, Ludhiana.
5. **Yadav, Amita (2005):** *Teaching of Economics*. Anmol Publications, New Delhi.

**SEMESTER–II**  
**PAPER: V and VI**  
**PEDAGOGY OF COMMERCE**  
**PS I and II (B) Option-ix**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Differentiate different types of methods of teaching Commerce.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

**SECTION–A**

1. Meaning, Characteristics of good teaching Method for Commerce.
2. Lecture method, Discussion Method, Project Method, Inductive- Deductive Method and Survey Method (with special reference to behaviorism, cognitive & constructivism learning theories)

**SECTION–B**

1. Evaluation: Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (XI to XII).

**SECTION–C**

1. Type of Tests: Essay Type Test, Short Answer Type Tests, Objective Type Tests. (Along with merits and demerits)
2. Teaching Micro skill with special reference to five skills:
  - ✓ Skill of introducing the topic
  - ✓ Skill of Questioning
  - ✓ Skill of Explanation
  - ✓ Skill of Stimulus Variation
  - ✓ Skill of B.B. writing.

**SECTION-D**

1. Lesson Planning: Meaning, Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aid with lesson planning.
2. Specific topics for composite lesson planning:-
  - Banking
  - Warehouse
  - Trade
  - Insurance
  - Marketing
  - Product
  - Marketing Mix
  - Transport
  - Advertisement
  - Journal
  - Ledger
  - Types of Account
  - Partnership
  - Final Accounts
  - Social Responsibility of Business

**SESSIONAL WORK****Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

1. Preparation of PPT and commercial ad on marketing of a commodity.

**REFERENCES:**

- 1) **Aggarwal, J.C. (2003).** *Teaching of Commerce*, Vikas Publication, New Delhi.
- 2) **Rao, seema. (2005).** *Teaching of Commerce*, Anmol Publication, New Delhi.
- 3) **Dema and brinkman:** *Guidance in Business Education* South. Western Publishing Company, New York.
- 4) **Tonne, Lopham and freeman:** *Methods of teaching business subject*. MC Graw Hill, New York.
- 5) **Venkatest, warlu K. and Bosha Johni and Digumarti, S.K and Rao, Bhaskara:** *Methods of Teaching of Commerce*.

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF MATHEMATICS**  
**PS I and II (B) Option-x**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After Completion of Course the Students will be able to:

- Understand various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- Understand preparation and use of diagnostics test and organize remedial teaching.
- Application of appropriate evaluation techniques in mathematics.
- Understand the application of appropriate evaluation techniques in mathematics

**SECTION-A**

1. Approaches: Constructivist, Discoveries.
2. Methods: Problem Solving, Laboratory, Project, Inductive – Deductive, Analytic-Synthetic. Techniques (Oral, Written Work, Drill Work, Supervised Study, Error Analysis)

**SECTION-B**

1. Types of Assessment (Diagnostic, Formative & Summative)
2. CCE: Concept, Meaning and Importance of CCE.

**SECTION-C**

1. Different Types of Tests Used for Evaluation in Mathematics
2. (a) Micro teaching: meaning, steps of micro teaching.  
 (b) Orientation of different micro teaching skills:
  - Skill of introducing the lesson
  - Skill of questioning
  - Skill of explanation
  - Skill of stimulus variation
  - Skill of black board writing

**SECTION-D**

1. (a) Annual Plan & Unit Plan
- (b) Lesson Planning: Herbartian Approach to Lesson Planning, planning of macro / composite lessons with special references to
  - Number system
  - Polynomials
  - Line segment
  - Angles
  - Triangles
  - Quadrilaterals
  - Trigonometric ratios, height and distances
  - Linear, Simultaneous and Quadratic equations
  - Measure of central tendency ( mean , median , mode )
  - Pythagoras theorem
  - Congruence

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

- 1) Test construction –Achievement and Diagnostic
- 2) Preparation of improvised teaching aids.

**REFERENCES:**

1. **Bloom, Benjamin S.Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook of Cognitive Domain, Harcourt Brace & World Inc., .New York.
2. **Krathwoh, David R.h Ed., (1984):** *Taxonomy of Educational Objectives*, Handbook IIAffective Domain, David Mckay, New York.
3. **The Teaching of Secondary School Mathematics (1970):** *XXXIII Yearbook of NCTM:* Washington.
4. **W.Servais and T.Varga (1971):** *Teaching Schooi Mathematics: A UNESCO Sources*
5. book, penguin Books :UNESCO
6. **National curriculum framework for teacher education-2000-**(Document published by NCERT)
7. **Butter; C.H. and wren, (1960):** *The Teaching of Secondary Mathematics*, McGraw-Hill Book Comp, New York.
8. **Siddhu, K.S. (1993):** *Teaching of Mathematics*, Sterling Publishers, New Delhi.
9. **Mangal S.K. (1993):** *Teaching of Mathematics*, Arya Book Depot, New Delhi.
10. **Krulik.S. and Weise, I.B. (1975):** *Teaching of Secondary School Mathematics*, WB Saunders Company, London.

**SEMESTER–II**  
**PAPER: V and VI**  
**PEDAGOGY OF COMPUTER SCIENCE**  
**PS I and II (B) Option-xi**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After Completion of Course the Students will be able to:

- To equip them with different methods and techniques to be utilized in classroom situation.
- To provide them knowledge about evaluation techniques.
- To make them able to plan lessons and present them effectively.
- To enable them to use computers to enhance teaching / learning skills.

**SECTION–A**

1. Characteristics of good method for teaching of Computer Science.
2. Various methods of Teaching of Computer Science: Lecture Method, Lecture cum Demonstration Method, Problem solving Method, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions.

**SECTION–B**

1. Evaluation: Concept and Importance of Evaluation.
2. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X).

**SECTION–C**

1. (a) Types of test items- Essay type, short answer type, objective type.  
(b) Online Testing.
2. Components and Preparation of Micro Lesson Plan for developing teaching skills of: • Skill of Introducing a Lesson • Skill of Explanation • Skill of Stimulus Variation, • Skill of Questioning • Skill of Blackboard Writing.

**SECTION–D**

1. Lesson plan –Meaning, need and importance. Steps in writing lesson plan.
2. Digital Lesson Planning



**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. Preparation of digital lesson plan
2. Preparation of a online computer based test from syllabi of class VI-XII

**REFERENCES:**

1. **Aggarwal, V.B.:** *Computer Science for Class XII.*
2. **Bala Guruswamy:** *C++ Computers.* Dayal, Dean, Gottfried, D. (1966):
3. *Computer Science for Class XI and XII,*
4. *Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section.* McGraw Hill Publication, New York.
5. **Grover, P.S. (1983):** *Computer Programming in BASIC.* Allied Publishers, New Delhi.
6. **Hunt, R. and Shelley, J. (1988):** *Computers and Common Sense.* PHI Publications, Delhi

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF SCIENCE**  
**PS I and II (B) Option-xii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Differentiate different types of methods of teaching of Science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

**SECTION-A**

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science: Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method.

**SECTION-B**

1. Planning, organizing and safety factors of Science laboratory.
2. Lecture cum Laboratory plan of Science laboratory.

**SECTION-C**

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer type, and objective type..
2. Meaning, Steps, Orientation of different microteaching Skills
  - Skill of Introducing the lesson
  - Skill of Blackboard writing
  - Skill of Introducing with example
  - Skill of Probing Questions
  - Skill of Explanation
  - Skill of Reinforcement
  - Skill of Demonstration

**SECTION-D**

1. Meaning, Need and importance of Lesson Planning: with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to:
  - Cell
  - Pollination & its types
  - Digestive System
  - Rutherford model of an atom
  - States of matter
  - Carbon & its compounds
  - Insulators & Conductors
  - Motion
  - Energy & its types.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Conduct of 2 Science practical.
- 2) Preparation of two Low cost working models.

**REFERENCES:**

1. **Aggarwal D.D (2001):** *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. **Bhaskara Rao, D (2000):** *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. **Bloom, Benjamin, S., Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. **Chikara, M.S. and S. Sarma (1985):** *Teaching of Biology*, Prakash brothers, Ludhiana
5. **Clark Julia V (1996):** *Redirecting Science Education*, Corwin Press inc., California.
6. **Ediger, Marlow and D.B. Rao (2000):** *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. **Krathwohl, David R., Ed. (1964):** *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David Mckay, New York.
8. **Mohan. Radha (2004):** *Innovative Science Teaching*, Prentice Hall of India, New Delhi.
9. **New UNESCO Source Book for Science Teaching (1978)**, Oxford & IBH, New Delhi.
10. **Sharma, R.C. & Shukla C.S. (2002):** *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. **Sood, K.J. (1989):** *New Directions in Science Teaching*, Kohli Publishers, Chandigarh.
12. **Vaidya, N (1996):** *Science Teaching for the 21st Century* Deep & Deep Publications, New Delhi.
13. **Gupta S.K. (1983):** *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi.

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF PHYSICAL SCIENCE**  
**PS I and II (B) Option-xiii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to:

- Differentiate different types of methods of teaching of physical science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

**SECTION-A**

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science: Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method.

**SECTION-B**

1. Planning, organizing and safety factors of Physical Science laboratory.
2. Lecture cum Laboratory plan of Physical science laboratory.

**SECTION-C**

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
  - Skill of Introducing the lesson
  - Skill of Blackboard writing
  - Skill of Introducing with example
  - Skill of Probing Questions
  - Skill of Explanation
  - Skill of Reinforcement
  - Skill of Demonstration

**SECTION-D**

1. Meaning, Need and importance of Lesson Planning: with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to:
  - Rutherford model of an atom
  - States of matter
  - Carbon & its compounds
  - Insulators & Conductors
  - Motion
  - Energy & its types
  - Bohr atom model
  - Conductors and Insulators
  - Metals and Non-Metals
  - Inertia
  - Force
  - Preparation of methane gas
  - Solutions
  - Acid and Bases.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>
1. Conduct of Two school related practical.	
2. Preparation of two Low cost working models.	

**REFERENCES:**

1. **Das, R.C. (1989):** *Science Teaching in Schools*. Sterling Publishers. New Delhi. Kohli,
2. **V.K. (1998):** *How to Teach Science*. Vivek Publishers, Ambala.
3. **Kumar, Amit (2002):** *Teaching of Physical Sciences*. Anmol Publications, New Delhi.
- Mangal, S.K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
4. **Mohan, Radha (2002):** *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.
5. **Sharma, R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.
6. **Vaidyas, Narendra (1996):** *Science of Teaching for 21<sup>st</sup> Century*. Deep and Deep Publishers, New Delhi

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF LIFE SCIENCE**  
**PS I and II (B) Option-xiv**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After Completion of Course the Students will be able to:

- Develop broad understanding of principles and knowledge used in life science education.
- To understand basic methods of teaching of life sciences
- Develop their essential skills for practicing life science education.
- Prepare lesson planning of life sciences properly.
- Develop their essential skills for evaluation.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

**SECTION-A**

1. Methods of Teaching Life Science: Lecture method, Demonstration method, Assignment method, Project method, Inductive-deductive method,
2. Audio- visual aids –blackboard, charts, models, television, computer, slide projector, overhead projector.

**SECTION-B**

1. Planning, organizing and safety factors of Life science laboratory.
2. Lecture cum Laboratory plan of Life science laboratory.

**SECTION-C**

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age Distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer Type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
  - Skill of Introducing the lesson
  - Skill of Blackboard writing
  - Skill of Introducing with example
  - Skill of Probing Questions
  - Skill of Explanation
  - Skill of Reinforcement
  - Skill of Demonstration

**SECTION-D**

1. Meaning, need and importance of lesson planning, Steps involved in lesson planning.
2. Preparation of lesson plan on the following topics
  - Plant cell
  - Animal cell
  - Micro organisms
  - Acid rain
  - Air pollution
  - Water pollution
  - Global warming
  - Carbon cycle
  - Structure of eye
  - Asexual reproduction in plants

**SESSIONAL WORK****Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following  
(any two from the following)****08 Marks**

1. Preparation of report on contribution of 3 eminent scientists in the field of life science.
2. Preparation one working model.
3. Perform and report experiments in practical file-
  - I. Slide preparation of cheek cells and onion peel.
  - II. Experiments related to osmosis.
  - III. Factors affecting germination.

**REFERENCES:**

1. **Bhandula, N. Chadha, Sharma, P. C. (1989):** *Teaching of Science*. Parkash Brothers, Ludhiana.
2. **David, F. Millar and Glenn, W. Blaypes:** *Methods and Materials for Teaching the Biological Sciences*.
3. **Gupta V.K. (1994):** *Life Science Education Today*. Arun Publishing House, Chandigarh.
4. **Kohli, V.K. (2006):** *How to Teach Science*. Vivek Publishers, Ambala.
5. **Rai, B.C.:** *Method: Teaching of Science*
6. **Sharma and Walia, G.S.:** *Teaching of Life Science*.
7. **Sharma.R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai Publishers, New Delhi.
8. **Sood, J.K. (1987):** *Teaching of Life Science*. A Book of methods. Kohli Publishers, Chandigarh.
9. **Venkataish, S. (2002):** *Science Education in 21st century*. Anmol Publications, New Delhi.
10. **Yadav, K.:** *Teaching of life science*. Anmol Publications. New Delhi.

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF HOME SCIENCE**  
**PS I and II (B) Option-xv**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

**SECTION-A**

1. Qualities and competencies of a good Home science teacher.
2. Different methods of teaching home science: ICT integration in Teaching of Home Science, Group work and use of Assignments.

**SECTION-B**

1. Organization of Home science laboratory, planning and selection of equipments.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.

**SECTION-C**

1. Micro teaching skills relevant in home science:
  - Skill of writing instructional objectives
  - Skill of introducing the lesson
  - Skill of explanation
  - Skill of questioning
  - Skill of black board writing.
2. Knowledge of the subject matter content up to secondary school stage.

**SECTION-D**

1. Lesson Planning: Need, Importance, Essentials of a Good Lesson Plan.
2. Steps in lesson planning in theory and demonstration lessons



**SESSIONAL WORK****Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

1. Organizing co-curricular activities related to Home science (textile/ clothing) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one dry flower arrangements.

**Books Recommended:**

1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi:** *Fundamentals of Teaching Home Sciences.*
3. **Chanderkant:** *Teaching of Home Science.*

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF PHYSICAL EDUCATION**  
**PS I and II (B) Option-xvi**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

1. Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
2. Promote physical education through various means and methods of teaching.
3. Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
4. Understand the importance of physical education room, equipment and text book.
5. Make the teaching of physical education more interesting and innovative.
6. Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
7. Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
8. Develop awareness regarding first aid.

**SECTION-A**

1. **Teaching Methods:** Intensive Study of Lecture Method, Command Method, Discussion Method, Demonstration Method, Part Method, Whole Method and Whole Part Whole Method, Project Method.
2. Characteristics of good method of Teaching of Physical Science.

**SECTION-B**

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, Techniques and Weight-age Distribution (VI to VIII, IX to X).
2. Types of test items for Evaluation - Essay Type, Short Answer Type, Objective Type.

**SECTION-C**

1. **Audio-Visual Aids:** Charts, Models, Black-Board, T.V., Newspaper Clippings, Magazines, Computers, LCD and OHP.
2. **Micro Teaching:** Concept and procedure Teaching Micro-Skills with special reference to:
  - Skill of introducing the lesson
  - Skill of instructional objectives
  - Skill of Questioning
  - Skill of Explanation with illustration
  - Skill of stimulus – variation

**SECTION-D**

1. **Lesson Planning:** Meaning, need and importance
2. Construction of lesson plan for theory and skill lessons

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

1. To help in conduct and organization of annual sports meet of the college.
2. Demonstration of any five skills of different games.

**REFERENCES:**

1. **Charles, A. Bucher (1979):** *Foundations of Physical Education. 8th ed. The C.V. Mosby Company, St. Louis.*
2. **Fox, Edward L. (1984):** *Sports Physiology. CBS College Publications,*
3. **Haskell, W. (1982):** *Nutrition and Athletic Performance. Bull Publishing, Halt.*
4. **Kamlesh, M. L. (1983):** *Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.*
5. **Kamlesh, M. L. (1988):** *Physical Education Facts and Foundations. P.B. Publications Pvt. Ltd, Faridabad.*
6. **Kaur, Manjit and Sharma, R. C:** *An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.*
7. *Singh, Hardyal Science of Sports Training. DVS Publications, New Delhi.*
8. **Singh, Ajmer and Others (2003):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
9. **Singh, Ajmer and Others (2004):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
10. **Thomas, J.P.** *Organizations of Physical Education. Gnanodaya Press, Madras.*
11. **Trinarayan and Hariharan. (1986):** *Method in Physical Education. South India Press, Karaikudi*
12. **Voltmeter, F.V. and Esslinger, A. E. (1964):** *The Organization and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.*
13. **Willmore, J.H. Costall:** *Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL*

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF MUSIC**  
**PS I and II (B) Option-xvii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

1. To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
2. To develop interest among pupil-teachers for Music.
3. To provide the knowledge of different methods and techniques of teaching of music.
4. To acquaint the pupil-teachers with latest teaching skills.
5. To enable pupil-teachers to organize competitions and other practical activities.

**SECTION-A**

1. Notation system of pt. V.N. Bhatkhande and Pt. V.D. Pulskar.
2. Knowledge of following Taals- Ekgun and dugun of Dadra, Rupak, Keharva, Jhaptaal, Ektaal, Chartal, and teental.

**SECTION-B**

1. Non detail Ragas (only description) of the following Ragas- Malkauns, Bhairav Bharavi, Yaman and Bhupali.
2. Audio-Visual Aids for Teaching of Music.

**SECTION-C**

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.
2. Teaching Micro-Skills with special reference to:
  - Skill of introducing the lesson
  - Skill of instructional objectives
  - Skill of Questioning
  - Skill of Explanation with illustration
  - Skill of stimulus – variation

**SECTION-D**

1. Lesson Planning (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Music instruments and music room

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

Practical Work on Raag and Tal of UNIT I

**REFERENCES:**

1. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education.* Jalandhar.
2. **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
3. **Bhatnagar, S. (1988):** *Teaching of Music.* Monika Prakashan, Shimla.
4. **Kalekar, Saryu (1968):** Sangeet Shikshan Parichaya. Khanna,
5. **Jyoti (1992):** *Teaching of Music.* Madan Panna Lal. Teaching of Music. Jalandhar.
6. **Shah, Shobhna (1986):** Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
7. **Sangeet Visharad.** *Sangeet Karyalaya,* Hathras.

**SEMESTER-II**  
**PAPER: V and VI**  
**PEDAGOGY OF FINE ART**  
**PS I and II (B) Option-xviii**

**Time: 1.30 Hrs.**

**Total Marks: 50**  
**Theory: 35**  
**Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Course Objectives:** After completion of the course students will be able to

1. Develop imagination and sense of appreciation of art and interest in teaching of art.
2. Develop aesthetic sense.
3. Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
4. Be acquainted with different techniques of painting.

**SECTION-A**

1. Method of teaching Art - Direct observation Method, Demonstration Method, Project Method.
2. Child Art- Meaning, Importance, Stages a. Scribbling Stage. b. Pre-schematic stage. c. Schematic Stage. d. Gang Age. e. Adolescent stage.

**SECTION-B**

1. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).

**SECTION-C**

1. Types of test items for evaluation -Essay type, short answer type, objective type.
2. Micro Teaching Skills:
  - a. Stimulus Variation
  - b. Use of Black Board
  - c. Demonstration
  - d. Introducing the Lesson

**SECTION-D**

1. Lesson Planning: Need & importance
2. Preparation of composite lesson plan
  - a. Still life.
  - b. Landscape.
  - c. Composition.
  - d. Design.
  - e. Tie and Dye.

**SESSIONAL WORK**

<b>Performance in unit tests and house examination</b>	<b>05 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Assignments on the following</b>	<b>08 Marks</b>

**Practical Work:**

1. Poster -1 Full sheet
2. Design for Rangoli
3. Sketching – 1 sheet

**REFERENCES:**

1. **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.
2. **Bharti Chetna**, *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana.
3. **Chawla, S.S. (1986)**: *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
4. **Dhawan**, " *Appreciation and Fundamentals and History of Art*, Tip Top Trading company Ludhiana.
5. **Jaswani, K.K. ()**: *Art in Education*, Atma Ram and sons, Delhi.
6. **Jaswani, K.K. ()**: *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
7. **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.
8. **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

**SEMESTER-II  
PAPER-VII  
P-IX  
INCLUSIVE EDUCATION**

**Time: 1.30 Hrs.**

**Total Marks: 50  
Theory: 35  
Sessional Work: 15**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-**

**After completing the course, the students will be able to:-**

- Understand the concept of inclusive education
- Understand the children with diverse needs.
- Develop healthy attitude towards inclusive education.
- Understand the need of promoting inclusive education
- Use pedagogical strategies for addressing diversity.

**SECTION-A**

**INTRODUCTION TO INCLUSIVE EDUCATION**

- a) Inclusive Education: concept, need, importance, scope
- b) Difference among integrated, special education and inclusive education.

**SECTION-B**

- a) Recommendations and policies of national and international agencies for inclusive education
- c) Creating Inclusive Environment – Physical , Social and Emotional (Barrier Free Environment)

**SECTION-C**

**CHILDREN WITH DIVERSE NEEDS**

- a) Children with diverse needs: concept, characteristics, identification and intervention strategies with special reference to sensory, intellectual and developmental disabilities.



**SECTION–D**

- a) Pedagogical strategies for addressing diversity in classroom through co-operative learning strategies, peer tutoring, social learning, reflective teaching and multi –sensory teaching
- b) Technology and its application – ICT, adaptive and assistive devices, individual and institutional requirements for inclusive settings

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

- Visit to any rehabilitation Centre or organization dealing with such persons and preparation of case study of any one person with disability.
- Case study of any one school providing inclusive education.

**REFERENCES:**

1. **Dutt, B. & Garg, J. (2014).** *Education for All: A Survey*. New Delhi: Global Publication.
2. **Frank, M.H. & Steven, R.F. (1984).** *Education of Exceptional Learner*. Massachusetts: Atlyen and Bacon Inc.
3. **Hallahan, D.P. & Kuffman, J.M. (1991).** *Exceptional Children: Introduction to Special Education*. London: Prentice Hall, International Ltd.
4. **Hans, I.J. (2000).** *Children in Need of Special Care*. Human Horijons Series, Souvenir Press (E&A Ltd.).
5. **Kansal, A.K. (2012).** *Creativity, Memory and Personality Adjustment among Handicapped Adults*. Patiala: Twenty First Century Publications.
6. **Kar. C. (1992).** *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
7. **Khatena, J. (1982).** *Educational Psychology of the Gifted*. New York: John Wiley and Sons.
8. **Kirk. S.A. & Gallagher J.J. (1989).** *Education of Exceptional Children*. Beston: Houghton Miffinco.
9. **Kumar, J. (2013).** *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications.

**SEMESTER-II****PAPER-VIII(i)****P-X****VOCATIONAL AND WORK EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Understand the concept of vocational and work education.
- Acquire the knowledge of nature, aims and objectives of vocational and work education.
- Understand the historical, philosophical and sociological basis of work and vocational education.
- Acquaint the students regarding SUPW.

**SECTION-A****VOCATIONAL EDUCATION**

a) Vocational and work education : Concept, Objectives , Significance and Scope

**SECTION-B**

a) Vocationalisation of Education : Basic Education Scheme(1937), Secondary Education Commission (1958), Education Commission (1966), NPE(1986)

b) Concept of Socially Useful Productive Work (SUPW) as designed by I.V. Patel Committee.

**SECTION-C****DEVELOPING WORK EDUCATION**

a) Skill development vis-a-vis Employability, employment and entrepreneurship

b) National skill qualification framework: Objectives, Standards, Curriculum for different levels

**SECTION-D**

Role of Government (Skill India Initiative) and NGO's as agency concerning vocational education

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

Project on Role of NGO's in skill development and Vocational education in India.

**REFERENCES:-**

1. **Benkler, Y. (2006).***The wealth of networks: How social production transforms markets and freedom.* California: Yale University Press.
2. **Castells, M. (2011).***The rise of the network society: The information age: Economy, society, and culture (Vol. I, II & III).* John Wiley & Sons.
3. **Pathak, A. (2013).***Social implications of schooling: Knowledge, pedagogy and consciousness.* Aakar Books.
4. **Rampal, A., &Mander, H. (2013).** *Lessons on food and hunger. Economic & Political Weekly, 48(28), 51.*

**SEMESTER-II****PAPER-VIII(ii)****P-X****HEALTH AND PHYSICAL EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- Maintain and promote good health
- Develop the understanding of physical education and its related fields.
- Bring the overall awareness of sports values and to inculcate among students the desired habits and attitude towards physical education.

**SECTION-A****HEALTH EDUCATION**

a) Health : Concept, Dimensions, Determinants and Importance

**SECTION-B**

a) Health Education : Concept, Aims and Objectives, Importance and Scope

b) School Health Programme and Role of Teacher in Development of Health

**SECTION-C****PHYSICAL EDUCATION**

a) Physical Education : Concept, Aims and Objectives, Importance and Scope

**SECTION-D**

a) Physical Fitness : Components, Importance and Developing Awareness among Adolescents

b) Physical Education Programme in School : Role of Teacher in selection of activities (Games and Athletics)

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

- Visit to a school to assess the school health programme (Report to be prepared).
- Plan a physical education programme for a secondary school.
- Organise physical fitness awareness campaign for adolescent

**REFERENCES**

1. **Kamalesh & Sangral, (2000).** *Principles and History of Physical Education*. Ludhiana: Tandon Publication,.
2. **Rao, V. K. (2003).** *Physical Education*. New Delhi: A.P.H. Publishing Corporation.
3. **Sarojant B. & Prasanna K. C. (2003).** *Health and Physical Education*. Ludhiana: Kalyeni Publishers.
4. **Kumar, V. (2000).** *Modern Methods of Teaching Physical Education*. New Delhi: Sarup & Sons.
5. **Thomas, J.P. (2000).** *Organizations of Physical Education*. Madras: Gnanodaya Press.
6. **Trinarayan & Hariharan (1986).** *Method in Physical Education*. Karaikudi: South India Press.
7. **Voltmeter, F.V. & Esslinger, A. E. (1964).** *The Organization and Administration of Physical Education*. Third Edition. Bombay: The Times of India Press.
8. **Willmore, J.H. Costall (1999).** *Physiology of Sports and Exercises*. Human Kinetics Language Book Society, Champaign. IL

**SEMESTER-II****PAPER-VIII(iii)****P-X****ENVIRONMENTAL EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-**

After completing the course, the students will be able to:-

- Develop awareness about problems related to the human environment.
- Develop a perspective in which these problems can be framed and analyzed in a scientific manner.
- The role of teacher and students regarding conservation and preservation of environment.

**SECTION-A****ENVIRONMENTAL EDUCATION**

- a) Environmental Education : Concept, objectives , scope and importance
- b) Environmental Pollution : Causes, Types (Air, Water, Solid, Radio-Active , Noise), Effects

**SECTION-B**

Strategies for sensitizing learners towards protection of environment and its conservation, Role of the teacher in promoting conservation

**SECTION-C****ENVIRONMENTAL PRESERVATION**

- a) Environment preservation : Government Initiatives, International Efforts for Environment Protection

**SECTION-D**

- a) Environmental ethics: issues and possible solutions, problems related to lifestyle, sustainable development: consumerisms and waste generation
- b) Community participation in natural resource management – water, forest etc.

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

- Conduct a survey on environmental problems of the community.
- Organise an awareness campaign on environment protection and preservation.

**REFERENCES:**

1. **Agarwal, S.P. & Aggarwal, J.C. (1996).***Environmental Protection, Education and Development.* New Delhi: New Concepts
2. **Kumar, A. (2009).** *A text book of environmental science.* New Delhi: APH Publishing Corporation.
3. **Kelu, P. (2000).** *Environmental education: A conceptual analysis.* Calicut: Calicut University.
4. **Joy, P., & Neal, P. (1994).** *The handbook of environmental education.* London: New Fetter Lane
5. **Sharma, R. G. (1986).** *Environmental Education.* New Delhi : Metropolitan Book Co.,
6. **Sharma, R. A. (2008).** *Environmental Education.* Meerut: R.Lall Books Depot.
7. **Sharma, B. L., & Maheswari, B. K. (2008).** *Education for Environmental and Human value.* Meerut: R.Lall Books Depot.
8. **Singh, Y. K. (2009).** *Teaching of environmental science.* New Delhi: APH Publishing Corporation.
9. **Sharma, V. S. (2005).** *Environmental education.* New Delhi: Anmol publication.
10. **Reddy, P. K., & Reddy, N. D. (2001).** *Environmental Education.* Hyderabad: Neelkamal publications.

**SEMESTER-II****PAPER-VIII(iv)****P-X****PEACE AND VALUE EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- After completing this course student teacher will be able to:-
- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness of value education.

**SECTION-A****PEACE EDUCATION**

- a) Peace Education : Concept (National and International Context), Challenges, Approaches

**SECTION-B**

- a) Initiatives for Peace at National and International level  
b) Status and Programmes of Peace Education in School Curriculum

**SECTION-C****VALUE EDUCATION**

- a) Values: Concept, Classification, Significance and Reasons for Value Crisis

**SECTION-D**

- a) Relationship between Values and Education  
b) Strategies & Methods of Inculcating Values in Life



**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

Preparation of collages from newspapers, etc. to highlight issues and challenges related to peace.  
Application of one strategy of value education with school children and its report.

**REFERENCES:-**

1. **Ingelstam, M. (1996).** *Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building.* Stockholm: Christian Council of Sweden.
2. **Board of Education Fountain. (1999).** *Peace Education* NY: Unicef.
3. **Eisler, J. (1994).** *Comprehensive conflict result program (1993-94).* New York: N. Y. City.
4. **Feather T., Norman (1975)** *Values in Education and Society,* New York: A Division of Macmillan Publishing Co.Gupta,
5. **N.L. (1986).** *Value-education: Theory and Practice.* Amjeer, Krishna brothers.
6. **Venkataiah N. (1998).** *Value Education.* New Delhi: APH Publishing CorporatApple,
7. **M.W. (2008).***Can schooling contribute to a more just society? Education, citizenship and social justice.*
8. **Freire, P. (1998).***Pedagogy of freedom: Ethics, democracy and civil courage,* Rowman and littlefield.
9. **Hall & Hall (2003).***Human relations in education,* Rontledge
10. **Krishna murti, J. (1992).***Education and world peace.* Krishnamurti foundation.
11. **Parekh, B.C. (2000).** *Rethinking multiculturalism: Cultural diversity and polical theory,* palograve.

**SEMESTER-II****PAPER-VIII(v)****P-X****GUIDANCE AND COUNSELLING****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**COURSE OBJECTIVES:-****After completing the course, the students will be able to:-**

- To understand the meaning, aim, objectives and need of Guidance and Counseling.
- To develop skills of collection of Data through testing and non-testing tools.
- To enable the teacher trainees to organize guidance programs in secondary/ senior secondary schools.

**SECTION-A****GUIDANCE IN SCHOOL**

- a) Guidance: meaning, objectives, need, scope and principles;
- b) Need and objectives of educational, vocational and personal guidance.

**SECTION-B**

Guidance Services

- i. Information
- ii. Assessment
- iii. Vocational
- iv. Placement
- v. Follow-Up

**SECTION-C****COUNSELLING IN SCHOOL**

- a) Counselling: meaning, purpose & approaches
- b) Types of counselling (Facilitative, Preventive and Developmental )Approaches in Counselling ( directive, non -directive & eclectic )

**SECTION-D**

Organization of school guidance and counselling program – role & functions of teacher as a counsellor.

**SESSIONAL WORK****Performance in Unit tests and House examination: 05 marks****Attendance: 02 marks****Assignment on the following: 08 marks**

- Survey of a guidance cell of a school
- Visit to employment exchange/ counselling Centre
- Plan and Conduct a class talk and a career talk for secondary school student

**REFERENCES:**

1. **Sidhu, H.S. (2012).** *Guidance & Counselling* (2nd Ed.). Patiala: Twenty First Century Publications.
2. **Siddiqui, M. H. (2014).** *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
3. **Virk, Jaswant K. (2010).** *Educational, Vocational Guidance & Counselling*. Patiala: Twenty First Century Publications.
4. **Aggarwal, J .C. (1989).** *Educational, Vocational Guidance and Counseling*. Delhi: Doaba House.
5. **Bruce, Shetzer & Stone (1976).** *Fundamentals of Guidance*. Houghton: Mifflin Co.
6. **Chauhan, S.S. (1982).** *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
7. **Crow, L.D. & Crow, A. (1960).** *An Introduction to Guidance*. New York: American book Co.
8. **Erickson, C. C. (1955).** *Basic Text for Guidance Workers*. New Jersey: Prentice Hall.
9. **Traxler, A. E. (1957).** *Techniques of Guidance*. New York, Harper and Bros.
10. **Virk, J. K. (2010).** *Educational, Vocational Guidance & Counselling*. Patiala: Twenty First century publications.

**SEMESTER-II****PAPER – IX****EPC: III****READING AND REFLECTING ON TEXTS****Time: 1.30 Hrs.****Total Marks: 50****External marks: 25****Internal marks: 25****Course Objectives:** After the completion of the course students will be able to:

- Able to explain different types of Text
- Reflect upon different types of policy document
- Discuss narrative text, autobiographical text and ethnographical text.

**SECTION-A**

- a) Reading Resources: NPE-1986, NCF-2005
- b) Reflection on core elements in the above stated policy documents with respect to aim of education, pedagogy and evaluation.

**SECTION-B**

- a) Reading of school text books (Class VIII /IX) -- social sciences, sciences, mathematics and languages.
- b) Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

**Evaluation scheme****Internal Scoring****Attendance: 5 marks**

Sessional work related to Unit I-5 marks

Sessional work related to **SECTION-B-5 marks**

Review and Evaluation of the following -10 marks

- Learning to Be (UNESCO Report)
- Learning without Burden
- Human development Chapter in Annual Economic survey (2014-2015)

**External (25 marks)**

1. Evaluation on the basis of write up of chief characteristics of each one of the document
2. Evaluation of PPT presentation and viva (prepared on all assignments) in Unit 1 and **SECTION-B** by external

**Note:** Internal evaluation will be conducted by a team of three experts nominated by the principal of the college from his/her own faculty.

**REFERENCES:**

1. **Grellet, F. (1981)**, *Developing Reading Skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
2. **Menon, N. (2012)**, *Seeing like a Feminist*. India: Penguin.
3. **Piaget, J. (1997)**, *Development and learning*. In M.Gauvain & M.Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company.
4. **Sabyasachi, B. (1997)**. *The Mahatma and the poet: Letters and debates between Gandhi & Tagore*, National Book Trust.
5. **Cole (Eds.)**, *Readings on the development*, New York, WH Freeman and Company.

**SEMESTER-II****PAPER – X****I- 2****FIELD ENGAGEMENT WITH PERSPECTIVE PAPERS****Duration: 2 weeks****Total Marks: 50****Sessional: 50**

The student will undertake any three of the following activity:

1. Visit to Rural/ urban slum area school and preparing case study of them
2. Visit to subject specific laboratories, subject related museum and places for integrating contents of prespective papers with field work.
3. Visit Border Area to study the educational facilities provided for girl students.
4. Visit to Museums.

**Note:**

1. Student will maintain a record of activities undertaken by him/ her in one week under the guidance of supervisor.
2. A proper documentation along with pictures and data (if possible) should be submitte