

**PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)**

**(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)**

**FACULTY OF EDUCATION**

**SYLLABI**

**FOR**

**BACHELOR OF EDUCATION (B.Ed.)**

**(Semester System)**

**REGULAR COURSE AND THROUGH**

**CORRESPONDENCE**

**Two Year Programme**

**(Syllabus of Semester I-IV)**

**2016-2018**

## **APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE**

**Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester,. Nothing in these regulations shall be deemed to debar the university from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.**

**B.Ed. Two Years Programme, Panjab University Chandigarh**

***Scheme, Outlines of tests, syllabi and course of readings for Bachelor of Education***

***( B.Ed.) General (Four Semesters) Examination, 2016-18***

**NOTE:**The present B.Ed. curriculum has been restructured, designed and developed as per National Council for Teacher Education Notification-2014, and is applicable w.e.f. the session 2015-16.

**Preface**

The new B.Ed. syllabus has been developed by the Board of Studies in Education, P.U. with the active participation and feedback from the Principals and faculty members of affiliated Colleges of Education, keeping in view the guidelines provided in 'Curriculum Framework for two year B.Ed. Programme' by NCTE and also to meet the requirements of school system of the region. The present syllabus of Two-year B.Ed course is the outcome of Panjab University sponsored 'Curriculum Development Workshops' organised in four colleges of education.

Consecutive workshops to further improve the syllabus were held in other colleges also in 2016. The rich contributions by all the invited resource persons from other universities and teacher educators are duly acknowledged. The new syllabus integrates the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical studies, and Engagement with the field.

Transaction of the course requires a variety of approaches, such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, close reading of original writings, tutorials, seminars, project/field work, term papers, individual or group assignments, and continuous engagement with the field.

Disability studies/inclusive education, intensive use of ICT, gender studies, participation in sports & yoga, cultural activities, educational tour and trips are integral part of the B.Ed curriculum.

The revised curriculum is an effort of all the teachers, principals and members of board of studies. Members of board of studies have taken extra efforts to revise and enrich the syllabi of all the four semesters in July and November, 2016 at Panjab University, Chandigarh.

Revised curriculum is a blend of pedagogical theory, professional ethics, teaching competence and innovative practices which will be helpful in producing effective, skilled and human teachers for all the subjects in the upper primary/high/secondary/senior secondary schools at local as well as global level.

**1.1 Scheme outline of B.Ed. General in Semester I,II,III,IV:**

**Semester -I**

S.No.	Course Code	Name of the Paper/Subject	External Marks	Internal Marks	Total Marks
1	C-1	Childhood & Growing Up	80	20	100
2	C-2	Contemporary India & Education	80	20	100
3	C-3	Understanding Disciplines and Subjects	40	10	50
4	C-4	School Management	40	10	50
5	C-5	Pedagogy of school subject-1	40	10	50
6	C-6	Pedagogy of school subject -2	40	10	50
7	C-7	Participation in Sports and Yoga		20	20
8	C-8	Pre-Internship- 1(2 Weeks) Engagement with Field		30	30
		<b>Total</b>	<b>320</b>	<b>130</b>	<b>450</b>

**Semester -II**

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-9	Learning and Teaching	80	20	100
2	C-10	Assessment for Learning	80	20	100
3	C-11	Language across the curriculum	40	10	50
4	C-12	Understanding of ICT(EPC-1)	40	10	50
6	C-13-A	Drama & Art in Education (EPC-II-A)	20 (practical)	05	50
7	C-13-B	Work Experience Programme (EPC-II-B) (One from the following) <ul style="list-style-type: none"> <li>• Candle Making</li> <li>• Cane Making</li> <li>• Clay Modelling</li> <li>• Gardening</li> <li>• Interior decoration</li> <li>• Photography</li> <li>• Art and painting</li> </ul>	20 (practical)	05	
8	C-14	Pedagogy of School subject-1	40	10	50
9	C-15	Pedagogy of School subject -2	40	10	50
10	C-16	Participation in Sports and Yoga	----	20	20
11	C-17	Pre- Internship -2 (2 Weeks) Field Engagement	----	30	30

<b>Total</b>	<b>360</b>	<b>140</b>	<b>500</b>
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***Semester-III***

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
<b>1</b>	<b>C-18</b>	<b>School Internship (16 Weeks)</b>	<b>70+70+50 =190 PS-I+II + Assessment by School Advisor/ Panel</b>	<b>30+30=60</b>	<b>250</b>

***Semester -IV***

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
<b>1</b>	<b>C-19</b>	<b>Knowledge and Curriculum</b>	<b>80</b>	<b>20</b>	<b>100</b>
<b>2</b>	<b>C-20</b>	<b>Creating Inclusive School</b>	<b>40</b>	<b>10</b>	<b>50</b>
<b>3</b>	<b>C-21</b>	<b>Guidance &amp; Counselling</b>	<b>40</b>	<b>10</b>	<b>50</b>
<b>4</b>	<b>C-22</b>	<b>Understanding the Self (EPC- III)</b>	<b>40</b>	<b>10</b>	<b>50</b>
<b>5</b>	<b>C-23</b>	<b>Reading &amp; Reflecting on Text (EPC -IV)</b>	<b>40</b>	<b>10</b>	<b>50</b>
<b>6</b>	<b>E1-E6</b>	<b>Elective (Options) (Any One from the following)</b>	<b>40</b>	<b>10</b>	<b>50</b>
	<b>E-1</b>	<b>(1) Gender, School and Society</b>			
	<b>E-2</b>	<b>(ii) Health &amp; Physical Education</b>			
	<b>E-3</b>	<b>(iii) Peace Education</b>			
	<b>E-4</b>	<b>(iv) Vocational and Work Education</b>			
	<b>E-5</b>	<b>(v) Environmental Education</b>			
	<b>E-6</b>	<b>(vi) School Library Services</b>			
<b>7</b>	<b>C-23</b>	<b>Participation in Community Service, Cultural activities, Educational Tour/Trip</b>		<b>30</b>	<b>30</b>
<b>8</b>	<b>C-24</b>	<b>Participation in Sports &amp; Yoga</b>		<b>20</b>	<b>20</b>
<b>Total</b>			<b>280</b>	<b>120</b>	<b>400</b>

\* Common written exam will be held . Please see instructions at 1.3 (e).

**Total Marks = Semester I =450 + Semester II= 500 + Semester III= 250 + Semester IV= 400**

**Grand Total = 1600**

**Pedagogy of School Subjects (any two) of the following (C-6/14, C-7/15):**

1. Pedagogy of English	12. Pedagogy of Life Science
2. Pedagogy of Hindi	13. Pedagogy of Physical Science
3. Pedagogy of Punjabi	14. Pedagogy of Home Science
4. Pedagogy of Sanskrit	15. Pedagogy of Fine Arts
5. Pedagogy of History	16. Pedagogy of Music
6. Pedagogy of Geography	17. Pedagogy of Health and Physical Education
7. Pedagogy of Economics	18. Pedagogy of Agriculture
8. Pedagogy of Social Studies	19. Pedagogy of Computer Science
9. Pedagogy of Commerce	20. Pedagogy of Political Science
10. Pedagogy of Mathematics	21. Pedagogy of Public Administration
11. Pedagogy of Science	22. Pedagogy of Sociology

**1.2. Rules and Regulations/Guidelines:**

(i) Admission to B.Ed. shall be made on merit on the basis of marks obtained in the qualifying examination i.e. graduation, or any other selection process as per policy of state govt/U.T. administration and the University.

(ii) Eligibility: A person who possesses the following qualifications shall be eligible to join the course:

- a) Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A, or Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme.
- b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of the central/state government whichever is applicable.
- iii) Duration of B.Ed. programme shall be of Two academic years, spread over four semesters, which can be completed in a maximum of Three years from the date of admission to the programme.
- iv) There shall be atleast 200 working days each year exclusive of the period of admission and examination.
- v) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- vi) Minimum attendance of student teachers shall be 80% for all course work and practicum, and 90% for school internship.
- vii) Minimum pass marks are 40% in each paper , Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.
- viii) Admission to B.Ed course is subject based. At the time of admission,each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/post-graduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level.The minor subject should have been studied for at least for one year/one semester.
- ix) The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.
- x) The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- xi) B.Com./B.B.A./M.Com. graduates /postgraduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/any one language i.e. pedagogy of English/Hindi/Punjabi/Sanskrit.( B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)
- xii) B.C.A. graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics or any one language (English/Punjabi/Hindi/Sanskrit)
- xiii) B.E./B.Tech. graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science , Languages.
- xiv) B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level i.e. Science or any one language ( English/Hindi/Punjabi/Sanskrit).
- xv) B.Sc(Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/ Life Science;
  - (b) Pedagogy of Physical Science;
  - (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- xvi ) B.Sc(Non-Medical) graduates shall opt for two teaching subjects out of the following:
- (a) Pedagogy of Science/Physical Science;

(b) Pedagogy of Mathematics/Computer Science;

(c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.

xvii) Arts Graduates may opt for any two pedagogical subjects one each from the following (a) and (b):

(a) Pedagogy of Social Studies/Economics/History/Geography/Political Science/Sociology/Public administration/Fine Arts/Physical Education/Music/Home Science.

(b) Pedagogy of any one language i.e.English,Punjabi, Hindi,Sanskrit provided that the candidate has studied the subject at the graduation/post graduation level.

xviii) Graduates with Fine Arts/Music/Computer Science/Home Science/Physical Education/Mathematics/Statistics/Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college.

Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

xix) Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/sociology/Psychology/Education/Defence Studies/Religious Studies/Public Administration/Philosophy.

**Note:** 1. The candidates shall be given the required subject combination depending upon their availability in the college.

2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.

3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.

4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education ( M.A.Physical Education/M.P.Ed.)

5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science( M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor( PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.

6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.



7. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Political science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

### **1.3 Instructions for Paper –Setters, Examiners and students:**

- i.) The external theory examination will be of Three hours duration for the subjects with maximum 100 marks(course code C-1,2,10,11,19) ; and Maximum time for the subject with maximum 50 marks ( C-3,4,5,6,7,12,14,15,20,21,22 (A&B),E-1 to E-6)will be of Two hours duration.
  - (a) The Paper with 100 marks are divided into two parts- 80 marks for external written examination and 20 marks for Internal assessment. External question paper with 80 marks will have V units- First four units i.e. Unit-I,II,III,IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I toIV. Unit Vth will be compulsory with 4 short answer-type questions(4X4=16)set from the whole syllabus of the paper. Each question will be of 16 marks.
  - (b) The paper with maximum 50 marks i.e. course code C-3,5,6,7,14,15,20,21,and E-1,2,3,4,5, are divided into two parts- External written examination of 40 marks and internal assessment of 10 marks. The syllabus of some papers has three units and others have four units. The syllabus with four units will have external question paper with 4 units- Unit-I,II,III,IV, Each unit will have two questions and the candidate will attempt one question from each unit. Each question will carry 10 marks.(4X10=40 marks).
  - (c) The paper with maximum 50 marks having three units i.e. C-4; EPC-I (course code C-12); EPC-III (course code C-22); and EPC-IV (course code C-23) is assigned 40 marks for external examination and 10 marks for internal assessment. External written examination of 40 marks for 2 hours duration will be held. Question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory.(3X10=30+5+5=40 marks)
  - (d) EPC-II – A and B (Course code C-13-A and B) is assigned 25 marks each (external practical examination:20 + internal: 05).. External practical examination will be held by

the external examiner appointed by the university for EPC-II –A- (Drama and art in Education) and EPC-II-B (Work experience Prograame) by choosing one craft.

- (ii) Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.
- (iii) Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practicals, project work, community related work, diaries, student portfolios, field observations, visit to a innovative pedagogy and learning centre, education resource centre etc.

# Semester I

Course Code: C-I

## CHILDHOOD AND GROWING UP

Total Marks:-100 (External assessment=80 + Internal Assessment=20)

### Objectives of the Course:

After going through the course the teacher trainee will be able:

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development.
- To gain an understanding of different methods and techniques for the assessment of Personality, Intelligence and Creativity of the Child
- To know and Develop an art of Well Being
- To reflect on the Individual differences based on Caste, Gender and Class,etc

### Course Content:

#### Unit –I

1. Concept of human Growth and Development, Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.

#### Unit-II

1. Relevance & Applicability of various theories of development: Erickson (Psycho-Social), Piaget (Cognitive),
2. Role of Home, School and Society in cognitive, affective and conative development.

#### Unit –III

1. Intelligence:-Meaning, Theories(Howard Gardner's theory of multiple intelligence, Guilford's SOI), Measurement of Intelligence,
2. Concept of Emotional Intelligence. Dealing with Gifted & backward children.
3. Personality :-Concept, Factors responsible for shaping the personality, Assessment of Personality

#### Unit –IV

1. Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz.
3. Motivation: Concept & types.

### Practical work /Sessional work (Internal) :

Administration, scoring and interpretation of any two of the following:

- Intelligence test (individual /group test)
- Personality test
- Creativity Test- Verbal /Non-Verbal Test of Creative Thinking.

**Suggested Readings:**

- Johnson & Medinnus: Child Psychology –Behaviour &Development , Wiley International Editor
- Thompson , George G : Child Psychology: Growth Trends in Psychological Adjustment --The Times Of India Press Bombay
- Aggarwal J.C. :Child Development &The Process of Learning --Shipra Publication VikasMargShakarpur ,Delhi
- Tharpe Louis P --Child Psychology & Development --The Ronald Press Company, New York
- Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur
- Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj , New Delhi
- Siddiqui,MujibulHasan-- Early Childhood Education-- APH Publishing Corporation Darya Ganj , New Delhi
- S.N. Reddy ,Reddy G. Narayana : Managing Childhood Problems--rjfKanishka Publication Distribution New Delhi
- Jerrsild ,Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology --Prentice-Hall of India, Private Limited New Delhi
- Sharma, Ram Nath Sharma Rachna-Child Psychology , Atlantic Publication & distributors , Rajouri Garden New Delhi
- Hurlock,E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Company New York
- Hurlock,E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hill Publishing Company New York
- Meece ,J S & ECCLES,JL 2010 Hand Book of Research on School ,Schooling And Human development New York , Routledge
- Santrock .J.W (2006) ChildDevelopment,Tata Mc. Graw Hill Publishing Company, New York
- Santrock .J.W (2007) Adolescence,Tata Mc. Graw Hill Publishing Company New York
- Burt,c.(1968) The Genetic Determination Of Intelligence, Bulletin of British Psychological Society, 21,11\_18
- Garbarino ,J,(1982)Chidren and Families in the social Environment ,Aldine de Gruyter:New York
- Terman, Lewis M.,and Merrill M. The Stanford-Binnet Scales for measuring Intelligence, Mc. Graw Hill Book Co. Inc.,1943 Ch. 10
- Adler,a.,UnderstandingHuman Nature London:George Allen &Unvin 1927
- Ausubel,D.,(1958)Theory and Problem of Child Development, New York :Grune&Stratlon Inc.
- Montagu ,A The Direction of Human Development .New York :Harper &Row Publishers.inc.,1950
- Erikson, E., Childhood And Society .New York :W.W.norton& Company Inc. 1950
- Dollard,J. and Miller N.E (1950) CITED BY JESS Fiest ;Theories of personality: Holt – Rinchart AND Winston,New York
- Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to Psycholinguistics New York
- Kail and Pellegrino J w.1985 Human Intelligence Perspectiveand Prospects.New York :Freeman
- Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill
- Obert,S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill

- Dweck,C.(2006) Mindset:The New Psychology of Success Random House And L L C
- Parekh,B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997 Development And Learning
- Sharma,N(2003) Understanding Adolescence; N B T India
- Vygotsky, L 1997 Interaction between Learning and development.

## **Course Code: C- 2**

### **CONTEMPORARY INDIA AND EDUCATION**

**(Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)**

#### **Objectives**

To enable Students:

- To understand features, ideals, values and diversities in Indian Education.
- To explain various educational bodies, commission and contemporary policies, programmes and documents for progress of education in India.
- To have insight into constitution of India in relation to education.
- To know and understand education in pre-independent and post independent India.

#### **Course Content:**

#### **Unit-I**

- a) Education-Concept (Indian and Western), Aims of Education.
- b) Impact of Liberalization, Privatization, Globalization on school education in India.
- c) Education- Social Stratification and mobility

#### **Unit-II**

- a) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944).
- b) Major recommendations of Secondary Education Commission(1952-1953); Indian Education Commission (1964-66)

#### **Unit-III**

- a) Educational Policies- NPE 1986, Programme of action-1992, National Curricular Framework (NCF)-2005.
- b) Right to Education Act-2009 & Sarva Shiksha Abhiyan (SSA)
- c) Rashtriya Madhyamik Siksha Abhiyan(RMSA)

#### **Unit-IV**

- a) Constitutional provisions of India in relation to Education
- b) Fundamental Rights and Duties, Directive Principles of state Policy.
- c) Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.

#### **Project Work / Sessional Work (Internal):**

Each Pupil teacher will conduct any one of the following activities:

- Critical analysis of Sarva Shiksha Abhiyan (SSA) – A local level Survey

- Rashtriya Madhiyamik Siksha Abhiyan (RMSA) – A local level Survey
- A local survey on Mid-day Meal Program in Secondary School.

**Suggested Books:**

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- B. C Rai: History of Indian Education. Parkashan Kendra, Sitapur Road, Lucknow.
- Bhatia, K.K, and Narang, C.L. (1996) : The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997): Philosophical and Sociological Foundation of Education. Ravi, Noida, 5<sup>th</sup> rev. ed. Agra.
- Lakshmi, T.K.S. and M.S.Yadav, “Education: its Evolving Characteristics”, in New Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10<sup>th</sup> Ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., New Delhi, 2001.
- Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti Bhaskara: Education for the 21<sup>st</sup> century, Discovery Publishing House, New Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.
- Oad L.K. (Ed). (1988) : Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar.

## **Course Code: C- 3**

### **UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)**

**Objectives:** The course will enable student teachers to

1. To reflect on the nature and 'disciplinary role' in the school curriculum.
2. To understand the nature, changes in disciplines and subjects in terms of social, Political and Intellectual contexts.
3. To study the relationship between academic disciplines and school subjects.

#### **Unit-I Structure of the Disciplines**

- a) Disciplines: Meaning, Types and Importance
- b) Core ideas of Developing Discipline: Meaning and organization
- c) Philosophical views in different disciplines by John Dewey & Krishna Murthy in modern context.

#### **Unit-II Understanding the organization of School Subjects**

- a) Nature, importance and historical perspective of Science, Social Science, Mathematics and Languages
- b) Changes in school subjects in terms of social, political and intellectual context
- c) Curriculum: Concept, Principles of curriculum construction.

#### **Unit-III Analyzing relationship between school subjects.**

- a) Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effects on curriculum framework.
- b) Meaning of inter disciplinary approach to education and its effects on school subjects.
- c) Criterion of content for selection of school subjects in view of objectives and sources.

#### **Sessional work (Internal)**

Preparation of written report on Comparative analysis of any two disciplines and their branches (like natural sciences, humanities, social sciences, earth science, Bio sciences, and their branches etc.)

#### **Suggested Readings:**

- Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- Gardner, H. (1993), Creating Minds, New York: Basic Books.
- Noddings, N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.
- Ornstein, Allen C., Edward F.P. & Stacey B.O. (2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I & II, (he selected works), London: Routledge.

- Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons,Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.

**Course Code: C-4**  
**SCHOOL MANAGEMENT**

**(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)**

**Objectives:**

After the course, pupil teachers will be able to:

- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the Teachers.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

**COURSECONTENTS**

**UNIT-I: Organization and Management**

- (a) School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
- (b) School Plant: importance, Essential characteristics, selection of site and Maintenance of different School Components.
- (c) Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning.

**UNIT-II: Essential Facets of School Organization**

- (a) Leadership: Concept, Need &Development of Leadership Qualities among teachers and students.
- (b) School Time Table: Importance,types and principles of time table construction.
- (c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

**UNIT-III: Quality Enhancement and Management in Schools**

- (a) Supervision: Meaning, aims, principles, areas, types and procedures of supervision,Role of Educational Administrators ( at school level, Block, District, State level)
- (b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
- (c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities-Morning Assembly, NSS/NCC, Fieldtrips.

**Practical work/ Sessional Work (Internal)**

Each Pupil teacher will conduct any one of the following activities:



- Preparation of an institutional plan.
- Construction of Time Table of a school.
- Maintenance of any school register.

**Suggested readings:**

- Bhatia, K.K., Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publications.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book Depot.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Khanna Jyoti, Nangia Anita, (2015), *Co-Curricular Activities in Schools*, Tandon Publications, Ludhiana.
- Sachdeva, M. S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sodhi, T.S. and Suri, Anaina (2002), *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

**SEMESTER- I: TEACHING OF SCHOOL SUBJECTS**

**Course Code: C-5&6**

**PEDAGOGY OF SOCIAL STUDIES-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**Objectives of teaching Social Studies:**

- To acquire a conceptual understanding of the nature of Social Studies
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the Social Sciences
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners

- Reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

### **Course Outline**

#### **UNIT I: Concept of Social Studies**

1. Concept and scope of Social Studies, Distinguish between Social Studies and Social Science
2. Correlation of Social studies with Social Science, languages, Mathematics, Arts and Science.
3. Aims and Objectives of teaching Social Studies at upper primary (6-8<sup>th</sup> class) and Secondary (9-10 class) Level.

#### **Unit - II: Methods of teaching Social Studies**

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Socialised recitation method.
2. Devices and Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip

#### **UNIT III: Curriculum and Professional Development**

1. Critical Analysis of Social Studies curriculum at secondary stage – features, issues and recommendations of NCF 2005
2. Development of social and national values through Social Studies Curriculum
3. Qualities of Social Studies Teacher , Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

#### **UNIT IV: Content from NCERT Text books:**

1. Earth in the Solar system, What ,where and how
2. Equality in Indian Democracy
3. India after independence

#### **Suggested Activities (Internal):**

- Qualitative Analysis of schooltextbook of Social studies/Sciences of PSEB/CBSE/NCERT
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami DayanandSaraswati, VinobaBhave, Abraham lincon, Mahatma JyotiRaoPhule, YousafzaiMalala, KailashSatyarthi, and Nelson Mandela etc.

#### **Suggested Readings:**

- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.

- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.( 1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

### **C-6&7**

### **PEDAGOGY OF ECONOMICS-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **Objectives of Pedagogy of Economics:**

- To acquire a conceptual understanding of Economics
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner
- Plan lessons based on different approaches to facilitate learning of Economics
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To realize her/his role as facilitator in enhancing Economicslearning in the real classroom situation.
- To explore the use and relevance of different learning resources and materials in learning different units in Economics.
- To understand different ways of assessing learner performance and providing additional support to the learners
- To reflect upon her/his own experiential knowledge in the process of becoming a Social Science teacher.

## Course Outline

### UNIT I: Economics: Context and Concerns

1. Concept , importance and scope of Economics as a school subject.
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

### Unit - II: Pedagogical Issues

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

### UNIT III: Curriculum and Professional Development

1. Concept of curriculum and role of curricula in development of economic values and critical thinking.
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

### UNIT IV: Content from NCERT Text books

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as challenge

### Suggested Activities:

- Preparing mock budget of their home/school for a financial year
- PowerPoint presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay),Amartaya Sen, Adam, Smith, Marshal and Pigou

### Suggested Readings :

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977).Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004).Teaching of Economics.Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.

- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986).The use and abuse of Social Sciences, London : Sage Publications, 1986.
- Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi : Sterling PublishersPvt. Ltd.,
- Singh, Tirath,Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar:SG Publication.
- Narang, V (2015) Teaching of Economics Om Publishers and distributers, New Delhi.

## **C-6&7**

### **PEDAGOGY OF HISTORY-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **Aims of History**

- To acquire a conceptual understanding of the nature of History.
- Plan lessons based on different approaches to facilitate learning of History.
- Develop learning materials on selected units to facilitate learning in History.
- Understand different ways of assessing learner performance and providing additional support to the learners
- Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.

#### **Course Outline**

##### **UNIT I: FOUNDATIONS OF HISTORY EDUCATION**

1. Concept, Importance and scope of History.
2. Co-relation of History with Art, Literature, Geography, Economics, Civics, Science.
3. Aims and Objectives of teaching History at Elementary(6-8<sup>th</sup> class) and Secondary (9-10/12 class) level in light of NCF-2005

##### **Unit - II: Pedagogical Issues**

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Field Trips and Excursions, Cooperative learning Method.
2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.
3. Problems in exploring true historical facts and its genuine records.Role of Museums and monuments in learning history.

### UNIT III: Curriculum and Professional Development

1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF 2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher , Professional development of History Teacher (Concept, need and ways of professional development)

### UNIT IV: Content of History

1. Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

#### Suggested Activities: Internal Work

- To arrange a visit to a historical place and write a report of the same
- Class seminar on the contributions by any one eminent historian.

#### Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
- Ballard. M. (1979), New Movement in Study Teaching of History, Templesmith, London
- Bhatia, R.L. Contemporary Teaching of History, Surjit Publications, Delhi, (2005)
- Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
- Choudhury, K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
- Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)
- Elton, G.R.: *The Practice of History.* London : Methuen, 1967.
- Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
- Ghate, V.D.: *The Teaching of History.* Oxford University Press, 1962.
- Johnson, H.: *Teaching of History.* New York: Macmillan 1962.
- Kochhar, S.K. Teaching of History, Sterling Publishers, New Delhi (1985)
- NCERT A Handbook for History Teachers, NCERT, New Delhi
- NCERT and state textbooks of History at secondary level
- NCERT, (1970), Teaching History in secondary school publication, Delhi
- Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
- Shaيدا, B.D. Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi (1996)
- Singh, R.R. Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
- Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
- Singh, D. R., (1959), The Teaching of History and Civics, Jullandar University press.
- Srinivas, M. Methods of Teaching History, Discovery Publishing House, New Delhi (2004)

- Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
- Tyagi, GTeaching of History, Radha Prakashan Mandir, Agra (2006)
- Vajeshwari, R.: *A Handbook for History Teacher*. Bombay; Allied Publishers 1973
- Yadav, N.Teaching of History, Anmol Publications, New Delhi, 1994

## **C-6&7**

### **PEDAGOGY OF GEOGRAPHY-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **Objectives:**

- To acquire conceptual understanding of the processes of teaching and learning Geography
- To acquire basic knowledge and skills to analyze and transact the Geography curriculum effectively following wide-ranging teaching learning strategies.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management and saving fast depleting natural resources (water, minerals, fossil fuels etc.).
- Gain insight into the general aims and specific objectives of teaching geography.
- Plan lessons based on different approaches to facilitate learning of Geography.
- Realize her/his role as facilitator in enhancing Geography learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Geography.

#### **Course Outline**

##### **UNIT I: Geography: Context and Concerns**

1. Meaning, Nature, scope and importance of Geography as a school subject.
2. Aims and Objective of Geography at Elementary and Secondary Level.
3. Understanding Geography in relation to History, Arts, Economics, Political science, Mathematics, languages and Science.

##### **Unit - II: Pedagogical Issues**

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book

**UNIT III: Curriculum and Professional Development**

1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development

**UNIT IV:**

1. Landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region

**Internal practical:**

1. Analysis of Geography textbook of a school.
2. Measure of daily temperature of local place and keep a date-wise record for one week every month.

**Suggested Readings :**

- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Geography
- B.C.Rai, Teaching of geography, Delhi: Danpat Rai Pub.
- Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York
- Dash, B. M., :Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi
- James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.
- Kochhar, S.K.: Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Trigg, R.( 1985) Understanding Geography. New York: Basics Black Well,

**C-6&7****PEDAGOGY OF PUBLIC ADMINISTRATION-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES**

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of public administration.
- To acquaint pupil teachers with pedagogy of Public Administration.
- To develop the skill of lesson/unit plans and its presentation.
- Have an overview and integrate the knowledge draw from various sources. Political Science, History, Psychology, Sociology Geography, laws, Economics.
- To develop the understanding of micro teaching skills.
- To develop concept of constitutional democracy



### **UNIT-I**

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other Social Sciences - Politics Science, History, Psychology, Sociology, Geography, laws, Economics.
3. Importance of teaching of public administration: Aims and Objectives With special reference to Blooms taxonomy.

### **UNIT-II**

- 1) Difference between approaches, strategies and methods.
- 2) Types of approaches- Inductive, Deductive
- 3) Methods of teaching:
  - (a) Lecture method (d) Source method
  - (b) Discussion method (e) Problem solving method
  - (c) Project method (f) Survey method
- 4) Techniques and devices of teaching:
  - (a) Assignments (d) Seminars
  - (b) Symposium (e) Dramatization
  - (c) Illustration (f) Questioning
  - (g) Brain storming (h) quiz

### **UNIT-III**

1. Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
2. Lesson/Unit Plan: Need, importance and steps of developing.
- 3) Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board.

### **UNIT-IV**

1. Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization of administration
2. Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
3. Role of ICT in Public Administration

### **INTERNAL PRACTICAL:**

Preparation of report on the functioning of a village panchayat/ Municipal Corporation.

**SUGGESTED READINGS :**

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). *Samajik Adhain da Adhiapan*. Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History of Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd

**C-6&7****PEDAGOGY OF SOCIOLOGY-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES**

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids & utilization technique.
- To integrate the knowledge draws from various sources History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
- To develop the skill of preparing of lesson plan & its presentation

**COURSE CONTENT****UNIT-I**

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

**UNIT-II**

1. Methods of teaching
  - a. Lecture method
  - b. Source method
  - c. Discussion method
  - d. Problem solving method
  - e. Project method
  - d. Survey method
  - f. Sociometric technique

## 2. Modern techniques and Devices:

- |                 |  |
|-----------------|--|
| a) Assignment   | d) Seminars                                    |
| b) Symposium    | e) Dramatization,                              |
| c) Illustration | f) Questioning g) ICT in teaching of sociology |

### UNIT-III

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Sociology text-book- importance and qualities, Supplementary material: Magazines, Journals News papers, reference books.
3. Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

### UNIT-IV

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

### INTERNAL PRACTICAL

1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on any Indian Thinkers

### Suggested Readings :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaiba, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

### C-6&7

### PEDAGOGY OF POLITICAL SCIENCE-I

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

### Objectives:

- To acquire a conceptual understanding of the nature of Political Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- To sensitize and equip student teachers to handle political issues.

- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Political Science.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

### **Course Outline**

#### **Unit I: Political Science: Context and Concerns**

1. Concept, importance and scope of Political Science.
2. Coorelation of Political Science with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objectives of teaching Political Science at Senior Secondary Level.

#### **Unit-II: Pedagogical Issues**

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method., Cooperative learning Method.
2. Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Mock Parliament.

#### **Unit III: Curriculum and Professional Development**

1. Critical Analysis of Political Science/Civics curriculum at secondary and senior secondary stage-features, issues and recommendations of NCF 2005.
2. Development of political values, Critical thinking, National values and social skills through Political Science Curriculum.
3. Qualities of Political Science Teacher, Professional development of Political Science Teacher (Concept, need and ways of professional development, role of different agencies).

#### **Unit IV: Content**

1. SAARC-formation and activities
2. Indian Constitution: Preamble, features and Structure.
3. Pressure groups and role of democracy.

#### **INTERNAL PRACTICAL**

- 1 Drawing a Political Map of India
- 2 Seminar on any one political event or Election process

#### **BOOKS RECOMMENDED:**

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.

- Preston, R.C., Teaching of World Understanding.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaída, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). ;wkie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd

## **C-6&7**

### **PEDAGOGY OF SCIENCE-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **OBJECTIVES**

After completion of the course, the student teachers will be able to

- Appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Use various methods and approaches of teaching science.
- Construct blue print of a question paper.
- Analyse the content pedagogically

#### **COURSE CONTENT**

##### **UNIT-I**

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

##### **Unit-II**

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Projectmethod, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

##### **Unit- III**

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blue print.
3. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion, Acid and Bases, Chemical Bonding, Circulatory system, food chain and food web.

**Unit- IV**

1. Metals and Non-Metals –Physical and Chemical properties.
2. Force and its types.
3. Micro-organisms- Bacteria and Virus.
4. Biogeochemical Cycles- Water and Nitrogen Cycle.

**INTERNAL PRACTICAL**

- a) Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
- b) Preparation of a blue print and construction of test items for Achievement test in science.

**Suggested Readings**

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli , V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi : SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012).*Teaching of Science*. New Delhi: PHI Learning Private Limited.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation.

**C-6&7****PEDAGOGY OF PHYSICAL SCIENCE-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

Objectives: After completion of the course, the student teachers will be able to-

- Gain insight on the meaning and nature of Physical Science.
- Appreciate Physical Science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Physical Science teaching.
- Use various methods and approaches of teaching Physical Science.
- Stimulate curiosity amongst his students.
- Construct a blue print of question paper in Physical Science.
- Examine different pedagogical issues in learning Physical Sciences.

**COURSE CONTENT****UNIT-I**

- a) Physical Science: Concept, importance and impact of physical science in daily life.
- b) Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

**UNIT-II**

- a) Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
- b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based approach
- c) Scientific attitude - Concept, characteristics and role of science teacher in its development.

**Unit- III**

- a) Evaluating Learning in Physical Science-Concept, need, types and Steps.
- b) Construction of objectives based test items, preparation of blue print.
- c) Pedagogical analysis of following topics in Physical Science- Mechanics (Force, Motion and Energy) Laws of Thermodynamics, Atomic Structure, Chemical Bonding.

**Unit -IV**

- a) Motion- Concept and types
- b) Force and its types.
- c) Chemical Reactions-Concept and its types.
- d) Chemistry in daily life- Food preservation, Medicine and clothing.

**Internal Practical (Any two)**

- a) Evaluation of Physics/Chemistry Text Book of any class.
- b) Preparation of any two models.
- c) Information about five journals contributing in the field of Physics/ Chemistry.
- d) Construction of objectives based test on three topics of Physics/ Chemistry.

## SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : *Science Education for Teacher Trainees*, New Delhi, PHI Learning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi: NCERT.
- Mohan, Radha (2007) .*Innovative Physical Science Teaching Method*, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

## C-6&7

### PEDAGOGY OF LIFE SCIENCE-I

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### OBJECTIVES:

After completion of the course, the student teachers will be able to-

- Gain insights on the meaning and nature of Life Science.
- Appreciate LifeScience as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Life Science learning.
- Use various methods and approaches of teachinglearning LifeScience.
- Stimulate curiosity amongst life science students.
- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Prepare as well as to select suitable instructional aids in teaching life science
- Join various platforms to bring professional growth

#### COURSE CONTENT

##### UNIT-I

- a) Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary inter-disciplinary and with day to day life)
- b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).



## UNIT-II

- a) Methods:lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.
- b) Approaches:Inductive & Deductive, Problem Solving approach,Cooperative Learningapproach, experiential learning approach.
- c) Scientific attitude:Concept, characteristics and role of science teacher in its development.

## Unit- III

- a) Lesson planning and Unit planning in lifescience :Meaning, importance and design. Preparation of ICT based lesson plans in life science.
- b) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactive board.
- c) Life science teacher:Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programmes, role of reflective practices in professional development.

## Unit -IV

- a) Components of food
- b) Photosynthesis
- c) Human Respiratory system
- d) Human Digestive system

### Internal Practical

- a) Contributions of eminent life scientists (any three)
- b) Preparation of any two models.
- c) Conducting and preparing action research report in life science during teaching practice.

### SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*.Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: DhanpatRai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Liversidge,T;Cochrane,M. Kerfoot,B. & Thomson,J. 2010, Teaching Science, SAGE Pub. India Pvt. Ltd., New Delhi.
- Ramakrishna,A. 2012, Methodology of Teaching Life Science; Dorling Kindersley(India) Pvt Ltd.
- Das, R.C. 2012, Science teaching in schools, Sterling Publishers Pvt Ltd., New Delhi.

## C-6&7

### PEDAGOGY OF COMPUTER SCIENCE-I

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### OBJECTIVES

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skill in preparing daily and unit lesson plans using various methods and approaches
- To develop the skill in critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- Use the knowledge of computers in class room teaching

#### Unit I-THE TECHNIQUES AND TECHNOLOGY OF COMPUTER

- Meaning, Characteristics and importance of Computers;
- Principles of Computing; Techniques of computing;
- Hardware & Software;
- Programming logics and learning strategies.

#### Unit -II: NATURE AND SCOPE OF COMPUTER SCIENCE

- Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

#### Unit – III: AIMS & OBJECTIVES OF TEACHING COMPUTER SCIENCE

- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives
- Instructional objectives with specifications

#### Unit – IV: INSTRUCTIONAL METHODS, TECHNIQUES AND PLANNING FOR TEACHING

- Strategies : Team teaching , lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, CAL, Web based learning
- Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.

**Sessional Work (Internal):**

- Critical analysis of Teaching aids and their applications in instruction and learning
- Preparation and presentation of slides for teaching any topic at the school level.

**SUGGESTED READINGS :**

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access. Californi: Emery ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt.

**C-6&7****PEDAGOGY OF HOME SCIENCE-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

After completion of the course, the student teachers will be able to –

- Develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- Integrate Home Science knowledge with other school subjects
- Identify and formulate aims and objectives of Home science Teaching.
- Critically evaluate the existing home science curriculum at secondary level.
- Apply various approaches and methods of teaching home science.
- Analyse different pedagogical issues in teaching home science

### Unit-I

- a) Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
- b) Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

### Unit-II

- a) Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised form also),
- b) Instructional Objectives, formulation of Specific objectives in behavioral terms (Magers approach and RCEM approach).
- c) Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

### Unit-III

- a) Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- b) Content and Pedagogical analysis of any five topics in Home Science.

### Unit-IV

- a) Food, its constituents, functions and sources.
- b) Care and maintenance of cotton, wool and silk.
- c) Guidelines for making flower arrangement and rangoli.
- d) Elements of art in interior decoration.

#### **Practical work (Internal) Any two of the following**

- Flower arrangement and Rangoli
- Visit to an industry related to food processing/ home decoration and report writing.
- Activities for aesthetic development.

#### **BOOKS SUGGESTED:**

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiyah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.

- Siddiqui, MujibulHasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.

### **C-6&7**

## **PEDAGOGY OF MATHEMATICS-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

### **OBJECTIVES:**

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Construct appropriate assessment tools for evaluating mathematics learning;
- Develop ability to use the concepts for life skills;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures
- Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- Examine the language of mathematics, engaging with research on children's learning in specific areas.

### **Course Content:**

#### **Unit I: NATURE AND SCOPE OF MATHEMATICS**

1. Meaning and building blocks of Mathematics- Axioms, Propositions, Postulates, Quantifiers.
2. Nature and scope of mathematics- Truth, Logic, Reasoning, Deductive, Problem Solving; Scope of mathematics.
3. A mathematical theorem and its Invariants- converse, inverse and contrapositive, proofs and types of proofs, Difference between proof and verification; Aesthetics by Birkhoff.
4. History of mathematics with special emphasis on teaching of mathematics, contribution of Mathematicians- Aryabhata, Ramanujan, Pythagoras & Euclid.

#### **Unit II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS**

1. Need for establishing general objectives for teaching mathematics; Aims and objectives of teaching mathematics

2. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry.

### **UNIT III: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS**

1. Nature of concepts; concept formation and concept assimilation; Concept Attainment Model.
2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving, Project Method.
3. Cooperative Learning ensuring equal partnership of learners with special needs
4. Pedagogical analysis of topics in mathematics

### **UNIT IV: PLANNING FOR TEACHING-LEARNING MATHEMATICS**

1. Unit planning- Meaning and Characteristics
2. Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans- Objective based, ICT based, Diary format and model based lesson plans
3. Instructional aid and its types, use of ICT in teaching of mathematics

**Sessional Work (internal):** The students may undertake and one of the following activities:

- Assignment on construction of Test items
- Analysis of famous quotations on Mathematics
- Preparing Instructional aids.

#### **Suggested Readings :**

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools.* New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics.* New Delhi: Arya Book Depot
- *N.C.E.R.T. Text Books 6th to 10th Standard.*
- *National Focus on Teaching of Mathematics.* Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- *Padagogy of Mathematics : Textbook for two year B.Ed Course.* Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics.* New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics:* New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics.* New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach).* Florida: HBJ Publishers

#### **Websites :**

- <http://www.ncert.nic.in>
- <http://rse.sagepub.com>

- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.Springerimages.com>
- <http://www.ibe.unesco.org>

### **C-6&7**

## **PEDAGOGY OF HEALTH AND PHYSICAL EDUCATION**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

### **Objectives:**

- To enable student teachers to develop an understanding of aims, objectives and importance of teaching of Health and Physical Education and Develop an understanding of the concept of Health Education.
- To describe the relationship of Health and Physical Education with other subjects.
- To develop awareness regarding first aid.
- To develop an awareness regarding the importance of physical fitness in individual and social life.
- To understand the Importance of Health and Physical Education Infrastructure, Equipments and Text Book.
- To acquaint them for food elements of balanced diet and food and its functions.
- To develop awareness regarding posture.
- To make pupil teacher aware of eligibility conditions to become Health and physical education teacher.
- To make the teaching of Health and Physical Education more interesting and innovative.

### **COURSE CONTENT**

#### **Unit : I**

1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education programme in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

#### **Unit : II**

1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities.
2. Health and Physical Education Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education.
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

#### **Unit : III**

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

#### **UNIT: IV**

1. Warming Up: Meaning, Importance of Warming and Cooling Down.
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in School.
4. Rules and Regulations:  
Games: (a) Badminton (b) Volleyball

**Internal Practical:**

1. To help in conduct and organization of annual sports meet of the college.
2. (a) Types of Track Events.  
(b) Rules and Regulations:  
Athletics: (i) Shot Put (ii) Long Jump

**SUGGESTED BOOKS:**

- Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Willmore, J.H. Costall: Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
- Thomas, J.P.: Organizations of Physical Education. Gnanodaya Press, Madras.
- Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.



## C-6&7

### PEDAGOGY OF COMMERCE-I

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### Course Objectives

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce.
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

#### UNIT- I: MEANING, NATURE AND SCOPE OF COMMERCE

- Meaning, nature and scope of commerce.
- Importance of Commerce in daily life.
- Structure of commerce as a subject
- Place of Commerce in school curriculum.
- Correlation of Commerce with Economics, Mathematics, Geography, Social Science.

#### UNIT –II: OBJECTIVES OF TEACHING & LEARNING COMMERCE

- General aims and objectives of teaching Commerce.
- Specific Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
- Objectives of Teaching Commerce according to Bloom’s Taxonomy of Educational objectives.
- List of Instructional objectives in Behavioural terms.

#### UNIT – III: APPROACHES AND METHODS OF TEACHING COMMERCE AND LESSON PLANNING

- Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and Role Playing Techniques.
- Unit Analysis, Content Analysis and Task Analysis; Planning daily lesson plan; Unit plan- Steps, format, advantages of unit planning; Difference between Unit Plan and Lesson Plan.

#### UNIT- IV: BUSINESS AND BANKING

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds; partnership Firms – Meaning, features, Types, Advantages, limitations as well as Applicability; Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

#### Sessional Work: (Internal ) Any one of the following

- Visit to banks, insurance house, trade centers, companies & other business house.
- Collection of business documents, newspaper or magazines articles and analyze them.

## References

- Kaura & Chopra (2015). Pedagogy of Commerce. Ludhiana: Tandon Brothers.
- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation.
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

## C-6&7

### PEDAGOGY OF AGRICULTURE-I

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### OBJECTIVES

- 1.To make student teachers familiar with the importance of the subjects.
- 2.To develop power of critical thinking in the student teachers.
- 3.To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

#### COURSE CONTENT

##### UNIT-I

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Correlation of Agriculture with Economics, Geography, Ecology and Biology.

##### UNIT-II

- (a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Lesson Planning, unit planning
- (c) Types and use of various agricultural implements.

##### UNIT-III

- (a) Brief History of Agriculture in Punjab after green revolution.
- (b) Knowledge about sowing of Rabi and Kharif crops in India.

**UNIT-IV**

- (a) Soil: Type, Formation, Soil Fertility, Soil Conservation.
- (b) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
- (c) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

**Internal Practical/ sessional work :**

Prepare a scrapbook with different seeds, leaves and their properties.

**BOOKS SUGGESTED:**

*ICAR Handbook of Agriculture.* New Delhi: Govt. of India.

*Handbook of Agriculture.* Ludhiana: PAU.

Sharma, R.C. :*Modern Science Teaching.*

**C-6&7****PEDAGOGY OF MUSIC-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES**

- To enable student teacher to understand the importance of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

**COURSE CONTENT****UNIT-I**

- a) Historical development of Music and Musical instruments from Ancient times to Modern Times;
- b) Aims & objectives of teaching of music, importance of Music in daily life.
- c) Indian Classical and light Music in educational institutions – Its importance, popularization.

**UNIT-II**

- (a) Methods of teaching music at secondary level
- (b) Relationship of music with other Fine arts subjects.
- (c) Voice-culture & larynx

**UNIT-III**

- (a) Music Curriculum construction
- (b) Writing a lesson plan, unit plan –concept, procedure, importance.
- (c) Evaluation in Music: Theory and Practical

**UNIT-IV**

- (a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
- (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
- (c) Knowledge of following raga- Bhairav, Bhairavi, Eman Kalyan, Bhupali or Malkawns

**Internal Practical**

- a) Preparing a scrap book on any two famous Musicians and their contribution.
- b) Recitation or playing on musical instrument of National Anthem.

**Suggested Readings :**

Khanna, Jyoti (2015). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.  
 Saryu Kalekar - Teaching of Music  
 Panna Lal Madare - Teaching of Music\

**C- 6&7****PEDAGOGY OF FINE ARTS-I**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES:**

To enable student teachers to:

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.
- Acquaint with objectives and different principles of fine arts.
- Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Develop criticism and aesthetic sense.
- Develop imagination and sense of appreciation and interest in teaching of fine arts.
- Know about professional competencies of fine arts teacher.

**COURSE CONTENT:****UNIT-I**

1. What is Art : Concept, Importance and Scope/different forms of Art
2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
4. Principles of teaching Fine Arts.

**UNIT-II**

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.
2. Principles of curriculum construction at secondary level.
3. (a)Importance of Art Room - its organization and various requirements.  
(b) Art criticism and aesthetic judgment in evaluating an art object.
4. Contributions of Artists: Sobha Singh, Amrita Shergill, RabinderNath Tagore, SatishGujral.

**UNIT-III**

1. Qualities and professional competencies of fine arts teacher.
2. Methods and Techniques of teaching Fine Arts:
  - a. Lecture cum Demonstration method.
  - b. Direct Observation method.
  - c. Method of Imagination and Free Expression.
3. New trends in teaching of Fine Arts.

**UNIT-IV**

1. Art as an occupation.
2. Design- Its meaning & types.
3. Colour- Types and effects.

**INTERNAL PRACTICAL**

**Practical work** to be submitted by students during the session:

- (a) One Canvas in size 18' X 22'
- (b) One utility item.
- (c) Size-½ Imperial Size Sheet.
  - I. Landscapes - 2
  - II. Design – 2

**BOOKS RECOMMENDED:**

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.

- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
  - Jaswani, K.K., Teaching and Appreciation of Art in Schools.
  - Lowenfeld Viktor .Creative and Mental Growth.
  - Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
  - Sharma, L.C., History of Art, Goel Publishing House, Meerut.
  - Read, Herbert. Education through art [paperback].
- Shelar, Sanjay. *Still Life*. JyotsnaPrakashan.

## C- 6&7

### PEDAGOGY OF ENGLISH – I

Total Marks: 50 ( Theory : 40 + Internal Assessment : 10 )

#### Objectives

After completion of course the student will be able to

- Understand the nature of English language and its relation to disciplinary knowledge
- Analyse the pedagogy as the integration of knowledge about the learner, the subject and societal context
- Apply pedagogical approaches for the teaching in different situations

#### Contents

##### UNIT-I :- Role of language and position of English in India

- Nature of language: Linguistic principles & their pedagogical implications
- Language and society: With special reference to gender, identity, power and class (society).
- Role of English language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and role of mother tongue; English as a link language in global context; challenges of teaching and learning English.

##### UNIT-II Methods and Approaches of Language Teaching

Methods

- Grammar Translation Method
- Direct/Natural Method
- Audio-Lingual Method

Approaches

- Structural-Situational Approach
- Communicative Approach
- Multilingual Approach
- Constructive Approach

##### UNIT-III Acquisition of Language Skills

- Acquisition of language skills :- Listening and speaking,  
Developing listening skills: Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone  
Tasks, materials and resources for developing the listening and speaking skills: Story-telling, dialogues, situational conversations, role play, simulation, speech, game and context, discussion, debate, workshop and seminar.
- Teaching of Grammar (Inductive and Deductive approach)

## c) Teaching of Vocabulary

**UNIT-IV Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB pattern)**

- a) Grammar : Parts of speech, Reported speech, voice and vocabulary items
- b) Unseen passage ( Factual and literary passage)

**SESSIONAL WORK**

Organise any literary activity mentioned in UNIT-III part one and also write a report for the same.

**Suggested Readings :**

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. *Teaching of English in India*. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

**C-6&7**  
**Pedagogy of Punjabi**  
**(Font: Ajitjanmeja22)**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**ਅਧਿਆਪਨ ਯੁਗਤਾਂ :-**

ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ ।

**ਪਾਠ ਸਮੱਗਰੀ :-**

**ਇਕਾਈ 1**

- 1 ਭਾਸ਼ਾ - ਪਰਿਭਾਸ਼ਾ, ਅਧਾਰ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
- 3 ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ ।
- 4 ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ ਅਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਸਿਧਾਂਤ, ਸੂਤਰ ।

**ਇਕਾਈ 2**

- 1 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- 2 ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ) ।
- 3 ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ - ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ ।
- 4 ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

**ਇਕਾਈ 3 :-**

- 1 ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪੁਸਤਕ - ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ ।
- 2 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ - ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ ।
- 3 ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਉਪਯੋਗੀ ਮਹੱਤਵ ।
- 4 ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ - ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।

**ਇਕਾਈ 4 :-**

- 1 ਵਰਨ ਬੋਧ - ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ।
- 2 ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ - ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ  
ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ ।

**ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-**

- 1 ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਤੱਕ)
- 2 Translation of one article in English (3/4 pages) into Punjabi language

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ :-**

ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।  
 ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ ।



- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- ਸਿੰਘ, ਜੀ.ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ.ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ,
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼ ।
- ਸੰਘਾ, ਸ.ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਂਚੂਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ : ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨਜ਼
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

**C- 6 & 7**  
**Teaching of Sanskrit – I**  
**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**  
**(Font: SG-13)**

**Semester-I**

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**Suggested Reading:**

- V.P. Bokil and N.R. Paarasnis: A New Approach to Sanskrit (V.G. Kelkar, Poona)
- Raghunath Safaya : The teaching of Sanskrit
- pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
- Micaael Weak: The teaching of Sanskrit
- D.G. Apte: The Teaching of Sanskrit A.B. Keith : Classical Sanskrit Grammar
- M.R. Kale: Higher Sanskrit Grammar
- Sanskrit Commission Report 1937, Government of India
- Urmil Sethi: Sanskrit Shikshan.

## C-6&amp;7

## हिंदी शिक्षण (Pedagogy of Hindi-I) (Agra Font)

कुल अंक: 50 (सै न्तिक परीक्षा: 40 +आन्तरिक मूल्यांकन: 10)

1. हिंदी शिक्षण के लिए भाषा संबंधी आधारभूत योगिताओं का विकास करना।
2. भाषा के स्वरूप और व्यवस्था का ज्ञान करवाना।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना।
4. भाषायी कौशलों में दक्षता का विकास करना।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना।
6. साहित्य की विभिन्न विधाओं का ज्ञान करवाना।
7. इकाई एवं पाठ-योजना निर्माण के योग्य बनाना।
8. शिक्षण सहायक सामग्री के निर्माण तथा प्रयोग की कुशलता का विकास करना।

इकाई क)

- क. भाषा का अर्थ, आधार, प्रकृति, एवं विविध रूप।
- ख. हिंदी भाषा एवं देवनागरी लिपि की विशेषताएँ एवं सीमाएँ।
- ग. हिंदी भाषा शिक्षण - महत्व, उद्देश्य एवं चुनौतियाँ।
- घ. हिंदी शिक्षण के सामान्य सिद्धान्त एवं सूत्र।

इकाई ख)

- क. श्रवण कौशल - अर्थ, उद्देश्य एवं विकसित करने की विधियाँ।
- ख. मौखिक अभिव्यक्ति - अर्थ, उद्देश्य, गुण एवं विधियाँ।
- ग. पठन कौशल - अर्थ, उद्देश्य, गुण एवं प्रकार।
- घ. लेखन कौशल - अर्थ, उद्देश्य, सोपान एवं विधियाँ।

इकाई ग)

- क. शिक्षण सहायक सामग्री - अर्थ, उपयोगिता, एवं प्रकार।
- ख. इकाई योजना एवं पाठ योजना- अर्थ, महत्व, उद्देश्य, सोपान।
- ग. हिन्दी अध्यापक।
- घ. पुस्तकालय उपयोगिता एवं व्यवस्था।

इकाई घ)

- क - हिन्दी शब्दों का वर्गीकरण - अर्थ उत्पत्ति एवं व्युत्पत्ति के आधार पर।
- ख - हिन्दी ध्वनियों का वर्गीकरण - मात्रा, उच्चारण स्थल, एवं प्राण तत्व।

### प्रायोगिक कार्य

क. श्रुत लेख।

ख. अपनी पसंद की निम्न में से किसी एक साहित्यिक विधा पर तीन रचनाएँ लिखना लघु कथा, निबंध, लघु नाटक, सम्वदा एवं पत्र।

### पुस्तक सूची :-

1. प्रसाद, केशवः ; (1972) हिंदी शिक्षण धनपतराय एण्ड कम्पनी, नई दिल्ली
2. जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण : विनोद पुस्तक मंदिर, आगरा
2. खन्ना, ज्योति (2015) हिन्दी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
3. सफाया, स्युनाथ (1997) हिन्दी शिक्षण विधि: पंजाब किताब घर, जालन्धर
4. भाटिया के.के. और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां : प्रकाश पब्लिशर, बदर्ज बराड़
5. कौर सर्वजीत (2009) हिंदी अध्यापन : कल्याणी प्रकाशन, नई दिल्ली
6. सिंह, सावित्री (1997) हिन्दी शिक्षण : लायल बुक डिपो, मेरठ
7. चौधरी, नंद किशोर (2009) हिन्दी शिक्षण: पब्लिकेशन गुरुसर सुधार, लुधियाना
8. सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि: पटना, दिल्ली
9. शर्मा, ज्योति मनोद, अच्योन मुख हिन्दी शिक्षण : पुस्तक सदन टण्डन पब्लिकेशन, लुधियाना
- 10 रमण बिहारी लाल (1996): हिन्दी शिक्षण : रस्तोगी पब्लिकेशन, मेरठ
- 11 तिवारी भोला नाथ (1990) भाषा शिक्षण : लिपि प्रकाशन, दिल्ली

# Semester II

## C-9

### LEARNING AND TEACHING

**Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)**

#### Objectives

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of transfer of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive, Humanistic, information processing, behaviourist views of learning as well as theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school;
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- Use various methods of teaching for transacting the curriculums in school;
- Prepare teachers for reflective teaching.

#### Course Content :

##### Unit-I PERSPECTIVES ON LEARNING:

- Learning: Concept, Nature, Socio-cultural factors influencing learning.
- Learning Theories: Behaviourist view (Thorndike, Pavlov, Skinner), their relevance and applicability in learning situations.
- Transfer of learning: Concept, Types and Educational Implications.

##### Unit-II PERSPECTIVES ON LEARNING:

- Role of teacher in teaching-learning situations: (transmitter of knowledge, facilitator, Co-learner).
- Learning Theories: Cognitivist view (Kohler), Information-processing view (Sternberg), Humanistic view (Rogers), their relevance and applicability in learning situations.

##### UNIT- III TEACHERS AND TEACHING PROFESSION

- Concept and nature of teaching as Profession, Professional ethics for teachers.
- Reflective teaching: concept and strategies for making teachers reflective practitioners.
- Models of Teaching: Concept Attainment; Inquiry Training; Inductive thinking model.

##### UNIT –IV TEACHING TECHNOLOGY

- Concept, principles and techniques of pedagogy and andragogy
- Micro Teaching : concept and teaching skills (Introduction, explanation questioning, Black Board Writing, Stimulus variation).

- Interaction Analysis; Analysis of teaching of effective teachers through Flander's Interaction Analysis System (FIAS).

**Sessional Work (Any two of the following):**

- Analysis of learning situations through case study.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Observation and analysis of teachers classroom behaviour through Flander's Interaction Analysis System (FIAS).

**Suggested Readings**

- Aggarawal J C , Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi 2010
- Chauhan S.S, Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi 2009
- Charles E Skinner , Educational Psychology P H I Learning Pvt. Ltd.- New Delhi-2012
- Dandapani S , A Text Book of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. NewDelhi, 2000
- De Cecco J P , Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi 1996
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press. t
- Joyce, Bruce.,Wheal, Marsha. (2003). *Modals of Teaching (7 Ed.)*. Boston: Allyn & Bacon.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books

## C-10

### ASSESSMENT FOR LEARNING

Total Marks:-100 (External assessment:-80 + Internal Assessment:-20)

#### OBJECTIVES

After completion of the course, the student teachers will be able to

- understand the nature of assessment and its role in teaching learning process
- critically analyze the role of assessment at different domains of learning
- develop the skill of construction of testing tools
- understand, analyze, manage and implement assessment data
- Examine different trends and issues in assessment

#### Unit-I OVERVIEW OF ASSESSMENT AND EVALUATION

- Meaning of Assessment, Distinction between assessment of learning and assessment for Learning.
- Meaning and characteristics- Measurement, Tests, Examination, Evaluation. Relationship between measurement and evaluation.
- Principles and Types of evaluation.

#### Unit-II ASSESSMENT TOOLS

- Types of Tests- essay type, objective type tests; teacher made and standardized tests; Norm referenced and criterion referenced tests.
- Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
- Steps of Construction of a Test: Planning (Blue Print) and Preparation

#### Unit-III ANALYSIS AND IMPLEMENTATION OF ASSESSMENT

- Techniques of Assessment: Project work, Assignments, Work sheets, Performance based activities, Seminars.
- Role of Feedback in Improving learning and learners' development.
- Emerging Practices in Assessment: Online, Computer Based and Open Book Examinations.

#### Unit-IV TRENDS AND ISSUES IN ASSESSMENT

- Existing Practices: Semester system and CCE
- Grading and Choice Based Credit System.
- Issues and Problems: Marking vs. Grading, Objectivity vs. Subjectivity, Non-Detention Policy, the menace of coaching.

#### SESSIONAL WORK:

- Construction of an Achievement Test on One Topic (Minimum 20 items)
- Analysis of Continuous Comprehensive Evaluation scheme at school level.

#### *Suggested readings*

- Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation Agra : Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi : Sterling Publishers.
- Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6<sup>th</sup> Edition.



- Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
- Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973): Statistics in Education and Pshychology, Bombay, Vakils Febber and Simons.
- GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from [http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf).
- GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from [http:// www.upe fa.com/upefaweb/admin/myuploads/SSA\\_frame\\_work\\_revised\\_9.6.2011 Pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf).
- Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E.(1977) : Measurement and Evaluation on Psychology and Education. . New York., John Wiley and Sons, Inc.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

## **Course Code: C-11**

### **LANGUAGE ACROSS THE CURRICULUM**

**(Total Marks:-50 (External assessment:-40 + Internal Assessment:-10)**

#### **Objective:**

- To promote an understanding of language characteristics of learners, language usage, socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.

#### **Course Content**

##### **UNIT-I : Language and Learning**

- a) Concept of Language. General Principles of Language Learning.
- b) Role of Language as a means of construction of reality and gaining experiences
- c) Concept formation: Meaning and Process

##### **UNIT-II: Language at School**

- Development of language and linguistic skills
- Multilingualism : Concept and techniques
- Role of home and school language in classroom instructions

##### **UNIT-III: Basic Language Competencies Required at School**

- Listening, oratory, reading and writing
- Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability;
- Discussion and questioning as tools of language learning

### Sessional work (Internal)

Each Pupil teacher will conduct any one of the following activities:

- Developing a reading test on school students for miscue analysis.
- Analysis of any language text book.
- Project on Language environment of school

### Suggested References:

- [https://en.wikipedia.org/wiki/Register\\_\(sociolinguistics\)](https://en.wikipedia.org/wiki/Register_(sociolinguistics))
- [www.genconnection.com/English/ap/LanguageRegisters.htm](http://www.genconnection.com/English/ap/LanguageRegisters.htm)
- [www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf](http://www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf)
- Halliday, M. A. K. (1978), *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.
- Trudgill, P. (1992), *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986), *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell
- Reid, T. B. (1956), "Linguistics, structuralism, philology", *Archivum Linguisticum*
- Swales, J. (1990), *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

## C-12 (EPC-1)

### UNDERSTANDING OF ICT

**Total Marks:-50 (External Theory 40 + Internal Assessment:10)**

**Objectives:** At the end of the course, the student- teachers will be able to-

- Interpret and adapt ICTs in line with educational aims and principles
- Acquire knowledge of computers its accessories and software.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
- Understanding features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet.
- Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies

### UNIT-I (Theory)

#### ICT in Education-

1. Concept of ICT, Need & Importance, Scope of ICT in teaching-Learning Process, research and administration.
2. Integrating ICT in Teacher Education, Tools of ICT,ICT for professional Development of teachers.

## UNIT-II (Theory)

### COMPUTER FUNDAMENTALS

1. Basic anatomy of computer, Evolution of computers, Characteristics of computer: its speed, storage, accuracy, versatile, automation, diligence.
2. Input devices-(Keyboards, Mouse, Touch Screen, MICR, Light Pen, Scanner, Joystick, and Digitizer).
3. Output devices-(VDU, Printers, Plotters, Speaker).
4. Data Storage devices-Hard Disk, Compact disk, Optical disk, Pen Drive and other devices.

## UNIT-III (Theory)

1. MS-Windows-Introduction, Operate MS-Windows, Windows Manager, Working with files, Paint Brush, Note pad, Calendar, Calculator, Clock.
2. Computer Virus-Infection causes and remedies.
3. Web page: Meaning- importance- types of networking
4. Internet: need and importance.

### Practical /Sessional Work

#### MS-Office

1. Word Processor-introduction, Concept of word processing, Entering text, formatting, saving, editing, replacing in word document.
2. Hands on Training:
  - a) Write a paragraph on burning news in word document
  - b) Preparation of resume.

#### Spreadsheet:

1. Basics of Spreadsheet, Columns and Rows
2. Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae
3. Hands on Training:
  - a) Preparation of result sheet using spreadsheet.

#### Power point Presentation

- Basics of PowerPoint- creating a presentation, preparation of different types of slides, slide design color and background, slide transition, custom animation.
- Hands on Training: Multimedia presentation on a topic relevant to the teaching subjects.

Note: Theory question Paper will be set from the first III units.

- There will be choice in each unit and each unit will carry 10 marks.
- Unit IV will be compulsory and will carry 10 marks (2 short answer questions from entire syllabi).

Practical work will be carried out from Practical area.

**Suggested Readings:**

- Intel Education, NCTE, .(2007). Hand book for teacher educators. Bangalore:
- Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.
- Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Leao, A.M.(2001). Computer for every one. New Delhi: Vikas Publishing house.
- Petzold, C.(1998). Programming windows. USA: Microsoft Press.
- Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGrow Hill Publication.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
- Simon, C. (1995) The way Microsoft windows 95 works. USA: Microsoft Press.
- Information and Communication Technology in School: A Handbook for Teachers or How ICT can create Ne, Open Learning Environments.
- National Mission In Education through ICT
- James, K.L.(2003). The internet: A user's guide. Prentice Hall of india Pvt. Ltd: New Delhi.
- Rosenberg,M.J.(2001) e-Learning , New York:Mcgrowhill.
- Peter Norton(2010) Virtual Learning , McGraw-Hill.

**C-13 –A (EPC-II-A):****Drama and Art in Education**

Total Marks:-25 (External assessment:-20 + Internal Assessment: 05)

**Objectives:**

- To acquaint the students with art, music and drama for expression and communication purpose.
- To develop imagination, aesthetics and sense of appreciation for Arts.
- To understand local culture, art forms and interpret art work.
- To understand self and self expressions for enhancing creativity.
- To develop the sense of correlation of art with education.
- To prepare effective teaching aids for effective teaching learning.
- To train, enhance some theatre and music skills that will help them be Creative and enlightened teachers.
- To learn to handle and display teaching material.

**Activities/ Practical/ sessional work by preparing file and demonstrating these in external practical examination :(Any 3 by selecting one each from the Part-A, B and C)**

**Part-A**

- Acting exercise for body and movements, voice and speech.
- Stage Setting, Make – up of theatre items.

**Part-B**

- Participation in any Musical/theatrical/heritage item is compulsory during session.
- Demonstration/ Depiction of any 2 folk dances of India with costumes and instrument.

**Part-C**

- Collection or Demonstration of any four folk songs.
- To prepare project work of any two Indian festivals and its artistic significance.

**Practical Examination:****Practical file: 5 Marks****Demonstration of activities and viva –voce: 15 Marks (5 for each Part-A, B and C)****Suggested Readings:**

- A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
- Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
- Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
- Gupta S.P., (2002): Elements of Indian Art, Inderaprastha Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984): an Approach to Indian Art, Publication Bureau.
- Roy C. Craven, (1995): Indian Art A Concise History, Thames and Hudson Ltd, London.
- Sharma L. C., (2002): A Brief history of Indian Painting, Goel Publishing House, Meerut.
- Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
- Work Experience and Black Board Writing, Neeraj Publications, Rohtak.
- NatyaShastra by Bharat Muni.
- NCERT (2006). Position paper : National focus group on Arts, Music, Dance and theatre, new delhi: NCERT
- KapilaVatsyan: Indian Classical Dance.
- Richard Corson : Stag Makeup
- Shiv Kumar Madhur: Bharat kaloknatya.
- Utpalk Banerjee: Indian Performing Art.
- Awasthi, S.S. (1964): A Critique of Hindustani Music and Music Education. Jalandhar.
- Bhatkhande, V. M.(1987): KRAMIK , PustakMahika , Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988): Teaching of Music. Monika Parkashan, Shimla.
- Kalekar ,Saryu (1986): SangeetShikshanParichaya.
- Khanna, Jyoti (2015): *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
- Panna Lal Madare: Teaching of Music, Jalandhar Publishers

### C-13 –B (EPC-II-B): WORK EXPERIENCE PROGRAMME

(Any one of the following crafts)

Total Marks:-25 (External assessment:-20 + Internal Assessment: 05)

#### 1. CANDLE MAKING

**Total Marks: 25 (External Practical)**

**Objectives:**

- i. To provide hands on experience and develop dignity of work
- ii. To develop sense of organization and aesthetic sense in students
- iii. To provide opportunities for creative expression
- iv. To enable them to make different types of candles

**Theory:** (1) Wax:- Introduction of different types of wax.

(2) Basic requirements of candle making

(3) Procedure of candle making

(4) Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.

(5) Safety measures in candle making.

**Practical:** Preparation and decoration of ten candles of different shapes. (10 marks)

**External Practical:** Preparation of candle on the spot at the time of practical exam. (10 marks) ; Practical File (5 marks); Viva Voce (5 marks)

**Books Suggested:** Khanna, Sunil. Candle Making, Chandigarh: Triveni Publications.

#### 2. CANE MAKING

**Total Marks: 25 ( External Practical)**

**Objectives:**

- (i) To provide hands on experience and develop dignity of work
- (ii) To develop sense of organization and aesthetic sense in students
- (iii) To provide opportunities for creative expression
- (iv) To learn to handle and display material
- (v) To prepare and improvise teaching aids for effective teaching and learning

**Practical Work:**

(1) Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave

(2) To prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag Books

**External Practical:** Preparation of any one item (mentioned above) on the spot at the time of practical exam. (10 marks) ; Display of prepared Cane samples - five items (5 marks) ; and Viva Voce : 5 marks ;

**Suggested Readings :** Grewal, N. A text book of home science B.A. II (H), A.P. Publishers, Jalandhar.

**3. CLAY MODELLING****63****Total Marks: 25 (External Practical)****Objectives:**

- (i) Development of creativity and imagination.
- (ii) Develop a sense of beauty.
- (iii) Develop a sense of organization and an aesthetic sense in them.
- (iv) To prepare /improve teaching aids for effective teaching learning.
- (v) Learn to handle and display teaching material.

**Practical work:** To prepare a file and any 10 items of the following : (i) Dancing Figure (ii) Mother and child (iii) Man in resting pose (iv) Any animal (v) Animal in action (vi) Labourer in action (vii) Mountain (viii) Carry capture (Cartoon) (ix) Political Leader (x) Any Player (xi) Any face (Man, Woman, Child) (xii) One educational model in teaching subject is compulsory.

**External Practical:** Preparation of any one item (mentioned above) on the spot at the time of practical exam. (10 marks) ; Practical File (5 marks); Viva Voce (5 marks)

**4. GARDENING****Total Marks: 25 ( External Practical)****Theory:** a) Gardening: Meaning and Importance

b) Soil: Types and Fertility

c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.

d) Parts of a typical Flowering Plant

e) Seed Germination

f) Gardening Tools and Equipments

g) Methods of Irrigation

h) Weeds: Important Weeds of Crops and their Control

i) Growing of Important Crops like Brinjal, Onion, Cabbage, Cauliflower, Spinach and Radish.

j) Procedure for Potting a Plant

**Practical Work:** a) Preparation of a lawn/flowerbed/kitchen garden

b) Potting the Plants

c) Collection of Seeds and Leaves

d) Preparation of Practical Note Book

**External Practical:** Evaluation of prepared lawn/flowerbed/kitchen garden (5 marks); Potting the Plants and Collection of Seeds and Leaves (5 marks); Preparation of Practical Note Book (5 marks); Viva voce - 5 marks

**5. INTERIOR DECORATION****Total Marks: 25 (External Practical)****A. To prepare any seven out of the following:**

- 1. Making and arranging flowers of paper and cloth (Minimum three (3) types).
- 2. Using waste articles for preparation of decorative items.
- 3. Wall hanging for decoration (glass painting mural making etc.)
- 4. Paper mashing work.
- 5. Collage making for preparing any innovative item (using any material).

6. Fabric painting 64
7. Pot painting
8. Floor decoration (Rangoli, Alpna, paper cutting etc. minimum 2'x2')
9. Tile painting and decoration (minimum 1'x1')
10. Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

B. A compulsory album depicting different colour schemes (Monochromatic, harmonium, contrasting etc.), utilization of space/corners in relation of size of rooms, kitchen, drawing room, children's room etc.) (Any (10) sheets).

**External Practical:** Evaluation of prepared items (10 marks); Preparation of Practical Note Book (5 marks); Viva voce - 5 marks

## 6. PHOTOGRAPHY

**Total Marks: 25 ( External Practical)**

**Creative Photography on the following topics (Eight Photographs)**

A (i) Outdoor photography in Natural Light (ii) Wildlife. (iii) Sports (action photography). (iv) New coverage. (v) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc). (vi) Indian Culture (vii) Art photography

B. (i) Mounting Photographs and displaying using creativity. (ii) Organising Photo Exhibition.

**External Practical:** Evaluation of Displayed Photographs (10 marks); Viva voce - 10 marks

**Books Suggested :**

1. Barbara and John, Upton Photography, Utile Brown and Co., 1980.
2. Michael Langford, Advanced Photography, London : Focal Press, 1988.

## 7. ART & PAINTING

**Total Marks: 25 ( External Practical)**

**Practical Work**

- 5 sheet depicting types of colours, colour schemes and principles of art.
- 10 Free hand sketches of still life, nature, study with pencil in light & shade.
- 5 sheets of Animal and bird drawings
- 5 Poster theme based sheets
- 5 Landscape painting in any medium
- 3 sheets of Mottos
- 2 Design – Geometrical/Floral

**External Practical:** Distribution of marks Practical (preparation of any two sheets on the spot (10 marks); Practical file (5 marks); and Viva voce (5marks)



**Semester II****65****C-14&15****Pedagogy of Social Studies-II**

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

**Course Outline****Unit I: Pedagogic planning**

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning:HerbartianApproach, RCEM approach and Constructivist approach
3. Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan andShort/Diary Lesson plan.

**Unit II: Teaching Learning Material**

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale’s Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models (Working & Still),Realia and specimens, Multimedia in Social studies teaching

**Unit – III: Assessment and Evaluation in Social Studies Education**

1. Concept and importance of Evaluation
2. Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
3. Open-book tests: Strengths and limitations, Techniques of evaluating student’s answer books/Assessing project work.
4. Construction of an Achievement test and Blue print.

**Unit – IV: Content from NCERT Text books**

1. Constitutional Design
2. Agriculture and National Economy
3. Globalization and Indian Economy, Consumer rights

**Suggested Activities: Internal**

- Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp etc.
- Prepare an Open Book Test

**Suggested Readings :**

- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools,

Longman Green and Company, London

- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.( 1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart andCompany.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies.New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.
- Dr.Gurmeet Singh (2009) , Taching of Social Studies, Chetna Parkashan, Ludhiana.

## Semester II

### C-14&15

### Pedagogy of Economics-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### Course Outline

##### Unit I: Pedagogic planning

1. Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan:Herbartian lesson plan, RCEM approach and Constructivist approach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

##### Unit II: Teaching Learning Material

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences

2. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching
3. Learning Resource : Primary and Secondary

### **Unit – III: Assessment and Evaluation**

1. Concept, importance and tools of Evaluation
2. Peer assessment; use of Rubrics and Portfolio in assessment of Economics
3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
4. Construction of an Achievement test in Economics and blue Print.

### **Unit – IV: Content from NCERT Text books**

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

### **Suggested Activities:**

- Conducting survey in a locality with references to any economic activity.
- Debate on the state of Indian economy.

### **Suggested Readings :**

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986). The use and abuse of Social Sciences, London : Sage Publications, 1986.

- Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.
- Kaur Manminder (2010), Teaching of Economics, Ludhiana: Tandon Publications
- Singh, Tirath, Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.

## **Semester II**

### **C-14&15**

### **Pedagogy of Geography-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **Course Outline**

##### **Unit I: Pedagogic planning**

- Concept, Need and importance of a lesson plan.
- Planning for teaching Geography – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
- Blooms revised taxonomy of writing behavioral objectives in context of geography lesson Planning

##### **Unit II: Teaching Learning Material**

- Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
- Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching ,Preparation of contextual learning aids

##### **Unit – III: Assessment and Evaluation**

- Concept and importance of Evaluation
- Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
- Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
- Construction of an achievement test of objective type test items in Geography.

##### **Unit – IV:**

Directions, methods to find out true north.

Drainage pattern of India.

Relief of India

##### **Internal practical:**

- Prepare a map of a state and show important features with proper symbols/signs.
- Observation of lessons delivered through edusat, educomp etc and prepare report.

**Suggested Readings :**

National Curriculum Frame Work 2005, NCERT, New Delhi.

Position Paper by National Focus Group on Teaching of Geography

Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York

Dash, B. M., :Contents-cum-methods of teaching geography, Kalyani Publishers, New Delhi

James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London.

Heller, F. : The use and abuse of Geography. London: Sage Publications, 1986.

Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.

Trigg, R.( 1985) Understanding Geography. New York: Basics Black Well,

**Semester II****C-14&15****Pedagogy of History-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**Objectives of teaching history :**

- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes
- To acquire basic knowledge and skills to analyze and transact the History.
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing History learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in History.

**Course Outline****Unit I: Pedagogic planning**

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach

**Unit II: Teaching Learning Material**

1. Resource for Learning : Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models ,Time-Lines, Overhead Projector, Multimedia in History teaching

### Unit – III: Assessment and Evaluation in Social Studies Education

1. Concept , Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, techniques of Evaluating answer-books and assessing project work.
3. Construction of an Achievement test and Blue print.

### Unit – IV: Content Area

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

#### Suggested Activities: (Internal)

- Collection of Newspaper cuttings related to history issues
- Prepare a class Test based on a school class history syllabus.
- Class seminar on any historical event.

#### Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)
- Ballard. M. (1979), New Movement in Study Teaching of History, Templesmith, London
- Bhatia, R.L. Contemporary Teaching of History, Surjit Publications, Delhi, (2005)
- Burston, W.H.: *Handbook for History Teachers; and Green, C.W.* London, Methuen & Co., 1962
- Choudhury, K.P. Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi (1995)
- Dash, B.N. Teaching of History: Modern Methods,, A.P.H. Publishing Corporation, New Delhi (2004)
- Elton, G.R.: *The Practice of History.* London : Methuen, 1967.
- Ghate, V.D. Teaching of History, Oxford University Press, Calcutta.(1973)
- Ghate, V.D.: *The Teaching of History.* Oxford University Press, 1962.
- Johnson, H.: *Teaching of History.* New York: Macmillan 1962.
- Kochhar, S.K. Teaching of History, Sterling Publishers, New Delhi (1985)
- NCERT A Handbook for History Teachers, NCERT, New Delhi
- NCERT and state textbooks of History at secondary level
- NCERT, (1970), Teaching History in secondary school publication, Delhi
- Pathak, S.P. Teaching of History, Kanishka Publications, New Delhi(2007)
- Shaida, B.D. Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi (1996)
- Singh, R.R. Teaching of History, R. Lall Book Depot, Meerut (U.P.)(2004)
- Singh, Y.K. Teaching of History, Modern Methods, A.P.H. New Delhi,(2007)
- Singh, D. R., (1959), The Teaching of History and Civics, Jullandar University press.
- Srinivas, M. Methods of Teaching History, Discovery Publishing House, New Delhi (2004)
- Steele, Ian.: *Developments in History Teaching* London: Open Books, 1976
- Tyagi, G. Teaching of History, Radha Prakashan Mandir, Agra (2006)
- Vajeshwari, R.: *A Handbook for History Teacher.* Bombay; Allied Publishers 1973
- Yadav, N. Teaching of History, Anmol Publications, New Delhi, 1994

## C-14&15

### Pedagogy of Political Science-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **OBJECTIVES:**

1. To develop ability to design curriculum of teaching of Political Science.
2. To develop proper understanding of modern concept and tools of evaluation.
3. To acquaint pupil teachers with methods of teaching of Political Science.
4. To enable P.T. to prepare lesson plan of teaching of Political science.

#### **Unit- I**

- Curriculum Organization: - Principles of Curriculum construction:.
- Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
- Lesson plan: need importance and steps of writing it in teaching of Political Science.

#### **Unit- II**

- Political Science Text Books: Need, importance and Qualities.
- Need and equipment of Political Science Room.
- Supplementary material: Magazines. Journals News papers, reference books, Internet and Social Media with reference to Political development.

#### **Unit- III**

- Difference between approaches, strategies and methods.
- Methods of Teaching of Political Science- Lecture, Problem solving .Project method.
- Concept of Formative and summative evaluation in teaching of Political science

#### **Unit- IV**

- Structure of UNO
- Steps in Electoral Process

#### **Internal practical**

Critical evaluation of existing text book of political Science at Senior Secondary school level

#### **BOOKS RECOMMENDED:**

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.
- Preston, R.C., Teaching of World Understanding.

Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.

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Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.

Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962

Singh, Gurmit (2008). ;wkwfif nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.

Singh, R.L., Teaching of History of Civics.

Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

### **C-14&15**

## **TEACHING OF PUBLIC ADMINISTRATION-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

### **OBJECTIVES**

1. To develop ability to organize curriculum of Public Administration.
2. To acquaint the pupil-teachers with different audio-visual aids.
3. To acquaint the pupil-teachers with recent trends in Public Administration.
4. Preparation and effective use of teaching aids.
5. Preparation and effective use of teaching aids.
6. To acquaint the pupil-teachers with different audio-visual aids.
7. To develop proper understanding of modern concepts and tools of Evaluation.

### **UNIT-I**

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
  - (a) Unit (b) Concentric (C) Topical
3. Role of public administration in developing national integration and internationalism.

### **UNIT-II**

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.
4. Edgar Dale's Cone of learning experiences.

### **UNIT-III**

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public administration—Importance, qualities and competence.
3. Evaluation- Types of test items and development of achievement test in Public Administration.

### **UNIT-IV**



1. Concept and Principles of Educational Administration.
2. Health Administration: Primary, secondary and tertiary health services.

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### **INTERNAL PRACTICAL**

Critical analysis of present state of public administration in india-views, reviews and latest trends.

### **SUGGESTED READINGS :**

Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.

Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.

Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.

Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.

Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.

Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.

Singh, R.L., *Teaching of History and Civics*.

Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

### **C-14&15**

### **TEACHING OF SOCIOLOGY-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

### **OBJECTIVES**

1. To develop an understanding and Knowledge pupil teachers concerning curriculum organization of sociology
2. To understand the approaches of curriculum of sociology.
3. To acquaint the pupil-teachers with recent trends in sociology
4. To develop national and international understanding in teaching & Sociology
5. To develop proper understanding of different techniques of evaluation.
6. To develop concept of social group and social mobility.

### **UNIT-I**

1. Principle for the construction and thematic organization of sociology curriculum.
2. Approaches of organization of Sociology curriculum.  
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the Senior Secondary Stage.

### **UNIT-II**

1. Brief Contributions of Social Thinkers:  
Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments.

**UNIT-III**

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology Purpose of evaluation in Sociology, Formative and summative evaluation, their silent features, remedial teaching.

**UNIT-IV**

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

**Internal practical**

1. Preparing blue-print and writing objective based test items.
2. Prepare a project report on a Western Thinker

**SUGGESTED READINGS :**

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

**SEMESTER – II****C-14&15****Pedagogy of Science-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES**

After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in science.
- Organise various co-curricular activities in science.
- Organise practical work and improvise science apparatus.
- Stimulate curiosity amongst science students.
- Plan lessons for effective teaching in science.

## **COURSE CONTENT**

### **UNIT -I**

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books - need and importance, criteria for selection
3. Teacher manuals in science teaching
4. e-learning: concept, and use of e-books and e-journals in science.

### **UNIT -II**

1. Practical work in Science - Need, Importance and Organization.
2. Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and material- selection, purchase, maintenance and First Aid in Laboratory.

### **UNIT-III**

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, specimens .
2. Lesson planning in science –Meaning, importance, steps ( Herbartian, Constructivist approach).
3. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.

### **UNIT-IV**

1. Reflection and Refraction- laws and its applications.
2. Structure of Atom- Bohr's model.
3. Nutrition and its modes.
4. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion.

### **INTERNAL PRACTICAL**

- a) Construction of any one improvised apparatus and a model.
- b) Study of community resource in science and preparing the report or Critical evaluation of science text book.

## Semester II

### C-14&15

#### PEDAGOGY OF PHYSICAL SCIENCE-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### OBJECTIVES

After completion of the course, the student teachers will be able to

- Write unit plans and lesson plans for effective teaching in Physical Science.
- Select and use appropriate learning resources in Physical Science.
- Organise practical work and improvise Physical Science apparatus
- Prepare as well as to select suitable instructional aids in teaching Physical Science.
- Join various platforms to bring professional growth.

#### COURSE CONTENT

##### UNIT-I

- a) Learning resources in Physical Science- Text books, reference books, journals, e-resources and community resources.
- b) Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
- c) Practical work in physical science- Need, importance and organization.

##### Unit II

- a) Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teachers and students.
- b) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory.
- c) Development of science kits, improvising apparatus and low cost experiments in Physical Science.

##### UNIT-III

- a) Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivist approach).
- b) Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models and ICT.
- c) Physical Science teacher- professional competencies and professional development programmes, teacher as researcher and facilitator.

##### UNIT-IV

- a) Metals and non metals- Physical and chemical properties.
- b) Gravitation - Concept and applications in daily life.
- c) Electricity –Concept and applications in daily life.
- d) Acids and Bases- Concept and importance.

**INTERNAL PRACTICAL (Any Two)**

- a) Preparation of any two lesson plans of Physics/Chemistry.
- b) Study of community resource in physical science and prepare the report.
- c) Construction of any two improvised apparatus.

**SEMESTER – II****C-14&15****PEDAGOGY OF LIFE SCIENCE-II****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES:**

After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in Life Science.
- Organise co-curricular activities related to Science
- Evaluate and select appropriate text books in life science.
- Organise practical work and improvise Life Science apparatus
- Construct appropriate assessment tools for evaluating learning of life science.
- Construct a blue print of question paper in Life Science.
- Examine different pedagogical issues in learning Life Sciences

**COURSE CONTENT****UNIT-I**

- a) Learning resources in Life Science:Text books, reference books, journals,e-resources and community resources.
- b) Learning Beyond the classrooms:Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
- c) Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.

**Unit-II**

- a) Setting upBiology Laboratory at Senior Secondary Stage.Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory.
- b) Improvising apparatus and low cost experiments in Life Science
- c) Organization and evaluation of practical work in life science.

**UNIT-III**

- a) Performance based assessment: concept, development of indicators, assessment of (learner's record, field diary, oral presentation, portfolio, participation in collaborative learning).

- b) Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
- c) Continuous and comprehensive evaluation, concept and process.
- d) Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution, food adulteration, levels of organization.

#### UNIT-IV

- a) Micro-organisms and diseases (bacteria and virus)
- b) Effect of population and human growth on environment
- c) Human Circulatory system
- d) Human Nervous system

#### INTERNAL PRACTICAL (Any Two)

- a) Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
- b) Construction of any two improvised apparatus.
- c) Preparation of herbarium of medicinal plants.(any 10 plants)

#### SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.

### Pedagogy of Computer Science-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### OBJECTIVES

- acquire the knowledge of extended activities in Computer Science and their organization
- develop the understanding of resources for teaching Computer Science
- develop the understanding of the means for quality improvement in Computer Science instruction
- develop the skill in preparing and using resources in Computer Science
- develop the skill in construction and administering unit tests and diagnostic tests in Computer Science
- develop the skill in organizing extended curricular activities in Computer Science
- develop the skill in preparing special programs for gifted and slow learners
- develop the skill in using multimedia in Computer Science

#### CONTENTS

##### UNIT- 1: BASIC CONTENT

- a. Network of Computers: Concept and its Types
- b. WWW: World Wide Web - browsing and search engines,
- c. E-mail – Meaning, Creation & its importance;
- d. Internet – Meaning and its relevance in TLP.

**UNIT-2: RESOURCES FOR TEACHING COMPUTER SCIENCE:**

- b. Text Books – Qualities of good computer science text book ,Role of text book in teaching computer science & Criteria for evaluation of computer science text book.
- c. Computer Science Lab – Need for planning the computer laboratory, special features of computer laboratory, Essential infrastructure.

**UNIT-3: CURRICULAR ACTIVITIES**

- a. Computer Science Club-Meaning, Objectives, Organization, activities & importance;
- b. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives-Organization & Importance;
- c. Quality & Professional Competencies of Computer Science Teacher.

**UNIT-4: EVALUATION IN COMPUTER SCIENCE:**

- Difference between Measurement and Evaluation. Concept of Evaluation and its Importance.
- E-Evaluation: Concept, importance and role of computer in evaluation.
- Blue print of Question Paper in Computer Science.

**Sessional Work:**

- i. Preparation of 10 cover pages for Magazines, Books etc.  
or
- ii. Multimedia presentation (Minimum of 20 slides)

**SUGGESTED READINGS :**

Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.

Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.

Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra

Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad

Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.

Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.

Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.

Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.

Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.

Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.

Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt

**C-14&15****PEDAGOGY OF HOME SCIENCE-II****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****OBJECTIVES:**

After completion of the course, the student teachers will be able to –

1. Understand and use appropriate learning resources in Home Science.
2. Organize Co – curricular activities in Home Science.
3. Acquaint themselves with the organization of Home Science department and its maintenance.
4. Write unit plans and lesson plans for effective teaching in Home Science.
5. Prepare as well as select suitable instructional aids in teaching Home Science.
6. Understand the qualities and competencies of Home Science teacher.

**COURSE CONTENT****Unit – I**

(a) Learning resources in Home Science –Text Books, reference books, journals, e-resources and community

Resources

(b) Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions

(c) Practical work in Home Science – Need, importance and its organization

**Unit – II**

(a) Organization of Home Science department – Importance and principles.

(b) Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory.

Upkeep and Management of Home Science department

(c) Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

**Unit – III**

(a) Meaning, importance, classification, selection and use of various instructional aids in Home Science

(b) Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

**Unit – IV**

(a) Home Science and Environmental Issues

(b) Reflection on Recent Advancements in Home Science

(c) Home Science and Sustainable Development

(d) Innovative Approaches in Home Science



**Internal Practical**

- (a) Analysis of Mid Day Meal in a School
- (b) Develop any two print material or design on a piece of cloth.
- (c) Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

**BOOKS SUGGESTED:**

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiyah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup& Sons, New Delhi.
- Siddiqui, MujibulHasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena , B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.

## Semester II

### C-14&15

### Pedagogy of Mathematics-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **UNIT I: LEARNING RESOURCES IN MATHEMATICS**

1. Textbooks- need, importance, quality,
2. Audio-visual multimedia–Selection and designing;
3. Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

#### **UNIT II: EXPLORING LEARNERS**

1. Cultivating learner’s sensitivity like intuition, probing and developing confidence;
2. Development of interest and attitudes towards mathematics;
3. Role of ICT in teaching of mathematics.

#### **Unit III: MATHEMATICS FOR ALL**

1. Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning,
2. Supplementary text material, summer programmes, correspondence course,
3. Mathematics club, contests and fairs,
4. Designing mathematics laboratory and its effective use,
5. Recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

#### **UNIT IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS**

1. Qualities of mathematics teacher: general, personal & specific; Competencies: contextual, conceptual, curricular, content, learning material, management and cooperation;
2. Types of in-service programme for mathematics teachers;
3. Role of mathematics teacher's association; Journals and other resource materials in mathematics education;
4. Professional growth—participation in conferences, seminars, workshops, projects, role of reflections in professional development.

**Sessional Work: The students may undertake any one of the following activities:**

- Group puzzles activity
- Preparation of teaching aids
- Demonstration of teaching aids

**Suggested Readings :**

- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

**Websites :**

- <http://www.ncert.nic.in>
- <http://rse.Sagepub.com>
- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.Springerimages.com>
- <http://www.ibe.unesco.org>

## Semester II

### C-14&15

#### Pedagogy of Health and Physical Education

Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

#### Objectives

- To promote Health and Physical Education through various means and methods of teaching.
- To understand the Significance and Practical use of Audio-visual Aids.
- To make the teaching of Health and Physical Education more interesting and innovative.
- To understand the National Integration and International Understanding.

#### UNIT: I

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black-Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

#### UNIT: II

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

#### UNIT: III

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

#### UNIT: IV

1. Yoga: Meaning, Need and Significance of Yoga Asanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

#### Internal Practical:

1. Participation in College, State, University Activities and Sports Competitions.

2. Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
3. Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

**SUGGESTED BOOKS:**

- Atwal & Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurursar Sadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Willmore, J.H. Costall: Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL
- Manjul, J.U.S., (1965). Sch0ool Swasthya Shiksha, Agra University: Universal Publisher
- Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
- Thomas, J.P.: Organizations of Physical Education. Gnanodaya Press, Madras.
- Voltmeter, F.V. and Esslinger, A. E. (1964): The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Fo0undations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company ,New Delhi.
- Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.

## Semester II

### C-14&15 Pedagogy of Commerce-II

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

#### **UNIT- I: COMPANIES AND EMPLOYMENT**

- Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types , advantages and limitations;
- multinational companies- meaning, features advantages and limitations;
- Insurance- Meaning, need and Principles, entrepreneurship-meaning,
- Role and importance of entrepreneurship, Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages.

#### **UNIT- II: RESOURCES FOR COMMERCE:**

- Learning Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
- Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
- Commerce club or association activities school bank-school co-operative society.

#### **UNIT- III: EVALUATION AND QUALITY IMPROVEMENT IN TEACHING COMMERCE**

- Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction
- Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
- Diagnostic test- meaning, steps of construction, uses, Remedial teaching in commerce, Critical analysis of commerce question of already conducted papers
- Qualities of a Commerce teacher, Need of professional development of commerce teacher
- Need and Importance of in service teacher training of commerce.
- Programmes for quality improvement in teaching of commerce- role of seminars/ workshops projects, student exchange programme.

#### **UNIT- IV: TECHNOLOGY AIDED LEARNING**

##### *E-learning in commerce*

- Multimedia in learning commerce
- Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing

#### **PRACTICAL ACTIVITIES:**

- Conduct a survey and prepare a report on problems of teaching of commerce in schools.
- Filing of Income Tax return forms of individual and institution.

#### **Reference**

- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House

- Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
  - Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
  - Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
  - Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
  - Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

### **C-14&15**

### **PEDAGOGY OF AGRICULTURE-II**

Max Marks : 50 Marks

External Theory: 40 marks, Internal Evaluation: 10

#### **OBJECTIVES**

1. To make students self-reliant and self-confident during the field studies and surveys.
2. To make them scientific minded.
3. To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in  
various types of constructive activities.
4. To develop in them the good healthy habits and social skills.

#### **Instructional Strategies:**

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

#### **COURSE CONTENT**

##### **UNIT-I**

- (a) Principles of curriculum construction in Agriculture.
- (b) Critical study of the existing School Agriculture Curriculum of Secondary Classes.
- (c) Kitchen Gardening as a part of curriculum.

##### **UNIT-II**

- (a) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (b) Agriculture Farm and Laboratory.

##### **UNIT-III**

- (a) Agriculture Teacher and his professional growth.
- (b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
- (c) Evaluation – Importance, different types of tests for theory and practicals.

**UNIT-IV**

- (a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.  
 (b) Weeds and Weed control.

**Internal Practical :**

Prepare and maintain a kitchen garden or a seasonal flower bed.

**BOOKS SUGGESTED:**

*ICAR Handbook of Agriculture.* New Delhi: Govt. of India.  
*Handbook of Agriculture.* Ludhiana: PAU.  
 Sharma, R.C. *Modern Science Teaching.*

**SEMESTER – II****C-14&15****PEDAGOGY OF MUSIC-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES**

- To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

**COURSE CONTENT****UNIT-I**

- (a) Indian Musical Instruments - variety, introduction of instruments.  
 (b) Knowledge of Notation & Rhythm  
 (c) Settings of Music Room (Vocal and Instrumental)

**UNIT-II**

- (a) Classical Music & Folk Music  
 (b) The effect of music on behaviour, activity & Fatigue

**UNIT-III**

- (a) Knowledge of swaras, division of swaras in measures of shruti.  
 (b) Qualities of a Music Teacher - Singer, Vadaak, Vadyakar

**UNIT-IV**

- (a) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali, Bhairavi



(b) Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

**Internal Practical/sessional work:**

- a) Demonstration of any two musical skills by the candidate.
- b) Prepare a group of students for a musical show/ cultural activity.

**Suggested Readings :**

Khanna, Jyoti (2015). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.

Saryu Kalekar - Teaching of Music

Panna Lal Madare - Teaching of Music.

**SEMESTER – II**

**C-14&15**

**PEDAGOGY OF FINE ARTS-II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**OBJECTIVES:**

To enable student teachers to:

- Learn and understand the correlation of fine arts with other subjects.
- Develop the skill of using text books-availability, criteria for selection etc.
- Develop the Aesthetic sense.
- To prepare lesson plan for teaching fine arts.
- Develop imagination and sense of appreciation of arts and interest in teaching of art.
- Knowledge about various elements and importance of six limbs in fine arts.

**COURSE CONTENT:**

**UNIT-I**

1. Significance of Fine Arts& its correlation with other school subjects.
2. Importance of Field trips and Excursions in Fine Arts.
3. Use of Textbooks in teaching Fine Arts:
  - a) Theoretical part and criteria of selection.
  - b) Reference books and books for supplementary reading.

**UNIT-II**

1. Lesson planning to teach:

- Line
- Colour
- Design
- Still Life
- Poster

2. Audio-Visual Aids in teaching of FineArts.
3. Holding the Art classes (Primary, Middle & Higher Classes).

### **UNIT-III**

- 1.Elements of Art.
2. Six limbs of Indian Art (Shadanga).
- 3.Fine Arts& Society.

### **UNIT-IV**

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.

### **INTERNAL PRACTICAL**

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18'X 22'
  - (b) One utility item.
  - (c) Size-½ Imperial Size Sheet. I.  
Poster - 2
- II. Still Life– 2

### **BOOKS RECOMMENDED:**

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.
- LowenfeldViktor .*Creative and Mental Growth*.
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback].
- Shelar, Sanjay. *Still Life*. JyotsnaPrakashan.

**Semester II =  
C-14&15  
Pedagogy of English-II  
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

**Contents**

**UNIT I: ACQUISITION OF LANGUAGE SKILLS: Reading & Writing**

- Teaching Reading Skills:-
  - a). Mechanics of Reading (Eyes span, Pause, Fixation, Regression, Speed Pace)
  - b). Types of Reading: Skimming, Scanning, Reading, Aloud, Silent Reading, Intensive Reading, Extensive Reading.
- Teaching Writing Skills
  - a). Teaching of Composition from controlled to free practices.
  - b). Creative writing (Poetry, Story, Article).

**UNIT II: LESSON PLANNING**

- a) Behavioral Objectives (Boom's Taxonomy)
- b) Teaching of Poetry
- c) Teaching of Prose/Drama
- d) Teaching of Composition

**UNIT III: MULTIMEDIA TEACHING LEARNING RESOURCES**

- a) Print Media:- Meaning & Educational Significance.
- b) ICT:- Audio Visual Aids (Radio, TV, Films, LCD, Projector, CALL Programmes)
- c) Language Lab:- Its set up, use and limitations.
- d) Language games

**UNIT IV: ASSESSMENT-ITS ROLE AND IMPORTANCE**

- a). Continuous and comprehensive evaluation: Techniques of evaluation—oral, written, portfolio, Self evaluation; Peer evaluation.
- b). Typology of questions:-open-ended questions, MCQ, true and false, critical questions.

**Sessional Work:**

- a). Prepare different types of teaching aids related to teaching of English and use them wherever necessary.
- b). Develop a question paper for middle and secondary stage children to access all the aspects of language learning.

**Suggested Readings :**

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.

- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. Teaching of English in India. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). Teaching English as a Second Language. London: Longmans, ELBS.
- Carroll, B.J. (1972). Systems and Structures of English. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). Teaching Without lecturing. London: Oxford University Press.
- French, F.G. (1963). Teaching English as an International Language. London: OUP.
- Gokak, V.K. (1963). English in India. Its Present and Future. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). The Teaching of Structural Words and Sentence Patterns. London: OUP.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication

**Seemester II**  
**C-14&15**  
**Pedagogy of Hindi-II**  
**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**  
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**उद्देश्य :-**।

- 1 भाषाशिक्षणप्रक्रियाकोजानना ।
- 2 सूक्ष्म शिक्षणकौशलोंमें दक्षता ।
- 3 भाषा के व्यावहारिकप्रयोगमेंनिपुणतालाना ।
- 4 साहित्य की विभिन्नविधाओंकाज्ञानकरवाना ।
- 5 मूल्यांकन की योग्यताकाविकासकरना ।

**इकाई (क)**

- सूक्ष्म शिक्षणकौशल—अर्थ एवंप्रक्रिया, लाभ एवंहानियाँ ।
- कौशल ( प्रस्तावना, अनुशीलन—प्रश्न, दृष्टान्त—व्याख्या,पुनर्बलन—कौशल )
- उच्चारण—उच्चारणदोष, के कारणप्रकारएवंउपाय ।
- अनुवादलेखन—अर्थ, महत्त्वतथाआवश्यकता ।

**इकाई (ख)**

- कविताशिक्षण—उद्देश्य, सोपानतथाविधियाँ ।
- गद्य शिक्षण—उद्देश्य, सोपान, विधियाँ ।
- व्याकरणशिक्षण—महत्त्व, उद्देश्य, विधियाँ ।
- रचनाशिक्षण—अर्थ ,गुण एवंविधियाँ ।

**इकाई (ग)**

- पाठ्यक्रमनिर्माण के सिद्धान्त ।
- पाठ्य—पुस्तककामहत्त्व एवंविशेषताएँ ।
- हिंदीमेंमूल्यांकन—अर्थ, महत्त्व, एवंविध प्रकार ।
- प्रश्न—पत्र निर्माण के सिद्धान्त ।

**इकाई घ**

- मुहावरे / लोकोक्तियाँ
- अक्षरविन्यास / उपसर्ग / प्रत्यय

**प्रायोगिककार्य**

- (क) एकप्रश्न—पत्र कानिर्माण । ( छठीसेदसवीतक )  
(ख) अंग्रेजी व क्षेत्रिय भाषा के 3—3 अनुच्छेदोंकाहिन्दीमेंअनुवाद ।

**पुस्तकसूची :-**

- 1 जीत, योगेन्द्रभाई (1972) हिन्दीशिक्षण (आगरा: विनोदपुस्तकमन्दिर)

- 2 खन्ना, ज्योति (2015) हिन्दीशिक्षण (नईदिल्ली : धनपतराय एण्ड कम्पनी)
- 3 सफाया, रघुनाथ (1997) हिन्दीशिक्षणविधि (जालन्धर : किताब घर)
- 4 भाटिया के.के औरनारंग, सी. एल (1989) आधुनिकहिन्दीविधियाँ, (प्रकाश पब्लिशर)
- 5सर्वजीतकौर (2009) कल्याणीप्रकाशननईदिल्ली,
- 6 सिंह, सावित्री (1997) हिन्दीशिक्षण (मेरठ: लायलबुकडिपो )
- 7 चौधरी, नंदकिशोर (2009) हिन्दीशिक्षण, गुरुसरसुधारपब्लिकेशनसुधार,
- 8 . शर्मा, ज्योतिभनोट, (2000)हिन्दीशिक्षण(लुधियाना: टण्डन पब्लिकेशन)

**C- 14 & 15**

**Pedagogy of Sanskrit – II**

**Total Marks: 50 (Theory: 40 + Internal Assessment: 10)**

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द्व

द्वान्त

3 गृह कार्य

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**Suggested Reading:**

- V.P. Bokil and N.R. Paarasnis: A New Approach to Sanskrit (V.G. Kelkar, Poona)
- Raghunath Safaya : The teaching of Sanskrit
- pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
- Micaael Weak: The teaching of Sanskrit
- D.G. Apte: The Teaching of Sanskrit A.B. Keith : Classical Sanskrit Grammar
- M.R. Kale: Higher Sanskrit Grammar
- Sanskrit Commission Report 1937, Government of India
- Urmil Sethi: Sanskrit Shikshan.

Semester II  
C-14&15  
Pedagogy of Punjabi  
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

**ਉਦੇਸ਼ :-**

- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।
- ਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ ਅਤੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨਾ ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ ।

**ਅਧਿਆਪਨ ਯੁਗਤਾਂ :-**

ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਗੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ ।

**ਪਾਠ ਸਮੱਗਰੀ :-**

**ਇਕਾਈ 1**

- 1 ਕਵਿਤਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
- 2 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ - ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ ।
- 3 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ - ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ ।
- 4 ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ - ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ ।

**ਇਕਾਈ 2**

- 1 ਪਾਠ- ਯੋਜਨਾ - ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ ।
- 2 ਪਾਠ-ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- 3 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ - ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ ।



### ਇਕਾਈ 3 :-

- 1 ਦਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ - ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
- 2 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ - ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
- 3 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੋਸ਼ਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

### ਇਕਾਈ 4 :-

- 1 ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ - ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ ।
- 2 ਰਚਨਾ - ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ ।

### ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-

ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।  
ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

### ਸਹਾਇਕ ਪੁਸਤਕਾਂ :-

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- ਸਿੰਘ, ਜੀ.ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. | ਐਸ.ਜੀ. ਪਬਲਿਸ਼ਰ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾ- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰ ।
- ਸੰਘਾ, ਸ.-. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਂਚੂਰੀ ਪਬਲੀਕੇਸ਼ਨ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ. ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

## **DETAILS OF SCHOOL INTERNSHIP PROGRAMME (Semester I, II and III)**

### **Objectives of School Internship Programme**

- To develop conceptual and practical understandings about teaching and learning in school environment.
- To understand the learner, learning behavior and learning situations.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To learn to plan and execute lessons in a typical formal school setting.
- To put theory into practice in real school environment.
- To get an opportunity to observe the teaching of experienced teachers.
- To work under the guidance of experienced school teachers.
- To know which types of records are maintained in the school and how they are prepared?
- To develop an insight about co-curricular and extra-curricular activities organized in the schools.
- To have feel of total experience of teachers in the school.
- To enable the pupil teacher to critically analyze the gained teaching experiences in actual school environment.

## SEMESTER- I

**Course Code: C-8**

**Pre-Internship- 1**

***Internal Assessment Total – 30***

Preparation of report - 15

***Duration: 2 weeks***

Presentation / sharing of the report- 15

### **COURSE DETAILS**

In pre-internship-1 the school exposure programme shall be carried out in local/nearby school or schools. For this, the student teachers may be placed in various types of school such as Government, Private, Urban, Rural and Specified category schools (e.g. KVs, JNVs, Sainik schools, meritorious schools). A group of 10 to 12 student teachers may be placed in one school for this purpose. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.**

During this programme, the student teachers shall observe the following:

1. Philosophy, aim and vision of the school.
2. Organization & Management( Affiliating body, type of school, type of management)
3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
6. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.

**SEMESTER -II**  
**Course Code: C-17**  
**Pre-Internship-2**

*Internal Assessment Total – 30*

Preparation of report - 15

*Duration: 2 weeks*

Presentation / sharing of the report- 15

**COURSE DETAILS**

Two weeks Pre-internship shall be carried out during the second semester in local/nearby school. For this, the student teachers may be attached to Government, Private, Urban, Rural, Special Schools (KVs, JNVs, Sainik Schools, meritorious schools, etc. affiliated to PSEB/CBSE/ICSE. Approximately 10 to 12 student teachers may be attached in one school for the purpose.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **The college will organize at least two demonstration lessons in each school subject before** sending the student teachers to schools. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. During this programme, the student teachers shall observe the following:

1. The teaching learning process in the real classroom, use of multimedia, student participation, classroom management. The student teachers shall observe teaching learning process for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules.
2. Evaluation procedures used in the school
  - a) Types of evaluation
  - b) Maintenance of examination records
3. Library resources
4. Grants (Basic information and usage)
5. Purchase and maintenance records
6. Visit to innovative centre of pedagogy and learning/ educational resource centre.
7. Reflections on school experiences (local schools visited)

At the end of the programme, student teachers shall be required to develop a detailed report of the local school as well as of the innovative school/ educational resource centre separately and share with the school and present the same in the parent Institute.

## **SYLLABUS OF SEMESTER -III**

**Course Code: C-18**

### **SCHOOL INTERNSHIP PROGRAMME**

**Total marks – 250**

**Duration: 16 Week**

Assessment by concerned school – 50 marks

Pedagogical subjects- 100 in each subject  
(External-70 + Internal-30)

**16 weeks internship shall be carried out in the three phases as described below:**

**Phase-1 : Pre-Practice**

**Duration: 1 week (In parent institute)**

1. Student teachers will learn to write micro, macro diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through simulated teaching practice in each teaching subject.
3. Workshop on development of audio visual aids be organized during this week.
4. Necessary orientation programmes for Mentor Teachers and Heads of the selected schools be organized by the institute.

**Phase-2: Teaching Practice**

**Duration: 14 weeks**

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students 'of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the supervision of the mentor teacher and respective teacher educators.

- ***Nomination of Mentor Teachers:*** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- ***Identification of supervisors:*** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

**Activities for Student teachers:** Student teachers shall undertake the following activities during this period:

#### **Phase I. Planning and Facilitating Teaching Learning**

(A) Preparing and delivering 120 lesson plans in two teaching subjects - **(60 + 60)**

- Macro Lesson Plans-40
- Diary form Lesson Plans- 07
- ICT Based Lesson Plans- 05

- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
  - Lessons Plans based on Models of Teaching - 04
- (B) Peer teaching observation - **20 +20** in each subject

### **Phase II. Assessment of students' performance:**

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

### **III. Participation in School Activities**

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

### **Records to be submitted by a Pupil teacher:**

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

### **Phase – III**

#### **Post-Practice and Evaluation**

#### **Duration: 1 Week**

The following activities shall be organized in the Post Practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- Inviting feedback from cooperating schools.

### **Evaluation (Total- 250 marks)**

The weight age to different components of internship shall be assigned as under:-

- Assessment by concerned teaching subject school mentor teacher and teacher educator – **50 marks (25+25 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records- 30 in each teaching subject **(30+30 in each subject =60)**
- External assessment: Final Skill- in-Teaching lesson in each subject to be conducted in the parent college **(70+70 in each subject =140)** under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (70 marks) is as follows:
  - Written Lesson - 10 Marks
  - Presentation - 40 Marks
  - Teacher Traits - 10 Marks
  - Teaching aids - 10 Marks

***Performa-A: Assessment for School Internship***

**(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject )**

**Total Marks : 50 (25+25) For two teaching subjects**

Teaching Subject: \_\_\_\_\_  
 Name of the Student \_\_\_\_\_  
 Roll No. \_\_\_\_\_  
 Name of the School \_\_\_\_\_  
 Session \_\_\_\_\_  
 Date \_\_\_\_\_

Sr.No.	Teaching Aspects	Marks for the area	Marks Obtained
1.	Adherence to school's rules & regulations (Punctuality, Attendance & General behaviour)	5	
2.	Organization and participation in morning assembly and co-curricular activities.	5	
3.	Development and use of teaching learning material (audio visual aids)	2.5	
4.	Maintenance of School Records & Registers	2.5	
5.	Participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades)	5	
6.	Use of teaching strategies (knowledge of subject content, methodology, class room interaction, class control etc)	5	
Total		25	
Marks			

Signature of School Advisor/Coordinator/Mentor teacher:

Signature of Teacher Educator:

Counter signed by head of the school (along with stamp)

## **SEMESTER-IV**

### **C-19**

#### **Knowledge and Curriculum**

Total Marks:- 100 (External assessment:80 + Internal assessment:20)

#### **OBJECTIVES:**

- To explain the concept, sources of knowledge, and facets of knowledge.
- To appraise the student teacher about the concept of modernization, multiculturalism and democratic education in curriculum.
- To acquaint the student-teacher with the culture and modernity, national integration and secularism.
- To understand the concept of hidden curriculum and analyse various curriculum framework.
- To explain the meaning and different types and determinants of curriculum.
- To explain principles and approaches of curriculum construction.
- To acquire conceptual understanding of ideology and the curriculum.

#### **UNIT-I: KNOWLEDGE, SKILL & FACTS OF KNOWLEDGE**

- a) Knowledge — Concept, nature and sources of knowledge, role of teacher and student in construction of knowledge.
- b) Distinction between knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
- c) Facets of knowledge: local and universal; concrete and abstract; theoretical and practical; contextual and textual; school and out of school and their relationships.

#### **UNIT-II: FUNCTIONS OF KNOWLEDGE**

- a) Education for universalism, modernization and multiculturalism in Indian context.
- b) Education for national Integration, secularism and democracy.
- c) Education and values— concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.

#### **UNIT-III: ESSENTIALS OF CURRICULUM**

- a) Relevance of curriculum, meaning and concerns of 'Hidden Curriculum'.
- b) Approaches to curriculum development—subject centered, learner centered and community centered.
- c) Curriculum visualized at different levels- national , state and local level

#### **UNIT-IV: UNDERSTANDING IDEOLOGY**

- a) Philosophical ideology and curriculum: Idealism, Naturalism & Pragmatism.
- b) Educational thoughts of Tagore, Gandh, Paulo Friere.
- c) NCFSE- 2005

#### **Sessional Work**

#### **Critical Analysis of any one of the following:**

- a) National Curriculum Framework for School Education (NCFSE-2005).
- b) National Curriculum Framework for Teacher Education (NCFTE-2009).



**Suggested Readings:**

- B.C. Rai: Theories of education, Parkashan Kendra Sitapur Road Lucknow.
- Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi.
- S.K. Murty: Philosophical and sociological foundation of education: Parkash brothers Ludhiana.
- NR SwarupSaxena: Philosophical and sociological foundation of education. R Lall Book Depot Meerut.
- TS Sodhi: Philosophical and sociological foundation of education, Bawa publication Patiala.
- SP Chaube Foundation of education, Vikas publishing house, Noida.
- J.C. Aggarwal: Curriculum reforms in India NaiSarak Delhi.
- Janadran Prasad: Advanced curriculum construction Kanishka Publishers, New Delhi.
- Malla Reddy Mamdi: Curriculum development and educational technology, Sterling Publishers, New Delhi.
- R.M. Kalra: Curriculum construction for youth development, Sterling Publishers, New Delhi.
- SK Murty: Essentials of Curriculum Development. Allied Book Centre Hyderabad.
- MS Khan: Teacher Education. APH Publishing Corporation, New Delhi.
- MA Siddiqui: Teacher education NCTE New Delhi.

**C-20****CREATING AN INCLUSIVE SCHOOL**

**Total Marks : 50 (External Assessment:40 + Internal Assessment : 10)**

**Objectives :**

The course will enable the student teachers to

- To develop adequate competence and sensitivity among teachers regarding inclusive education.
- To understand concept, meaning and significance of inclusive education & Children with Diverse Needs.
- To gain knowledge on policy and legislative frameworks promoting inclusion.
- To prepare teachers for Inclusive schools.
- To inculcate healthy attitude towards inclusive education.
- To identify and utilize existing resources for promoting inclusive practices.

**Unit-I : Understanding Inclusion in Education**

- Concept and Importance of Inclusive Education.
- History of Inclusion-Paradigm shift from segregation to inclusion.
- Innovative practices and strategies for promoting inclusive education.

**Unit-II : Policy perspective : Initiatives to promote inclusive education**

- United Nation convention on the rights of persons with disabilities (UNCRPD), Persons with Disability Act 1995
- Inclusive education in SSA 2000, RMSA 2006, RTE 2010
- Role of institutions in coordinating with various agencies, functionaries, rehabilitation professionals and NGOs’.

### Unit-III : Understanding Children with Diverse Needs

- Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
- Orthopaedic impaired children - Concept, identification and educational programme

#### Suggested Activities:

- Report on a visit to school practicing inclusion / Special School.
- Preparing a case study on any of the categories of children with diverse needs.

#### Suggested Readings:

Bartlett, L.D. and Weisentein, G.R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey : Prentice Hall.

Chaote, J.S. (1991). *Successful Mainstreaming*, Allyn and Bacon

Choate, J.S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon

Daniels, H. (1999). *Inclusive education*. London :Kogan.

Deiner, P.L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida : Harcourt Braceand Company.

Dessent, t. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.

## C-21

### GUIDANCE AND COUNSELLING

Total Marks: 50 (External Assessment:40 + Internal Assessment:10)

#### OBJECTIVES:

1. To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
2. To acquaint them with various services of guidance.
3. To enable them to differentiate between guidance and counselling.
4. To help the pupil teachers to understand counselling and its various approaches
5. To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
6. To help them to organize guidance and counseling cell in the school.
7. To acquaint them with the methods of Job analysis

#### UNIT-I: UNDERSTANDING GUIDANCE AND COUNSELLING

- a) Meaning, need, principles, objectives and scope of Guidance.
- b) Types of Guidance: Educational, Vocational and Personal Guidance.
- c) Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Difference between Guidance and Counselling.

#### UNIT-II: GUIDANCE AND COUNSELLING SERVICES

- a) Guidance services: occupational information service, placement service and follow up service.
- b) Minimum programmes and organization of Guidance and Counselling services at secondary & senior secondary level.

- c) Role of Counsellor, Headmaster and teacher in Guidance.

### **UNIT-III: TECHNIQUES FOR UNDERSTANDING THE INDIVIDUAL**

- a) Testing techniques- intelligence, interest, aptitude and achievement tests  
 b) Non- testing techniques- cumulative record cards, interview, case study.  
 c) Job Analysis- Meaning, Purpose and methods.

### **SUGGESTIVE PRACTICAL (ANY TWO)**

- a) Case study- highlighting the different life stages and factors affecting the career patterns.  
 b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.  
 c) Prepare a profile of a student by assessing his/her ability, aptitude, interest or personality.

### **SUGGESTED BOOKS:**

- Aggarwal, J.C, Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House  
 Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.  
 Bhatia, K.K. (2000). Principles of Guidance and Counseling, Ludhiana: Kalyani Publishers.  
 Bhatnagar, A. & Gupta, N. (1999). Guidance & Counseling, Vol.1&2: A practical approach, New Delhi, Vikas publishers.  
 Gibson, R.L. & Mitchell, M.H. (2003). Introduction to Counseling and Guidance, New Delhi, Pearson Education.  
 Jones, R.N. (2000). Introduction to Counseling Skills: Text and Activities, New Delhi, Sage Publications.  
 Kinra, A.K. (2008). Guidance and Counselling, New Delhi: Pearson Longman  
 Linda Seligman (1994). Developmental Career Counseling and Assessment. (2<sup>nd</sup> ed.) London  
 Sage Publications. Pandey, K.P. (2000). Educational and Vocational Guidance in India. Varanasi: Vishwa Vidyalya Prakashan.  
 Ratus, S.A. & Nevied, J.S. (1980). Adjustment and growth: The challenge of life. New York: Rinehart and Winston.  
 Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper & Row.  
 Safaya, B.N. (2002). Guidance & Counselling. Chandigarh: Abhishek Publications.  
 Sharma, R.A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.  
 Sharma, Tara Chand (2002). Modern Methods of Guidance and Counselling. New Delhi: Sarup and Sons.  
 Shertzer, Bruce and Stone, Shelly, C. (1974). Fundamentals of Counselling. London: Houghton Missli.  
 Sidhu, H.S. Guidance and Counselling. Patiala: Twenty First Century Publication.  
 Sodhi, T.S. and Suri, S.P. (1999). Guidance & Counselling. Patiala: Bawa Publication  
 Starng, R. (2005). Counselling Techniques in Colleges and Secondary Schools. New York.

## **C-22 (EPC3)**

### **UNDERSTANDING THE SELF**

**Total Marks : 50 (External Assessment:40 + Internal Assessment : 10)**

#### **Objectives :**

- To develop a vision of life among student teachers.
- To develop a holistic and integrated understanding of the human self and personality.
- To facilitate the personal growth of student teachers by helping them to identify their own potential.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.

#### **Design of the Course**

This course is designed in the form of theory as well as workshops. One workshop of fifteen days spread over the whole semester is to be organised. A number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, presentations, buzz sessions, role plays and other activities suitable for the particular workshop.

#### **CONTENTS:**

##### **Unit-I: UNDERSTANDING AND DEVELOPMENT OF SELF**

- Defining the self (awareness & acceptance), self-perception theory and determinants of self.
- Role of consciousness in self-regulation
- Development of self through meditation, yoga, values and spirituality.

##### **Unit-II : SOCIAL PROCESS AND SELF**

- Role of self in development of society
- Resolving intrapersonal and interpersonal conflicts
- Role of positive thinking in self-development.

##### **Unit-III: EXPLORING SELF**

- SWOC analysis concept and importance for individual
- Self-esteem : Concept, techniques for development of self esteem
- Self-realization : Concept and importance

##### **Workshop Themes: (Preparation of report on any of two)**

- Developing emotional integration through practice of yoga and meditation
- Developing the capacity for resolving conflicts(Adjustment mechanisms & coping strategies)
- SWOC Analysis matrix of self (Strengths, Weakness, opportunities and Challenges)

#### **Suggested Readings:**

- 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.
- Walk with me : A guide for inspiring citizenship action (2006), New Delhi : Pravah Pub.

- Wilson, T.D. (2002). Stranger to ourselves : Discovering the adaptive coconscious Harvard University Press.
- Chatterjee, D. (1998). Leading consciously, M.A, USA : Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). The Evolving Self : A Psychology for the Third Millennium, New York : Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India : Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). The Prophet, Calcutta, India :Rupa& Co.
- Halder, B. (2006). A Life Less Ordinary, New Delhi : Penguin Books. Translated by Urvashi Butalia.
- Joshi, P. (2006). Negotiating Identity : Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3 (2), 1175-195.

### **C-23 (EPC-4)**

#### **Reading and Reflecting on Text**

**Total Marks: 50 (External Assessment: 40 + Internal Assessment:10)**

#### **Objectives:**

1. To enable to read, analyze and reflect on variety of texts.
2. To develop metacognitive awareness to become conscious about thinking processes.
3. To enable to write with a sense of purpose.
4. To enable student teachers to enhance their capacities as readers and writers.

#### **CONTENTS:**

##### **UNIT I: THE SCOPE & NATURE OF READING**

- Concept, objectives at different levels, Mechanics of Reading- Environment, Posture and Skills involved in Reading.
- Types (Aloud Reading, Silent Reading, Intensive and extensive reading), methods and importance of Reading.

##### **UNIT II: READING COMPREHENSION&REFLECTING ON TEXT**

- Concept, Components, levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).
- Reflective Reading- Concept, components and factors

##### **UNIT III: EVALUATION OF READING**

- Evaluation of Reading skills with special reference to test of rates of reading-(Time limit methods & amount limit method etc.)
- Developing reference skills and strategies/techniques for searching information from reference sources.
- Problems faced by children in reading-causes and remedies

##### **PRACTICAL WORK (Any two of the following)**

- Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc..
- Writing a book review and critically analyzing the contents and language of the text.

- Reflection and analysis of any one education policy Kothari Commission/NPE 1986/POA-1992/RTE Act.

**Suggested Readings: -**

- Alan Robinson H.(Ed.): Meeting Individual Difference in Reading, The University of Chicago Press Chicago,1964.
- Blanton,W.E. Fae (Ed.): Measuring reading performance International Reading Association,New York,1976.
- Dechant,E.V.: Improving the Teaching of Reading,Prentice Hall Englewood cliff's,Inc.1964.
- EK Wall E.E., Diagnosis and Remediation of the disabled Readers,Allyn and Bacon,Boston,1971.
- Hanter, L.E.: Improving Reading in secondary schools,macmillanCo.new York,1964.
- Shri Vastav B.P.; The Teaching of Reading.BhartiPublishers,new delhi-1971

**E-1**

**GENDER, SCHOOL AND SOCIETY**

**Total Marks: 50 (External Assessment: 40 + Internal Assessment : 10)**

**Objectives of the Course:**

- To develop basic understanding and familiarity with key concepts and gender issues.
- To sensitize student teachers towards gender issues.
- To observe and develop strategies and skills for manifestations of gender inequalities in school and society.

**UNIT-I: GENDER ISSUES**

- a) Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype.
- b) Gender issues in contemporary India- Nature, constitutional provisions and policies.

**UNIT- II: SCHOOL AND GENDER EDUCATION**

- a) Gender bias in schooling and in textbooks, curricular choices and the hidden curriculum (Teacher attitudes, classroom interaction and peer culture).
- b) Role of education in gender sensitization – Identifying education as a catalyst agent for Gender equality.

**UNIT-III: GENDER AND SOCIETY**

- a) Awareness towards gender issues – family, school and society as an agent.
- b) Role of media (print and electronic) in social construction of gender.

**PRACTICAL WORK:**

Any one from the following :

1. Preparing analytical report on gender issues in print or electronic media.
2. Critical Evaluation of Gender Biasness in Textbooks.

**Suggested Readings:**

- Ramachandran, Bimala. (2004). *Gender and Social Equity in Education : Hierarchies of Access*. New Delhi : Sage.
- UNESCO. (2004). *EFA Global Monitoring Report : Education for All : The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report : Gender and Education for All : The Leap to Equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17-B, Sri Aurobondomarg, New Delhi-110016.
- NCERT (National Council of Educational Research and Training (2006) : Gender issues in Education, National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education : A Review of Trends and Factors*. Project Report. Consortium for Research on Education Access, Transitions and Equity (CREATE), Falmer, UK.
- United Nations Girls Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education : A Conceptual Overview, Available at <http://www.ungei.org>
- Manjrekar, N. (2003), 'Contemporary Challenges to Women's Education : Towards an elusive goal?' *Economical and Political Weekly*, 38 (43), 4577-4582.
- Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L.Barton. R. Meighan and S.Walker, (Eds.) *Schooling, Ideology and the curriculum*, Lewes. UK : The Falmer Press. 29-49.

## E-2

### HEALTH AND PHYSICAL EDUCATION

Total Marks: 50 (External Assessment: 40+ Internal Assessment:10)

#### OBJECTIVES:

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student-teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

#### UNIT-I

- a) Health Education: concept, objectives, importance and principles of Health Education.
- b) Physical Education: concept, aims and objectives, modern concept of Physical Education, need and importance of Physical Education in school curriculum.
- c) School Health Programmes: Health services, Health supervision and Health instruction.

#### UNIT-II

- a) Contemporary health problems and preventions: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.

- b) Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.
- c) Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition.
- d) First Aid: Concept, importance and principles of first aid, first aid kit, importance of PRICE treatment in first aid. (P-prevention, R-rest, I-ice, C-compression, E- elevation)

### UNIT-III

- a) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures and remedial exercises and massage therapies.
- b) Yoga: modern concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)
- c) Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, (A,B and C) Chickenpox, Typhoid.

### PRACTICAL WORK

1. Project on calculating BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.

#### Suggested Readings:

- Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey : Slack Incorpor Road.
- Dhanajoy, S., & Seema, K. (2007). Lesson planning : Teaching methods and class management in physical education. New Delhi : Khal Sahitya Kendra.
- Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield :Guninness Publishing Road.
- Hedge, (1997). How to maintain good health, New Delhi : UBPSD Publishers.
- Kanele., B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana :Kalyana Publishers.
- Krishna, G. (1993). The purpose of yoga. New Delhi : UBS Publishers Ltd. Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi :Vikas Publishers Ltd.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar : GBD Publications.
- Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana :Tandon Publication Book Market.
- Nash T.N. (2006). Health and Physical Education, Hyderabad :Nilkamal Publishers.
- Prasad, Y.V. (2006). Method of teaching Physical Education, New Delhi : Discovery Publishing House. Sachdeva, M.S. (2006). School Organization, Administration and Management, Ludhiana :Dandon Publication, Chandra, S., Sothi, & Krishnan. P. (2005). Health Education and Physical Education. Delhi :Surjeet Publications.
- Reema, K. (1996). Physical fitness. New Delhi :Khel Sahitya Sports Publication.
- Sandhu, S.S. (2008), Health and Physical Education, Ludhiana :Chetna Parkashan.
- Tiwari, O.P. (2002). Asana : Why and how, India : Kanalyadhama.



**E-3****PEACE EDUCATION**

Total marks-50 (External Assessment:40 + Internal Assessment: 10)

**OBJECTIVES:**

- To develop attitudes for resolving conflicts at personal and social level through education
- To orient curricular and educational processes to promote peace
- To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
- To understand challenges to world peace

**UNIT-I: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY**

- a) Meaning, concept, need and scope of peace education
- b) Aims & objectives of peace education
- c) Challenges to peace and role of education for world peace and international understanding

**UNIT-II: AGENTS OF PEACE EDUCATION**

- a) Teaching approaches to peace education.
- b) Teacher as peace builder
- c) Agencies of peace education- family, school, society, media and NGOs

**UNIT-III: ORIENTING EDUCATION FOR PEACE BUILDING**

- a) Constitutional provisions vis-à-vis peace values
- b) Peace education in NPE (1986) ,NCF-2005
- c) Role of UNO, IAEWP in promoting peace education

**SESSIONAL WORK (Suggested Activities)**

1. Formation of peace club & write a report on activities.
2. Prepare a report on the contribution of Nobel peace prize winners

**References**

- Adams. D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement.Paris UNESCO.
- Dr. HaseenTaj (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.
- Dr. HaseenTaj (2005) Current challenges in Education, Neelkamal Publications Pvt. Ltd.
- Mahesh Bhargava and HaseenTaj (2006) Glimpses of Higher Education, Rakhi Prakashan, Agra-2
- <http://www.un.org/cyberschoolbus/peace/content.htm>

**E-4****Vocational and Work Education****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives:**

1. To understand the process of planning and organizing productive work.
2. To develop respect and regard for manual work.
3. To develop the capabilities of the prospective teachers to impart information related to the vocational and work education.
4. To understand the need and importance of work education in education.
5. To introduce work education as an integral part of education.
6. To make the student teachers aware about the techniques for dealing with vocational and work education.

**Unit I Vocational Education**

1. Concept, Objectives and Importance of Vocational Education in Secondary Schools.
2. Recommendations of Education Commission (1964-66), NPE (1986), NCF (2005) regarding Vocational Education.
3. Vocational Education and Vocationalization of Education, Role of Vocational Education in National Development.

**Unit II Work Education**

1. Concept, Need and Importance of Work Education.
2. Recommendations of Education Commission (1964-66), NPE (1986) towards Work Education
3. Objectives of introducing Work Education in schools.

**Unit III Vocational and Work Education**

1. Employability, Employment and Entrepreneurship through Vocational and Work Education.
2. Evaluation of Vocational and Work Education.
3. Strategies for Vocational and Work Education.

**Sessional Work**

1. Visit and Report to any Entrepreneur Activity-Self Help Group.

or

Survey of local population w.r.t. availability of various vocations/career options in the area.

2. A report on Skill India Campaign.

**Suggested Books**

CBSE (2004). Work Education in Schools. New Delhi: G. Balasubramanian

Ghosh, S.C. (2009). The history of Education in Modern India. New Delhi: Blackswam.

Gur Charan Singh Sehgal (2001). Work Education. New Delhi: APH Publishing

NCERT (2005). National Curriculum Framework. NCERT

Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School

Education Board (2005). Syllabi of vocational stram. Mohali: PSEB

World Bank (2007). Skill Development in India: Vocational Education and Training. Washington, DC.

**E- 5****ENVIRONMENTAL EDUCATION****Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)****Objectives:**

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation

**COURSE CONTENT****UNIT I : ENVIRONMENTAL EDUCATION**

- a) Environment and Ecology: Concept of Environment and Ecology, Components of Environment.
- b) Concept of Population, Community, Ecosystem and Biosphere, Major Ecosystems of the World ( Tropical forests, Grasslands and Freshwater).
- c) Environmental Education: Concept, need, objectives and Principles of Environmental Education

**UNIT II : ENVIRONMENTAL HAZARDS AND DISASTER MANAGEMENT**

- a) Global Environmental Problems: Global Warming, Climatic Change, Ozone layer depletion, Deforestation, Soil Erosion, Access to clean water, Extinction of Species.
- b) Environmental Pollution, Role of common man in pollution control.
- c) Disaster Management: Different phases of management (Before, during and after the disaster) in Earthquake fire and floods.

**UNIT III NATURALRESOURCES CONSERVATION**

- a) Concept, Classification of Natural Resources, Conservation of Water, Air, Soil and endangered Species.
- b) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- c) Rain Water harvesting, Eco tourism, Environmental Ethics

**PRACTICAL WORK:**

- Carrying out a project on Environmental Awareness and preparing its detailed report.
- Preparing a scrap file related to Environmental Problems.

**BOOKS SUGGESTED:**

- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khosho, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.

- Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
- Website: www.unep.org

## E- 6

### SCHOOL LIBRARY SERVICES

**Total Marks: 50 (External Assessment: 40+ Internal Assessments: 10)**

#### SCHOOL LIBRARY AND INFORMATION SERVICES

##### Unit-I

- a) Meaning, Aims and Objectives, Need and Importance of School Library in Education
- b) Five Laws of Library Science and their Implications
- c) Open and Close Access System, Library Rules and Regulations
- d) Accession Register, Library Staff and Qualities of School Librarian

##### Unit-II

- a) Library Classification: meaning, need and purpose
- b) Library Cataloguing: meaning, objectives and importance
- c) Circulation system: Ledger, Browne and Newark system of charging and discharging

##### Unit-III

- a) Specific problems of School Library and their solutions
- b) Library centered teaching and role of role of teacher in developing and making use of library
- c) Library period, Reference service, Reference books, Library softwares, E-Library

##### Practical Work:

Any two of the following:

- a) To prepare entries of 15 books in the accession register
- b) Classification of 15 titles at 3 digit level according to Dewey decimal Classification (DDC)
- c) Important websites for E-books, E-journals and other study material for schools

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