

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION (B.Ed.)

(Two Years)

(SEMESTER: I–IV)

Examinations: 2018–19



GURU NANAK DEV UNIVERSITY

AMRITSAR

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SCHEME OF STUDY**SEMESTER-I**

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)
1	I	P I	Understanding the Learner and Learning Environment	100	4	1
2	II	P II	Contemporary India and Education	100	4	1
3	III	P-III	Education and Development	50	2	1
4	IV	CP I(A)	Pedagogy of a School Subject – I (PS-I) Part A (Any one)	50	2	1
			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			

Bachelor of Education (B.Ed.) (Two Years)

5	V	CP II(A)	Pedagogy of a School Subject – II (PS-II) Part- A (Any one)	50	2	1
			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	CP III	Language across the curriculum	50	2	1
7	VII	EPC-I	Reading and reflecting on Texts	50	1	2
8	VIII	FE-I	Field Engagement with School (1week)	25	0	1
		Total Credits		475	17	9

SEMESTER-II

Sr. No.	Paper No	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)	Internship
1	I	P-IV	Understanding the Learning process	100	4	1	
2	II	CP-IV	Assessment for learning	100	4	1	
3	III	P-V	Educational Technology and ICT	100	4	1	
4	IV	CP-I (B)	Pedagogy of a School Subject – I (PS-I) Part-B (As selected in the first Semester)	50	2	1	
			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				

Bachelor of Education (B.Ed.) (Two Years)

5	V	CP-II (B)	Pedagogy of a School Subject – II (PS-II) Part B (As selected in the First Semester)				
			i. Pedagogy of Punjabi	50	2	1	
			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	EPC- II	Drama and Art in Education	50		2	
7	VII	FE-II	Communication Skills	25		1	
		Total Credits		475	16	8	

SEMESTER-III

Sr. No.	Paper No.	Paper	Title	Marks	Practical	Practical (Credits)
1	I	CP-I(SI)&CP-II(SI)	School Internship Pedagogy of School Subject – I (PS I) Pedagogy of School Subject – II (PS II)	350	15 weeks	15
2	II	FE-III	Field Engagements with community and CP (NSS, Community Services etc.)	50	2 weeks	2
		Total Credits		400	17 weeks	17

SEMESTER-IV

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)
1	I	P-VI	Gender, School and Society	50	2	1
2	II	P-VII	Foundations of Curriculum Development	50	2	1
3	III	P-VIII	Inclusive Education	50	2	1
4	IV	P-IX	School Management	50	2	1
5	V	CP-V	Optional Courses (Opt any one)			
6	V	i	Vocational and Work Education			
7	V	ii.	Health and Physical Education	50	2	1
8	V	iii.	Peace and Value Education			
9	V	iv.	Guidance and Counseling			
10	VI	EPC-III	Enriching Learning through ICT	50	1	2
11	VII	EPC-IV	Understanding the self	50	1	2
		Total Credits		350	12	9

SEMESTER-I**PAPER: I****UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT (P-I)****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.

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

- Describe the stages of growth and development
- Understand characteristics of adolescents with reference to socio-cultural factors
- Analyze the concept of inequality, marginalization and multi-culturalism and their effect on learning
- Analyze the different learning approaches and their educational implications
- Understand the role of teacher in holistic perspective of learner and learning
- Understand the importance of individual differences in normal classroom

SECTION-A

- a) Stages of growth and development with special reference to Adolescent and their characteristics – physical, cognitive, social, emotional, moral.
- b) Socio – cultural factors influencing cognition and learning in adolescents w.r.t. family, school, community and religion.
- c) Learner in different learning environment: concept of marginalization (with emphasis on gender inequalities) inclusive setting, multi-culturalism

SECTION-B

Cognitive and Information processing approaches

- a) Piaget's cognitive development theory : Concept, features and applications
- b) Sternberg's information processing theory : Concept, features and applications
- c) Gardener's multiple intelligences : Concept, features and applications

SECTION–C

Humanistic and Psycho-social approaches

- a) Kohlberg's moral development : Concept, features and applications
- b) Roger's Social – constructivism : Concept, features and applications
- c) Erickson's psycho-social development : Concept, features and applications

SECTION–D

- a) Understanding individual difference based on cognitive abilities and affective domain, and their implications for catering to individual variations in view of difference rather than deficit.
- b) Facilitating holistic development of learner: motivation, collaborative, self regulated learning and self – efficacy
- c) Role of teacher in different learning environment settings

SESSIONAL WORK**Performance in unit tests and house examination****10 Marks****Attendance****05 Marks****Assignments on the following****15 Marks**

- Presentation on issues of marginalization with special reference to gender inequality.
- Report based on observation of children (Different age groups) in their natural setting with respect to Piaget's theory of cognitive development.

REFERENCES:

1. **Aggarwal, J.C. (2009)**, *Essentials Of Educational Psychology*. Vikas Publishing House Pvt. Ltd.: New Delhi.
2. **Berk, L.E., (2000)**, *Childhood to Adolescence*. Mc.Graw Hill Company, London 2.
3. **Berk, L.E., (2007)**, *Development through the life span*. Pearson Educational, New Delhi.
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: an 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. **Mangal, S.K. (2002)**, *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
10. **Sharma K.L. (1999)**, *Social Inequality in India: Profiles of Caste, Class and Social Mobility*. Jaipur: Rawat Publications;
11. **Sandra Goss Lucas, Douglas A. Bernstein (2014)**, *Teaching Psychology: A Step-By-Step Guide*, Second Edition. Psychology press: New York.
12. **Woolfolk, A. (2012)**, *Educational Psychology, 12/E*. Pearson publisher: New Delhi.

**SEMESTER-I
PAPER: II**

CONTEMPORARY INDIA AND EDUCATION (P-II)

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.

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

- Differentiate among Diversity, Inequality and Marginalization.
- Understand LPG (Liberalization, Privatization and Globalization) and its Impact on Society.
- Know historical background of Secondary Education
- Understand the constitutional obligations in relation to education.
- Understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in India.
- Familiarize with the present educational problems of Secondary Education.
- Critically appraise various aspects of Secondary Education.

SECTION-A

- a) Meaning of Diversity, Inequality and Marginalization (in society from the perspective of Economic, Social, Religious, language) and the Implication for Education.
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes.
- c) LPG (Liberalization, Privatization and Globalization): concept, their implications on educational sector and Indian Society.

SECTION-B

1. Educational Structure in Contemporary India and role of related Bodies NCERT, UGC, NCTE, NAAC, SCERT, DIET's.
2. Constitutional Provisions– Preamble, Fundamental rights and duties.
3. Critical evaluation of constitutional provision on equality of opportunities.

SECTION-C

- a) **Universalisation of Elementary Education:** Expansion, Equity and Excellence.
- b) Sarv Shiksha Abhiyan and Mid Day Meal : Role and present status in the state of Punjab
- c) RTE Act-2009 and its Implications.

SECTION-D

- a) **Universal Secondary Education:** Expansion, Equity and Excellence; present status and Role of RMSA
- b) **Pedagogic and Curricular Shifts** from NPE-1986 to NCF-2005.
- c) **NCFTE-2009:** Implications for Teacher Education for UEE and USE.

SESSIONAL WORK

Performance in unit tests and house examination

10 Marks

Attendance
Assignments on the following

05 Marks
15 Marks

Critical analysis of the following policy documents:

- Right to Education Act-2009
- National Curriculum Framework-2005 and NCFTE-2009.

REFERENCES:

1. **Aggarwal, J.C. (2009)**, *Teaching Of History*. Vikas Publishing House Pvt. Ltd.: New Delhi.
2. **Bhatt, B.D. (2005)**, *Modern Indian Education. Planning and Development*. Kanishka Publishers, New Delhi
3. **Goel, S.L. and Goel, A. (1994)**, *Education Policy and Administration*. Deep and Deep Publications, New Delhi.
4. **Govt. of India. (1986)**, *National Policy on Education*. Ministry of HRD, New Delhi.
5. **Gupta, V.K and Gupta, Ankur (2005)**, *Development of Education System in India*. Vinod Publication, Ludhiana.
6. **Inderjeet, K. and Raj Kumar (2006)**, *Development of Educational System in India*. 21st century Publication, Patiala.
7. **Jayapalan, N. (2002)**, *Problems of Indian Education*. H.B. Bhargava Publications, Delhi.
8. **Murti, S.K. (2004)**, *Teacher and Education in Indian Society*. Vinod Publications, Ludhiana.
9. **NCERT (2005)**, *National curriculum Frame work*.
10. **Nesla (2004)**, *Theory and Principles of Education*. Vinod Publications, Ludhiana.
11. **Oommen, T.K. (2014)**, *Social Inclusion in Independent India: Dimensions and Approaches*. Orient Publishers.
12. **Pathak, A. (2002)**, *Social Implications of Schooling: Knowledge, Pedogogy, and Consciousness*. Rainbow Publishers
13. **Sachdeva, M.S and Umesh (2005)**, *A Modern Approach to Education in Emerging Indian Society*. Vinod Publications, Ludhiana.
14. **Sodhi, T.S. (2005)**, *Development of Educational System in India*. Bawa Publications, Patiala. 13. Venkateshwaran (2004): *Principles of Education*. Vinod Publications, Ludhiana.
15. **Vijayen, Premavathy & Geetha, T. (2006)**, *Integrated & Inclusive Education: DSE(VI) Manual*. Kanishka Publishers. New Delhi.
16. **Walia, J.S. (1998)**, *Modern Indian Education and its Problems*. Paul Publishers, Jalandhar.

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SEMESTER-I
PAPER: III
EDUCATION AND DEVELOPMENT (P-III)

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 the completion of the course students will be able to: Understand the evolution of education.

- Analyse the social, cultural and political context of education.
- Examine the changing emphasis on education in the context of globalization and internationalization.
- Understand the relevance of education in relation to social, political, economic and cultural context.
- Make the students understand how education helps in economic and national development.

SECTION-A

1. Meaning and concept of Education – Indian and Western perspective.
2. Changing aims of education in the context of Globalization.

SECTION-B

1. Role of education for ensuring sustainable development.
2. Education for 21st century, four pillars of education as recommended by UNESCO.

SECTION-C

1. Education as an instrument of social change.
2. Education for Democracy, National Integration and International Understanding.

SECTION-D

1. Home, School and Community as mediator of education.
2. Concept of values – importance, classification of values, sources of values, ways and means of inculcation of values.

SESSIONAL WORK

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

- One Assignment on contribution of any one of the following w.r.t character development of an individual.
Shri Guru Nanak Dev, Swami Vivekanand, Mahatma Gandhi, Rabindra Nath Tagore.

REFERENCES:-

1. **Aggarwal, J.C. (1993)**, *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
2. **Aggarwal, J.C. (2002)**, *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
3. **Aggarwal, J.C.(2008)**, *Theory & Principles Of Education*. Vikas Publishing House Pvt. Ltd.: New Delhi.
4. **Bhatia, K.K, and Narang, C.L. (1996)**, *The Teacher and Education in Emerging India Society*. Tandon Publications, Ludhiana. 2nd rev. ed.
5. **Bhatia, K.K. and Narang, C.L. (1992)**, *Philosophical and Sociological Foundations of Education*. Doaba House, Delhi.
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8. **Chaube, S.P. (1997)**, *Philosophical and Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.
9. **Cole Luella (1950)**, *A History of Education: Socrates to Montessori*, Holt, Rinehart & Winston, New York, 1950.
10. **Dash, D.N. (2005)**, *Philosophical and Sociological Foundation of Education*. Dominant Publisher, New Delhi.
11. **Dewey, John. (2004)**, *Democracy and Education. An Introduction to the Philosophy of Education*. Aakar Books, New Delhi.

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF PUNJABI
CP 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, ਗੁਰਮੁੱਖੀ 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 ਉੱਪ-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/ 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: IV and V
PEDAGOGY OF HINDI
CP I and II (A) Option: (ii)

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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.

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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 ।

bdkb&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 ।

bdkb&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 ।

bdkb&3

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

bdkb&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।

। 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, जालन्धर।

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF ENGLISH
CP 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**Performance in Unit Tests and House Examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

- 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.
6. **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-I
PAPER: IV and V
PEDAGOGY OF SOCIAL SCIENCE
CP 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

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

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: IV and V
PEDAGOGY OF HISTORY
CP 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

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

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: IV and V
PEDAGOGY OF GEOGRAPHY
CP 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

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

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: IV and V
PEDAGOGY OF POLITICAL SCIENCE
CP 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.
1. Current Affairs: Meaning, importance and utilizing current events in teaching of Political Science.

UNIT IV

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

SESSIONAL WORK

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

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: IV and V
PEDAGOGY OF ECONOMICS
CP 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

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

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: IV and V
PEDAGOGY OF COMMERCE
CP 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.
- Acquaint the pupil-teachers with various methods and techniques of teaching commerce
- Develop the understanding of pupil-teachers concerning curriculum organization
- To make the pupil teacher aware about the role of commerce in developing professional outlook.
- 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

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

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: IV and V
PEDAGOGY OF MATHEMATICS
CP 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- 6th, 7th, 8th, Secondary Level -9th, 10th 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: IV and V
PEDAGOGY OF COMPUTER SCIENCE
CP 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

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

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: IV and V
PEDAGOGY OF SCIENCE
CP I and II (A) 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

- 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

1. Meaning, nature and scope of Science.
2. 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

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

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: IV and V
PEDAGOGY OF PHYSICAL SCIENCE
CP 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

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

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: IV and V
PEDAGOGY OF LIFE SCIENCE
CP 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. Life Sciences curriculum: Meaning, Importance, principles (w.r.t. NCF 2005), Critical Study of existing Life Sciences Curriculum in School.
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

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 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: IV and V
PEDAGOGY OF HOME SCIENCE
CP 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

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 (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: IV and V
PEDAGOGY OF PHYSICAL EDUCATION
CP 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

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

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: IV and V
PEDAGOGY OF MUSIC
CP 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: IV and V
PEDAGOGY OF FINE ART
CP 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

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

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: VI
LANGUAGE ACROSS THE CURRICULAM
(CP-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:

- Understand the concept of classroom transaction
- Understand schema theories
- Explain the nature and types of questioning
- Explain the Concept of Listening, Speaking, Reading and Writing and its significance

SECTION-A

1. Multiculturalism in Classroom with respect to mother tongue and second language (English) according to NCF, 2005

SECTION-B

1. Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351, 350 A)
2. Language issues in India with respect to Kothari Commission (1964 – 66), NPE - 1986, POA – 1992, NCF – 2005

SECTION-C

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

SECTION-D

1. Schema theory and theory of language acquisition by Noam Chomsky.
2. 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
Assignments 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 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. **Indrajit Bhattacharya:** *An approach to communication skills.*
2. **Singh & Bhatia:** *Unique communication skills.*
3. **Mishra, P. and Koehler, M.J. 2006.** “*Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*”. Teachers College Record, Vol. 108, No. 6, pp. 1017-1054.
4. **Ghosh, S. (2009).** *Mass Communication: An Indian Perspective.* Shishu Sahitya Samsad

SEMESTER-I
PAPER: VII
READING AND REFLECTING ON TEXTS
(EPC-I)

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 SECTION–A **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 SECTION – A and SECTION - B by 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. **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-I
PAPER: VIII
FILED ENGAGEMENT WITH SCHOOL (FE-I)

Total Marks: 25
Sessional/ Internal: 25

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMMNE

The following activities will be performed by the students during this one week field engagement programme with school:

1. Interaction with the Principal of the school.
2. Interaction with the Teachers of the school.
3. Visit to the library and going through the books of their teaching subjects.
4. Observing the schedule of the school and analyzing the schedule of the session of the school.
5. Interaction with the student of the class and analyzing the problems of the students.
6. Visit to various laboratories and observe its functioning.

Students will prepare a file to record their experiences after having detailed discussion with their supervisor.

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
UNDERSTANDING THE LEARNING PROCESS
(P-IV)

Time: 3Hrs.

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.

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

- Understand the various theories of learning
- Understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- Explain the nature and characteristics of teaching
- Describe the principles and maxims of teaching
- Discuss anatomy of teaching
- Differentiate between teaching and learning

SECTION-A

- a) Learning- Meaning, Nature and Factors affecting Learning
- b) Learning Theories-Behavioristic, Cognitivist and Bandura's Social learning theories in relation to learner, teacher and teaching learning process.
- c) Transfer of learning, its types and educational implications.

SECTION-B

- a) Learning as construction of knowledge as different from learning as Transmission and reception of knowledge.
- b) Constructivism (Piaget, Bruner and Vygotsky)

SECTION-C

- a) **Learning Styles:** Meaning and concept; Implications for classroom and outside classroom learning
- b) **Motivation:** Concept, Types and Techniques
- c) Teacher's role in motivating, strengthening and sustaining motivation among learners.

SECTION-D

- a) **Learning Disabilities:** Meaning and concept
- b) Types of Learning Disabilities in children and adolescents
- c) Access, participation and quality of education of children and youth with learning disabilities at elementary and secondary educational levels

SESSIONAL WORK**Performance in unit tests and house examination****10 Marks****Attendance****05 Marks****Assignments on the following****15 Marks**

- Case study of Learning Disabled child
- Institutional visit and reporting of activities for mainstreaming of disabled children in school education

REFERENCES:

1. **Bhatia, K.K. (2003):** *Bases of Educational Psychology*. Kalyani Publishers, New Delhi.
2. **Bourne, L.E. (1985).** *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
3. **Chauhan, S.S. (2002):** *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
4. **Clifford Morgan; King, R.R. and Weisz, John (1999):** *Introduction to Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
5. **Dandapani, S. (2001)** *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
6. **Gardner, H. (1983)** *frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
7. **Garret, H.E. (2005):** *Statistics in Psychology and Education*. Paragon International Publishers, New Delhi.
8. **Guilford, J.P. (1967).** *Nature of Human Intelligence*, New York: McGraw Hill. Bachelor of Education (B.Ed.)
9. **Hurlock,E.B. (1953):** *Developmental Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New York.
10. **Kakkar, S.B. (2001):** *Educational Psychology*. Prentice Hall of India, New Delhi.
11. **Kirk, Samuel, A; Gallagher, James J. and Anasrasion, Nicholas, J. (1997):** *Educating Exceptional Children*. Houghton Mifflin Company, New York.
12. **Mangal S.K. (2002):** *Advanced Educational Psychology*. Prentice Hall of India, New Delhi. Mohanty,
13. **Girish bala (1986):** *Educational Psychology*. Kalyani Publishers, New Delhi.
14. **Sahu, Binod Kumar (2002):** *Education of Exceptional Children*. Kalyani Publishers, Ludhiana.
15. **Segal, J.W. Chipman, S.F., & Glaser, R. (1985).** *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
16. **Sidhu, Kulbir Singh (1998):** *Statistics in Education and Psychology*. International Publishers, Jalandhar.
17. **Singh, Yogesh Kumar (2005):** *Guidance and Career Counselling*. APH Publishing Corporation, New Delhi

SEMESTER-II
PAPER: II
ASSESSMENT FOR LEARNING (CP-IV)

Time: 3Hrs.

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.

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; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

SECTION-A

- a) **Assessment:** Concept, nature and characteristics of assessment
- b) Distinction between “Assessment of learning” and ‘Assessment for learning’.
- c) Purpose of assessment in a “Constructivist Paradigm

SECTION-B

- a) **Types of Assessment:** Diagnostic, Formative and summative
- b) **Concept of Continuous and Comprehensive Assessment and Grading:** Concept and characteristics
- c) Evaluation w.r.t. New Bloom’s taxonomy of educational objectives

SECTION-C

- a) Assessment of scholastic and allied aspects in learning outcomes: (i) Construction of various test items (ii) Blue print of a question paper
- b) Assessment of affective domain: Observation, interview and rating scale as a tool of assessment.
- c) Assessment of psychomotor domain of learning outcomes

SECTION–D

1. Statistical tool: Theoretical understanding and computation of Percentage, Graphical representation, frequency distribution, central tendency, variation, theoretical understanding of normal distribution, standard scores (Z,T and Stanine) with reference to assessment for learning.
2. Feedback as an essential component for assessment.
 - i. Types of feedback
 - ii. Developing maintain and reporting a comprehensive learner profile

SESSIONAL WORK**Performance in unit tests and house examination****10 Marks****Attendance****05 Marks****Assignments on the following****15 Marks**

- Preparation of Cumulative Record Card (CRC) for CCE
- Conversation of raw scores into grade point average

REFERENCES:

1. **Aggarwal, J.C. (2009).** *Essentials Of Educational Technology*. Vikas Publishing House Pvt. Ltd.: New Delhi
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. Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
4. **Carr, J.F., & Harris, D.E. (2001).** *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. **Danielson, C. (2002).** *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
6. **Gentile, J.R. & Lalley, J.P. (2003).** *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
7. **Guskey, T.R., & Bailey, J.M. (2001).** *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
8. **Natrajan V.and Kulshreshta SP (1983).** *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
9. **Robert L. Linn (2008).** *Measurement and Assessment in Teaching*. Pearson publisher: New Delhi

SEMESTER-II
PAPER: III
Educational Technology and ICT
P-V

Time: 3Hrs.

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.

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

- Understand the nature and scope of educational technology and also about the various forms of technology
- Know the systems approach to Education and communication theories and modes of communication
- Familiar with the instructional design and modes of development of self learning material
- Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies

SECTION-A

Nature and Scope

- 1) **Educational Technology: Concept, Approaches of Educational Technology:** Hardware and software, Multimedia and Mass media approach.
- 2) Concept of Teaching, Anatomy and principles of teaching. Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.
- 3) Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET

SECTION-B

Systems Approach to Education and Communication

- 1) Systems Approach to Education and Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies. Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.
- 2) Communication and Instruction: Concept, nature, principles, modes, facilitators and barriers of communication process, Classroom Communication (Interaction- verbal and Non-verbal).
- 3) Instructional Strategies and Media for Instruction; designing of instructional strategies such as lecture, team teaching, discussion, smart class, seminar and tutorials (concept and importance), Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes.

SECTION–C**Innovations in Teaching Learning Process**

- 1) Bloom's Taxonomy of instructional objectives.
- 2) **Teaching Models:** concept, types- concept attainment and Advance Organizer Model
- 3) **Micro Teaching:** Concept process , limitations and knowledge of few important teaching skills

SECTION–D**ICT in Education**

- 1) **Information & Communication Technology:** Concept, Need and Scope along with its difference with Educational Technology.
- 2) E-learning, Mobile learning as manifestation of ICT
- 3) Digital resources and Digital platform as means for integrating ICT in Edu.

SESSIONAL WORK**Performance in unit tests and house examination****10 Marks****Attendance****05 Marks****Assignments on the following (Any two)****15 Marks**

- Organise seminar/ debates on different approaches of ICT in teaching learning process.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.
- Preparation of two lesson plans based on any model of teaching.

Books Recommended:

1. **Agarwal, J.P. (2013).** *Modern Educational Technology*. Delhi: Black Prints.
2. **Chauhan, S.S. (1978).** *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
3. **Mangal, S.K. & Uma Mangal (2009).** *Essentials of Educational Technology*. New Delhi.
4. **Mohanty, J. (2007).** *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
5. **Mukhopadhyay, M. (2003).** *Educational Technology-Knowledge assessment (IInd edition)*. Shipra publications, New Delhi-110092
6. **Sharma, R.A. (1997).** *Technology of teaching*. Loyal Book Depot, Meerut.
7. **Sharma, Y.K. & Sharma, M, (2006).** *Educational Technology and Management*. Vol 1. New Delhi: Kanishka Publishers and Distributors.

Web-referenceswww.emrc.org/www.ciet.nic.in/www.ignou.ac.in/www.cec.nic.in/www.avrc.ucsd.edu/

SEMESTER-II
PAPER: IV AND V
PEDAGOGY OF PUNJABI
CP 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/
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: IV AND V
PEDAGOGY OF HINDI
CP 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; iqrđ , oa iqrđky; % अर्थ, उपयोगिता, विद्यार्थियों की रूचि विकसित करने के उपाय।

2. eW; křdu% 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; 7 %

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 t r d | p h %

- 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 सन्ज, देहली।
- गोयल ए० के० "हिन्दी शिक्षण" हरीश प्रकाशण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

SEMESTER-II**PAPER: IV and V
PEDAGOGY OF ENGLISH
CP 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: IV and V
PEDAGOGY OF SOCIAL SCIENCE
CP 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

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

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: IV and V
PEDAGOGY OF HISTORY
CP 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

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

- 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: IV and V
PEDAGOGY OF GEOGRAPHY
CP 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

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

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: IV and V****Course Title: PEDAGOGY OF POLITICAL SCIENCE****CP 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: IV and V
PEDAGOGY OF ECONOMICS
CP 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

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

- 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: IV and V
PEDAGOGY OF COMMERCE
CP 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 Boshia Johni and Digumarti, S.K and Rao, Bhaskara:** *Methods of Teaching of Commerce.*

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF MATHEMATICS
CP 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

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

- 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-2QOO-**(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: IV and V
PEDAGOGY OF COMPUTER SCIENCE
CP 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

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

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: IV and V
PEDAGOGY OF SCIENCE
CP 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**Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

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: IV
PEDAGOGY OF PHYSICAL SCIENCE
CP 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**Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

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 21st Century*. Deep and Deep Publishers, New Delhi

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF LIFE SCIENCE
CP 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 plant

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

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: IV and V
PEDAGOGY OF HOME SCIENCE
CP 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: IV and V
PEDAGOGY OF PHYSICAL EDUCATION
CP 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

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

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, Hardy 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: IV and V
PEDAGOGY OF MUSIC
CP 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. Bhattacharya and Pt. V.D. Pulaskar.
2. Knowledge of following Taals- Ekgun and dugun of Dadra, Rupak, Keharva, Jhaptal, 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

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

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: IV and V
PEDAGOGY OF FINE ART
CP 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

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

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: VI
DRAMA AND ART IN EDUCATION
(EPC-II)

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 color 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. Writing and Sketching practice on the black board with respect to pedagogy subject aesthetically
4. Preparation of chart of alphabets in English, Punjabi and Hindi
5. Preparation of one chart according to pedagogy subject.

SECTION-B

1. Role of drama in pedagogy subjects
2. Use of drama techniques for personality development
3. Preparation of video presentation of pedagogy lessons using drama and art techniques.

Evaluation scheme

a) Internal

Attendance 5 marks

Sessional work related to SECTION-A

5 Marks

Sessional work related to SECTION-B

5 Marks

Assignments on the following-10 marks

Report on drama techniques for personality development

Preparation of video presentation of pedagogy lessons.

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 Karylaya, Hathras

SEMESTER-II
PAPER: VII
COMMUNICATION SKILLS

Total Marks: 25

Internal: 25

Learning objectives:

By the end of the course the student will be able to:

1. Know how to establish a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
2. Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
3. Provide appropriate instruction that actively engages students in the learning process.
4. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
5. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

Details of specific points listed for each project:

Peer Leadership Discussions

- Participation in Peer Leadership Discussions
- Use of clear, concise, appropriate language with classmates
- Development of positive body language in the classroom

Power Point Presentation (PowerPoint - 2007, 2010)

- Title page with full author information
- Visual presentation of written material
- Use of multiple resources such as clip art, jpeg inserts, sounds, movement, multiple backgrounds to stress section of information
- Any other advanced tool to assist in the presentation of information
- Written handout prepared for instructor and classmates
- Lesson plan that includes the use of the Power Point presentation

Partial List of topics for Peer Leadership Discussions and PowerPoint Presentations:

Homework	Cooperative Learning Techniques
Classroom and General Discipline	Student Assessment Techniques
Use of Technology in the Classroom	Grading Procedures (Homework, Test, etc.)
Lesson Planning	Classroom Management (Seating, Grouping, etc.)
Parent and Community Involvement	Motivation (Praise, Reinforcement, Etc.)
Use of Bloom's Taxonomy in the Classroom	Teaming with Grade Level Colleagues
School Climate (Safety, Cooperation, etc.)	Diversity in the Classroom
Classroom Environment	Modifications for Special Needs Students
Use of Thematic Units	Other as approved by the instructor

TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2007, 2010)

Presentation Software (PowerPoint - 2007, 2010)

Internet access

Evaluation Criteria

- | | |
|-------------------------------|-----------------|
| 1. Classroom attendance | 5 Marks |
| 2. PowerPoint Presentation | 10 Marks |
| 3. Peer Leadership Discussion | 10 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.

SEMESTER–III**PAPER–I
CP–I & II (SI)**

Total Marks: 350
External Marks: 200
Sessional/Internal: 150

School Internship of 15 weeks in a recognized school is Compulsory**External Examination**

There will be two external examinations in pedagogy of school subject I and II for 100 marks each to be conducted in the school or in the college with school students. This examination will be conducted by the internal examiners and external examiners (subject specific school teacher preferably at least 5 years of experience), coordinated by faculty of department of education of university / Principal of any other College of Education affiliated to G.N.D.U., Amritsar. The school Internship program will be of 15 weeks duration for regular students. The school experience program will be carried in the third semester in a practicing school or in two different types of schools in rotation. All lessons are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the note books & feedback will be given to the students.

Sessional / Internal Assessment

- (i) A candidate who does not complete 2 composite discussion lessons and 50 lessons in each subjects (40+10) i.e.; 40 Composite lessons and 10 Micro lessons in each subject and 15 observations, (10+05) i.e.; 10 composite and 5 observations of lesson delivered by good teachers of the school in each teaching subjects. The 40 composite lessons will be further divided as 20 composites lesson of general nature, whose step is based on Harbartian approach (Modified by the respective college/ institution), 05 value based composite lessons, 5 model based lessons (based on Model of Teaching) and 05 lessons on ICT integration and 5 lesson plans based on constructivist approach. The Principal will intimate the names and roll numbers of such candidates, to the University immediately after the completion of school internship program so that the result of the semester examination of these candidates may be withheld, If any candidate fails to complete the 15 weeks teaching practice in the session/year, his/her candidature will be cancelled and result be filed.
- (ii) In addition to the above condition, there will be a school enrichment program of 150 marks, the school enrichment program will consist of various activities as described below.

**DISTRIBUTION OF MARKS OF VARIOUS ACTIVITIES DURING SCHOOL
INTERNSHIP PROGRAMME FOR SESSIONAL WORK**

Sr. No.	Activities During School Internship Program	Marks
1	4 Discussion lesson (2 for each subject), 10 marks per subject	40
2	Preparation of lesson plans (50 lesson plans for each subject), 10 marks for each subject	20
3	Performance during Internship: 1. Use of Teaching aids 2. Use Innovations Techniques 3. Supervisory duties in Examination at respective school. 4. Checking of Answer Scripts 5. Formulation of School Time table 6. Overall Conduct	40
4	Observation of at least 20 lessons (10 per subject) delivered by peer group and observation of 10 lessons delivered by senior teaches (5 in each school subject)	10
5	Maintenance of attendance register, admission register, result records, stock registers etc.	5
6	Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report	5
7	Reflective Journal writing	5
8	Correction of home-work notebooks	5
9	Construction, administration and analysis of one achievement test and submission of report	5
10	Preparation of Diagnostic test followed by remedial measures	5
11	Case Study of a child with deviant behavior	5
12	Action research related with classroom problems	5
	Total	150

SEMESTER–III

PAPER–II
FIELD ENGAGEMENT WITH COMMUNITY and CP
FE-III

Duration: 3 week
Total Marks: 50
Sessional/ Internal: 50

ACTIVITIES DURING TWO WEEKS FIELD ENGAGEMENT PROGRAMMNE

The Institution will plan two weeks programme to address to the societal concerns and curriculum and pedagogic concerns. In this programs institute must ensure that all the students select work worth two weeks programs and engaged in activities like -

1. NSS Camps
2. NCC Activities.
3. Visit to Rural/ urban slum area school and preparing case study of them
4. Visit to some good schools in terms of infrastructure, learning resources and practices, governance etc. and preparing case study on the school
5. Organizing plantation, Cleanliness, road safety, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
6. Visit to community service institutions like Red cross, Mahila Kendra, Nehru Yuva Kebdra, Red Ribbon clubs, Old Age Homes etc.
7. Visit to subject specific laboratories , subject related museum and places for integrating CP Contents with field

The students will prepare a report of the activities takes and submit to the Institution.

SEMESTER-IV

PAPER-I

COURSE TITLE: GENDER, SCHOOL and SOCIETY

P-VI

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions:

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

UNIT-I

1. Meaning of gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender identity in socialization practice in family, schools and other formal and informal organization.
3. Concept of Gender Equity and equality in education: Problems of access, retention, stagnation and dropout.

UNIT-II

1. Role of Education in Gender sensitization: Identifying education as a catalyst agent for gender equality.
2. Role of curricular and co-curricular activities in combating gender bias.
3. Efforts of government and non-government organization in dealing with gender inequalities.

SESSIONAL WORK:

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

Field visits to schools to observe infrastructure/ school processes/ problems/ from Gender perspective in a Boys School, Girls School, Co-Education School. (Submission of a Report)

References:

- **Aeker, S. (1994)** *Feminist theory and the study of gender and education*; In S.
- **Acker, Gendered Education: Sociological Reflections on women**, Teaching and Feminism, Buckingham: Open University Press.
- **Ahmad, Karuna (1984):** 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.
- **Barks, O. (1971):** *Sociology of Education* Ed. 2 Landon: Batsford.
- **Crapo, H. (ed.) (1970):** *Family, Class and education*, London: Longman
- **Chandra, Karuna (1984):** *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. Journal of Social Sciences. Vol 3 No. 1.
- **David, Mirrian, E. (1980):** *State the Family and education*, London: Routledge and kegan Paul Desai, A.R.
- **Husen, T. (1975):** *Social Influences Education attainment: Research Perspective on educational equality*, Paris: OECD.
- **Kumar, K. (1991)** *Political agenda of Education*, New Delhi: Sage.
- **Lips, Hilary M. (1989):** *Sex and Gender an Introduction*, California: Mountainview, Mayfield Publishing Company.
- **Myrdal, G. (1972)** *Asian Drana: An inquiry into the poverty of Nations*, Vol: III, London: Allen Lane.
- **Shokeshaft, Charol (1989).** *Women in education administration*, New Bury Park: Sage Publication.
- **Tyler, W. (1977):** *The sociology of educational inequality*, London: Methuen.

SEMESTER-IV

PAPER-II

COURSE TITLE: FOUNDATIONS OF CURRICULUM DEVELOPMENT

P-VII

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions:

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- Understand the concept of curriculum
- Differentiating curriculum and syllabus
- Discuss various Facets of curriculum
- Discuss theories and types of curriculum
- Explain the process of curriculum development
- Discuss the role of school philosophy in developing curriculum
- Differentiate between centralized and de-centralized curriculum
- Discuss the problem of curriculum load

UNIT-I

1. **Curriculum:** Concept, objectives and components
2. **Types of Curriculum:** (a) Subject Centered (b) Learner centered (c) Community centered
3. **Facets of Curriculum:** Core-curriculum with special reference to Gandhian and Tagore's philosophy of education.

UNIT-II

1. Philosophical, Psychological and Sociological determinants of curriculum.
2. Construction of curriculum vis-à-vis Teacher's role and support in transaction, development and research in curriculum
3. **Curriculum Implementation:** Review and renewal of aim and processes.

Sessional Work:

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- Visiting and maintaining a reflective diary on institutions, like SCERT, school boards, National Organizations etc. with respect to curriculum design, implementation and review.

References:

- **Aggarwal, Deepak (2007):** *Curriculum development: Concept, Methods and Techniques.* New Delhi. Book Enclave.
- **Aggarwal, J.C (1990).** *Curriculum Reform in India- World overviews,* Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- **Arora, G.L. (1984):** *Reflections on Curriculum.* NCERT. Bhalla, Navneet (2007), Curriculum development Published by Authorpress E35/103 Jawahar Park laxmi Nagar, New Delhi-92.
- **CIET (2006)** *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English,* CIET, NCERT, New Delhi.
- **CIET (2007)** *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process,* CIET, NCERT, New Delhi
- **Dewey, John (1966).** *The Child and the Curriculum.* The University of Chicago Press.
- **Diamond Robert M. (1986)** *Designing and Improving Courses in Higher Education: A Systematic Approach,* California, Jossey-Bass Inc. Publication.
- **Joseph, P.B. et al; (2000):** *Cultures of Curriculum (studies in Curriculum Theory).* New York. Teacher College Press.
- **McKernan, James (2007):** *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.* Routledge. U.K.
- **NCERT (2000).***National Curriculum Framework for School Education,* NCERT, New Delhi.
- **NCERT (2000).***National Curriculum Framework for School Education,* NCERT, New Delhi.
- **NCERT (2005).***National Curriculum Framework-2005,* NCERT, Sri Aurobindo Marg, New Delhi.
- **NCERT (2005).***National Curriculum Framework-2005,* NCERT, Sri Aurobindo Marg, New Delhi.
- **NCTE (2009)** *National Curriculum Framework for Teacher Education.*
- **Oliva, Peter F. (1988)** *Developing the Curriculum.* Scott, and Foresman and Co. Reddy, B. (2007): Principles of curriculum planning and development.
- **Taba Hilda (1962)** *Curriculum Development: Theory and Practice,* New York, Harcourt Brace, Jovanovich Inc.
- **Taba Hilda (1962)***Curriculum Development: Theory and Practice,* New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
- **Wiles, J.W. & Joseph Bondi (2006):** *Curriculum Development: A Guide to Practice.* Pearson Publication

SEMESTER-IV

**PAPER-III
INCLUSIVE EDUCATION
P-VIII**

Time: 1.30 Hrs.

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

Instructions:

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

1. Explain the concept of Disability.
2. Describe the concept of Inclusion and its historical perspective.
3. Differentiate various types of Inclusion.
4. Explain various constrains in setting Inclusive Schools.

UNIT-I

1. **Inclusive Education:** Concept, principles: Difference among integrated, special education and inclusive education.
2. Types of Exclusion with respect to Gender, caste, Locale and disability.
3. Provisions of Inclusive Education under Sarv Shikhsa Abhiyan, RTE and RMSA.

UNIT-II

1. Pedagogical strategies for addressing diversity in classroom through Cooperative learning strategies, Peer tutoring, social learning, reflective teaching and multi-sensory teaching.
2. Technology and its application- ICT, adaptive and assistive devices; individual and institutional requirements for different disabilities.
3. Family support and community involvement in Inclusive practices.

SESSIONAL WORK

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

Opt for any one of the following activities.

1. Preparation of status report on school education of children with diverse needs.
2. Field visit to school/ Institutions promoting Inclusive process and discussion with teachers and observation and analysis of Teaching Learning practices.
3. Analysis of any one policy document (National and International), related to diversity.

Reference Books:

- **Ahuja. A, Jangira, N.K. (2002):** *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi. 110002.
- **Ainscow, M., Booth. T (2003):** *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- **Jangira N.K. and Mani, M.N.G. (1990):** *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- **Jha. M.(2002)***Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- **Sharma P.L (2003)** *Planning Inclusive Education in Small Schools*, R .I E. Mysore.
- **Sharma, P.L. (1990)** *Teachers handbook on IED-Helping children with special needs* N.C.E.R .T. Publication.

SEMESTER-IV**PAPER-IV****COURSE TITLE: SCHOOL MANAGEMENT****P-IX****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions:**

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- School as a conducive learning environment.
- The role of teacher and the principal in ensuring a vibrant school climate.
- The concept of Quality Enhancement and Management in school.

UNIT-I

1. School Organization and Management: Meaning, need, functions and latest trends.
2. Total Quality Management
 - a) Concept, need and importance
 - b) Significance of TQM to schools with special reference to
 - (i) Physical Resources.
 - (ii) Human Resources
 - (iii) Healthy Practices for Staff and Students with Special Reference to IQAC
3. Norms and Conditions of Opening a School According to CBSE/PSEB

UNIT-II

1. Principal –The Leadership role
 - (a) Importance
 - (b) Qualities
 - (c) Relation with others
 - (d) Duties and functions
2. Mechanism for co-ordinated functioning in school.
 - (a) Planning of annual school calendar
 - (b) Time Table c. Curricular Activities
3. Registers and Records
 - (a) Meaning, need and importance
 - (b) Stock Register, Admission Register, Attendance Register, Cumulative Record Card and Anecdotal Records.

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

1. Cumulative Record Card and Anecdotal records

REFERENCES:-

- **Mathur, S.S. (1990):** *Educational Administration and Management*. The Indian Press, Ambala.
- **Mohanty, Jagannath (1998):** *Educational Administration: Supervision and School Management*. Deep and Deep Publications, New Delhi.
- **Sachdeva, M.S. (2001):** *School Management*. Bharat Book Centre, Ludhiana.
- **Safaya, Raghunath and Shaida, B.D. (1979):** *School Organization*. Dhanpat Rai, Delhi.
- **Sarkaria, M.S, Singh, Jaspal & Gera, Manju (2008):** *Modern school management*. Kalyani Publishers, Ludhiana.
- **Sodhi, T.S and Suri, Aruna (2002).** *Management of School education*, Bawa Publications, Patiala.

SEMESTER-IV**PAPER-V****COURSE TITLE: VOCATIONAL AND WORK EDUCATION
(CP -V)(i)****Time: 1.30 Hrs.****Total Marks: 50
Theory: 35
Sessional Work: 15****Instructions:**

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- Meet education demands of the population, support professional, career development.
- Feed economy with qualified staff competitive both on local and international labor market.
- Support student mobility.
- Ensure professional development of minority groups and create employment opportunities for them.
- Maintain competitiveness of employed be re-training and professional development.

UNIT-I

1. **Vocational Education:** Concept, Objective, significance and Scope.
2. **Vocationalisation of Education:** Basic Education Scheme (1937) Secondary Education Commission (1958), Education Commission (1966), NPE (1986)
3. Role of Government and NGO's as agency concerning vocational education.

UNIT-II

1. Skill development vis-a- vis Employability, employment and entrepreneurship.
2. National skill Qualification framework: Objectives, Standards, Curriculum for different levels.
3. Role of teacher in solving problems of learners while imparting vocational education.

SESSIONAL WORK

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

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

REFERENCES:-

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

SEMESTER-IV**PAPER-V****COURSE TITLE: HEALTH AND PHYSICAL EDUCATION****CP- IV (Opt: ii)****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions:**

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- Aware about the concept of health education.
- Know the importance of balanced diet.
- Promote an understanding of personal hygiene.
- Understand the techniques used to diagnose health.

UNIT-I

1. Health and Physical Education: Concept, Objectives and Importance.
2. Relationship of health and Physical education with other subject areas- Sciences, social science and Languages.
3. Communicable and Non- communicable Diseases: Meaning, causes and preventive measures of obesity and AIDS.

UNIT-II

1. Nutritional needs of children, adolescent with respect to age, sex, and their dietary requirements.
2. Yogic practices: Importance of Yoga, Yogasans and kiriyas and pranayams.

Sessional Work:**Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

1. Organizing sports activity in a practicing school.
2. To practice various games and rhythmic exercises (prepare file of work done).
3. Participation in one of the major games, Volley-ball, Basket-ball, Kho-Kho, Table Tennis, Hockey, Badminton, Football etc

References:

- **Prasad, Y.V.R.K, Sagar P.V Rao, D.B (2005):** Sonali Publications, Ansari Road, Delhi.
- **Singh, U.K, Nayak, A.K (2005):** Common wealth publishers Ansari Road, Darya Ganj, Delhi.

SEMESTER-IV**PAPER-V****COURSE TITLE: PEACE AND VALUE EDUCATION
(CP IV)(Opt: iii)****Time: 1.30 Hrs.****Total Marks: 50
Theory: 35
Sessional Work: 15****Instructions:**

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- To enable the student's teachers:
- To understand the concept of peace education.
- To understand the dynamics of transformation of violence into peace.
- To realize the significance of peace in Self-development.
- To familiarize the nature of conflicts and their resolutions.
- To imbibe the knowledge, attitudes and skills needed to achieve and sustain a Global culture of peace.
- To adopt peace education in the curriculum.

UNIT-I

1. **Peace Education:** Concept, Objectives and Scope; Difference between Peace and Value Education.
2. Peace Education in the Context of Socio – Cultural – Religious Diversities in Indian.
3. Gandhian Philosophy of Peace and Non-Violence in globalized society.

UNIT-II

- Constructivist approach in teaching of Peace education
- Understanding Epistemic connection of Peace values with school subjects- Sciences, Social sciences, Languages and mathematics.
- Role of teacher and co-curricular activities in imparting peace education.

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following (Any two) **08 Marks**

Excursion to sites or monuments symbolizing introspection;

Preparing action plan for developing peace in school and local community

Role plays/ skits to enact situations involving conflicts, corporal punishment, discrimination and domestic violence in day- to- day life

References:

- **Apple, M.W. (2008).***Can schooling contribute to a more just society? Education, citizenship and social justice.*
- **Freire, P. (1998).***Pedagogy of freedom: Ethics, democracy and civil courage,* Rowman and littlefield.
- **Hall and Hall (2003).***Human relations in education,* Rontledge
- **Krishna murti, J. (1992).***Education and world peace.* Krishnamurti foundation.
- **Parekh, B.C. (2000).** *Rethinking multiculturalism: Cultural diversity and polical theory,* palograve.

SEMESTER-IV**PAPER-V****COURSE TITLE: GUIDANCE AND COUNSELLING
(CP- IV)(Opt: iv)****Time: 1.30 Hrs.****Total Marks: 50
Theory: 35
Sessional Work: 15****Instructions:**

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

1. Understand the meaning, nature and scope of guidance.
2. Recognize the role of guidance and counseling.
3. Appreciate the need of guidance.
4. Understand the meaning, nature and scope of counseling.
5. Analyze the relationship between guidance and counseling.

UNIT-I

- 1 **Guidance and Counseling:** Concept, Objectives and Importance.
- 2 Principles of Guidance.
- 3 Types of Guidance- Educational, Vocational and Personal.

UNIT-II

1. **Types of Counseling:** Directive, Non directive and Eclectic.
2. **Counseling Interview:** Concept, Process and role of teacher and counselor.
3. Organization of Guidance and Counseling Programme.

Sessional Work:**Performance in unit tests and house examination****05 Marks****Attendance****02 Marks****Assignments on the following****08 Marks**

Survey of Guidance Programme of a Secondary School.

References:

- **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** *Guidance and Counseling*, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- **Dave Indu (1984).** *The Basic Essentials of Counselling*. New Delhi: Sterling Pvt. Ltd.
- **Gazda George R.M. (1989).** *Group Counselling: A Development Approach*. London: Allyn and Bacon.
- **Gibson, R.L. & Mitchell, M.H. (1986).** *Introduction to Guidance*. New York: McMillan.
- **Glickman, C & Wolfgang, C. (1981).** *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
- **Mallon, Brenda (1987).** *An Introduction to Counseling Skills for Special Educational Needs-Participants Manual*. Manchester: Manchester University Press, UK.
- **Mathewson, R. H. (1962).** *Guidance Policy and Practice*, 3rd Ed. New York: Harper and row.
- **Nugent, Frank A. (1990).** *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- **Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980).** *Guidance: An Introduction*. Chicago: Rand McNally.
- **Rao, S.N. (1981).** *Counselling Psychology*. New Delhi: Tata McGraw Hill.

SEMESTER-IV

PAPER-VI

**COURSE TITLE: Enhancing Learning through ICT
EPC-III**

Time: 1.30 Hrs.

**Total Marks: 50
Sessional Work: 50**

The Whole sessional work will be submitted to the incharge.

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

- To enable the student teachers to know about computer and its components.
- To enable the student teachers to make slide presentation.

UNIT-I

1. **ICT and Knowledge Construction in School Education:** Concept, Objectives and Importance
2. Functional knowledge of operating computers- Word processes, use of Power Point and Excel.
3. Browsing of Internet for Discerning and selecting relevant subject related information and their downloading for generating teaching learning material.

UNIT-II

1. Use of available software/C.D./ P.P.T. with LCD Projector for subject learning interaction.
2. Process of preparing project based lesson plan.
3. ICT Usage in Social Networking: Concept, Tools and Disadvantages.

Sessional Work:

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 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.

References:

Sharma, L. (2006). Computer Education. Ferozepur Cantt: Wintech Publications. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
Subramanian. N. (1988). Introduction to Computers (Fundamentals of Computer Science). New Delhi: Tata McGraw Hill.

SEMESTER-IV**PAPER-VII****COURSE TITLE: UNDERSTANDING THE SELF****EPC-IV**

Total Marks: 50
Sessional Work: 50

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

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Curriculum Transaction: In these workshops/ discourses sharing of case studies/ watching movies or documentaries, brain storming exercises, training session, physical excursions, meditations etc. should be encouraged. Students will write reflective journals and give feedback to each session and maintain record.

UNIT-I: EXPLORING THE AIM OF LIFE**Objectives**

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic understanding of the human self and personality.

Workshop Themes

1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
2. Philosophy of Yoga and its role in well-being.
3. Developing positivity, self-esteem and emotional integration.
4. Writing a self-reflective journal

UNIT-II: DEVELOPING SENSITIVITY**Objectives**

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

1. Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
2. Developing the capacity for empathic listening and communication skills.
3. Understanding group dynamics and communication
4. Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Sessional Work:

1. Workshop on Yog
2. Workshop on Communication skill and SWOT analysis (Debate/ Declamation/ Group Discussion)
3. Workshop on Personality development
4. Nature walk/ Visit to national park/ Sanctuary
5. Preparation of Reflective journal
6. Practical file

ESSENTIAL READINGS:-

- **Antoine de Saint-Exupery.** (1977). *The Little Prince*. London, UK:
- **Wordsworth** Edition Translated by Irene Testot-ferry (available in Hindi).
- **Dalal, A.S. (2001).** Our Many Selves. Pondicherry, India: *Sri Aurobindo Ashram*.
- **Frankl, V. (1946).** *Man's Search for Meaning*. New York: Pocket Books.
- **Joshi, K. (ed) (2005).** *The Aim of Life*. Auroville, India: Saiier.
- **Krishnamurti, J. (1953).** *Education and the Significance of Life*, Ojai,
- **California, USA:** Krishnamurti Foundation Trust.
- **NCERT, (2006).** *Education for Peace, Position Paper*. New Delhi: NCERT.
- **Walk with Me: A Guide for Inspiring Citizenship Action.** (2006). New Delhi: Pravah Pub.

Readings for Discussion:-

- **Bach, R. (1994).** Jonathan Livingston Seagull, London, UK: HarperCollins Publications.
- **Chatterjee, D. (1998).** *Leading Consciously*, MA, USA: Butterworth-