

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION (B.Ed.)

(Two Years)

(SEMESTER: I–IV)

Examinations: 2016–17



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						
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			

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			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 Proficiency and Communication	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				

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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				
7	VII	FE-II	Field engagement for perspective papers	25	0	1	
		Total Credits		475	17	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	50	2	1
7	V	ii.	Health and Physical Education			
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

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

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

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

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

UNIT-I

- 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

UNIT-II

Cognitive and Information processing approaches

- a) Piaget's cognitive development theory
- b) Sternberg's information processing theory
- c) Gardener's multiple intelligences

UNIT-III

Humanistic and Psycho-social approaches

- a) Kohlberg's moral development
- b) Roger's Social – constructivism
- c) Erickson's psycho-social development

UNIT-IV

- 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 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.

PAPER: II**CONTEMPORARY INDIA AND EDUCATION (P-II)****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30**

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

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.

UNIT-I

- a) Meaning of Diversity, Inequality and Marginalization (Economic, Social, Religious, language) in Society and the Implication for Education.
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes.
- c) LPG (Liberalization, Privatization and Globalization); Impact on Indian Society

UNIT-II

1. Educational Structure in Contemporary India and 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.

UNIT-III

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

UNIT-IV

- a) **Universal Secondary Education:** Expansion, Equity and Excellence; Role of RMSA.
- b) **Pedagogic and Curricular Shifts:** From NPE-1986 and 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	05 Marks
Assignments on the following	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. **Murthi, 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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PAPER: III
EDUCATION AND DEVELOPMENT (P-III)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

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

- Analyses 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.

UNIT-I

1. Meaning and concept of Education – Indian and Western perspective.
2. Changing aims of education in the context of Globalization.
3. Role of education for ensuring sustainable development.
4. Education for 21st century, four pillars of education as recommended by UNESCO.

UNIT-II

1. Education as an instrument of social change.
2. Education for Democracy, National Integration and International Understanding.
3. Home, School and Community as mediator of education.
4. 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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7. **Brubacher, John S. (1983)**, *Modern Philosophies of Education*. Tata McGraw Hill, New Delhi (Also Pbi. Translation by Punjabi University) 4th ed.
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.

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

- 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.

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 ਤੇ ਪ੍ਰਕਿਰਤੀ, ਸਮਾਜਕ ਸਰੋਕਾਰ, ਸਮਾਜ, ਸੱਤਾ ਤੇ ਪਛਾਣ।
ਸਿੱਖਿਆ ਖੇਤਰ ਵਿੱਚ ਭਾਸ਼ਾ ਦਾ ਮਹੱਤਵ - ਘਰ, ਸਕੂਲ, ਭਾਸ਼ਾ ਮਾਧਿਅਮ ਵਜੋਂ, ਪਾਠਕ੍ਰਮ ਦੀ ਭਾਸ਼ਾ, ਬਹੁ-ਭਾਸ਼ੀ ਜਮਾਤ ਅਤੇ ਅਧਿਆਪਕ-ਵਿਦਿਆਰਥੀ ਸਬੰਧ ਵਿੱਚ ਭਾਸ਼ਾ ਦਾ ਰੂਪ।
2. ਸੰਵਿਧਾਨ ਤੇ ਸਿੱਖਿਆ ਸਮਿਤੀਆਂ ਦੀ ਭਾਸ਼ਾ ਸਬੰਧੀ ਰਿਪੋਰਟਾਂ
ਭਾਸ਼ਾਵਾਂ ਦੀ ਸਥਿਤੀ (ਧਾਰਾ 343-351, 350), ਕੋਠਾਰੀ ਕਮੀਸ਼ਨ (1964 ਤੇ 1966), ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ - 1986, ਪੀ.ਓ.ਏ. - 1992, ਰਾਸ਼ਟਰੀ ਪਾਠਕ੍ਰਮ ਫਰੇਮਵਰਕ - 2005 (ਭਾਸ਼ਾ ਅਧਿਐਨ)
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਧਾਰਨਾ - ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਤੇ ਸੂਤਰ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ - ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ।

ਇਕਾਈ-2

5. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਰਤਮਾਨ ਸਿਥਤੀ - ਪੰਜਾਬੀ ਦੀਆਂ ਉਪ-ਬੋਲੀਆਂ, ਅੰਤਰ-ਰਾਸ਼ਟਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਅਤੇ ਪੰਜਾਬੀ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ।
ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਦਾਰਸ਼ਨਿਕ, ਮਨੋਵਿਗਿਆਨਕ ਤੇ ਸਮਾਜਕ ਆਧਾਰ।
6. (ੳ) ਸੁਣਨ ਕੋਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
(ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
7. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉੱਚੀਪਾਠ।
8. 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. ਭਾਸ਼ਾ ਸਬੰਧੀ ਸੰਵਿਧਾਨ ਸਮਿਤੀਆਂ ਦੀਆਂ ਰਿਪੋਰਟਾਂ ਦਾ ਮੁਲਾਂਕਣ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਕੂਲਾਂ ਵਿੱਚ ਵਰਤਮਾਨ ਸਥਿਤੀ ਸਬੰਧੀ ਸਰਵੇਖਣ ਸਬੰਧੀ 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. |

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

- 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.

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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 रुचि 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 ।

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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 ।
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 ।

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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, महत्त्व व वर्तमान स्थिति ।
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।

I gk; d i qrd l 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 सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीश प्रकाशन मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

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

- 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 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.

UNIT-I

- 1. English as a subject in the present context**
 - a) Importance of English in a multilingual society.
 - b) Aims and objectives of teaching English.
 - c) Factors affecting Language Learning (Physiological, Psychological and Social)
- 2. Nature of the language**
 - a) Linguistic principles of teaching and learning English language.
 - b) General Principles of teaching and learning English language

UNIT-II

1. Developing Language Skills: Listening and Speaking

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

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.
- 2) Teaching of Grammar:** Place of Grammar Types and Methods of Teaching Grammar
 - 3) 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 skills 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.

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

- 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 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.

UNIT-I

Nature of Social Science and its relation to Disciplinary Knowledge.

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.
 (b) Values of teaching Social Science
3. Correlation of Social Science with Maths, Sciences, Languages and Arts.

UNIT-II

Aims and pedagogical approaches for Teaching of Social Science

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.
3. Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.
4. 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.

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

- 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 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.

UNIT-I

Nature of History and its relation to Disciplinary knowledge

1. a) Meaning, nature, importance and scope of history with special reference to modern concept of History.
- b) Historical background of History
2. (a) Need of teaching of history in the school curriculum for the holistic development of the Students
- (b) Cultivation of time and space sense.
3. Correlation of history with geography, economics, maths science, languages

UNIT-II

Aims and pedagogical approaches for teaching of history

- 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.
- 3) (a) Current Affairs: Meaning, Importance and Utilizing current events in teaching history.
 (b) 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*

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

- 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 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.

UNIT-I

Nature of Geography and its relation to Disciplinary Knowledge

1. (a) Meaning, Nature and scope of Geography, latest trends in Geography.
 (b) Historical background of Geography.
2. (a) Need of Geography in the schools curricula for the holistic development of the students, importance of local and Regional Geography
 (b) Correlation of Geography with other subjects (Mathematics, Social Sciences, Science, Languages, Arts)

UNIT-II

Aim & Pedagogical approaches for teaching of Geography.

1. Aims & objectives of teaching of geography at different stages: Middle stage, Secondary stage, Senior secondary stage
2. Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative Learning, map reading (latitudes, longitudes, line of Cancer, line of Capricorn, equator, GMT)
3. Current Affairs: Meaning, importance and utilizing current events in teaching of geography.

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* Heinomamn, 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*.

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

- 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 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.

UNIT-I

Nature of Political Science and its relation to Disciplinary Knowledge

1. (a) Meaning, Nature and scope of Political Science.
 (b) Historical background of political science
2. (a) Need of teaching political science in the schools curricula for the holistic development of the students.
3. Correlation of political science with other subjects (social sciences, sciences and languages)

UNIT-II

Aims & Pedagogical approaches for teaching of political science

1. Aims & objectives of teaching of political science at different stages:
 - Secondary & Senior Secondary stage.
2. Pedagogical Approaches: Interdisciplinary Approach, Experiential Learning, Co-operative Learning, jurisprudential approach.
3. Current Affairs: Meaning, importance and utilizing current events in teaching of Political Science.

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.*

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

- 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 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.

UNIT-I

Nature of Economics and its relation to disciplinary Knowledge

1. (a) Meaning, nature and scope of Economics.
 (b) Historical background of Economics.
2. (a) Need of teaching Economics in the school curriculum for holistic development of the students
3. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science, Geography and Science.

UNIT-II

Aims and pedagogical approaches for teaching of Economics

1. (a) Aims and objectives of teaching of Economics at different stages:-
 (i) Secondary Stage
 (ii) Senior Secondary Stage
2. **Pedagogical Approaches:** Interdisciplinary Approach, Experiential Approach, Co-operative Learning.
3. Current affairs- meaning, scope, utilizing current affairs in teaching economics.

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.

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

- 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 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.

UNIT-I

Nature of commerce and its relation to disciplinary knowledge

1. (a) Meaning, Nature and scope of Commerce
 (b) Historical background of Commerce
2. Need of teaching of Commerce in the school curriculum for the holistic development of the students.
3. Correlation of commerce with other school subject: Maths, Language, Economics, management information system and public administration

UNIT-II

Aims and pedagogical approach for teaching of Commerce

9. Aims and objectives of teaching of Commerce at Senior Secondary stage.
10. Pedagogical approaches:- Interdisciplinary approach, Experiential approach and co-operation learning.
11. Current affairs:- Meaning, importance and utilizing current events in Teaching of Commerce.

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*.

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

- 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 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.

UNIT-I

The Nature of Mathematics and its relation to disciplinary knowledge

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism, Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)
2. Scope and significance of mathematics in present day curriculum.
3. Integration of Mathematics with other subjects (Physical Science, Economics, Bio Sciences, Fine Arts).

UNIT-II

Aims and pedagogical approaches to Teaching Mathematics

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) Bloom's Taxonomy of educational objectives.
3. Values of teaching Mathematics.
4. 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.

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

- 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 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.

UNIT-I

The nature of Computer Science and its implications to disciplinary knowledge

1. Concept of Computer Science, Scope of Computer Science with special reference to Education, Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.
2. 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.
3. Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

UNIT-II

Pedagogical Approaches to teaching of Computer Science

1. Planning of Computer Laboratory-Design, Organization, Hardware and Software. Maintenance of Computer Laboratory.
2.
 - i) Hardware, Software
 - ii) Text Editor, Spreadsheet, Presentation, Database Software-Applications
Following topics are to be referred from (PSEB/CBSE) secondary school curriculum
 - iii) Introduction to Networking, Internet
 - iv) Creation of Webpage
 - v) 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

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

- 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 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

UNIT-I

Nature of Science and its relation to disciplinary knowledge:

- (a) Meaning, nature and scope of Science, Impact of Science on our modern living and globalization, Correlation of Science with other school subjects, Importance of Science in school context and in holistic development of child.
- (b) 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)*)

UNIT-II

Pedagogical approaches to teaching Science:

- (a) Aims of teaching Science at Middle, Secondary and higher secondary levels, Values of teaching Science, General and specific objectives of teaching Science
- (b) Constructivist Approach to Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building. Individualization of Science Instruction - Personalized System of instruction, Programmed instruction, Computer assisted instruction, 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

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

- 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 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.

UNIT-I

Nature of Physical Science and its relation to disciplinary knowledge:

- (a) Meaning, nature and scope of Physical Science, 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.
- (b) 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)

UNIT-II

Pedagogical approaches to teaching Physical Science:

- (a) 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.
- (b) Approaches to Physical Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building. Individualization of Science Instruction - Personalized System of instruction, Programmed instruction, Computer assisted instruction, Planning of Physical 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 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

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

- 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 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.

UNIT-I

Nature of Life Science and its relation to Disciplinary Knowledge

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.
3. Role of life science in holistic development of learner, its relevance in context to current scenario of society and towards development of society.

UNIT-II

Aims and Pedagogical Approaches of Life Science

1. General aims and specific aims of teaching science at middle, secondary and senior secondary stages.
2. Concept mapping- meaning, advantages, disadvantages.
3. 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
4. Constructivist Approach to Teaching of life science.
5. Learning through CAI, inquiry base learning, project base learning, resource base 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.

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

- 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 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.

UNIT-I

1. Meaning and scope of Home science.
2. Importance of home science teaching and its place in school curriculum.
3. Aims of teaching Home science.
4. General Principles of teaching Home science.

UNIT II

1. Maxims of teaching as applied to the teaching of Home science.
2. Co-relation of Home science with other school subjects.
3. Method for Teaching Home Science: Demonstration Method, Laboratory Method and project work.
4. 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*

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

- 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 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.

UNIT-I

1. **Physical Education:** Meaning, nature and scope of teaching of Physical Education.
2. Relationship of Physical Education with general education, psychology and health education.
3. Aims and objectives of teaching Physical Education in school curriculum

UNIT-II

1. Need and importance of Physical Education room and equipments
2. First Aid – Meaning, need and principles, Warming up and cooling down
4. Physical Fitness: Components of physical fitness
5. 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*

**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**

- 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 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.

UNIT-I

1. Aims and objectives of Teaching of Music.
2. Knowledge of Swaras, division of Swaras and measures of Shruti.
3. Suggestions for the popularization of Indian Classical Music.
4. Methods of teaching Music.

UNIT-II

1. **Folk Music:** Its role and significance in Education.
2. Voice-Culture and its importance
3. Qualities and effective education of music teacher.
4. 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 Karylaya,* Hathras.

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

- 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 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.

UNIT-I

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.
3. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
4. Aims and objectives of teaching Art.

UNIT-II

1. (a) Correlation of Art with other school subjects (b) Principles of curriculum constructions at different levels.
2. Art room and its requirements.
3. 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.

PAPER: VI
LANGUAGE PROFICIENCY AND COMMUNICATION
(CP-III)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

- 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 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

UNIT-I

1. Multilingualism in Classroom – Role of Home Language and School Language in classroom instructions.
2. Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351, 350 A)
3. Language issues in Kothari Commission (1964 – 66), NPE - 1986, POA – 1992, NCF – 2005

UNIT-II

1. Language Development (Listening, Speaking, Reading and Writing) in content area: Social Sciences, Sciences, Mathematics and Languages.
2. Schema theory and theory of language acquisition by Noam Chomsky.
3. 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	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

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

Time: 1.30 Hrs.

Total Marks: 50
Sessional Work: 50

The whole sessional work will be submitted to the incharge.

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.

UNIT-I

- 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.

UNIT-II

- 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).

SESSIONAL WORK:

Attendance -**05 marks**

Sessional work related to Unit I-**15 marks**

Sessional work related to Unit II-**15 marks**

Assignments on the following-**15 marks**

Review and Evaluation of the following

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

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.

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.

PAPER: I
UNDERSTANDING THE LEARNING PROCESS
(P-IV)

Time: 3Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

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

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

UNIT–I

- 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.

UNIT–II

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

UNIT–III

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

UNIT–IV

- 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

PAPER: II
ASSESSMENT FOR LEARNING
(CP-IV)

Time: 3Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

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

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

UNIT-I

- 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

UNIT–II

- a) **Types of Assessment:** Diagnostic, Formative and summative
- b) **Concept of Continuous and Comprehensive Assessment and Grading:** Concept and characteristics
- c) Bloom’s taxonomy of educational objectives

UNIT–III

- 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

UNIT IV

- a) 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.
- b) 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

PAPER: III
Educational Technology and ICT
P-V

Time: 3Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

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

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

UNIT–I

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

UNIT–II

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.

UNIT–III**Innovations in Teaching Learning Process**

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

UNIT–IV**ICT in Education**

- 1) **Information & Communication Technology:** Concept, Need and Scope alongwith 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****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/

**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

- 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.

ਇਕਾਈ-1

1.
 - (ੳ) ਪੰਜਾਬੀ ਸਾਹਿਤ ਤੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ।
 - (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।
3. ਵਿਆਕਰਣ ਸਿੱਖਿਆ - ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਸਹੀ ਉਮਰ, ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ।
4. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ।

ਇਕਾਈ-2

5. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ
ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ
ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ
6. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।
7. ਮਾਤਭਾਸ਼ਾ ਪਾਠਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।
8. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ V ਤੋਂ X ਵੀ 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. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਮਹਾਨ ਲੇਖਕਾਂ (ਕੋਈ ਵੀ ਦੋ) ਦੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਯੋਗਦਾਨ ਦੇ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ।
2. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਕੋਈ ਵੀ ਦੋ ਮਹਾਨ ਕਵੀਆਂ ਦੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਾਹਿਤ ਵਿੱਚ ਯੋਗਦਾਨ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ।

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. |

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

- 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.

bdkb&1

1- Hkk"kk; h dk\$ 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 – गद्य का अर्थ, उद्देश्य, सोपान विधियां

ख. पद्य शिक्षण – पद्य का अर्थ, उद्देश्य, सोपान, विधियां

3. 0; kdj .k f' k{k.k% व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां

4. ukVd f' k{k.k% अर्थ, उद्देश्य, महत्व, विधियां

5. i kB; i rrd , oa i rrdky; % अर्थ, उपयोगिता, विद्यार्थियों की रूचि विकसित करने के उपाय।

6. eW; k rdu% अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

7. n" ; J0; I k/ku% अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां

8. पाठ-योजना – अर्थ, महत्व, उद्देश्य

सूक्ष्म शिक्षण कौशल – अर्थ एवं पाठ योजनाएं

I \$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।

I gk; d i t r d I 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 सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीश प्रकाशण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

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

- 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 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.

UNIT-I

1. Methods and approaches of Teaching English:

- Grammar Translation Method, Bilingual method and Direct Method.
- The Structural Approach and its Application in the Classroom.
- Situational Teaching and Communicative Language Teaching.
- Constructivist Approach to Teaching English.

2. Evaluation and Teaching Aids

- a) Continuous and Comprehensive Evaluation (CCE): Concept, technique and weight age distribution.
- b) Development of language test.
- c) Educational significance and practical use of teaching aids in English.
- d) Essential qualities of teaching aids with special reference to OHP, LCD Projector and computer.
- e) Language Laboratory – its set up, uses and limitations.
- f) Language games

UNIT–II**Lesson Planning**

1. Need & Importance
2. Preparation of Macro lesson
 - (a) Prose
 - (b) Poetry
 - (c) Grammar
 - (d) Composition
 - (i) Notice Writing
 - (ii) Letter Writing
 - (iii) Paragraph
 - (iv) Story Writing
3. Micro Lesson
 - i) Skill of B.B Writing.
 - ii) Skill of Stimulus variation.
 - iii) Skill of questioning.
 - iv) Skill in illustrating with examples.

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 Anand 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.

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

- 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:

- 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

UNIT–I

Methods of Teaching of Social Science

1. (a) Methods: Meaning, Characteristics of good teaching method for Social Science.

(b)

- (i) Lecture Method
- (ii) Project Method, Socialised recitation method (Seminar, debate, Panel discussion, workshop, symposium and dramatization), Story telling method (With special reference to behaviourism, cognitivism, constructivism learning theories)

2. Evaluation:

(a) Concept, Need and importance.

(b) **CCE:** Concept, techniques & weight age distribution(VI to VIII, IX to X)

3. Types of Test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits.

UNIT–II**Understanding of delivery of Social Science knowledge to children with diverse need**

1. Lesson planning- Meaning, Characteristics and steps of construction of composite lesson plan.
2. (a) Integration of projected and non projected teaching aids with lesson planning
(b) 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
3. 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

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.

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

- 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 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.

UNIT-I

Methods of Teaching of History

1.
 - (a) Methods meaning, characteristics of good teaching method for history.
 - (b) Lecture method, project method, storytelling method, seminar, dramatization Method, source method (with special reference to behaviourism, cognitivism, constructivism learning theories)
 - (c) **Devices of teaching History:** Narration, Illustration, Description.
2.
 - (a) **Evaluation:** Need and Importance
 - (b) **CCE:** concept, techniques and weight age distribution from classes(VI to VIII, IX and X)
3. **Types of Test:** Essay type, Short Answer Type, Objective Type along with Merits and Demerits.

UNIT-II

Understanding of delivery of history knowledge to children with diverse needs

1. Lesson planning – meaning, characteristics and steps of construction of composite lesson plan.
2. (a) Integration of projected and non projected teaching aids with lesson planning.
 (b) Specific topic for composite lesson plan:
 1. The Mughal Empire.
 2. Monumental Architecture.
 3. Revolution of 1857.
 4. Indian Freedom movement.
 5. Harappan civilization
3. 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.

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*

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

- 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 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

UNIT-I

Methods of Teaching Geography

1. (a) **Methods:** Meaning, Characteristics of good teaching method for Geography
 (b) (i) Project Method .
 (ii) Observation Method.
 (iii) Discussion Method.
 (iv) Field Study Method.
 (v) Regional Method.
 (vi) Laboratory Method.

(With special reference to behaviourism, cognitivism, constructivism learning theories)

2. (a) **Evaluation:** Concept, Need and Importance.
 (b) CCE – Concept, Characteristics and Weight Age Distribution (XI to XII)
3. **Types of test:** Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits.

UNIT–II**Understanding of delivery of Geography knowledge to children with diversified needs.**

1. **Lesson Planning:** Characteristics and steps of construction of composite lesson plan.
2. (a) Integrative of project and non project teaching aids with lesson planning.
(b) Specific topics for composite lesson plan:
 - (i) Spheres of Environment.
 - (ii) Structure of atmosphere.
 - (iii) Winds/tides/clouds.
 - (iv) Internal/External Structure of Earth.
 - (v) Types of Soil.
 - (iv) Rotation of Earth.
 - (vii) Types of Rainfall.
 - (viii) Layers of Earth.
3. 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

SESSIONAL WORK

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

1. Collection of different type 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*

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

- 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 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.

UNIT–I

Methods of Teaching of Political Science

1. (a) **Method:** Meaning and Characteristics of good teaching method for teaching of political Science.
 (b) Lecture method, discussion method, project method, seminar, Debate, Discussions, Workshop, Dramatization and mock parliament.
 (With special reference to behaviourism, cognitivism, constructivism learning theories)
2. (a) **Evaluation:** Concept, Need and Importance.
 (b) CCE – Concept, Characteristics and weight age distribution (IX to X; XI to XII)
3. Types of test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits.

UNIT–II**Understanding of delivery of Political Science to children with diverse needs**

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
3. 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

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.

REFERENCE:

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.*

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

- 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 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.

UNIT-I

Methods of Teaching Economics

1. (a) **Methods:** Meaning, Characteristics of Good Teaching Method for Economics.
- (b) i) Lecture Method.
- ii) Discussion Method.
- iii) Project Method.
- iv) Survey Method.
- v) Inductive deductive method
- (With special reference to behaviourism, cognitivism, constructivism learning theories)
- (c) **Devices and Techniques:** Assignments, Seminars, Symposium, Supervised Study, Excursions.
2. **Evaluation:**
 - (a) Concept, Need and importance.
 - (b) **CCE:** Concept, techniques & weight age distribution(VI to VIII, IX, to X)
3. **Types of Test:** Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits and demerits

UNIT–II**Understanding of delivery of Economics knowledge to children with diverse need**

1.
 - (a) **Lesson Planning:** Meaning, Characteristics and Steps of Construction of Composite Lesson Plan.
 - (b) Integration of projected and non projected teaching aid with lesson planning.
 - (c) Specific topics for composite lesson plan
 - i) Demand and supply
 - ii) Revenue and cost
 - iii) Importance of Agriculture
 - iv) Functions of Money
 - v) Functions of Banking
 - vi) Circular flow of income
 - vii) Law of diminishing marginal utility
3. Teaching Micro skills with special reference to five skills.
 - i) Skill of introducing the lesson
 - ii) Skill of probing questions
 - iii) Skill of Explanation
 - iv) Skill of stimulus variation
 - v) Skill of Black Board Writing

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.

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

- 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 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.

UNIT-I

Methods of Teaching of Commerce

1.
 - (a) Meaning, Characteristics of good teaching method for commerce.
 - (b) Lecture method, discussion method, project method, inductive- deductive method and survey method with special reference to behaviourism, cognitivism, constructivism learning theories
2.
 - (a) **Evaluation:** Need and Importance.
 - (b) **CCE** – Concept, Characteristics and weight age distribution (XI to XII)
3. **Type of Tests:**
 - Essay Type Test
 - Short Answer Type Tests
 - Objective Type Tests Demerits.
Along with merits and demerits

UNIT–II**Understanding of delivery of commerce knowledge to children with diverse needs**

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 planning:-
 1. Banking
 2. Warehouse
 3. Trade
 4. Insurance
 5. Marketing
 6. Product
 7. Marketing Mix
 8. Transport
 9. Advertisement
 10. Journal
 11. Ledger
 12. Types of Account
 13. Partnership
 14. Final Accounts
 15. Social Responsibility of Business
3. Teaching Micro skill with special reference to five skills:-
 1. Skill of introducing the topic
 2. Skill of Questioning
 3. Skill of Explanation
 4. Skill of Stimulus Variation
 5. Skill of B.B. writing.

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

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

REFERENCES:

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

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

- 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 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

UNIT–I

Methods of Teaching Mathematics

1. **Approaches** – Constructivist, Discoveries.
3. **Methods** – Problem Solving, Laboratory, Project, Inductive – Deductive, Analytic-Synthetic. Techniques (Oral, Written Work, Drill Work, Supervised Study, Error Analysis)
4. Types of Assessment (Diagnostic, Formative & Summative), Different Types of Tests Used for Evaluation in Mathematics)

UNIT–II

Understanding of delivery of mathematics knowledge to children with diverse needs

1. Annual Plan & Unit Plan
2. **Lesson Planning** – Herbartian lesson plan, planning of macro / composite lessons with special references to
 - a) number system
 - b) polynomials
 - c) line segment
 - d) angles
 - e) triangles
 - f) quadrilaterals
 - g) trigonometric ratios, height and distances
 - h) linear , simultaneous and quadratic equations
 - i) measure of central tendency (mean , median , mode)
 - j) Pythagoras theorem
 - k) Congruence

3. (a) Micro teaching: meaning, steps of micro teaching.
- (b) Orientation of different micro teaching skills:
 - a) Skill of introducing the lesson
 - b) Skill of questioning
 - c) Skill of explanation
 - d) Skill of stimulus variation
 - e) Skill of black board writing

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-2000-**(Document published by NCERT)
7. **Butter; C.H. and wren, (1960):** *The Teaching of Secondary Mathematics*, McGraw-Hill Book Comp, New York.
8. **Siddhu, K.S. (1993):** *Teaching of Mathematics*, Sterling Publishers, New Delhi.
9. **Mangal S.K. (1993):** *Teaching of Mathematics*, Arya Book Depot, New Delhi.
10. **Krulik.S. and Weise, I.B. (1975):** *Teaching of Secondary School Mathematics*, WB Saunders Company, London.

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

- 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 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.

UNIT–I

Methods of Teaching Computer Science

1. **Methods of Teaching:** Lecture, Lecture cum Demonstration, Problem solving, Project method. Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).
3. (a) Types of test items- Essay type, short answer type, objective type.
 (b) Online Testing

UNIT–II

Understanding of delivery of Computer Science Knowledge to children with diverse needs

1. Lesson plan –Meaning, need and importance.
2. Steps in writing lesson plan.
3. 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.
4. Digital Lesson Plan

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

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

- 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 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.

UNIT-I

Methods of teaching Science:

- (a) Bloom's Taxonomy of Educational Objectives, Instructional Objectives for Teaching Science, Lecture Method, Demonstration method, Demonstration-cum-Discussion method, Heuristic method, Inductive deductive method, Project method, Scientific method (Each Method should also highlight Processes of Science viz. — Heurism, Analysis, Synthesis, and Scientific Inquiry).
- (b) Continuous & Comprehensive Evaluation, Concept, Types & Importance of Evaluation, Types of test items for evaluation -Essay type, short answer type, objective type.

UNIT-II

Understanding of delivery of Science knowledge to children with diverse needs:

- (a) Meaning, Need and Herbartian approach of Lesson Planning, 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.

(b) 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

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.

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

- 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 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.

UNIT–I

Methods of teaching Physical Science:

- (a) Bloom's Taxonomy of Educational Objectives, Instructional Objectives for Teaching Physical Science, Lecture Method, Demonstration method, Demonstration-cum-Discussion method, Heuristic method, Inductive deductive method, Project method, Scientific method (Each Method should also highlight Processes of Science viz. — Heurism, Analysis, Synthesis, and Scientific Inquiry).
- (b) Continuous & Comprehensive Evaluation, Concept, Types & Importance of Evaluation, Types of test items for evaluation -Essay type, short answer type, objective type.

UNIT–II

Understanding of delivery of Physical Science knowledge to children with diverse needs:

- (a) Meaning, Need and Herbartian approach of Lesson Planning, 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 etc.

(b) 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

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

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

- 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:

- 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.

UNIT–I

Methods of Teaching of life science

1. Lecture method, demonstration method, Assignment method, Project method, Inductive-deductive method, concept attainment model, Scientific Attitude, Steps in Scientific Methods
2. Audio- visual aids –blackboard, charts, models, television, computer, slide projector, overhead projector.
3. Layout of Laboratory, Buying and care of equipment for life-science laboratory, Organizing laboratory for practicals and teaching of life-sciences, Accident prevention and first aid requirements in life-science laboratory.
4. Continuous & Comprehensive Evaluation: Concept, techniques and weightage 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, objective type

UNIT–II**Understanding of delivery of life science knowledge to child with diverse needs**

1. Bloom's taxonomy of educational objectives.
2. Formulation of specific objective in behavioural terms.
3. Formulation of instructional objectives (at cognitive, psychomotor and affective domain) of teaching Life Science.
4. Meaning, need and importance of lesson planning, Steps involved in lesson planning.
5. Preparation of lesson plan on the following topics
 - i. Plant cell
 - ii. Animal cell
 - iii. Micro organisms
 - iv. Acid rain
 - v. Air pollution
 - vi. Water pollution
 - vii. Global warming
 - viii. Carbon cycle
 - ix. Structure of eye
 - x. Asexual reproduction in plants
6. Micro lesson plans with special references to the following skills:
 - i. Skill of Introducing the Lesson.
 - ii. Skill of Questioning.
 - iii. Skill of Illustrating with examples
 - iv. Skill of Blackboard writing.
 - v. Skill of Explanation.
 - vi. Skill of demonstration.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following (any two from the following)	08 Marks
1. Preparation of report on contribution of 3 eminent scientists in the field of life science.	
2. Preparation one working model.	
3. Perform and report experiments in practical file-	
I. Slide preparation of cheek cells and onion peel.	
II. Experiments related to osmosis.	
III. Factors affecting germination.	

REFERENCES:

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

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

- 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 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.

UNIT-I

1. Different methods of teaching home science: ICT integration in Teaching of Home Science, Group work and use of Assignments.
2. Organization of Home science laboratory, planning and selection of equipments.
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type
4. Qualities and competencies of a good Home science teacher

UNIT–II

1. **Lesson Planning:** Need, Importance, Essentials of a Good Lesson Plan.
2. Steps in lesson planning in theory and demonstration lessons
3. Micro teaching skills relevant in home science: a. Skill of writing instructional objectives b. Skill of introducing the lesson c. Skill of explanation d. Skill of questioning e. Skill of black board writing.
4. Knowledge of the subject matter content upto secondary school stage.

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.*

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

- 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 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.

UNIT-I

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. **Audio-Visual Aids:** Charts, Models, Black-Board, T.V., Newspaper Clippings, Magazines, Computers, LCD and OHP.
3. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, Techniques and Weightage Distribution (VI to VIII, IX to X), Types of test items for Evaluation - Essay Type, Short Answer Type, Objective Type.

UNIT-II

1. **Lesson Planning:** Meaning, need and importance
2. Construction of lesson plan for theory and skill lessons
3. **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

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, 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*

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

- 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 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.

UNIT-I

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type.
2. Audio-Visual Aids for Teaching of Music.
3.
 - (a) Notation system of pt. V.N. Bhatkhande and Pt. V.D. Pulskar.
 - (b) Knowledge of following Taals- Ekgun and dugun of Dadra, Rupak, Keharva, Jhaptal, Ektaal, Chartal, and teental.
 - (c) Non detail Ragas (only description) of the following Ragas- Malkauns, Bhairav Bharavi, Yaman and Bhupali.

UNIT-II

1. Lesson Planning (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Music instruments and music room
3. 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

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.

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

- 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 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.

UNIT–I

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.
3. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.
4. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type.

UNIT–II

1. Lesson Planning: Need & importance
2. Preparation of composite lesson plan a. Still life. b. Landscape. c. Composition. d. Design. e. Tie and Dye.
3. Micro Teaching Skills a. Stimulus Variation b. Use of Black Board c. Demonstration d. Introducing the Lesson

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.

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

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:

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

UNIT-I

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

UNIT-II

1. Orientation to different forms of music with either a film screening or lecture demonstration by an artist.
2. Various forms of music and a brief history of one or two forms.
3. Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, folk of any one region.

4. (a) Recognition of differences among people; caste, class, religion, age, community, occupation, lifestyle etc. and how these influence action, decision and relationship of people.
- (b) Basic concept of acting, advertisement, basic theatre, costume, directing, lighting, make up, set design, sound etc.

SESSIONAL WORK

Attendance -05 marks

Sessional work related to Unit I-15 marks

Sessional work related to Unit II-15 marks

Assignments on any two of the following-15 marks

1. Script writing of any skit, play, mimicry.
2. Singing and composition of any folk song.
3. Performing any song.
4. Performing any theatre item such as skit, play, mimicry, mime.
5. Survey of any religion/ community/ age/ caste/ occupation/ lifestyle.
6. Preparation of an advertisement.
7. Stage setting, makeup of theatre items, costume design.

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

PAPER: VII
FILED ENGAGEMENT WITH RESPECT TO THE PERSPECTIVE PAPERS (FE-II)

Duration: 1 week
Total Marks: 25
Sessional/ Internal: 25

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMMNE

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

1. Visit to Historical Places.
2. Visit to institutions of repute of the region.
3. Visit to National parks.
4. Visit to Museums.

Students will prepare a file to record their experiences along with photographs and educational implications.

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 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, 10 model based lessons (based on Model of Teaching) and 05 lessons on ICT integration. 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****FILED 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 ensured that all the students select work worth two weeks programs and engaged in activities like -

1. NSS Camps (Two week programme)
2. NCC Activities.
3. Visit to Rural/ urban slum area school an preparing case study of them (one week programme)
4. Visit to some good schools in terms of infrastructure, learning resources and practices, governance etc. and preparing case study on the school (One week programme)
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 laborites , subject related museum and places for integrating CP Contents with feild

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 school processes 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**

- Evolving Criteria for development of syllabi and textbooks on teacher education. 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. Participation in one of the major games, Volley-ball, Basket-ball, Kho-Kho, Table Tennis, Hockey, Badminton, Football etc.
3. 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).

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. 5. 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-